

**Elmore County School District**

 **School Library Policies**

**and**

**Procedures Manual**

FILE: IFBD

**SCHOOL LIBRARIES / MEDIA CENTERS**

The Board believes that the school library/media center is a fundamental part of the educational program. The availability of many materials in a variety of formats, including new technology, presents to students and teachers the opportunity of selecting the materials best suited for individual needs and modes of learning.

Each school in the School System shall maintain a school library/media center under the direction of a state certificated library/media specialist in accordance with accreditation standards. The responsibility for coordinating the section of instructional materials and making the recommendation for purchase rests with the professionally trained library/media center personnel employed by the School System, with the final responsibility being vested in the Board.

It is recommended that input on selection and review of library/media center materials should be made through the cooperative efforts of the staff, parents, and students. Coordination of materials is the responsibility of each school library media specialist who must maintain an updated and balanced collection and must provide standard library books and bibliographies to aid in the selection.

The media center should enforce a network usage policy to ensure that student use of the Internet is for educational purposes only and that all forms of media in the library, especially computers, are used properly. The media center should also provide current technology and follow the system and school’s technology policy.

Since the library/media center is an integral part of the instructional program, the library/media specialist should plan with all teachers to make available materials that can contribute to instruction in the classroom. The library/media specialist should promote regular group sessions as well as individual help to ensure that each student acquires a high degree of proficiency in the use of the library/media center for research as well as other instructional and personal use. Provision should be made for all students to have periodic access to the library/media center.

Students will be held responsible for the safe and orderly use of library materials. Students will ensure that materials are kept clean and undamaged and returned to the library/media center after an appropriate usage time limit. Any student who fails to return library materials on time or fails to return them at all will be responsible for the fines and the replacement fees for the materials that have been checked out. The following table indicates the fines and replacement costs levied by grade level at the schools in Elmore County.

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 FILE: IFBD

 (continued)

**PAYMENT OF FINES FOR LIBRARY MEDIA MATERIALS**

**Elementary Media Centers**

**Grades K-4**

* No fines will be charged for overdue books.
* Students will pay replacement cost for lost or damaged books. Replacement cost will be a minimum of $6 for a paperback book and $12 for a hardback book.
* Students who find a lost book within 30 days of payment for that book will receive a full refund.

**Middle/Junior High Schools**

Grades 5-8

* Fine for overdue books is $.10 per day.
* Fine cap is $5.00.
* Students will pay cost of book for lost books plus a $3.00 processing fee.
* Students who find a lost book within 30 days of payment for that book will receive a full refund less any fines accrued.
* Students who are suspended or at ECAP or ATS are still responsible for returning books on time and paying any fees associated with late, damaged, or lost books.

 **High School Media Centers**

* Fine for overdue books is $.25 per day.
* Fine cap is $5.00.
* For lost or damaged books, students pay cost of book plus any fines up to the $5.00 cap.
* Students who are suspended or at ECAP or ATS are still responsible for returning books on time and paying any fees associated with late, damaged, or lost books.

SOURCE: Elmore County Board of Education, Wetumpka, Alabama

ADOPTED: August 20, 1990

AMENDED: June 21, 1998; June 23, 2006

LEGAL REF.: The Code of Alabama, 16-8-11, 16-21-1 to 2, State Department of Education Accreditation Standards Bulletin.

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**Library Collection**

**Selection Process ̴ Printed**

**and**

**Non-Printed Materials ̴ Challenged Materials**

**Weeding Process**



 FILE: IFBD-R

**SCHOOL LIBRARIES / MEDIA CENTERS**

**SELECTION OF MATERIALS**

I. Philosophy of Selection

The primary objective of the school’s library/media center is to implement, enrich, and support the educational program of the school. We believe the purpose of education is to help all students acquire the skills, understandings, and attitudes that will promote sound character, responsible citizenship, intellectual proficiency, and personal fulfillment in our ever-changing society. Materials selected for the library/media center shall support this purpose.

II. Objectives of Selection

The primary objective of the school’s library/media center is to implement, enrich, and support the educational program of the school. To this end, the Board embraces the School Library Bill of Rights and encourages local school library/media specialists to adopt and operate by their principles and objectives as outlined below:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgements in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop the practice of critical analysis of all media.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principles about personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users of the libraries/media centers.

III. Responsibility for Selection of Materials

Selection of materials may be a cooperative process involving parents, principals, teachers, supervisors, students, and library/media center specialists. The responsibility for coordinating the selection of instructional materials and mailing the recommendation for purchase rests with the professional trained library/media center personnel employed by the School System, with the final responsibility being vested in the Board.

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 FILE: IFBD-R

 (continued)

**GUIDELINES FOR USE OF SELECTION POLICY**

1. Criteria for Selection

Needs of the individual school based on knowledge of the curriculum and of the existing collection are given FIRST consideration. Requests from faculty and students are to be given consideration.

Each item purchase is to be considered on the basis of the following:

1. Central purpose
2. Timeliness or permanence
3. Importance of subject matter
4. Quality of the writing/production
5. Readability and popular appeal
6. Authoritativeness
	1. Reputation of the publisher/producer
	2. Reputation and significance of the author/artist/composer/producer, etc.
7. Format and price
8. Procedures for Selection

When selecting materials for purchase, the library/media specialist is to evaluate the existing collection and consult the following sources:

* Reputable, unbiased, professionally prepared selection aids.
* Specialists from all departments and/or grade levels.
* The library/media committee, when there is one, appointed by the principal to serve in an advisory capacity in the selection of materials.

 In specific areas library/media center personnel should follow these procedures:

1. Gift materials are judged by basic collection standards.
2. Multiple items of outstanding and much-in-demand media are purchased as needed.
3. Word or missing standard items are replaced periodically.
4. Charge made for lost items is the replacement costs of that item.

\*\*See Section IV. Weeding: Rationale and Criteria

IV. Interlibrary Loans

Libraries/media centers in the School System will share materials through interlibrary loans.

V. Challenged Materials

Occasional objections to a selection will be made, despite the care taken by highly-qualified professional staff who select valuable, age-appropriate, and functional materials for student and teacher use.

The principles of freedom to read, see, and hear are the professional responsibility of the staff and must be defended, rather than the material.

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FILE: IFBD-R

 (continued)

The procedure is for the purpose of considering the opinions of those persons in the schools and school community who are directly involved in the selection process.

Informal Request:

1. The principal, media specialist, or certified staff member will give the complainant the options of returning the book and selecting another one.
2. The complainant may request an informal meeting to discuss the merits of the challenged material with a school administrator and the certified staff member.
3. Documentation will be kept during the meeting and filed in a Reconsideration File. The complainant will be invited to file his/her objections in writing and will be supplied with a “Request for Reconsideration Questionnaire” (FILE: IFBD-RR). If the questionnaire is not returned to the school administrator within five (5) days, the complainant is invalid.

Formal Request for Reconsideration:

1. When the “Request for Reconsideration Questionnaire” is returned to the school administrator, it will be placed in the Reconsideration File and considered to be a formal request for the reconsideration of the listed book/material by the Library Committee. The Library Committee will consist of a team of unbiased educators, administrators, parents, and community members.
2. The Library Committee will evaluate the challenged material based on specific criteria such as educational value, curriculum relevance, diversity, accuracy, and age-appropriateness.
3. The school administrator will then inform the Library Committee who will:
4. Read and examine materials referred.
5. Check general acceptance of the materials of reading reviews.
6. Weigh values and faults against each other and form opinions based on the materials as a whole and not on passages pulled out of context.
7. Meet to discuss the material and to prepare a report.
8. File a copy of the report in the Reconsideration File.

5. A copy of the committee’s report will be sent by registered mail to the complainant within five (5) days of the decision.

Appeals Process:

1. Upon receipt of the committee’s decision, the complainant has ten (10) calendar days to appeal to the ECBOE.
2. Upon receipt of a request for formal reconsideration of a learning resource, the County Superintendent shall:
	1. *Appoint a County reconsideration committee including the following membership as appropriate:*
		1. *One member of ECBOE Central Office staff chosen by the Superintendent*
		2. *One member of the school teaching staff chosen by the school staff*
		3. *One member of the ECBOE media center professional staff*

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FILE: IFBD-R

 (continued)

* + 1. *Two parents whose students attend the school*
		2. *Two students chosen by the principal (optional)*
		3. *A school administrator*
	1. *Arrange for a county reconsideration committee meeting within ten (10) working days after the appeal is received.*
	2. *The county reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.*
	3. *The county reconsideration committee shall review the challenged material and the Reconsideration File prepared by the school and judge whether it conforms to the principles of selection outlined in the district Selection Policy.*

Resolution:

1. The county reconsideration committee shall:
	1. Examine the challenged resource;
	2. Determine professional acceptance by reading critical reviews of the resource;
	3. Weigh values and faults and form opinions based on the materials as a whole rather than on passages or sections taken out of context;
	4. Discuss the challenged resource in the context of of the educational program;
	5. Discuss the challenged item with the complainant when appropriate;
	6. Prepare a written report.
2. The written report shall be discussed with the complainant, if requested.
3. The Superintendent and the school principal will retain the written report.
4. Written reports, once filed, are confidential and available for examination by the members of the Elmore County Board of Education only.
5. The decision of the County reconsideration committee is binding for the district based on grade bands (elementary, middle, high).

***Resources:***

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/sampleforms>

VI. Weeding

1. Rationale:

1. It is an essential step in the collection development process.

2. It insures the best use is made of available shelving.

3. It maintains an inviting appearance for the collection.

4. It helps to develop an up-to-date collection.

5. It removes the illusion of a well-stocked library/media center in the eyes of those who

 do not use it.

6. It helps identify weak spots in the collection.

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 FILE: IFBD-R

 (continued)

1. Criteria:
* Materials in poor condition. Only mend materials that can be repaired in 10-15 minutes. Library media specialists’ time is too costly for major mending jobs unless the item is out-of-print or very expensive.
* Materials with outdated information.
* Materials with out-of-date sections or chapters that should be replaced with current items.
* Unneeded duplicates.
* Materials of poor quality, such as print too small, cramped margins, pulpy paper, yellowed paper, or badly bound.
* Materials that have not circulated in more than five years (after an effort has been made to attract students to its use).

SOURCE: Elmore County Board of Education, Wetumpka, Alabama

ADOPTED: August 20, 1990

AMENDED: November 20, 2000

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**SCHOOL LIBRARY SELECTIONS - REQUEST FOR RECONSIDERATION**

**Note: No materials will be reviewed until the entire form is completed.**

|  |
| --- |
| **Initiated by:** |
| **\_\_\_\_\_ Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Other** | **Representing \_\_\_\_\_ Self \_\_\_\_\_ Organization** |
| **Address** | **Phone** |

**Materials Questioned (Indicate type of material)**

**\_\_\_\_\_ Book**

|  |  |
| --- | --- |
| **Author** |  |
| **Title** |  |
| **Copyright Date** |  |

**\_\_\_\_\_ Audio-Visual Material**

|  |  |
| --- | --- |
| **Type of Media** | **\_\_\_\_\_ Audio CD \_\_\_\_\_ DVD/Blu-Ray \_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Title** |  |

Have you read or reviewed the entire material? **\_\_\_\_\_ Yes \_\_\_\_\_ No**

If not, what parts? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What reviews of this material have you read? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To what do you object? Please be specific. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you feel might be the result of reading or viewing this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For what age group would you recommend this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the good points of this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FILE: IFBD-RR

 FILE: IFBE

**TEXTBOOK AND INSTRUCTIONAL MATERIAL REVIEW PROCEDURE**

The Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States. The Board recognizes the right of persons to express objections to textbooks and instructional materials that they deem inappropriate. When a request for review of materials is made, the procedures outlines below should be followed:

1. The suitability of particular textbooks or other materials may be questioned. All complaints

 related to textbooks and other such materials shall be presented to the Superintendent on the

 appropriate form (see School System’s Request for Review of Instructional Materials Form,

 FILE: IFBE-R). The Superintendent will forward duplicate copies to the principal and

 library/media specialist of the school involved.

2. Textbooks or other such material may be removed temporarily from use until the Review

 Committee and/or Superintendent/Board has made a final decision on the materials in

 question.

3. The material in question shall be reviewed by a Review Committee composed of an

 instructional supervisor, the school principal, a teacher representing the appropriate subject

 area, a parent representative appointed by the school principal, a lay person interested in

 school affairs appointed by the Superintendent, a library media specialist from the School

 System, and the school library/media specialist. The Review Committee shall function at

 the call of the Superintendent upon receipt of a complaint.

4. The review of questioned materials shall be treated objectively and as an important matter.

 Every opportunity shall be afforded those persons or groups questioning school materials to

 meet with the Committee and to present their opinions. The school library/media specialist

 and any other persons involved in the selection of the questioned material shall have the

 same opportunity. The best interest of the students, the curriculum, the school, and the

 community shall be of paramount consideration.

5. The Review Committee will reach a majority decision concerning the recommended

 disposition of the material in question. A report of the final decision will be mailed to the

 person initiating the complaint, with copies provided all members of the Review

 Committee and the Superintendent.

6. Provided the matter remains unresolved, the Superintendent will make a recommendation

 to the Board for further review or action concerning the proper disposition of the material in

 question.

SOURCE: Elmore County Board of Education, Wetumpka, Alabama

ADOPTED: August 20, 1990

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 FILE: IFBE-R

**Request for Review of Instructional Materials Form**

**Note: No materials in questions will be reviewed until the following form is completed by the person concerned.**

Initiated by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Representing: Self\_\_\_\_\_\_\_\_\_\_ Organization\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please Identify)

Materials Questioned:

Book:

 Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Copyright Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AV Material:

 Type of Media: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Filmstrip, record, etc.)

 Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objection(s):

1. To what do you object? Please be specific. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What do you believe might be the result of reading/viewing this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. For what age group would you recommend this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there anything good about this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Did you read or view the entire material? \_\_\_\_\_\_\_\_\_\_ If not, what parts? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What reviews of this material have you read? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 FILE: IFBEC

**REVIEW OF AUDIO-VISUAL MATERIAL**

In an effort to ensure that audio-visual materials used in the schools of the School System are best suited to the educational needs, age, and maturity of students, the Board directs that the following guidelines govern the use and review of all audio-visual materials to be shown in any classroom or school setting:

Internal Materials

The local school principal or designee (librarians/media specialist) will be responsible for library/media center acquisitions at each school. The principal or designee will work closely with members of the certified teaching staff in selecting appropriate instructional materials for the various grade levels and content areas. All books, magazines, tapes, audio-visual materials, and other teaching aids located in individual school libraries/media centers that are to be used by students will be examined and approved by the principal or designee before such materials are made available to students and teachers.

External Materials

1. Audio-visual material obtained from sources external to the school libraries/media

 centers must meet the following standards prior to use in a classroom or school

 setting:

2. Relate directly to the School System curriculum and serve as a means of teaching a

 specific objective(s).

3. Relate directly to the lesson or unit plan being taught.

4. Be previewed in its entirety by the teacher and receive written approval by the school

 principal prior to using the material in a classroom setting. The prior written approval

 must be on forms approved by School System (See IFBEC-R), with a copy to the

 teacher and principal. Any audio-visual materials (DVDs, videos, audio-cassettes,

 etc.) not housed in the library media center must receive written approval by the

 principal prior to use in classrooms.

Special Education Students

Guidelines governing special education programs will be determined by the Special Education

Department.

SOURCE: Elmore County Board of Education, Wetumpka, Alabama

ADOPTED: August 20, 1990

AMENDED: July 18, 1994; June 23, 2006

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 FILE: IFBEC-R

Elmore County Board of Education

Wetumpka, Alabama

**Request for Approval of Audio-Visual Materials Form**

**Note: This review process is to be completed only when the audio visual is obtained from sources external to the school library or School System and is designed to protect the students, teachers, and the School System.**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Audio-Visual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Commercial Rating, if applicable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Obtained from (Source): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum Objective and Skill (Explain): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow-up Activity (Explain): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date to be Shown: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level/Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I certify that I have previewed the above listed audio-visual material in its entirety and request that it be approved for showing in my class(es).

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Teacher

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Disapproved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Principal

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**Copyright**



**Computer Software**

**Computer Network Usage**

**Reproduction of Copyrighted Materials**

 FILE: IFBGB JTA

**COMPUTER SOFTWARE SELECTION AND DUPLICATION**

It is the intent of the School System to adhere to the provisions of copyrighted laws in the area of microcomputer software. It is also the intent of the School System to comply with license agreements and/or policy statements contained in software packages used in the School System. It is recognized that computer software piracy is a major problem for the industry and that violations of computer copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessen incentives for the development of good educational software. All of these results are detrimental to the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities, the following guidelines shall control computer software selection and duplication in the School System.

1. The ethical and practical problems caused by software piracy will be taught to educators and

 students in all schools in the School System.

2. School System employees will be informed that they are expected to adhere to the

 provisions of the 1976 Copyright Act as amended in 1980 (copies housed in each school

 library/media center) governing the use of computer software. Section 117 states that the

 owner of a computer program may make one copy of the program to be used as an

 archival copy unless licensing provisions obtained with the software state otherwise.

 Backup copies are not to be used on a second computer at the same time as an original in

 use simultaneously.

3. Software shall not be placed on a network system without a designated network version

 or a license agreement. When permission is obtained from the copyright holder to use on a

 network system, efforts will be made to secure this software from copying.

4. Illegal copies of copyrighted programs may not be used on School System equipment.

5. Any legal or insurance protection of the School will not be extended to employees who

 intentionally violate copyright laws.

6. The Superintendent is designated as the only individual who may sign license

 agreements for software for schools in the School System. A copy of any software

 agreement or licenses shall remain on file at the Central Office.

7. It is the responsibility of the principal at each site for establishing practices that will

 enforce the System copyright policies.

8. All staff members (including aides) will be expected to abide by the provisions of this

 policy.

COMPUTER SOFTWARE USE GUIDELINES

The following computer programs are permissible for classrooms throughout the School

System:

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 FILE: IFBGB JTA

 (continued)

1. Programs in the public Dora.

2. Programs covered by a licensing agreement with software author(s), vendor or

 developer, whichever is applicable.

3. Programs donated to the school (not illegal copies) with a written record that a bona fide

 contribution exists.

4. Programs purchased by individual schools with a record that the bona fide purchase

 exists.

5. Programs purchase by the user with a record that the bona fide purchase exists and can

 be produced by the user upon demand.

6. Programs being reviewed or demonstrated by the user in order to reach a decision about

 possible future purchase or requested contribution or licensing.

7. Programs written or developed by the School System employees and students for the

 specific purpose of being used in classrooms of the School System.

It is also the policy of the School System that there be no copying of copyrighted or proprietary programs on computers belonging to the School System.

Computer Network Usage

Since the availability of the Internet is increasing in Elmore County, it is the intent of the Board of Education to insist that all regulations governing the duplication and use of software be extended to include the Internet. It is the intent of this system that students and staff act with responsibility and consideration in the use of the internet; therefore, computer tampering (to include changing grades, falsifying report cards, modifying setup, violating copyright laws, trespassing in the work of others, using the Internet to verbally attack, insult, harass others, etc.) is a disciplinary offense. The violation of regulations in the use of the Internet will result in disciplinary actions as Class II or Class III offenses and will include a fine for the time involved in reformatting or reentering data. (See ACCEPTABLE USE AND INTERNET SAFETY FILR: IFBGC/JTB and IFBGC-R/JTB-R.)

SOURCE: Elmore County Board of Education, Wetumpka, Alabama

ADOPTED: August 20, 1990

AMENDED: June 15, 1997

AMENDED: June 17, 2002

LEGAL REF.: 17 U.S.C. 106; Adapted with permission from the policy statement approved by

 Board of Directors of the International Council for Computers in Education; Act of 1976.

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FILE: IFBG

**REPRODUCTION OF COPYRIGHTED MATERIALS**

The following guidelines shall govern the reproduction of copyrighted materials in the School System:

1. Board employees may reproduce copyrighted materials under the provisions of

 the copyright laws currently in force under Title 17 of the United States Code.

2. Any reproduction of copyrighted materials will be done either with the written

 permission of the copyright holder or within the bounds of “Fair Use” guidelines

 provided in the Copyright Act; otherwise, the individual responsible for the

 reproduction may be liable for infringing the copyright under existing laws.

3. The Board in recognizing the importance of the Copyright Law of the United

 States (Title 17, United States Code), hereby notifies all employees that a

 willful infringement of the law may result in disciplinary action. In the case of a court

 action for damages, a finding of willful infringement would preclude the Board paying

 any judgement rendered against the employee and paying any attorney’s fees or

 costs that the employee would incur in conjunction with a lawsuit and may render the

 employee liable to the Board for any damages which the Board is liable to pay.

The Board requires that copies of Title 17 of the USC and text of the 1976 Copyright Act and amendments be available to teachers and employees and be housed in each school library/media center.

SOURCE: Elmore County Board of Education, Wetumpka, Alabama

ADOPTED: August 20, 1990

LEGAL REF.: 17 U.S.C. 106, Copyright Act of 1976

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 **Library Procedures**

***Library Openings and Closings for the 2012-2013 School Year***

Opening Date: No later than September 4, 2012

Closing Date: Last Book Check-out Date: May 3, 2013

All books due back no later than May 10, 2013

May 10, 2013 – May 22, 2013 for Inventory

***Daily Library Schedule:***

Elementary Schools: Libraries should be open no later than 8:00 a.m. and

 closed 20 minutes prior to dismissal.

Intermediate Schools: Libraries should be open no later than 7:30 a.m. and

 closed 20 minutes prior to dismissal.

High Schools: Libraries should be open no later than 7:30 a.m. and

 closed no earlier than 3:30 p.m.

***Library Lessons: Fixed and Flexible***

It is important that each school promotes a library schedule that is the most effective at addressing the unique needs of the students. Below are key elements from the *Alabama Department of Education: Alabama’s School Library Media Handbook for the 21st Century Learner.* For additional information, you may download the entire document at

[www.alex.state.al.us.libmedia/sites/alex.state.al.us.libmedia/files/Library%20Media%20Plan.pdf](http://www.alex.state.al.us.libmedia/sites/alex.state.al.us.libmedia/files/Library%20Media%20Plan.pdf)

1. **Schedules**: Weekly schedules that list whole-class and small-group instruction,

 administrative periods, special programs, planning times, and other planned library

 activities are collected for documentation of library use through the year.

 Points to remember:

 a. The library media specialist, with the assistance of the administration, sets

 the schedule. The schedule is posted and available at all times.

 b. The library media center should not be closed for non-library purposes.

 The LMC is open for student use at all times.

 c. Forty percent of the library media specialist’s time is spent in the

 administration of the library media program. During this time, no classes

 are scheduled for instruction by the library media specialist, although

 students and teachers may still use the LMC.

 d. The LLMS is provided a scheduled lunch time.

 e. Teachers and administrators should understand the difference in flexible

 scheduling, open access, and fixed scheduling.

2. **Variations of Flexible Scheduling**:

 a. **Completely flexible**

 The LMS provides a scheduling calendar with time for teachers to

 schedule their classes. A collaboration log to ensure that every teacher

 is scheduling regular library media time is maintained.

 b. **Partially flexible/fixed**

 This scenario is seen in lower elementary schools where Grades K-2

 classes are scheduled at regular times to have contact with the LMS for

 exposure to read aloud stories. If this type of scheduling is used, classes

 are normally concentrated into one or two days a week and are held

 at the beginning or end of the day, thus, allowing large blocks of

 time for other classes to schedule as units are developed.

In Elmore County, there is a variety of schedules fixed and flexible. If schedules are

flexible, librarians at all levels, should keep a collaboration log to ensure that

collaboration with teachers is on-going, and students are regularly attending the library

for lessons to enhance units of study in the classroom. These logs and schedules should

available for review at any time.

***Storage/Maintenance of Equipment***

All equipment such as TVs and computer hardware that is assigned to the library is either stored in the library for daily check-out or is checked out to specific teacher for a designated time. Librarians are responsible for the proper storage and maintenance of library equipment while stored in the library.

***Cataloging and Circulation of Materials***

**Destiny®** library automation software system is used by all Elmore County librarians to catalog books, track circulation, and to weed the library collection. Circulation reports are sent each semester to the central office contact. Circulation provides longitudinal data over the course of five years.

***Services/Activities Offered***

All librarians offer a variety of services and activities to their school population and beyond. Some activities include, but are not limited to the following:

* Attends collaborative planning sessions
* Conducts flex and/or fixed lessons with students
* Provides Professional Development on AVL, AR, etc.
* Compiles library resources for teachers to enhance an area of study
* Planning special events such as Read Across America
* Conduct Book Clubs
* Plans authors’ visits
* Conducts meeting with Library Advisory Committee
* Writes grants to purchase library materials
* Orders, processes, and catalogs new materials.