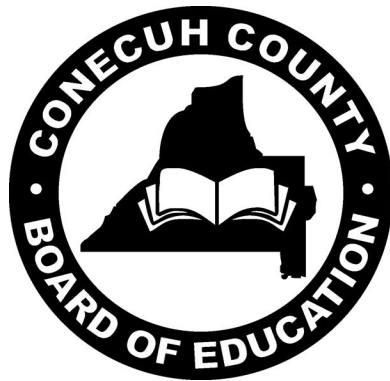


Conecuh County Schools

Library Media Policies & Procedures Manual



2023-2024

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Conecuh County Schools

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Conecuh County Schools Library Media Policies and Procedures

OUR MISSION:

The mission of the Conecuh County Schools' Library Media Center is to provide students with a friendly, instructional environment that enhances knowledge; to provide students with the opportunity to improve reading skills, computer skills, and research skills; to ensure that students have access to the Internet and Alabama Virtual Library; to provide students with activities that enhance classroom instruction; and to motivate students to become lifelong learners.

VISION STATEMENT:

The Conecuh County Schools' Library Media Program seeks to create a 21st Century environment that promotes learning for all students by providing equitable access to information, teaching information literacy skills, and encouraging lifelong learning. The library media center strives to be a center of collaborative learning that produces creative students who have an appreciation of literature, critical thinking skills, and a respect for others and self.

PHILOSOPHY/BELIEFS:

A school library is a learning hub that centers the school's social and intellectual development as it fosters a community of collaboration, learning and a love of literacy. In order to best optimize curriculum design, instruction and support staff and students' knowledge and learning, the library will promote a professional learning community. The learning climate will be conducive to multiple learning styles and physical needs as it provides equal access to all stakeholders.

GOALS AND OBJECTIVES:

Goal #1

To collaborate with teachers to provide a learning environment that fosters a love of reading

Objectives

1. Provide students with a wide range of materials and genres to improve reading skills and to influence lifelong learning

2. Order high interest materials in accordance to school budgeting
3. Maintain a nurturing, safe, and engaging library environment where all students feel welcome
4. Provide all students with activities to enhance all aspects of the curriculum
5. Work collaboratively with teachers to provide a library media center that is functional and centered on the student to ensure that it is an essential part of the educational process

Goal #2

To ensure that students and staff can effectively access, evaluate, and use print and online material

Objectives

1. Teach students and staff to access materials in a library setting through the Destiny online catalog
2. Provide lessons and information on accessing reliable sources of information from print and online media
3. Provide students with opportunities to select, retrieve, and analyze reference materials

4. Provide online resources for teachers, students, and parents
5. Provide students with opportunities to improve their use of technology and provide activities using the Internet and Alabama Virtual Library

Goal#3

Objectives

To provide professional assistance in the use and acquisition of instructional technologies

1. Provide students and staff with technology troubleshooting help
2. Facilitate the implementation of County purchased technology programs
3. Publish online resources for teachers, students, and parents

School Library Bill of Rights For School Library Media Center Programs

The American Association of School Librarians reaffirms its beliefs in the Library Bill of Rights of the American Library Association. Media Personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide for maximum backgrounds and maturity levels of the students served.
- To provide materials that support the curriculum, taking into consideration the individual's needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
- To provide materials for teachers and students that will encourage growth in knowledge and that will develop literacy, cultural and aesthetic appreciation, and ethical standards.
- To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
- To provide a written statement, approved by local boards of education of the procedures for meeting the challenge of censorship of materials in school library media centers.
- To provide qualified professional personnel to serve teachers and students.



AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
A. THINK	<p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> Formulating questions about a personal interest or a curricular topic. Recalling prior and background knowledge as context for new meaning. 	<p>Learners contribute balanced participation by:</p> <ol style="list-style-type: none"> Articulating an awareness of the contributions of a range of learners. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. Describing their understanding of cultural relevancy and placement within the global learning community. 	<p>Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> Demonstrating their desire to broaden and deepen understanding. Developing new understandings through engagement in a learning group. Deciding to solve problems informed by group interaction. 	<p>Learners act on an information need by:</p> <ol style="list-style-type: none"> Determining the need to gather information. Identifying possible sources of information. Making critical choices about information sources to use. 	<p>Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> Reading widely and deeply in multiple formats and write and create for a variety of purposes. Reflecting and questioning assumptions and possible misconceptions. Engaging in inquiry-based processes for personal growth. 	<p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> Responsibly applying information technology and media to learning. Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	<p>Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> Using evidence to investigate questions. Devising and implementing a plan to fill knowledge gaps. Generating products that illustrate learning. 	<p>Learners adjust their assumptions as the global learning community by:</p> <ol style="list-style-type: none"> Interacting with learners who reflect a range of perspectives. Evaluating a variety of perspectives during learning activities. Representing diverse perspectives during learning activities. 	<p>Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> Using a variety of communication tools and resources. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 	<p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> Seeking a variety of sources. Collecting information representing diverse perspectives. Systematically questioning and assessing the validity and accuracy of information. Organizing information by priority, topic, or other systematic scheme. 	<p>Learners construct new knowledge by:</p> <ol style="list-style-type: none"> Problem solving through cycles of design, implementation, and reflection. Persisting through well-directed pursuits by tinkering and making. 	<p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> Ethically using and reproducing others' work. Acknowledging authorship and demonstrating respect for the intellectual property of others. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	<p>Learners edit, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> Interacting with content presented by others. Providing constructive feedback. Acting on feedback to improve. Sharing products with an authentic audience. 	<p>Learners exhibit empathy with and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> Engaging in informed conversation and active debate. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	<p>Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> Seeking and responding to feedback from others. Involving diverse perspectives in their own inquiry processes. 	<p>Learners exchange information resources within and beyond their learning community by:</p> <ol style="list-style-type: none"> Accessing and evaluating collaboratively constructed information sites. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. Joining with others to compare and contrast information derived from collaboratively constructed information sites. 	<p>Learners engage with the learning community by:</p> <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. 	<p>Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	<p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> Continually seeking knowledge. Engaging in sustained inquiry. Enriching new understanding through real-world connections. Using reflection to guide informed decisions. 	<p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <ol style="list-style-type: none"> Seeking interactions with a range of learners. Demonstrating interest in other perspectives during learning activities. Reflecting on their own place within the global learning community. 	<p>Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> Actively contributing to group discussions. Recognizing learning as a social responsibility. 	<p>Learners select and organize information for a variety of audiences by:</p> <ol style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate. 	<p>Learners develop through experience and reflection by:</p> <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. 	<p>Learners engage with information to extend personal learning by:</p> <ol style="list-style-type: none"> Personalizing their use of information and information technologies. Reflecting on the process of ethical generation of knowledge. Inspiring others to engage in safe, responsible ethical, and legal information behaviors.

AASL STANDARDS FRAMEWORK FOR LEARNERS:

INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

INFORMATION LITERACY STANDARDS

Standard 1 The student who is information literate accesses information efficiently and effectively.

Standard 2 The student who is information literate evaluates information critically and competently.

Standard 3 The student who is information literate uses information accurately and creatively.

INDEPENDENT LEARNING STANDARDS

Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

SOCIAL RESPONSIBILITY STANDARDS

Standard 7 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

DEFINITION OF AN EFFECTIVE SCHOOL LIBRARY PROGRAM

(AS STATED BY AASL)

The American Association of School Librarians (AASL) supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

As a fundamental component of college, career, and community readiness, the effective school library program:

1. is adequately staffed, including a state-certified school librarian who,
 - a. is an instructional leader and teacher,
 - b. supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and
 - c. supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;
2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and
3. provides regular professional development and collaboration between classroom teachers and school librarians.

Effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners. Under the leadership of the school librarian, the school library provides students access to resources and technology, connecting classroom learning to real-world events. By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.

Under the leadership of a certified school librarian, the effective school library program delivers a well- rounded educational program (AASL 2009). This program focuses on accessing and evaluating information, providing digital learning training and experiences, and developing a culture of reading. The program uses a variety of engaging and relevant resources. Robust school libraries have high-quality, openly licensed digital and print resources, technology tools, and broadband access. This environment is essential to providing equitable learning opportunities for all students. More than 60 studies in two dozen states show that the “levels of library funding, staffing

levels, collection size and range, and the instructional role of the librarian all have a direct impact on student achievement” (Gretes 2013).

In an effective school library program, the school librarian serves as an instructional leader, program administrator, teacher, collaborative partner, and information specialist (AASL 2009). Working with classroom teachers, the school librarian develops information literacy and digital literacy instruction for all students. Serving as an instructional leader, the school librarian contributes to curricular decisions and facilitates professional learning. Additionally, as the library program administrator, the school librarian oversees and manages the program and works with school and community partners. These partnerships result in expanded and improved resources and services for all students.

An effective school library program plays a crucial role in bridging digital and socioeconomic divides. School library programs staffed with state-certified professionals provide an approachable, equitable, personalized learning environment necessary for every student’s well-rounded education.

Please visit www.ala.org/aasl/positionstatements for more information

COLLECTION DEVELOPMENT POLICY:

A. Criteria for Selection

Library resources will be chosen to support the existing curriculum as well as the personal needs and interests of the library users. They will meet high standards of quality in factual content and presentation. The resources will be appropriate for the subject area and for the age, emotional development, ability level, learning style and social development of the students for whom the materials are selected. Library resources will be selected to help students gain an awareness of our pluralistic society. The selection of resources on controversial issues will be directed toward maintaining a diverse collection representing various views. Resources will be selected for their strengths rather than rejected for their weaknesses.

B. Procedures for Selection

In selecting library resources, the LMS will measure available materials against the above criteria and the emerging needs of the curriculum. The LMS will consult reputable, professionally prepared selection guides and other appropriate review sources. Such sources include, but are not limited to, Booklist, Children's Library Catalog, Junior High School Library Catalog, School Library Journal, etc. Additionally, resources also come from conferences , etc. Administrators, teachers, instructional assistants, students, parents and community members will be regularly encouraged to make

recommendations for purchase. When feasible, the resource itself will be examined. Gift materials will be measured against the above criteria and will be accepted or rejected accordingly. Resource selection will include the routine removal of outdated and inaccurate materials, as well as the replacement of lost and worn items still of educational value.

C. Material Organization and Maintenance

1. Weeding/Deselection of Resources

The library media specialist is primarily responsible for identifying resources that should be removed from the library collection. A material should be removed from the library's collection if it:

Library materials should be weeded if they:

- contains misleading, factually inaccurate, or dated information;
- are in poor physical condition.
- have not been circulated in the last five years.
- are outdated in content, use or accuracy
- are mediocre or poor in quality.
- are biased or portray stereotypes.
- are inappropriate in reading level.
- duplicate information which is no longer in heavy demand
- are superseded by new or revised information.
- contain information which is inaccessible because they lack table
- of contents, adequate indexing and searching capabilities.
- are outdated and unattractive in format, design, graphics and illustrations
- are not selected in accordance with general selection criteria.

2. Inventory

A complete and accurate inventory of all materials and equipment must be taken each school year and recorded. The library media specialist is responsible for conducting this inventory. It is NOT necessary to stop circulating materials during a computer inventory; if a shelf list inventory is performed, however, circulation of materials must cease during the inventory. A shelf list inventory should be performed once every three to five years, if at all. No classes should check out materials during the last two weeks of school prior to post planning so that all materials are returned and shelved prior to the last day or post planning.

SELECTION AND ACQUISITION POLICY:

Selection of Resources

Each school's library media specialist[1] shall have primary responsibility for evaluating a school's existing library collections and developing a list of recommendations for additions to the collection.

The library media specialist is encouraged to consult reputable, professional journals or lists [Option: Some school systems may choose to include specific journals or lists here] when determining what resources should be considered for inclusion in the school's library collection. Teachers may request that specific resources be considered for inclusion in the collection at their assigned school by submitting a request in writing to the library media specialist.

Resources selected for inclusion in each school's library collection should (1) support and complement the schools' curriculum; (2) address the developmental, cultural, social, and linguistic needs of all learners; (3) be age-appropriate for the grade and interest level of the students the library serves; (4) appeal to the various interests of the students and faculty at the school; and (5) have aesthetic, cultural, literary, social, artistic, or historic value.

The Superintendent or designee is authorized to develop more specific procedures governing the selection and purchase of resources for school libraries, which may be contained in a Library Media Handbook. All purchases of library resources must also be made in accordance with any applicable financial policies and procedures and the applicable budget.

Gifts and donations to the school library may be accepted, but gifted or donated resources will only be included in the library's collection if they are determined to be appropriate for inclusion in accordance with the same selection criteria applied to resources purchased by the school system.

Book Fairs, Grants and Other "Free" Books

Materials that are acquired through book fairs will be based on above criteria. Donations will be pre-screened for appropriateness before being placed on the shelves for circulation.

ALABAMA VIRTUAL LIBRARY & TECHNOLOGY:

The Library Media Specialist ensures that all patrons have access to Alabama Virtual Library on a yearly basis.

CATALOGING

All circulating material will be added to Follett's Destiny and barcoded.

CIRCULATION DESK OPERATION

All library media centers use Follett's Destiny as their circulation and OPAC (Online Public Access Catalog) system. All library media center materials will be barcoded. All circulating materials will be checked out before being taken from the library media center.

CIRCULATION POLICIES

- Circulation information must be kept confidential.
- Each school's circulation policy will be explained to all patrons before they check out materials.
- Materials will be checked out manually in the case of technological malfunctions or account unavailability.
- All personnel must be properly trained on the circulation software before checking materials in and out.
- Individual schools develop policies with their bookkeeper to determine procedures for payments, receipts, and refunds of lost materials.

APPROPRIATE USE/ INTERNET SAFETY:

TECHNOLOGY/INTERNET USE AND ETHICS CODE

The purpose of technology and the Internet in Conecuh County Schools is to support research and education by providing access to unique resources and an opportunity for collaborative work. Use of technology or the Internet, including e-mail, must be in support of and consistent with the educational objectives and within the guidelines of the approved curriculum of the Board of Education.

It is the policy of the Conecuh County Board of Education to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. Definitions: Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Technology Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Conecuh County Board of Education online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. All use of computers, Internet, and e-mail programs are subject to monitoring by electronic means. Any device (regardless of ownership) suspected to be used inappropriately on school grounds is subject to immediate inspection in order to determine the contents and recent utilization of the device. The devices subject to inspection include, but are not limited to, laptops, handhelds, cell phones, gaming devices, calculators, or any other device that can be used to communicate electronically.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking', and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

The following local regulations will also apply:

- A.** All use of the Internet must be in support of education and research and consistent with the purpose of the Conecuh County School System.
- B.** It is not permitted to create, send, or forward electronic chain letters.
- C.** Use of the Internet which results in any copyright violation is prohibited.
- D.** Use of the Internet to access or transmit materials

likely to be considered obscene or pornographic is prohibited.

- E.** Hate mail, harassment, cyber bullying, discriminatory remarks, spam, and other antisocial communications using local area networks, wide area networks, or the Internet is prohibited.
- F.** Personal information such as name, address, or telephone number should not be revealed on the Internet.
- G.** Use of the Internet for product advertisement, political lobbying, commercial, for profit, buy/sell/trade/order goods, or services, or illegal activity is prohibited. Fraudulent copying, communicating, or modifying of materials in violation of law is prohibited and will be referred to appropriate authorities.
- H.** Malicious use of technology or the Internet to develop programs that harass other users or infiltrate a computer system and or damage the software components of a computer or system is prohibited.
- I.** Installing, downloading or uploading of unauthorized games, programs, files, or other electronic media (including music and movies) is prohibited.
- J.** Technology or the Internet shall not be used to disrupt the work of others.
- K.** The hardware, software, or programs of the Conecuh County Board of Education shall not be destroyed, modified, or abused in any way.
- L.** Hacking is prohibited. Use of technology, local area networks, wide area networks, or the Internet to intentionally browse, see information about, obtain copies of, or modify files, passwords, or data belonging to other users is prohibited.
- M.** All encountered or observed problems in system or network security should be reported to an administrator in your building.

Supervision and Monitoring

It shall be the responsibility of all members of the Conecuh County Board of Education staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Director or designated representatives.

Any person found to be in violation of this policy, applicable state and federal laws (including copyright laws), posted classroom rules, or other relevant Board of Education policy will be subject to appropriate disciplinary measures as outlined in (a) for a Student, the Student Code of Conduct or (b) for an Employee, the Conecuh County Policy and Procedure Manuals. Violators will also be subject to immediate revocation of Internet and/or computer privileges.

Pursuant to the State of Alabama law, any unauthorized access or attempted unauthorized access may be subject to criminal prosecution.

Education

Each year, School Administrators will ensure that students are being educated about proper online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response.

The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

- A. OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
- B. CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
- C. HARMFUL TO MINORS**. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- D. SEXUAL ACT; SEXUAL CONTACT**. The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

OPEN ACCESS TO LIBRARY/ FLEXIBLE SCHEDULING:

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, will schedule the library media center for its most effective use. Students will have open access to library materials throughout the school day.

STAFFING/JOB DESCRIPTIONS/RESPONSIBILITIES:

Conecuh County Schools support the position that school librarians are instructors as well as collaborators with fellow educators in the pursuit of student learning in school libraries, classrooms, learning commons, makerspaces, labs, and virtual learning spaces. School librarian instruction results in students who read and utilize print and digital

resources for curricular and personalized learning needs. School librarians teach students how to be inquiring learners who evaluate and use both print and digital information efficiently, effectively, and ethically, with the goal of developing lifelong learning and literacy skills. School librarians lead the way in digital learning and literacies by teaching and providing professional development in their school communities and districts.

The role of the school librarian is to guide students and fellow educators through the intersection of formal and informal learning. The instruction the school librarian offers is integral to a well-rounded education. As educators and instructional partners school librarians are critical to teaching and learning in the school community. The school librarian plays a prominent role in instructing students, faculty, and administrators in a range of literacies, including information, digital, print, visual, and textual literacies. As leaders in literacy and technology, school librarians are perfectly positioned to instruct every student in the school community through both traditional and blended learning.

Each Library Media Center will be staffed with a certified media specialist according to the units provided by the Alabama Department of Education.

Example:

Alabama Department of Education
FY2018 LEA Unit Breakdown
 Final FY2018

Conecuh County

018

School Name	Type	ADM	Teacher Units	Principal Units	Assistant Principal Units	Counselor Units	Library/Media Units	Additional Units (see note)	Career Tech Director	Career Tech Counselor	Total Units
Conecuh County Board Of Education		45.00	3.16	0.00	0.00	0.00	0.00	0.00	1.00	1.00	5.16
Conecuh County Junior High School	E	181.05	10.44	1.00	0.00	0.50	0.50	0.00	0.00	0.00	12.44
Evergreen Elementary School	E	432.85	27.04	1.00	0.00	0.50	1.00	0.00	0.00	0.00	29.54
Hillcrest High School	S	520.45	28.99	1.00	1.00	1.50	1.00	0.00	0.00	0.00	33.49
Lyeffion Junior High School	E	181.60	10.32	1.00	0.00	0.50	0.50	0.00	0.00	0.00	12.32
Thurgood Marshall Middle School	M	183.95	9.12	1.00	0.00	0.50	0.50	0.00	0.00	0.00	11.12
Repton Junior High School	E	180.90	10.42	1.00	0.00	0.50	0.50	0.00	0.00	0.00	12.42
Totals:		1,725.80	99.49	6.00	1.00	4.00	4.00	0.00	1.00	1.00	116.49

BUDGET POLICY FOR LIBRARY MEDIA SPECIALISTS

as defined by the Alabama Department of Education in
Alabama's School Library Media Handbook for the 21st Century Learner

"The school library media specialist collaborates with the local school district/system and administrators to ensure that funds are budgeted to maintain the library media program.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the LMC includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves. • The LMS must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.
- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the ALMO Web page:
<https://alex.state.al.us/libmedia/>
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed. These procedures can be found on the ALMO Web page" (ALSDE, 2008, p. 29).

Reference:

Alabama Department of Education. (2008). *Alabama's school library media handbook for the 21st Century learner*. Retrieved from

FUNDING:

The funds for the Library Media Center Program come from Library Enhancement Funding, book fairs, donations and grants.

CHALLENGED MATERIALS:

A. Statement of Policy

- A student, parent, or guardian of a student, or employee of the school district may formally challenge media center learning resources used in the school's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the school and community who are not directly involved in the selection process.

B. Request for Informal Reconsideration

- If a complaint is received regarding materials from the media center, the school shall try to resolve the issue informally.
- The principal or other professional staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- The principal or other professional staff shall explain the particular place the questioned media center material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.

C. Filing of Formal Complaint

If an agreement cannot be reached, the questioner must file a formal complaint by completing a "Request for Reconsideration" form. All formal objections must be made on these forms.

- A Material Review Committee composed of teachers, students, parents and community members will be selected to reexamine the material. All decisions will be delivered in writing.
- If an agreement cannot be reached at the school level, the request for reconsideration shall be referred to the superintendent's office for reevaluation of the media center materials.

1. Preliminary Review of Formal Complaint:

The Superintendent or designee will review the complaint:

- If the Superintendent or designee determines that informal resolution of the complaint should be attempted, the formal reconsideration process may be suspended for that purpose for up to thirty (30) school days. However, the challenged material may not be permanently removed from the library collection during the informal resolution process. If an informal resolution is not reached, the formal complaint will move forward.
- If the complainant has not provided all the information required by the complaint form, the Superintendent or designee will provide the complainant with the opportunity to amend the form. If the complainant does not provide the information within ten (10) calendar days, the matter will be considered closed.
- If the resource has been previously challenged within the last five (5) years, the complaint will be dismissed.

2. Formal Reconsideration Process:

After the completion of any informal resolution process and a determination that the complainant has provided all the information required by the complaint form, the formal reconsideration process outlined below will begin.

a. *Committee.* A Reconsideration Committee (Committee) will be appointed by the Superintendent or designee and will consist of a teacher, a principal, and a school librarian. Any other school-level employee or member of the Central Office staff who has expertise in curriculum, student development, or another area implicated by the request for reconsideration in question may be appointed to serve on the Committee. The Superintendent or designee should also identify who will serve as Chairperson of the Committee. The Superintendent or designee may serve on the Committee and/or as Chairperson if he or she determines that it is appropriate.

b. *Information Provided to Committee.* The Superintendent or designee will work with school system staff to obtain copies of the challenged resource and will make a copy available to the Committee to review.

The Superintendent or designee will also provide the Committee with any information or training he or she considers necessary for the Committee to make an informed decision and may convene a meeting with the Committee for that purpose. The information provided to the Committee may include the library's mission statement, if any; the pertinent selection policy and procedure; the completed reconsideration form; reviews of the resource being reconsidered; and any relevant legal parameters for review.

c. *Meeting:* The Chairperson should strive to convene an initial reconsideration meeting within thirty (30) school days after the formal reconsideration process begins. The Chairperson is also authorized to convene any additional meetings he or she considers necessary for the Committee to reach a decision.

d. *Procedures for Determination by Committee:* The following standards and procedures govern the reconsideration process:

- All Committee members should review the resource (read or view the entire work) before attending the initial meeting.
- The complainant, the school librarian, or both may be asked to make a verbal presentation about the resource under consideration.
- The Committee may request that either the complainant, school librarian, or both answer questions in person or in writing regarding the resource.
- The complainant may not participate in or observe the Committee's deliberations unless invited to do so by the Committee.
- The Committee may seek outside expertise if necessary to help in its decision-making process.

When making its decision, the Committee's primary consideration should be whether the resource would qualify for inclusion in a school library collection under the school system's current selection policies and procedures.

The Committee will determine by majority vote whether to retain the challenged resource, move it to a different level or section, or remove it

altogether. The Chairperson will present the Committee's written decision to the complainant and the Superintendent within five (5) school days after the decision is made.

3.Appeal

An appeal may be filed by either (1) a complainant whose request for removal has been denied; or (2) a student or student's parent or guardian who objects to the Committee's decision to remove material from the library at the student's assigned school.

- a. *Filing an Appeal:* An appeal must be in writing and delivered to the Superintendent within ten (10) calendar days of the date of the written decision from the Committee.
- b. *Transmittal of Record.* Upon receipt of a timely appeal, the Superintendent shall transmit to Board Members for their review a copy of the written appeal, the Committee's decision letter, and all statements, recommendations, documents, recordings, transcripts, or other written or tangible evidence filed, submitted, or considered at any stage of the reconsideration process.
- c. *Appeal Procedures:*
The procedures for an appeal to the Board of Education will be as follows:
 1. Not later than sixty (60) calendar days following receipt of the notice of appeal by the Superintendent, the appeal shall be placed on the Board meeting agenda for consideration. Upon consideration of the appeal and record, the Board may, by majority vote:
 - a. Affirm the decision of the Committee;
 - b. Reverse the Committee's decision; or
 - c. Defer final action until a Board hearing is held on the appeal.
- d. *Hearing Process:* If a hearing is requested by a majority of the Board, the hearing shall be set within thirty (30) school days. Written notice of the hearing date shall be provided to the original complainant and the person who filed the appeal.

The appropriate hearing procedures shall be determined by the Board. The hearing shall be open to the public unless the Board has the option to enter executive session and does so using the procedures dictated by the Open Meetings Act.

A final Board decision on the grievance shall be issued within ten (10) school days after the hearing ends. The Board shall give written notice of its final decision to the original complainant and the person who filed the appeal. The Board's decision will be final and the Superintendent will implement the decision.

4. *Effect of Decision:* A decision regarding whether to remove a challenged resource will stand for five (5) years before new requests for reconsideration of that item will be entertained.

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES

Author _____:

Type of Instructional Material: _____

Title: _____

Publisher (if known): _____

Request initiated
by: _____ Telephone: _____

Street Address: _____

City: _____ Zip Code: _____

Curriculum area and grade of item _____

Complainant represents: _____

1. To what in the item do you object? (Please be specific)
2. What do you feel might be the result of using this item?
3. For what age group would you recommend this item?
4. Do you feel there is any value in this item?
5. Did you examine the entire item? What parts?
6. Have you had an opportunity to discuss the proposed use of this item with a staff member?

_____ Date _____ Signature of
Complainant

(This form should be returned to the specified school.)

PROCEDURES CONCERNING COPYRIGHT LAWS AND FAIR USE:

The reproduction and use of materials by Conecuh County Board of Education employees or students of Board of Education business or instruction shall be in accordance with copyright law as set forth in Title 17, United States Code and the manufacturer's condition of sale.

1. No employee or student shall reproduce or allow the reproduction of material in violation of copyright law and or the conditions of sale.
2. No employee or students shall accept or use copyrighted materials or software which is not known to be provided in accordance with copyright law or condition of sale.
3. It is the individual responsibility of each user to determine that his/her use of the copyrighted material is in accordance with this policy.

FAIR USE

In its most general sense, a fair use is any copying of copyrighted material done for a limited and "transformative" purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner. In other words, fair use is a defense against a claim of copyright infringement. If your use qualifies as a fair use, then it would not be considered an infringement.

CIRCULATION POLICY:

- Teachers may check out books or resource materials for 7- 14 days. Reference materials may be checked out for a maximum of two days by teachers only.
- Students may check out two books for a two-week period (one AR book and one non-AR book).
- Teachers and students may renew materials unless another patron has placed a reserve on the material.
- Students may only use reference materials in the Library Media Center.
- Teachers may check out magazines; students may look at magazines in the Library Media Center only.
- Teachers will be provided a list of videos in the library media center at the beginning of each year, and they will be notified as new videos arrive.
- Teachers may check out at least two videos at a time for a two week period.

- No fines will be charged for overdue books; students will not be allowed to check out or reserve additional material until the current book is returned or replacement cost is paid.

Public Relations Policy for Library Media Specialists

as defined by the Alabama Department of Education in
Alabama's School Library Media Handbook for the 21st Century Learner

- **“Advocacy:** Leadership and advocacy require stepping out of comfortable behind-the-scenes roles and becoming a proactive leader. The professional LMS needs to provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.
- **Advocacy Tools:**
 - *The American Association of School Librarians (AASL)* provides an advocacy toolkit on the Web site. It also refers to the School Library Campaign of ALA’s @ your library.
www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm
 - *The school’s Web page/Website*—A library media Web page or Web site can be the virtual face of the LMC. The information needs to be clear and kept up to date. Items found on the page may include mission statement, links to Websites, database access, library media news, book reviews, unit projects, recommended titles, and hours of circulation.
 - *Newsletters*—Newsletters can be an important tool for LMC promotion. These can be short – one page, a double-sided page, booklet, or pamphlet. Focus on what is new in the LMC, events that have happened or will happen, class visits, projects, circulation reports, books added, pictures of students/projects. The newsletter can be monthly, bi-monthly, or once a semester. Create a “catchy” name for your newsletter and choose a logo” (ALSDE, 2008, p. 15).
- **Library Promotional Events:** The Library Media Center offers the following promotional events annually: Bi-yearly Book Fairs.
- **“Collaborating with Public and Academic Libraries:** Public and academic librarians are collaborators in the educational process with the school library media specialists. School library media specialists connect with the local public library. The school LMS collaborates with

the public librarian to supplement and enhance the school curriculum” (ALSDE, 2008, p. 16).

- **Publication of Student Pictures:** The CCBOE policy on photographs and video-taping will be followed.

Reference:

Alabama Department of Education. (2008). *Alabama's school library media handbook for the 21st century learner*. Retrieved from <http://www.alsde.edu/sec/isvcs/Library%20Media/Library%20Media%20Handbook.pdf#search=library%20enhancement%20funds%20budgeting>

SERVICES/ACTIVITIES PROVIDED

- Provide individual, whole and small group instruction
- Teach/incorporate information literacy skills
- Teach collaborative lessons/units upon request
- Assist teachers in developing materials and ideas for units and lessons
- Conduct/demonstrate lessons on electronic resources and software (online databases, online encyclopedias, online dictionaries, word processing software, etc.)
- Demonstrate various ways to use software
- Demonstrate equipment usage - multimedia televisions, camcorders, digital cameras, LCD projectors, etc.
- Guide students and teachers with locating print and electronic materials
- Bring in storytellers, authors, and presenters/speakers on various topics (based on fund availability)
- Review selection tools to order books and other resources
- Fill orders for new books and audio visual materials requested by teachers and students
- Manage and inform staff members and students on ethical topics such as plagiarism and copyright issues

EVALUATIONS/ASSESSMENTS

All Conecuh County Library Media Specialists will be evaluated at each location by school administrators according to library media standards found in Educate Alabama and monthly internal compliance meetings with the CCBOE District Coordinator of Library Media Services.

STORAGE/MAINTENANCE OF EQUIPMENT

Policies Inventory

Conecuh County Library Media Specialists will use Destiny to complete an inventory of the collection annually. A copy of the inventory report will be given to the Coordinator of Library Media once the inventory is complete.

- The Library Media Center staff will be responsible for the maintenance and upkeep of materials and equipment in the LMC collection.
- The Library Media Center Staff will be responsible as the first point of contact for maintenance of AV equipment in individual classroom procedures.
- Library Media Specialists will scan books as they are returned for wear and repair. They will perform needed repairs on books and periodicals upon receipt.
- The Library Media Specialist will be the initial point of contact for the troubleshooting of problems with electronic equipment.
- If the library staff cannot solve the problem, they will then turn it into the district technology department.

Storage of Equipment

All library equipment will be checked in at the end of the school year. The library staff will inventory, clean, and perform any maintenance needed or send the equipment for required maintenance if necessary.

- Technology equipment may be checked out by teachers for a period of time reasonable for the project it is used for and to maximize availability.
 - * Depending on the location, students may check out technology equipment for use for an assigned and approved school project.
- Equipment will be inventoried and passed out at the beginning of the year as needed.
- Equipment will be re-inventoried and taken up at the end of the year.
- Storage in the library for equipment will be under lock and key.

DISASTER PREPAREDNESS PLAN

All precautions will be made to avoid disasters. However, in the rare occurrence of a disaster the local school's disaster plan will be adhered to. In the event of damage to the library media center, materials will be salvaged according to the judgment of the library media specialist and stored in an appropriate location until recovery efforts have been completed.

- Depending on the level of destruction, after the principal and superintendent have assessed the situation (collection), the library contact from the Alabama State Department of Education will be invited to come down and render judgment as well.
- A report will be generated and submitted to the District Coordinator of Library Media Services.

SPECIAL NEEDS

Conecuh County Schools' Media Centers will not discriminate against individuals with disabilities and shall ensure that individuals with disabilities have equitable access to all library resources.

RECORD KEEPING/REPORTS

Each media center will create bi-yearly reports from the Library Automation System. All materials are to be inventoried through the circulation program. These records can be retrieved from Destiny at any point in the year.

- Library staff may begin taking Inventory at the beginning of the school year. Once inventory is complete, print a list of missing items. Search for these missing items and find as many as possible.
- On the last day of school, mark any items still missing on the inventory as lost. Print a copy of the lost items report and submit it to the District Coordinator of Library Media Services.
- Procedures for evaluating the collection at the end of each year include:
- Run a report of circulated materials for the current school year and the previous school year. Compare circulations from both years. Review the list of teacher book requests and compare them to the curriculum. Discuss the average of the collection with the District Coordinator of Library Media Services. Make adjustments as necessary.