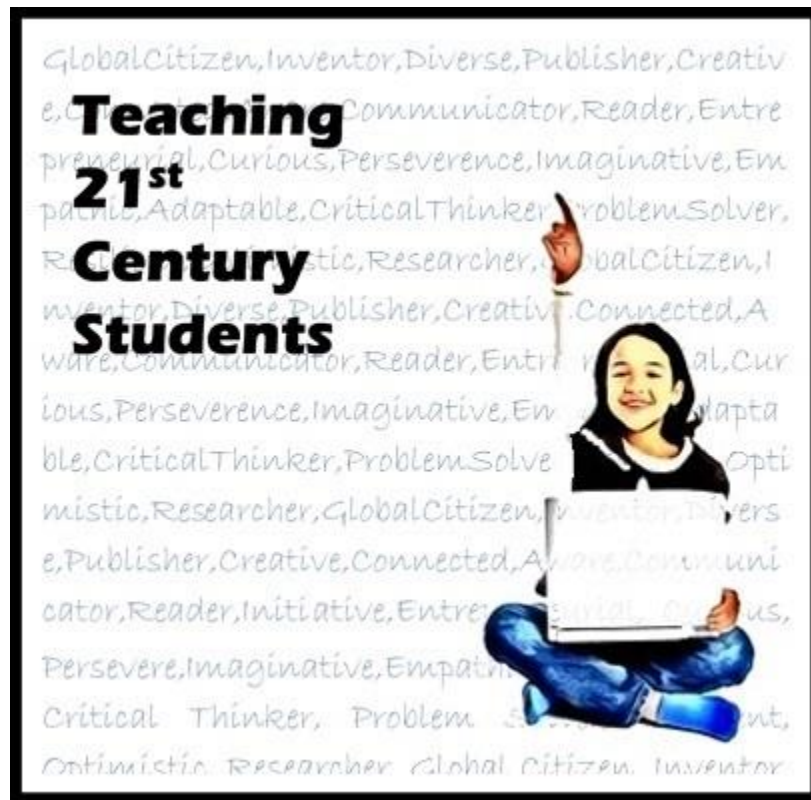# Library Media Handbook



**Mobile County Public School System**

**Division of Curriculum and Instruction**

*Library Media Services*
**2017**
Board Approved March 29, 2017

# Mobile County Public Schools

# Library Media Handbook

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### Library Media Services Supervisor
*Debbie Turner*

This handbook is designed to serve as a guide and provide pertinent information for library media personnel in the Mobile County Public Schools. Its purpose is to facilitate uniformity of operation since individual schools vary greatly in size, composition of student body, and library media staff.

Revisions and updating will be ongoing as changes in state and system requirements, national standards, and new needs arise.

# ─────Table of Contents─────

# MOBILE COUNTY PUBLIC SCHOOLS

## Mission Statement
"The mission of Mobile County Public Schools is to graduate prepared and productive citizens."

## Vision Statement
The vision of Mobile County Public Schools is to become a premier educational system where students engage in multiple pathways leading to success in a global society.

# LIBRARY MEDIA PROGRAM

## Mission Statement
The Mobile County Public School System's library media program will enable individuals to become information literate and effective lifelong readers and learners. The program will provide educational and technological opportunities to students and staff in keeping with their needs and abilities. The program will enable individuals to access, analyze, assimilate, and use information effectively.

*Alabama's School Library Media Handbook for the 21st Century Learner* expresses the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by:

- ensuring learners will be able to independently inquire, think critically, and to gain, create, and share knowledge;
- providing real and virtual access to appropriate, high-quality resources and services during and outside the school day;
- participating in curriculum development and design of learning activities; and
- facilitating professional development for the learning community.

## Vision Statement
In collaboration with the school's learning community, Alabama's 21st Century library media programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.



(ALSDE – Alabama's School Library Media Handbook for the 21st Century Learner)

# LITERACY STANDARDS

# AASL Standards for the21st Century Learner

The American Association of School Librarians (AASL) *Standards for the 21st Century Learner* offer a vision for teaching and learning to guide our profession.  The learning standards begin by defining nine foundational common beliefs listed below.  Mobile County Public School's library media programs teach and promote these AASL Standards and the nine foundational beliefs.

1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employment needs.
5. Equitable access is a key component for education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

The standards describe how learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

**The AASL Standards for the 21st Century Learner can be found on the AASL website.**

http://www.ala.org/aasl/standards/learning

# LIBRARY MEDIA PROGRAM
## Goals

The goals of the school library media program are focused on ensuring that the library media center supports the instructional program and improves student achievement through accessibility, quality collections, appropriate technologies, and professional services. Providing open, flexible, and equitable access to library media resources and services is a primary function of the library media program. The goals of the library media program are as follows:

1. The library media center is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
2. Students have open, flexible access to library media resources and services throughout the school day and beyond.
3. Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
4. Resources are organized by a recognized method and are available in an automated format.
5. 21$^{st}$ Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
6. Library media services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the goals of the school and school system.
7. A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
8. Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibility, and safety.
9. The library media specialist is certified, evaluated annually by appropriate criteria, and has a plan for professional development.
10. The library media specialist collaborates with the learning community to determine collection needs and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.
11. 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.
12. The library media specialist develops policies and procedures needed to provide excellent resources, programs, and services for the educational community.
13. The library media center is physically accessible to all students.
14. The library media center is adequately lighted and contains furnishings appropriate in size to the student population.
15. The library media center has the infrastructure and equipment needed to sustain existing and emerging technologies.
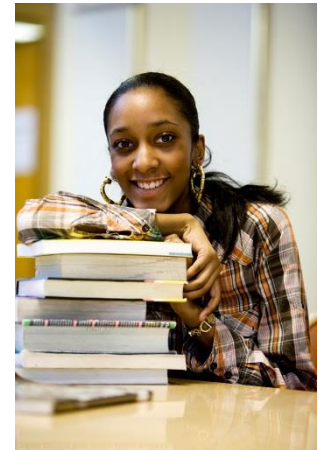
# LIBRARY MEDIA PROGRAM
## Objectives

## Information Access
Providing open, flexible, and equitable access to 21st Century materials and information is a primary function of the library media program.

## The Learning Environment
The 21st Century library media program learning environment is designed to meet the needs of learners in both individual and collaborative settings, enhance learner success, and promote the use of the library media resources and services.

## Facilities
The 21st Century Library Media Center provides an atmosphere that is conducive to student learning and allows for safe, flexible, open access for all learners.

## Personnel
Competent, skilled library media personnel support and enhance the curriculum and contribute to student achievement.

## Assessment and Evaluation
Annual and systematic evaluation and assessment provide data for the management and decision making policies regarding the complete library media program.

## Resources
The 21st Century Library Media Center provides a variety of resources to support the diverse needs of all learners.

## Technology
The Library Media Specialist is an education leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

## Budgets and Funding
The school Library Media Specialist collaborates with the local school staff and administrators to ensure that funds are budgeted to maintain the library media program.

## Policies and Procedures
Policies and procedures are needed to provide excellent resources, programs, and services for the educational community.
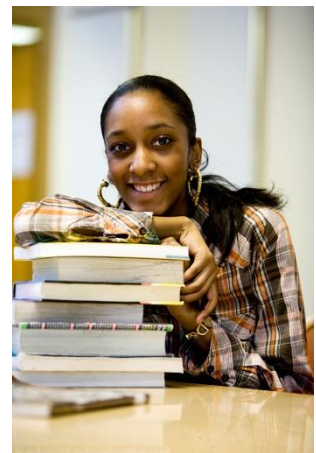
# Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939. Amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

# Children's Library Bill of Rights

## Declaration of Students' Rights to School Libraries

All students have the right to a well-staffed, well-stocked, and up-to-date physical and virtual school library that . . .

1. Provides access to materials on a wide range of topics, expressing a wide range of viewpoints, with a wide range of reading level, and in a wide range of media formats.

2. Provides access to a curated collection of online materials, as well as Internet access in as unrestricted an environment as possible.

3. Provides novels, non-fiction, magazines, games, videos, and other materials of high interest for practice reading and recreational use.

4. Provides access to professional information experts who teach information seeking, evaluation, and communication skills.

5. Provides a physical environment in which every student feels welcome, comfortable, and safe.

6. Provides access to the tools needed to communicate and share self-created information in a range of media with peers and with the world.

7. Provides encouragement to explore topics of personal interest and make learning an enjoyable, voluntary, life-long enterprise.

8. Provides a social physical space for face-to-face group work for all students.

9. Provides access to resources outside the regular school day.

10. Supports an education philosophy of problem solving, creativity, authentic assessment, attention to dispositions, and personalization.

# CHALLENGED MATERIALS

## Reconsideration Procedures

Any member of the school community (administrators, faculty, staff, parents, or students) may raise objection to instructional materials provided by the school Library Media Center or central office Media Center despite the fact that the individuals selecting such material were duly qualified to make the selection, followed proper procedure, and observed the criteria for selecting such material.

Persons requesting reconsideration of any instructional material shall complete the Mobile County Board of Education Request for Reconsideration of Library/Instructional Materials (see next page) in its entirety.  Each school and the central office will keep on hand and make available this reconsideration form.  All formal objections to materials must be made on this form.

# MOBILE COUNTY BOARD OF EDUCATION
## REQUEST FOR RECONSIDERATION OF LIBRARY/INSTRUCTIONAL MATERIALS

School _____

Title _____

      Media Format _____

      Author or Producer _____

      Date of Publication or Production _____

## Request Initiated By:

Name _____

Address _____

Telephone _____

Does the person making this request represent a group or organization?  YES ☐     NO ☐

If so, please identify the name of the organization.  _____

How was this material selected?       Student Choice _____       Required _____

**PLEASE ANSWER THE FOLLOWING QUESTIONS.  (ATTACH ADDITIONAL SHEETS IF MORE SPACE IS NEEDED.)**

1. Have you read, viewed, or listened to the material in its entirety?
       YES _____ NO _____

2. What do you find objectionable about the material?  Please cite the specific passages and their relationship to the work as a whole. _____ _____
   _____

3. What do you identify as the theme of this material? _____
   _____

4. What good features do you identify? _____
   _____

5. For what age group would you recommend this material? _____
   _____

6. In the place of this material, please recommend other material which you consider to be of equal or superior quality for the educational purpose intended. _____
   _____

7. Do you wish to make an oral presentation to the Library Media Committee?
       YES _____ NO _____

_____      _____
         DATE                         SIGNATURE

# Procedures for Appeal

A. The school official or staff member receiving a complaint regarding instructional materials shall explain the selection process utilized and the appeal procedures for challenged materials.  The person receiving the complaint shall be courteous, make no commitment, and refrain from voicing personal opinion.
   1. Written documentation of this contact should be filed with the school principal.
   2. ***The material in question shall remain a part of the collection and in use until the reconsideration process is completed.***
B. In the event the person making an objection to material is not satisfied with the initial explanation, the person should be referred to the principal who shall explain the selection and reconsideration process but refrain from expressing personal opinion.
   1. If, after consultation, the complainant desires to file a formal complaint, a copy of the reconsideration form should be given to the complainant by the principal.
   2. The reconsideration form shall be completed and signed by the complainant and filed with the principal and a copy forwarded to the District Media Supervisor.
C. Any action taken related to challenged materials must be heard by the school's Library Advisory Committee.
   1. Each committee member shall read, view or listen to the material in question in its entirety, and reach a professional evaluation pertaining to the material.  The Library Media Specialist will compile necessary professional evaluations of the material in question.
   2. The deliberation and balloting of the Library Advisory Committee shall be private.
   3. The Library Advisory Committee shall meet to:
      - Hear the concerns expressed by the complainant.
      - Discuss the materials relative to values and faults, appropriateness to grade level, and curriculum.
      - Form opinions based on the materials as a whole and not on passages pulled out of context.
      - Render a majority decision, in a meeting with a quorum present, choosing one of the following:
        (1) take no removal action
        (2) remove the challenged material
        (3) limit the educational use of the challenged material
        (4) place the material at another grade level
   4. Within five days of the Library Advisory Committee's decision, the chairperson shall notify the complainant in writing of the decision reached and advise of the right to appeal.

# Appealed Decisions

A.  Appeals to the school's Library Advisory Committee's decision must be made within ten working days after formal notification of the decision.  A written request must be addressed to the district level Library Advisory Committee.  The district level Library Advisory Committee will be composed of the following:
- Supervisor of library media services;
- Representative Library Media Specialist/s – including Library Media Specialist from school involved;
- Representative/s of the superintendent's Student and Teacher Advisory Committees; and
- Curriculum & Instruction Supervisor/s.

B.  The school Media Specialist and/or principal will provide information to each School Board member which will include:
- Decision of the school Library Advisory Committee
- Library Bill of Rights

C.  The appeal will be scheduled on the Board meeting calendar.  All parties will be given the opportunity to speak.

D.  The Mobile County Board of School Commissioners is the final authority.

E.  Requests to reconsider materials which have previously been before the Board must receive approval of a majority of the Board members before the materials will be reconsidered.

# Review of Selection and Appeal Procedure

A.  Principals shall review the selection and reconsideration procedures with all staff annually.

B.  The staff shall be reminded that the right to object to material is one granted by policies enacted by the Board of Education and firmly entrenched in the law.  They shall also be reminded of ethical and practical considerations in attempting to handle complaints with courtesy and integrity.

# COPYRIGHT/FAIR USE

# MOBILE COUNTY PUBLIC SCHOOL SYSTEM
## Copyright Policy

The board encourages its staff to enrich the learning program by making proper use of supplementary materials. The staff is responsible for abiding by MCPSS copying procedures and obeying the requirements of the law. In no circumstances shall it be necessary for MCPSS staff to violate copyright requirements in order to perform their duties properly.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the MCPSS's procedures or is permissible under the law should contact the MSPSS library media services. The library media services department will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

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Mobile County Public School System recognizes that federal law states that it is illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying of audiovisual or printed materials, and computer software, unless the copying or using conforms to the "fair use" doctrine.

While the system encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of the system staff to abide by the system's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for system staff to violate copyright requirements in order to perform their duties properly. Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the system's procedures or is permissible under the law should contact the system's library media services department. The library media services department will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

The copyright *Fair Use Chart for Teachers* included in this Handbook will be prominently posted at all areas where materials may be reproduced without supervision.

# Copyright Procedures

What is Copyright? (Title 17, United States Code)
Copyright is a property right granted to authors and creators of works. Copyright is necessary to advance the public welfare by promoting artistic and scientific progress. (Title 17, United States Code)

Length of Time Protected: Life of author/creator + 70 years (Sonny Bono Extension Act)
Works Eligible for Protection: Any tangible medium of expression, now known or later developed, which can be perceived, reproduced, or otherwise communicated, either with the aid of machine or device.

# What are Copyright Owners' Rights?

➢ The right to reproduce or copy the work
➢ The right to prepare derivative works
➢ The right to distribute to the public
➢ The right to public performance of the work
➢ The right to public display of the work
➢ The right to digitally transmit recordings (digital author's right)

# What is "Fair Use"?

"Fair Use" refers to permissible uses of copyrighted materials when certain conditions have been met. These four criteria of "Fair Use" must all be met:

1. The use of the work must be for nonprofit educational purposes;
2. The nature of the copyrighted work must be considered;
3. The portion of the copyrighted work used must meet the tests of brevity, spontaneity, and cumulative effect;
4. The effect of the use will not be a detriment to the potential market value of the copyrighted work.

In order to apply copyright laws, there are several rules of "Fair Use" that should be applied when asking if one is staying within copyright guidelines and law. These tests are for Brevity, Spontaneity, and Cumulative Effect.

**Brevity** – The test for brevity has to do with the amount of material you copy from a work. As a general rule, it should not exceed 10% of the whole work. Other rules for this test include:

• A complete poem if less than 250 words; or an excerpt from a longer poem, but not to exceed 250 words;
• An essay or any such work of 2,500 words or less;
• Special works that combine prose, poetry and/or illustrations may be used but not more than 10% of the whole;
• An excerpt from a larger printed work not to exceed 10% of the whole or 1,000 words, whichever is less, per class term;
• One chart, graph, diagram, cartoon, or picture per work.

**Spontaneity** - The test for spontaneity has to do with time: seizing the moment.
Copying should be at the instance and inspiration of the teacher. This occurs when the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

**Cumulative Effect** – This test has to do with the amount of work that is copied over time:

- The copying of the material is for only one course in the school in which the copies are made;
- Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author during the same term;
- Not more than three authors from the same collective work may be copied during the same term;
- There shall not be more than nine instances of such multiple copying for one course during one class term.

## Rules for Copying Materials from Print Media

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay, or short poem;
- A chart, graph, diagram, drawing, cartoon; or a picture from a book, periodical, or newspaper;
- A slide or overhead transparency, as long as the creation does not exceed 10% of photographs in one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
- Multiple copies, not to exceed in any event more than one copy per pupil in a course, may be made by or for the teacher giving the course for classroom use or discussion, provided that:
  - Each copy includes a notice of copyright;
  - The copying meets the tests of brevity, spontaneity, and cumulative effect;
  - The same teacher does not use the material repeatedly from term to term;
  - Not more than nine classroom sets are used in one term;
  - Sets are destroyed after the permitted use;
  - It complies with the "Fair Use" guidelines.

## Electronic Media

The Digital Millennium Copyright Act of 1998 grants permission for libraries to digitize other media in formats that are not useable because the equipment to use the format is obsolete. The digitized copy can only be used for archival/research use, not for classroom use.

## Software and Multimedia

Software:

- A single copy of a software program may only be loaded on a single machine unless otherwise noted in the documentation that comes with the software.
- Site licensed software may only be used as described in the license.
- Network versions of software may only be accessed by the number of machines for which the license was purchased.
- Some software products allow teachers and/or students to take home a "home" version. If teachers or students do this, they must abide by the instructions that accompany the

software package and license.
- It is in the best interest of all schools to keep good records of software licenses. Keeping a notebook with all licenses and purchase orders is suggested.
- Copying a portion of copyrighted material to be included in a student and/or teacher produced presentation must meet the "fair use" copyright guidelines.
- An image copied may not be altered or modified into something different from the intent of the copyright holder.

### Electronic Databases:
- Regulations are usually defined in the contract and/or license agreements.
- Review contracts or license agreements and be aware of all conditions.
- Do not retain extra copies or archival copies of a downloaded search.
- Do not use downloaded materials to create a derivative work.
- Appropriate notices regarding downloading from databases will be posted near computers.

### Internet & World Wide Web
- Assume all materials on the Internet are copyrighted.
- Small portions of web documents may be used for teaching due to lack of time to secure permissions.  Otherwise obtain permission(s).
- If you know the Internet information is in the public domain, then it is acceptable to download.
- Students may copy HTML code (not the content) and print it out for scholarship and research.
- Links may be made to other web locations on a personal web site.
- Copyrighted software may not be uploaded from the Internet.
- Materials may not be collected from the Internet to compile into a new work.
- Do not post a picture by the student with student name next to the picture.
- Student photos may not be posted without parental permission.
- Student names should not be posted with pictures.
- Only educational personnel may be the contact for a web site or page.

### Designing Web Pages and the Law:
- The copyright laws apply when you are designing web pages.
- It is a copyright violation to grab Internet sites for use on another server.
- The "Fair Use" rules apply.
- Teachers and students may use a small amount for classroom use.  However, many graphics and pictures on the web are most likely copyrighted.
- If there is a statement that the site is public domain or can be copied by teachers, etc., then you have permission to copy.
- Internet or Online Service Providers (ISPs or OSPs:)
  - These may be libraries or educational institutions
  - Limit liability by designating an agent to receive copyright notices and send to subscribers.
  - Post a policy to comply with takedown and put back provisions in case of disputed materials.
  - Do not place material online nor modify.  Material-copies must be in transient storage no longer than reasonably necessary.
  - ISPs or OSPs are not required to actively monitor system use or seek out offenders, except under normal system maintenance.

**Distance Education:**
- You may transmit a performance of a nondramatic literary or musical work.
- A performance works, but only reasonable and limited portions are acceptable of any other work, including dramatic works and audiovisual.
- Displays of any work in an amount comparable to that which is typically displayed in the course of a live classroom session are also acceptable.
- You may use public domain materials in a distance course.
- You may not copy a copyrighted video for a distance course without permission.
- Limit access to course materials.
- Get permission for works you will use repeatedly.
- Remember course use and "Fair Use" may not be the same thing.

**Email:**
- Paraphrasing someone else's email message is acceptable.
- Get permission to copy an entire email message, send the message to someone else, or post to electronic discussion group.

**Videos**

"Fair Use" rules for videos must be observed unless you have a license for public performance of a video.

- Teachers or students must present the video.
- The video must be a part of face-to-face teaching activities. It must directly relate to the curriculum and the current lesson. "Home Use Only" videos may not be used for entertainment or reward.
- The presentation must occur at school in a classroom or similar educational setting.
- The video must be legally obtained.

**Off-Air Taping of Videos:**
- Programs must be for direct instruction, not entertainment or reward.
- Taping must be from open-air broadcasts for which no payment is made to receive programs. (No cable, satellite programs unless they are a retransmission.)
- A video taped off-air may be kept for 45 calendar days. Then it must be erased.
- The video may only be used with students during the first 10 school days after it is taped.
- The library media specialist may only record requested programs. He/She may not record programs in anticipation of teacher requests.
- No program may be recorded multiple times for the same teacher, even if it is a rebroadcast.
- The program must be recorded in its entirety. It may not be edited or altered.

**Authorized Reproduction and Use of Copyrighted Music**
- For academic purposes, other than performance, teachers may make a single copy of an entire performable unit (section), movement, aria, etc. from a printed musical work that is (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, for purposes of preparing for instruction.
- A teacher may make multiple copies not exceeding one copy per pupil for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a selection, movement, or aria.  In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available, provided that purchased copies shall be substituted in due course.
- A teacher may make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.
- A teacher may make and retain a single copy of excerpts from recordings of copyrighted musical works owned by the school or the individual teacher for use as aural exercises or examination questions.
- A teacher may edit or simplify purchased copies of music provided that the fundamental character of the music is not distorted.  Lyrics shall not be altered or added if none exist.
- Copying cannot be used to create, replace or substitute for anthologies, compilations or collective works; copying of consumable works is prohibited. Copying for the purpose of performance is prohibited, except in the case of an emergency as set forth above, and copying for the purpose of substituting for the purchase of music is prohibited, except as set forth in the first and second paragraphs above.  All copies must include the copyright notice appearing on the printed copy.
- Performance by teachers or students of copyrighted musical works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting.  The purpose shall be instructional rather than for entertainment.

If the requirements of the foregoing paragraph are not satisfied, performances of nondramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:
- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and
- (1) There is no direct or indirect admission charge; or (2) Admission fees are used for educational or charitable purposes only provided that the copyright owner has not objected to the performance.

All other musical performances require permission from the copyright owner.

# Fair Use Chart for Teachers

| Work or Materials to be used for Educational Purposes | Fair Use Restrictions for Face-to-Face Teaching | Illegal Use without Explicit Permission from Creator/Author |
|---|---|---|
| **Chapter in a book** | Single copy for teacher for research, teaching, or class preparation.<br><br>Multiple copies (one per student per class) okay if material is (a) adequately brief, (b) spontaneously copied, (c) in compliance with cumulative effect test. | Multiple copies used again and again without permission.<br><br>Multiple copies to create anthology.<br><br>Multiple copies to avoid purchase of textbook or consumable materials. |
| **Newspaper/magazine article** | Same as above. | Same as above |
| **Prose, short story, short essay, Web article** | Multiple copies of complete work of less than 2,500 words and excerpts up to 1,000 words or 10% of work, whichever is less.<br><br>For works of 2,500-4,999 words, 500 words may be copied. | Same as above |
| **Poem** | Same as for first item.<br><br>Multiple copies allowed of complete poem up to 250 words -- no more than two printed pages.<br><br>Multiple copies of up to 250 words from longer poems. | Same as above |
| **Artwork or graphic image -**<br><br>**chart, diagram, graph, drawing, cartoon, picture from periodical, newspaper, or book, Web page image** | Same as for first item.<br><br>No more than 5 images of an artist/photographer in one program or printing and not more than 10% or 15% of images from published collective work, whichever is less. | Same as first item<br><br>Incorporation or alteration into another form or as embellishment, decoration for artistic purposes for other than temporary purposes. |
| **Motion media -**<br><br>**film and videotape productions** | Single copy of up to 3 minutes or 10% of the whole, whichever is less.<br><br>Spontaneity required. | Multiple copies prohibited. Incorporation or alteration into another form as embellishment for artistic purposes for other than temporary purposes prohibited. |
| **Music**<br><br>**-sheet music, songs, lyrics, operas, musical scores, compact disk, disk, or cassette taped recordings** | Single copy of up to 10% of a musical composition in print, sound, or multimedia form. | Same as immediately above |
| **Broadcast programs** | Single copy of off-air simultaneous broadcast may be used for a period not to exceed the first 45 consecutive calendar days after recording date.<br><br>Use only by individual teachers. | Same as immediately above.<br><br>May not be done at direction of superior.<br><br>May not be altered. |

# SELECTION AND ACQUISITIONS

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy includes guidelines for selection, deselection (weeding), and challenged materials. A collection development policy is revised periodically to reflect the changing needs of the school community. (Alabama's School Library Media Handbook for the 21st Century Learner)

## Criteria for Selection of Resources

Selection of library media instructional, informational and recreational resources requires analyzing material content regarding how it relates to the curriculum, the existing collection, and the needs, values, and interests of the community. Items for purchase are evaluated on the basis of:

- Developmental, cultural, and learning needs of the school population
- Organization and presentation
- Importance of the subject matter
- Quality of production and durability
- Appeal and appropriateness to students' reading ability
- Accuracy and validity
- Reliability of producers or publishers
- Reputation and significance of the author, artist, composer, etc.
- Award winning materials recognized for literary and/or artistic value
- Format and price
- Currency

## Procedures for Selection

In selecting items for purchase, the Library Media Specialist:

- evaluates the existing collection
- consults professionally recognized selection resources
- consults with principal about school-wide needs
- consults with teachers about grade level curriculum needs
- analyzes course content and textbook coverage for each subject
- uses knowledge of student needs, interests, goals, abilities, and concerns

Multiple items are purchased according to demand. More than five copies of any title cannot be used to satisfy SACS requirements.

Worn, missing, or outdated items are to be replaced as needed.

# DONATIONS AND GIFTS

Gift materials are accepted or rejected according to the selection criteria and processed according to processing and cataloging criteria for all other library materials. Donations not used in the Library Media Center will be passed on to classrooms or charity organizations. Monetary donations will be deposited into the local school Library account and used to purchase resources for the Library Media Center.

# Collection Development

Depending on the source of funding, materials will be ordered either through a local school purchase order or through a Central Office requisition using NextGen. When compiling a large book order, attach a list of all books being ordered following vendor specifications. Include a "Do Not Exceed" amount and type "No Backorders Accepted" on the purchase order.

Quality, service, discounts, availability of MARC records, and processing options are considerations when selecting a vendor/jobber. It is recommended that MARC records and processing be purchased when available. Some materials must be ordered directly from the publisher. Publisher's Library Binding and Publisher's Library Edition are recommended for all School Library Media Centers. The material format must be strong, practical, suitable for its purpose, and easy to use.

Some materials are available through the MCPSS bid process. See *MCPSS Active Contracts* and *Alabama Active Contracts* for more information.

# Barcodes

Each school is assigned a specific range of barcode numbers as shown in the chart included in 'Appendix A'.

# Local Purchase Order

Contact the local school's bookkeeper for specific guidelines for purchases made with local school funds.  Some materials are available through the Mobile County Public School System bid process.  See *MCPSS Bid List* for more information.  Include the bid number from the *Active Contracts* list on local purchase orders if you choose to purchase items listed in the bid catalog.

When ordering a large quantity of books from a single vendor, show the quantity as "1" and description as "See attached title list".  Include a beginning barcode number or a range of barcode numbers for the order, processing charges, MARC record fees, Accelerated Reader labeling information, shipping charges and **Do Not Exceed Amount** (total amount of the purchase order.)  Submit the local purchase order to the bookkeeper or principal and retain a copy for your files.

**A copy of all budgets, requisitions, purchase orders, and packing slips must be kept on file for a minimum of three (3) years (local and State funds) and (5) years (Federal funds).**


# Library Media Center Requisitions on The McAleer (NextGen) Accounting System

Purchases made with allocations **other than local monies** (including ALSDE Library Enhancement) must be entered electronically using the McAleer Accounting System (NextGen).  All Library Media Specialists **must** be trained on the McAleer Accounting System before receiving access to this program.  Training is available through the Purchasing Department (221-4473).

When ordering a large quantity of books from a single vendor, show the quantity as "1" and description as "See attached title list".  Include a beginning barcode number or a range of barcode numbers for the order, processing fees, MARC record fees, Accelerated Reader labeling information, shipping charges, and **Do Not Exceed Amount** (amount of total purchase order).

When ordering periodicals follow the same procedures and include the following statements in the description:

- Please Prepay
- This is a Subscription
- Beginning Date and Ending Date or Length of the Subscription


**A copy of all budgets, requisitions, purchase orders, and packing slips must be kept on file for a minimum of three (3) years (local and State) and (5) years (Federal funds).**

# Receiving New Materials

The following steps should be taken when the order is received.

1. Check packing slip against the materials received and the purchase order.
2. Note any deficiencies or defects so claims or returns may be made.
3. Contact the vendor concerning claims or returns.
4. If order is complete, sign and date the pink copy of the purchase order, and send the copy to Accounts Payable along with the packing slip or notify the school bookkeeper if the purchase was made on a local PO.
5. If order is incomplete when received, reconcile packing slip with purchase order. Indicate on your file copy and on the pink copy the corrected total.  Sign pink copy, and send to Accounts Payable or notify the school bookkeeper if the purchase was made on a local PO.  Consult with the central office purchasing department or the local school bookkeeper for instructions on submitting a new requisition or local PO to spend balance of funds.
6. Record on your file copy the date the pink copy was signed and returned to Accounts  Payable.

7. A copy of all requisitions and purchase orders must be kept on file for a minimum of three to five years.
8. Central Office will issue a purchasing deadline.  This may be different each year.  Check with your principal for this date.  All monies, except local funds, must be spent and materials received by this deadline.

# MAINTAINING THE COLLECTION

Maintaining the collection ensures that all subjects will be represented in proportions appropriate for the school. The following percentage chart may be used as a guide to help determine the number of books needed in the different areas of the collection. The collection analysis provided by your vendor of choice (i.e. Follett, Permabound, etc.) will also provide alternative guidelines for collection development. Materials from all categories may be in print or digital format, based on the needs of each school.

## Percentage of Book Collection
## per Dewey Category

| Dewey Number | Subject | Percentage K-5 | Percentage 6-8 | Percentage 9-12 |
|---|---|---|---|---|
| 000-099 | Generalities | 1 | 2 | 2 |
| 100-199 | Philosophy | 1 | 2 | 2 |
| 200-299 | Religion | 1 | 2 | 2 |
| 300-399 | Social Sciences | 12 | 10 | 10 |
| 400-499 | Languages | 1 | 2 | 2 |
| 500-599 | Science | 12 | 15 | 15 |
| 600-699 | Technology | 5 | 9 | 9 |
| 700-799 | Arts | 5 | 4 | 4 |
| 800-899 | Literature | 4 | 3 | 3 |
| 900-900 | History, Geography | 7 | 12 | 12 |
| FIC | Fiction | 18 | 29 | 29 |
| E | Easy books, Picture Books | 28 | 0 | 0 |
| 92 & 920 | Biography | 5 | 10 | 10 |

The distribution of Dewey categories comes from the recommendations of the American Library Association, Wilson Children's Catalog, Best Books for Children and a history of opening day collections.
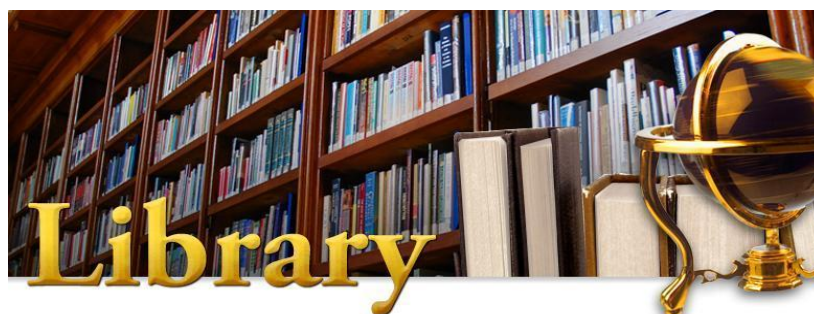
Based on the needs of each school's student population, a core reference collection should contain some or all of the following information sources to be used for student research. Materials may be in print or digital format, based on the needs of each school.

- General Encyclopedias
- Dictionaries (Abridged, Unabridged, Abbreviations, Science, Geographic)
- Almanacs
- Periodical Indexes
- Literature Handbooks (i.e. Book of Quotations, Poetry Index)
- Atlases (i.e. Historical, Physical)
- Directories & Biographical Sources (i.e., Congressional Directory)
- Current Event Resources (i.e., News Digest, SIRS)
- Guides (i.e., Parliamentary Handbook, Style Manual)
- Statistical Resources (i.e., U.S. Statistical Abstract, Statesman's Yearbook)

*These resources may be in digital, print, or other format but regardless of format, titles with publication or production dates that exceed ten years old may not be counted.*

# CATALOGING

School library media collections are composed of different material formats. In order to assure that all resources are readily accessible and available, standard processing and accurate cataloging of materials is necessary. The equipment necessary to utilize these materials is also processed and maintained. Yearly inventories assure that the record of the collection reflects what is actually available for circulation. Mobile County Public School System uses Destiny, an automated management system, to organize all materials. A flexible circulation policy and system encourages patrons to borrow materials and ensures maximum use throughout the school, at home, and in the Library Media Center.

## MARC Records – What is a MARC Record and why is it important?

**What is a MARC record?** A MARC record is a **MA**chine-**R**eadable **C**ataloging record.

**And what is a machine-readable cataloging record?**

**Machine-readable:** "Machine-readable" means that one particular type of machine, a computer, can read and interpret the data in the cataloging record.

**Cataloging record:** "Cataloging record" means a bibliographic record, or the information traditionally shown on a catalog card. The record includes (not necessarily in this order): 1) a description of the item, 2) main entry and added entries, 3) subject headings, and 4) the classification or call number. (MARC records often contain much additional information.)

*1) Description:* Librarians follow the rules in the most current edition of the *Anglo-American Cataloguing Rules* to compose the bibliographic description of a library item. This "description" is shown in the paragraph sections of a card. It includes the title, statement of responsibility, edition, material specific details, publication information, physical description, series, notes, and standard numbers.

*2) Main entry and added entries:* AACR also contains rules for determining "access points" to the record (usually referred to as the "main entry" and "other added entries"), and the form these access points should take. Access points are the retrieval points in the library catalog where patrons should be able to look up the item.

*3) Subject headings (subject added entries):* The Media Specialist uses the *Sears List of Subject Headings* (Sears), the *Library of Congress Subject Headings* (LCSH), or some other list of standard subject headings to select the subjects under which the item will be listed. Use of an approved list is important for consistency, to ensure that all items on a particular subject are found under the same heading and therefore in the same place in the catalog.

For instance, the subject heading list indicates that all books about cats should be assigned the subject CATS. Using this authorized heading eliminates the possibility of listing some books under CATS and others under FELINES. Even if a book is called *All About Felines*, the subject heading will be typed CATS. That way, all books on that subject will be listed in one place in the catalog for the patron to find. The patron does not have to imagine all the possible synonyms for the word he is looking for.

*4) Call number:* The librarian uses a Dewey Decimal classification schedule to select the call number for an item. The purpose of the call number is to place items on the same subject together on the same shelf in the library. Most items are sub-arranged alphabetically by author. The second part of the call number usually represents the author's name, facilitating this sub arrangement.

## Why Is a MARC Record Necessary?

**Why can't a computer just read a catalog card?** The information from a catalog card cannot simply be typed into a computer to produce an automated catalog. The computer needs a means of interpreting the information found on a cataloging record. The MARC record contains a guide to its data, or little "signposts," before each piece of bibliographic information. These "signposts" are also referred to as "access points".

The place provided for each of these pieces of bibliographic information (author, title, call number, etc.) is called a "**field**." The records in simpler computer files sometimes have a fixed number of fields, and each field contains a fixed number of characters.

However, to allow proper cataloging of books and other library items, the best file structure allows for records with an unlimited number of fields and unlimited field lengths. This flexibility is necessary because not all titles are the same length. Some books are part of a series, requiring a field for that information, while others have no series statement. And audiovisual items have much longer physical descriptions (5 CDs: sd., col.; + teaching manual) than do most books (403 p.: ill.; 22 cm.).

The computer cannot expect a certain type of information to begin and end at the same position in every bibliographic record. The statement of responsibility will not always begin with the 145th character of the record and end at the 207th position, for example. Therefore each MARC record contains a little "table of contents" to the record, according to a predefined standard.

**Data "signposts" or "access points":** The computer must have assistance if it is to read and interpret the bibliographic record. If a bibliographic record has been marked correctly and saved in a computer data file, Destiny can then punctuate and format the information correctly for displaying the information on a computer screen. Patrons can search for and retrieve certain types of information within specific fields, and also to display lists of items meeting the search criteria.

> *Ideas to remember about Access Points:*
- Users locate information in a catalog through access points.
- The more access points provided, the easier it is for the user to locate what they're searching for
- Keyword searching is not a substitute for access points –"What you know and what you want to know searching" relies on the data entered in a MARC records.
- Once access points and main entry are determined, filling in a MARC record becomes less complicated
- Access points include author, title, series, notes, and subject headings.

**Why one standard?**  Using the MARC standard prevents duplication of work and allows libraries to better share bibliographic resources. Choosing to use MARC enables libraries to acquire cataloging data that is predictable and reliable. If a library were to develop a "home-grown" system that did not use MARC records, it would not be taking advantage of an industry-wide standard whose primary purpose is to foster communication of information.

**MARC 21:** MARC 21 is the standard used by Destiny. The MARC 21 bibliographic format, as well as all official MARC 21 documentation, is maintained by the Library of Congress. It is published as *MARC 21 Format for Bibliographic Data*.

A comparison of the same record with textual information and with MARC tags illustrates the compactness of the MARC 21 format. It's a matter of storage space. Look at the box charts below.  The MARC 21 format uses "260" "$a" "$b" and "$c" to mark the field that holds imprint data instead of storing the words "publication area," "place of publication," "name of publisher," and "date of publication" in each record. This convention makes more efficient use of computer storage space.

# Record with textual "Signposts" or "Access Points"

| "SIGNPOSTS" or "ACCESS POINTS" | DATA |
|---|---|
| Main entry, personal name with a single surname:<br>    The name: | Arnosky, Jim. |
| Title and Statement of responsibility area, pick up title for a title added entry, file under "Ra..."<br>    Title proper:<br>    Statement of responsibility: | Raccoons and ripe corn /<br>Jim Arnosky. |
| Edition area:<br>    Edition statement: | 1st ed. |
| Publication, distribution, etc., area:<br>    Place of publication:<br>    Name of publisher:<br>    Date of publication: | New York:<br>Lothrop, Lee & Shepard Books,<br>c1987. |
| Physical description area:<br>    Pagination:<br>    Illustrative matter:<br>    Size: | 25 p.:<br>col. ill. ;<br>26 cm |
| Note area:<br>    Summary: | Hungry raccoons feast at night in a field of ripe corn. |
| Subject added entries, from Library of Congress subject heading list for children:<br>    Topical subject: | Raccoons. |
| Local call number: | 599.74 ARN |
| Local barcode number: | 8009 |
| Local price: | $15.00 |

# Same record with MARC tags

| "SIGNPOSTS"<br>or<br>"ACCESS POINTS" | DATA |
|---|---|
| 100 1# $a<br>245 10 $a<br>        $c<br>250 ## $a<br>260 ## $a<br>        $b<br>        $c<br>300 ## $a<br>        $b<br>        $c<br>520 ## $a<br><br>650 #1 $a<br>900 ## $a<br>901 ## $a<br>903 ## $a | Arnosky, Jim.<br>Raccoons and ripe corn /<br>Jim Arnosky.<br>1st ed.<br>New York:<br>Lothrop, Lee & Shepard Books,<br>c1987.<br>25 p.:<br>col. ill. ;<br>26 cm.<br>Hungry raccoons feast at night in a field of ripe corn.<br>Raccoons.<br>599.74 ARN<br>8009<br>$15.00 |

**MARC records that are incomplete or BRIEF will not allow Destiny to make successful hits. The <u>main</u> purpose of the MARC record is to allow patrons to successfully find information. The Media Specialist should refrain from adding items to the collection with brief MARC records to simply create the ability to circulate items. "A child can't read what a child can't find!"**

## See the following examples of full and brief MARC records:

A FULL MARC record has multiple access points and complete field information. This record will give the patron a hit on title, author, subjects (African Americans, Dogs, Poverty, Family life), and Accelerated Reader.

**FULL MARC** record

| Field | | | Content |
|---|---|---|---|
| Leader | 000 | | cam a22003971a 4500 |
| Contr Num | 001 | | 305429 |
| Date & Time | 005 | | 20140625114107.0 |
| Gen Info | 008 | | 980804s1989 nyu j 000 1 eng d |
| LCCN | 010 | | _a 88045956 |
| ISBN | 020 | | _a 0060809752 |
| ISBN | 020 | | _a 0758702159 (BWI bdg.) |
| System Contr Num | 035 | | _a (MCPSS)305429 |
| Cataloging Source | 040 | | _a ICrlF |
| | | | _c ICrlF |
| | | | _d ICrlF |
| | | | _d KyLxBWI |
| | | | _d ICrlF |
| LC Call Num | 050 0 4 | | _a PZ7.A73394 |
| | | | _b So 1989 |
| Dewey Class Num | 082 0 4 | | _a [Fic] |
| | | | _2 21 |
| ME: Pers Name | 100 1 | | _a Armstrong, William Howard, |
| | | | _d 1914- |
| Title | 245 1 0 | | _a Sounder / |
| | | | _c William H. Armstrong. |
| Publication | 260 | | _a New York : |
| | | | _b Perennial Library, |
| | | | _c 1989. |
| Phys Description | 300 | | _a viii, 116 p ; |
| | | | _c 18 cm. |
| General Note | 500 | | _a "First Perennial Library edition published 1969"--T.p. verso. |
| Summary Note | 520 | | _a Angry and humiliated when his sharecropper father is jailed for stealing food for his family, a young black boy grows in courage and understanding with the help of the devoted dog Sounder, and also by learning to read. |
| Target Audience Note | 521 0 | | _a 6.7 |
| | | | _b Follett Library Resources. |
| Target Audience Note | 521 2 | | _a 5-8 |
| | | | _b Follett Library Resources. |
| Target Audience Note | 521 0 | | _a 5.3. |
| Target Audience Note | 521 2 | | _a 6-8. |
| Study Program Note | 526 0 | | _a Accelerated Reader AR |
| | | | _b MG |
| | | | _c 5.3 |
| | | | _d 3.0 |
| | | | _z 84EN |
| | | | _5 Collier |
| Subj: Topical | 650 | 1 | _a Poverty |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a African Americans |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Dogs |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Family life |
| | | | _v Fiction. |

## BRIEF MARC record

This is an example of an incomplete (BRIEF) MARC record.  The physical description, publication information, summary, subject headings and Accelerated Reader data is all missing.  In order for a patron to receive a hit for this book, the patron must type in **Armstrong, William H**. or **Sounder**.  Since there are no subject headings or Accelerated Reader fields listed, this book will not show a hit if a patron uses any other search terms.  The importance of a complete, full MARC record is apparent in this record, as a patron would not even receive this title using the search term "DOGS".





To determine whether you currently have BRIEF records in your collection, use the BRIEF record tab within the Destiny CATALOGING tab. Select the call number range and your school to perform your search.

## ANATOMY OF A MARC RECORD

- Each record has the same components:  leader, record directory, control fields—fixed fields, and variable fields
- Two character positions follow each tag (except for Fields 001 through 009). One or both of these character positions may be used for indicators.
- In some fields, only the first or second positon is used, in some fields, both are used, and in some fields, like the 020 and 300 fields, neither is used.
- When an indicator position is not used that indicator is referred to as "undefined" and the position in left blank.  It is the convention to represent a blank, or undefined indicator position by the character "#".

### Indicators
- Each indicator value is a number from 0 to 9
- Although the MARC 21 rules say it can be a letter, letters are uncommon.
- Even though two indicators together may look like a 2-digit number, they really are two single-digit numbers.

### Subfields and delimiters
- Subfield codes are one lowercase letter (occasionally a number) preceded by a delimiter.
- A delimiter is a character used to separate subfields.
- Each subfield code indicates what type of data follows it.

**Tags** – A 3-digit numeric code that identifies each field

Tags are divided by hundreds.  The basic divisions of the MARC 21 bibliographic record are:

| | |
|---|---|
| OXX | Control information, numbers, codes |
| 1XX | Main entry |
| 2XX | Titles, edition, imprint (in general, the title, statement of responsibility, edition, and publication information) |
| 3XX | Physical description, etc. |
| 4XX | Series statements (as in the book) |
| 5XX | Notes |
| 6XX | Subject added entries |
| 7XX | Added entries other than subject or series |
| 8XX | Series added entries (other authoritative forms) |
| 9XX | locally-defined data and uses* |

*The Library of Congress uses this for local information.  However, this is NOT a tag that should be utilized in a MCPSS MARC record.

## ISBNs

- ISBN evolved from the Standard Book Number (SBN).  An SBN is converted to a 10-digit ISBN by adding a preceding "0".
- ISBN-10 consists of 9 digits plus one check digit
- The  barcodes that appear on the back of books are known as Bookland EAN barcodes
- ISBNs now have 13-digits instead of 10 digits.

## SUBJECT HEADINGS (650) – *Don't dream them up!*

- Verify a heading as being the latest terminology in the official list used by the library (SEARS)
- Ensure that all necessary Subject Headings are included in the record so that patrons will get search results.
- Be consistent. Subject heading consistency = good subject authority
- Ensure that all works on a subject will be found together. This depends upon the subject headings assigned through subject analysis
- Ensure that all terms a user thinks of will match a heading or reference

Why do SUBJECT HEADINGS change?
- Headings are seen as outdated
- Headings are seen as politically incorrect
- Terms are no longer used in the connotation the heading portrays

## ACCELERATED READER INFORMATION

Accelerated Reader information should be added in the Study Program Note field (526) as follows:

| | | |
|---|---|---|
| 526a | Accelerated Reader AR | |
| 526b | MG | (LG, MG, UG) |
| 526c | 5.3 | (Quiz Number) |
| 526d | 3.0 | (Level of Book) |
| 526z | 8425 | (Quiz Number) |

## MCPSS Cataloging Specifications

- The classification system used by MCPSS is the Dewey Decimal System.
- Descriptive cataloging of print or non-print materials should use the Sears List of Subject Headings (current edition). The Library of Congress Subject Headings (current edition) may be used as a reference.
- For classification of library materials (print or nonprint) see the Recommended Classifications for Library Materials list.

# PROCESSING NEW MATERIALS AND EQUIPMENT

A well-organized collection is the first step toward providing an effective library media program. To ensure this, the Library Media Center should practice a uniform method of processing materials. All circulating materials and equipment should be barcoded and managed through Destiny, the online public catalog system (OPAC).

## BOOKS

1. Check new books against the purchase order and the company's invoice or packing slip.
2. Indicate books received and note discrepancies on all PO copies. Sign and date appropriate (pink) copy and return to Accounts Payable (Central Office) If pink copy is not available, make a copy of the original, and mark "duplicate pink copy." Sign, date, and return the Accounts Payable. Keep yellow copy for your records.
3. If there are discrepancies or a book is defective, contact the vendor.
4. Stamp/label the book with your school's Library Media Center name and mailing address. Stamp/label the inside back and front covers and the title page.
      Example:
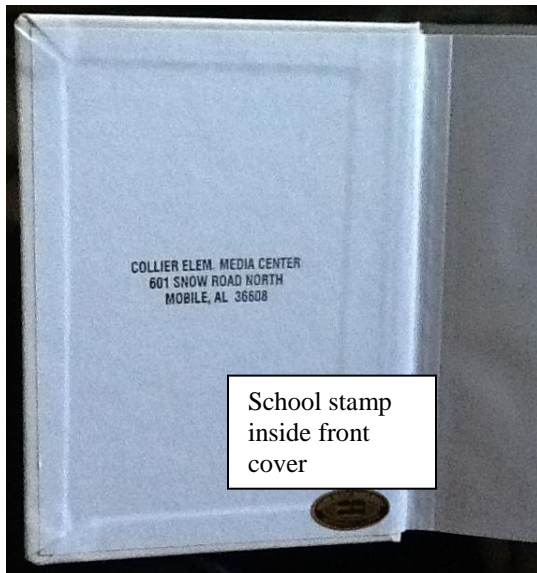


Inside Front Cover



Inside Back Cover

5. Record a barcode number on each book by writing it on the title page. Include this information in the gutter on the title page or page verso: date, vendor, funding source, cost, call number, and barcode number. Stamp the school name on the title page. As an alternative, an extra barcode may be placed on the title page.

Example:  6/14 – BTSB- Title 1 - $18.00 – E MAY – 2140556
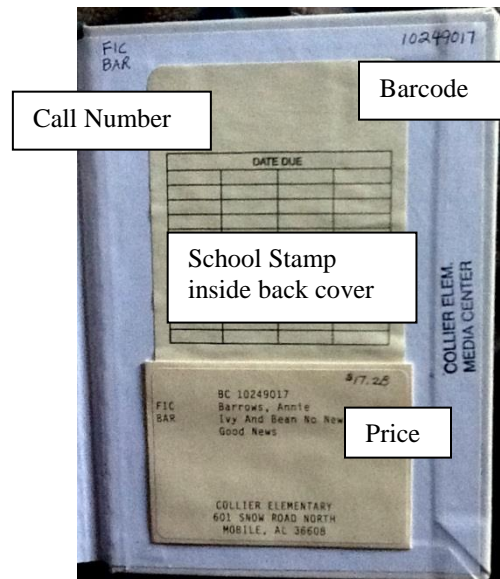
Call Number      Barcode                                                    Call Number                    Barcode



School Stamp                                                                                               Additional Barcode
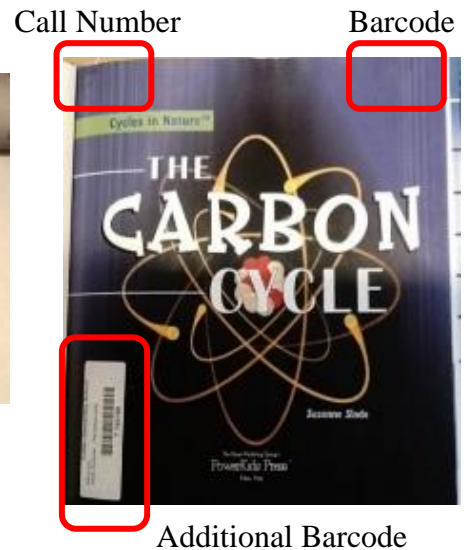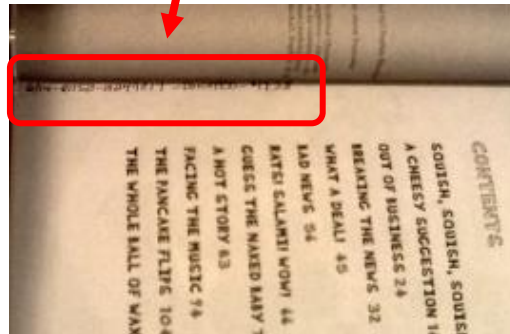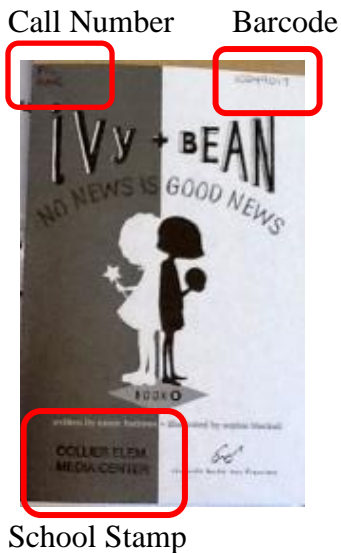
6. Add the MARC records to Destiny.

Vendor MARC Records:

Import the MARC records from the vendor into the MARC Wizard.  Process the records through the MARC Wizard FIREWALL to do a cleanup before adding them to Destiny.

Items without MARC records (print or nonprint):

- o Select new titles in Destiny - CATALOG tab and ADD TITLE. (see following steps)
  - • OR
- o Select new titles in MARC Wizard – Access MARC
  - • OR
- o Select new titles from the Library of Congress online catalog.  (Remember, information in the 900's fields must be deleted before importing the records into Destiny.)

# ADDING A TITLE IN DESTINY
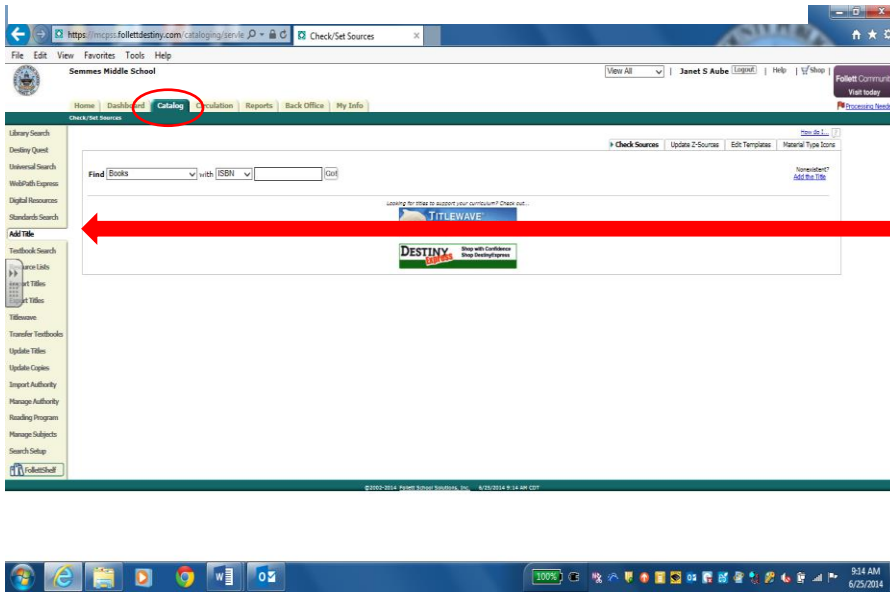


The first step in adding a book to your collection starts with working inside the **CATALOG TAB** of Destiny. Click on the **ADD TITLE TAB** on the left side of the screen. There are three drop down boxes. Fill in the drop down boxes according to what item you are cataloging.
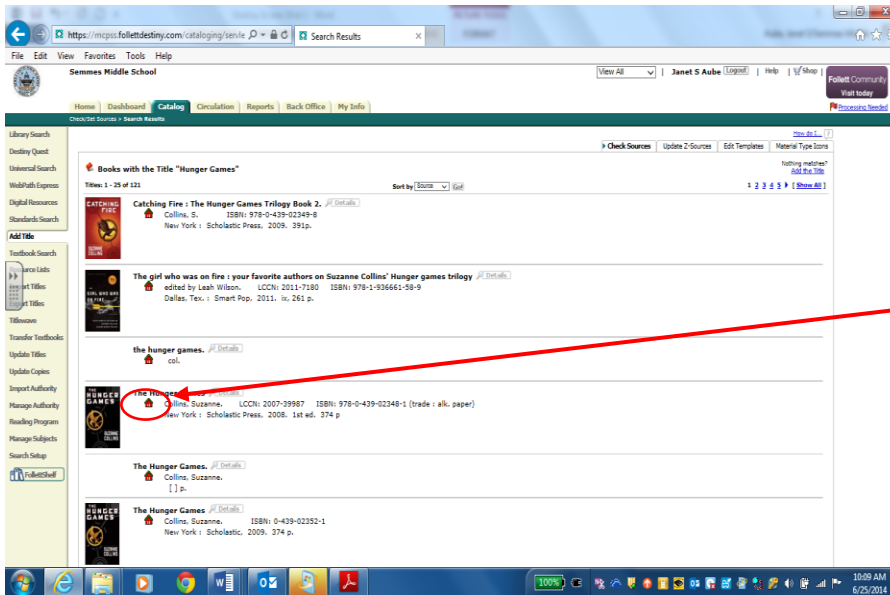


Select the record that matches the item you are cataloging. Look for a record with the RED SCHOOL ICON 🏠 . Open the record to see if the MARC record is a full record.

**The Hunger Games**
Suzanne Collins.

Selected List: [Read Alouds ▼]  ✔ Add to this List

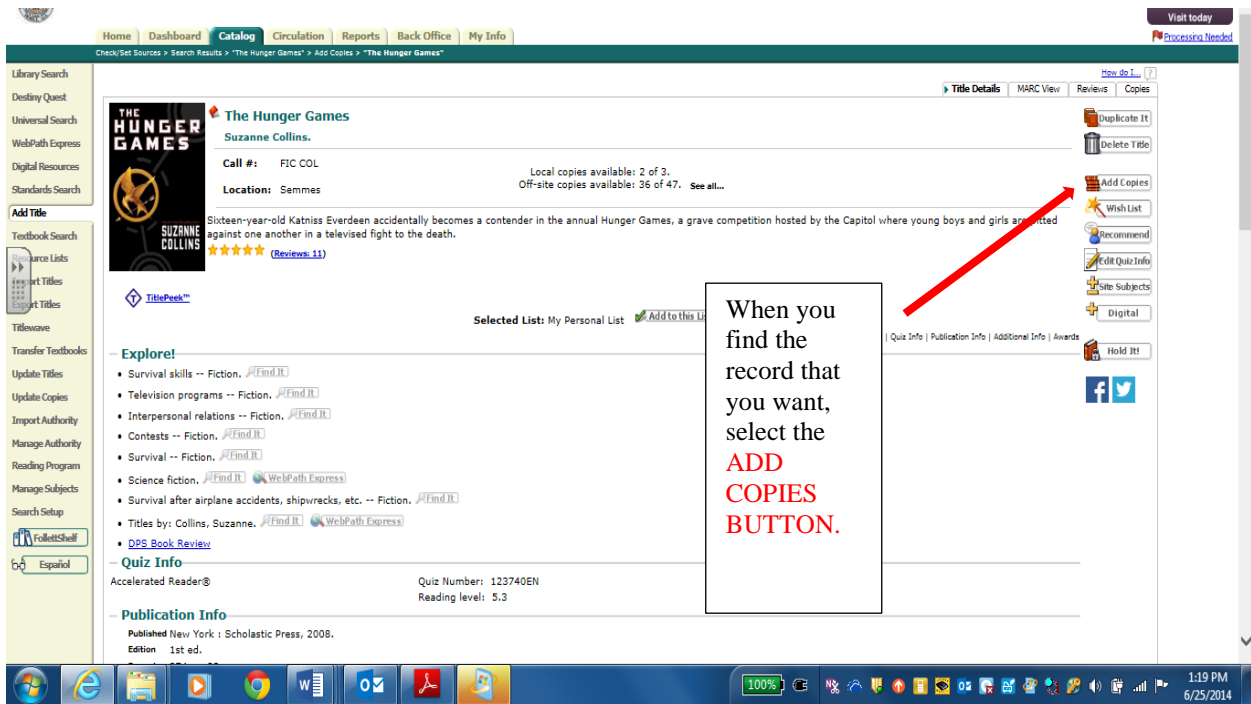| | | | |
|---|---|---|---|
| Leader | 000 | | pam a2200709 a 4500 |
| Contr Num | 001 | | 527353 |
| Date & Time | 005 | | 20140626131740.0 |
| Gen Info | 008 | | 071102s2008   nyu   d    000 1 eng |
| LCCN | 010 | | _a 2007039987 |
| ISBN | 020 | | _a 9780439023481 (trade : alk. paper) |
| ISBN | 020 | | _a 0439023483 (trade : alk. paper) |
| ISBN | 020 | | _a 9780329712716 (Follett bdg.) |
| ISBN | 020 | | _a 0329712713 |
| System Contr Num | 035 | | _a (MCPSS)122370 |
| Cataloging Source | 040 | | _a DLC |
| | | | _c DLC |
| | | | _d ICrIF |
| Authentication | 042 | | _a lcac |
| LC Call Num | 050 | 0 0 | _a PZ7.C6837 |
| | | | _b Hun 2008 |
| Dewey Class Num | 082 | 0 0 | _a [Fic] |
| | | | _2 22 |
| ME: Pers Name | 100 | 1 | _a Collins, Suzanne. |
| Title | 245 | 1 4 | _a The Hunger Games / |
| | | | _c Suzanne Collins. |
| Edition | 250 | | _a 1st ed. |
| Publication | 260 | | _a New York : |
| | | | _b Scholastic Press, |
| | | | _c 2008. |
| Phys Description | 300 | | _a 374 p ; |
| | | | _c 22 cm. |
| Review Note | 510 | 0 | _a School Library Journal starred. |
| Review Note | 510 | 0 | _a Booklist starred. |
| Review Note | 510 | 0 | _a Horn Book Starred. |
| Review Note | 510 | 3 | _a Wilson's Junior High School, January 2010 |
| Review Note | 510 | 3 | _a School Library Journal starred, September 2008 |
| Review Note | 510 | 3 | _a Booklist starred, September 2008 |
| Review Note | 510 | 3 | _a Horn Book Starred, September 2008 |
| Review Note | 510 | 3 | _a New York Times, November 2008 |
| Review Note | 510 | 3 | _a Horn Book, April 2009 |
| Review Note | 510 | 3 | _a Bulletin (Center for Children's books), November 2008 |
| Review Note | 510 | 3 | _a Voice of Youth Advocates (V.O.Y.A.), October 2008 |
| Review Note | 510 | 3 | _a Wilson's Senior High School, June 2010 |
| Summary Note | 520 | | _a Sixteen-year-old Katniss Everdeen accidentally becomes a contender in the annual Hunger Games, a grave competition hosted by the Capitol where young boys and girls are pitted against one another in a televised fight to the death. |
| Target Audience Note | 521 | 2 | _a Young Adult |
| | | | _b Follett Library Resources. |
| Target Audience Note | 521 | 2 | _a 9 & up. |
| Target Audience Note | 521 | 2 | _a Young Adult |
| | | | _b Follett Library Resources |
| Study Program Note | 526 | 0 | _a Accelerated Reader AR |
| | | | _b MG+ |
| | | | _c 5.3 |
| | | | _d 15.0 |
| | | | _z 123740EN |
| | | | _5 Collier |
| Subj: Topical | 650 | 0 | _a Survival skills |
| | | | _v Juvenile fiction. |
| Subj: Topical | 650 | 0 | _a Television programs |
| | | | _v Juvenile fiction. |
| Subj: Topical | 650 | 0 | _a Interpersonal relations |
| | | | _v Juvenile fiction. |
| Subj: Topical | 650 | 0 | _a Contests |
| | | | _v Juvenile fiction. |
| Subj: Topical | 650 | 1 | _a Survival |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Television programs |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Interpersonal relations |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Contests |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Science fiction. |
| Subj: Topical | 650 | 7 | _a Survival skills |
| | | | _v Fiction. |
| | | | _2 sears. |
| Subj: Topical | 650 | 7 | _a Television programs |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Interpersonal relations |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Contests |
| | | | _v Fiction. |
| Subj: Topical | 650 | 1 | _a Science fiction. |
| Subj: Topical | 650 | 7 | _a Survival skills |
| | | | _v Fiction. |
| | | | _2 sears. |
| Subj: Topical | 650 | 7 | _a Television programs |
| | | | _v Fiction. |
| | | | _2 sears. |
| Subj: Topical | 650 | 7 | _a Interpersonal relations |
| | | | _v Fiction. |
| | | | _2 sears. |
| Subj: Topical | 650 | 7 | _a Contests |
| | | | _v Fiction. |
| | | | _2 sears. |
| Subj: Topical | 650 | 7 | _a Science fiction. |
| | | | _2 sears. |
| Elec Location | 856 | 2 | _z DPS Book Review |
| | | | _u https://secure2.dpsk12.org/ERS/WebBridge.aspx?ISBN=9780439023481 |

*Right side buttons:*
Edit Title
Duplicate It
Delete Title
Add Copies
Wish List
Recommend
Image
Edit Quiz Info
Site Subjects
Digital
Hold It!

This is an example of full MARC record for this book.

**the hunger games.**

**Selected List:** My Personal List  ✔ **Add to this List**

| | | | |
|---|---|---|---|
| Leader | 000 | nam | a |
| Contr Num | 001 | 537071 | |
| Date & Time | 005 | 20110401100342.0 | |
| Gen Info | 008 | 110401n | 000 0 eng d |
| ME: Pers Name | 100 1 0 | _a col. | |
| Title | 245 1 4 | _a the hunger games. | |

This is an example of a BRIEF (incomplete) MARC record.

---

Home | Dashboard | **Catalog** | Circulation | Reports | Back Office | My Info

Visit today
🚩 Processing Needed

Check/Set Sources > Search Results > "The Hunger Games" > Add Copies > "The Hunger Games"

How do I... [?]

**Library Search**
Destiny Quest
Universal Search
WebPath Express
Digital Resources
Standards Search
**Add Title**
Textbook Search
Source Lists
Import Titles
Export Titles
Titlewave
Transfer Textbooks
Update Titles
Update Copies
Import Authority
Manage Authority
Reading Program
Manage Subjects
Search Setup
FollettShelf
Español

▸ Title Details | MARC View | Reviews | Copies

**The Hunger Games**
**Suzanne Collins.**

**Call #:**    FIC COL

**Location:**  Semmes

Local copies available: 2 of 3.
Off-site copies available: 36 of 47.  See all...

Sixteen-year-old Katniss Everdeen accidentally becomes a contender in the annual Hunger Games, a grave competition hosted by the Capitol where young boys and girls are pitted against one another in a televised fight to the death.

★★★★★  (Reviews: 11)

TitlePeek™

**Selected List:** My Personal List  ✔ Add to this Li...

| Quiz Info | Publication Info | Additional Info | Awards

Duplicate It
Delete Title
Add Copies
Wish List
Recommend
Edit Quiz Info
Site Subjects
Digital
Hold It!

When you find the record that you want, select the ADD COPIES BUTTON.

**Explore!**
- Survival skills -- Fiction. Find It
- Television programs -- Fiction. Find It
- Interpersonal relations -- Fiction. Find It
- Contests -- Fiction. Find It
- Survival -- Fiction. Find It
- Science fiction. Find It  WebPath Express
- Survival after airplane accidents, shipwrecks, etc. -- Fiction. Find It
- Titles by: Collins, Suzanne. Find It  WebPath Express
- DPS Book Review

**Quiz Info**
Accelerated Reader®

Quiz Number:  123740EN
Reading level:  5.3

**Publication Info**
Published  New York : Scholastic Press, 2008.
Edition   1st ed.

100%

1:19 PM
6/25/2014

Fill in the text boxes that pertain to your item.

After you fill in the text boxes, save your record with SAVE COPIES.

# PRINTING A BARCODE



After the item has been entered into Destiny, a barcode will need to be produced. Click the REPORTS TAB at the top of the screen, then scroll down to LABELS and select BARCODE LABELS.

1. Select the USED barcode tab as this barcode is now on a cataloged item in the collection.

2. Select barcode list and type the barcode number(s) assigned to the item(s), then ADD.  The barcode number(s) will be added to the list.

3. Select the information to be printed on the barcodes.

4. Select the labels, position and printer offset.

5. Select RUN REPORT to produce the barcode report.



Click REFRESH LIST and then VIEW for the barcode list just produced.

FIC COL
Collins, Suzanne.   The Hunger Games

T 40429

**Hint….**

Depending on your printer, you may have to adjust the horizontal or vertical settings. If this is your first time printing labels, use a plain piece of paper rather than labels. Change the horizontal and vertical settings if the labels are drifting down the page or are too far left or right. It may take several attempts to find the correct settings for the printer being used. When the labels are correctly centered, record the settings and print on the actual sheet of labels.

7. Insert date due pocket or date due slips if these are still being used. (optional)

8. Apply appropriate labels and stickers for reading programs such as Accelerated Reader.

# CLASSIFICATION PROCEDURES FOR BOOKS

All books in the Library Media Center's collection should be classified according to the latest edition of the Dewey Decimal Classification and Relative Index. Use the latest edition of Sears List of Subject Headings for subject headings assigned to items in the media center.  The following designations should be used in classifying books.

| CATEGORY | MARC 852 tag subfields | CALL NUMBER DESIGNATIONS |
|---|---|---|
| EASY | h<br>i | E<br>3 letters (upper case) of author's last name |
| FICTION | h<br>i | FIC<br>3 letters (upper case) of author's last name |
| STORY COLLECTION | h<br>i | SC<br>3 letters (upper case) of author's last name |
| COLLECTIVE BIOGRAPHY | h<br>i | 920<br>3 letters (upper case) of author's last name |
| INDIVIDUAL BIOGRAPHY | h<br>i | 92<br>3 letters (upper case) of bio's last name |
| NONFICTION (000-999) | h<br>i | DEWEY #<br>3 letters (upper case) of author's last name |
| REFERENCE | k<br>h<br>i<br>m | REF<br>DEWEY #<br>3 letters (upper case) of author's last name<br>Volume # or Year |
| PROFESSIONAL | k<br>h<br>i | PRO<br>DEWEY #<br>3 letters (upper case) of author's last name |
| PAPERBACKS | k<br>h<br>i | PBK<br>DEWEY # or E, FIC<br>3 letters (upper case) of author's last name |
| BIG BOOK BB | k<br>h<br>i | BB<br>DEWEY # or E, FIC<br>3 letters (upper case) of author's last name |
| E-BOOKS | k | EBK<br>(Continue with cataloging classifications from categories above) |

# CLASSIFICATION PROCEDURES

# FOR NONBOOK MATERIALS

A unified approach of treating print and nonbook materials is recommended. Nonbook materials should be classified according to the Dewey Decimal Classification System.  The following abbreviations should be used as call number prefixes in classifying nonbook materials.

## AUDIOVISUAL

| ASR | Audio Sound Recording (spoken word) |
|-----|-------------------------------------|
| CAS | Cassettes |
| DVD | Digital Versatile Disc |
| EBK | e-Books |
| GAM | Games |
| KIT | Kit |
| MOD | Model |
| MCD | Music CDs |
| PIC | Picture |
| REA | Realia |
| PLA | Play-A-Ways |
| SLI | Slides and Microscope Slides |
| SWC | Software/Computer File |
| TOY | Toys, Puppets, etc. |
| TRA | Transparency |
| VCT | Video Tape Recording |

Sample call number for a video tape recording:     VCT          Prefix
                                                   510          Main
                                                   SEV          Cutter 3 letters of author's last name

## SERIALS

| PER | Periodicals, Magazines & Microfilms |
|-----|-------------------------------------|

Sample call number for a periodical:          PER    Prefix
*Highlights for Children*                     HIG    Main   3 letters of title

# CLASSIFICATION PROCEDURES FOR EQUIPMENT

If creating a MARC record for any equipment, use Destiny cataloging or an equipment template in MARC Magician. Library Media Center equipment should be housed in a central location with easy accessibility for checkout to all teachers and students.

## EQUIPMENT

The following abbreviations should be used in the local holdings 852 tag as a Prefix.

| | |
|---|---|
| **AVC** | **Audiovisual Cart** |
| **CAL** | **Calculator** |
| **CAM** | **Camera** |
| **CAP** | **Cassette Player** |
| **CAR** | **Cassette Recorder** |
| **CDP** | **CD Player** |
| **CPU** | **Computer/Laptops** |
| **DCAM** | **Digital Camera** |
| **DOC** | **Document Camera** |
| **DVDP** | **Digital Versatile Disc Player** |
| **IWB** | **Interactive Whiteboard (i.e. Mimio)** |
| **LCDP** | **LCD Projector** |
| **LDP** | **Laser Disc Player** |
| **LSS** | **Listening Station** |
| **OHP** | **Overhead Projector** |
| **PDA** | **Personal Digital Assistant** |
| **PRI** | **Printer** |
| **PRS** | **Projection Screen** |
| **PWR** | **Portable Writers** |
| **SCAN** | **Scanner** |
| **SMB** | **Smart Board** |
| **SRS** | **Student Response System** |
| **TAB** | **Tablet (all handheld devices)** |
| **TEL** | **Television** |
| **TRI** | **Tripod** |
| **TVCR** | **TV/VCR Combo** |
| **VCAM** | **Video Camera (Camcorder)** |
| **VCR** | **Video Cassette Recorder** |
| **VTM** | **Video Title Maker** |
| **WSL** | **Wireless Slate** |

Sample call number for equipment:  CPU
IBM

Circulation Type:  Equipment (EQ)

# WEEDING THE COLLECTION

To ensure balance, reliability and comprehensiveness, the development of a vibrant collection of resources must be carefully planned. An underlying principle of planned collection development is evaluation. In the same way both the materials and the existing collection are evaluated before selection takes place, evaluation of the materials and the existing collection must occur before materials are removed.

Good collection management requires the weeding and discarding of obsolete or worn materials. This process should be carried out in a continuous, systematic manner, so as to ensure that the collection remains current, relevant, inviting, and meets AdvancED standards.

By providing materials that are appropriate to the total school program, the Media Center will be a more integral part of the educational process. **Systematic weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school library.**

- Weeding is an activity that is premised upon informed professional judgment and a carefully articulated plan.
- Weeding ensures that the school library collection contains only those resource materials that are accurate, current and relevant to the curricular and recreational programs of the school.
- Weeding facilitates access to quality resources.
- Weeding removes the outward illusion of a well-stocked resource collection.
- Weeding results in more effective utilization of available space and assures an aesthetically appealing collection of materials.

In general, consider for discard, for any or all of the following reasons, books that are:

- Unattractive in appearance because of yellowed paper, fine print, etc.
- In poor physical condition with ragged binding, torn or dirty pages, etc.
- Seldom circulated
- With old copyright dates that make the books out-dated in content, use, or accuracy
- Mediocre or poor in quality
- Duplicated with several copies of titles no longer in heavy demand
- Of a subject matter or treatment not suitable for the clientele served by the library
- Sets of books (especially in the literature and history sections) that have gathered dust for years
- Replaced by new or revised editions
- Of passing interest at the time of publication, such as travel and biographies of persons who were known in their generation, but not likely to be of interest again

The **MUSTIE** system will serve as a guide in the weeding of library books.

*M*isleading: Factually inaccurate or out of date

*U*gly: Worn out beyond mending or rebinding

*S*uperseded: A new edition or better source available

*T*rivial: No discernible literary or scientific merit

*I*rrelevant: No longer pertinent to the needs and interests of your school or students

*E*lsewhere: Easily borrowed or researched from another source

## Books To Be Discarded – the process of withdrawing books:

- Stamp or write "Withdrawn" or "Discard" over all spots where school name is stamped.
- Remove anything that identifies school's ownership, including barcode labels.
- Delete withdrawn **COPY** from the collection as shown below.



To delete the copy from the collection, go to the CATALOG tab, UPDATE COPIES, INDIVIDUAL DELETE.  Check the box TRACK as WEEDED and scan the barcode of the item(s) you are deleting.  The copy will be deleted and a printable list of the weeded items will be generated.

**NOTE: DELETE COPY ONLY – DO NOT DELETE THE MARC RECORD!**

# CIRCULATION

Each Library Media Center in the Mobile County Public School System maintains its own circulation procedures dependent upon the grade level and specific needs of the school.  Each Library Media Specialist will establish check-out procedures suitable for individual school situations.  Self check-out is not recommended at any grade level to ensure accuracy of circulation statistics, privacy of student information, and prevent loss of materials.  If self check-out is allowed, this must be done with careful monitoring by the media specialist, media aide, or another adult.

All Library Media Centers provide online access to the catalog of materials in the Library Media Center through the Destiny library management program.  For instructions and/or assistance in utilizing the Destiny library management program please refer to the Destiny web help located within the Destiny program and/or attend MCPSS District Destiny professional development sessions.

# Lost/Damaged Library Books

Parents/Guardians of students and teachers must pay for all damaged (beyond reasonable wear) or lost materials.  Fines for lost books will be the recorded replacement cost in Destiny or $15 per book if there is no replacement cost recorded.  Fines for replacement of labels will be $3 per book.  Damage fines will vary depending upon whether or not the book can be repaired and what the repair involves.  Parents/Guardians of students may be required to pay a replacement cost if the book is damaged beyond repair.  Fines charged for overdue books will be determined by the local school Media Specialist and Principal.  Check-out privileges will be suspended when a patron has overdue materials or lost/damaged fines at any school in the Mobile County Public School System.

# Monies Collected

All monies collected for damaged or lost materials and overdue fees should be placed in a separate library fund or account by the school's bookkeeper and designated for library purposes.

Monies collected at one school for lost/damaged book fines that originated at another school, will be sent to the originating school for deposit and receipting.  The Library Media Specialist at the originating school will notify the Destiny administrator so that the student's record can be cleared.

Books returned to one school but belonging to another school, can be returned to the originating school through the school mailbag.

# COMPUTER, INTERNET AND ELECTRONIC COMMUNICATION ACCEPTABLE USE

MCPSS relies on its computer network to conduct its business.  To ensure that MCPSS Computer Resources are used properly by its employees, students, independent contractors, agents, vendors and other computer Users (the "Users"), the Board of School Commissioners for MCPSS has created and passed has created this Computer Use Policy (the "Policy").   The rules and obligations described in this Policy apply to all Users (the "Users") of MCPSS' computer network or Computer Resources, wherever they may be located.

MCPSS' policies against discrimination and harassment (sexual or otherwise) apply fully to MCPSS' Computer Resources and Resources, and any violation of those policies is grounds for discipline up to and including termination.  Students who violate these policies are subject to disciplinary action consistent with Board policy and the Student Handbook.  Vendors, consultants and other third parties must adhere to these policies and are subject to losing their right to access MCPSS Computer Resources for violations of these policies.

The term *Computer Resources* as used herein refers to MCPSS' entire computer, electronic and communications network.  Specifically, the term *Computer Resources* includes, but is not limited to: computers, host computers, file servers, application servers, communication servers, mail servers, fax servers, Web servers, workstations, stand-alone computers, laptops, tablets such as IPAD's, telephones, facsimile machines, scanners, software, data files, peripherals such as printers, and all internal and external computer and communications networks (for example, Internet, commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly (including access by Students, vendors, consultants and other third parties using personally owned computer hardware as authorized by MCPSS) from our computer network or that are owned or have been purchased  by MCPSS.

The Computer Resources are the property of MCPSS and may be used for only legitimate business and educational purposes.  Users are permitted access to the Computer Resources to assist them in performance of their jobs.  Computer and internet access is provided for MCPSS business *use,* but *occasional* minimal personal use is allowed. Use of the Computer Resources is a privilege that may be revoked at any time. Users who violate this Policy may have their Computer/Internet use privileges revoked at any time and without prior notice AND are subject to discipline up to and including the possibility of termination.

**In using or accessing the Computer Resources, users must comply with and be aware of the following provisions:**

- **No Expectation of Privacy**
  The computers and computer accounts given to users are to assist them in the performance of their jobs or in the case of students, in their educational studies and activities. Users should not have an expectation of privacy in anything they create, store, send or receive on the computer resources. Computer resources belong to MCPSS and may be used only for the purposes set forth herein. MCPSS has the right, but not the duty, for any reason and without the permission of any user, to monitor any and all of the aspects of its computer resources, including, without limitation, reviewing documents created and stored on its computer resources, deleting any matter stored in its system, monitoring sites visited by users on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users from the Internet, and reviewing E-Mail sent and received by users. Employees and users should not have an expectation of privacy in anything they create, store, send or receive using the Computer Resources.

- **Waiver of privacy rights**
  MCPSS reserves the right to inspect the contents of all electronic data stored on MCPSS computer equipment or Computer Resources. Users, in using MCPSS Computer Resources, expressly waive any right of privacy in anything they create, store, send or receive on MCPSS Computer Resources or through the Internet or any other computer network. Users consent to allowing personnel of MCPSS to access and review all materials Users create, store, send or receive on the computer or through the Internet or any other computer network. Users understand that MCPSS may use human or automated means to monitor use of its Computer Resources, including data stored on the local drive, data stored on any network drive, and electronic mail.

- **Passwords**
  Users are responsible for safeguarding their passwords for access to the Computer Resources or Computer Resources. Individual passwords should not be printed, stored online or given to others. Users are responsible for all transactions made and actions taken using their passwords. No User may access the Computer Resources with another User's password or account. Use of passwords to gain access to the Computer Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on the Computer Resources.

- **Viruses and Virus Protection**
  Users may not disable or remove virus protection software. Viruses can cause substantial damage to Computer Resources. Each User is responsible for taking reasonable precautions to ensure he or she does not introduce viruses into MCPSS' Computer Resources or computer network. Virus software updates are automatically distributed regularly to Computer Resources. Users may not interrupt the update process and must report any errors in the update process immediately to MCPSS' support help desk. PCs not attached to the LAN must be updated by the User. The Information Technology Department will provide virus updates.

- **Compliance with applicable laws and licenses**
  In their use of Computer Resources, users must comply with all software licenses, copyrights and all other state, federal and international laws governing intellectual property and online activities. It is MCPSS' policy to comply fully with all software copyright licenses. Employees who willfully circumvent this policy will be subject to disciplinary action up to and including termination of employment. In compliance with the Children's Internet Protection Act, each year, all District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

## Prohibited Activities

The following activities, items or materials are prohibited:

- **Inappropriate or unlawful material**
  - Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate may not be sent by e-mail or other form of electronic communication (such as bulletin board systems, newsgroups, chat groups), downloaded from the Internet or displayed on or stored in MCPSS computers. This includes e-mails known as "Spam" and e-mails containing non business related matter. Users encountering or receiving this kind of material should immediately report the incident to their supervisors.
  - Without prior written permission from the Executive Manager of Information Technology, computer resources may not be used for dissemination or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material or any other unauthorized use, including material or significant personal uses.
  - Using or copying software in violation of a license agreement or copyright. Violating any state, federal or international law.

- **Waste of Computer Resources**
  Users may not deliberately perform acts that waste Computer Resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet playing games, engaging in online chat groups, printing multiple copies of documents or otherwise creating unnecessary network traffic.

- **Accessing other User's files**
  Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. The ability to read, alter or copy a file belonging to another User does not imply permission to read, alter or copy that file. Users may not use the Computer Resources to "snoop" or pry into the affairs of other Users by unnecessarily reviewing their files and e-mail. Excepted from this provision are those persons conducting investigations or administrative duties at the request and with the authorization of the Executive Manager of Information Technology or Executive Manager of Human Resources.

- **Misuse of software**
  Without prior written authorization from the Executive Manager of the Information Technology Department, Users may not do any of the following:

  (1)    Copy software for use on their home computers;
  (2)    Provide copies of software to any independent contractors or third party;
  (3)    Install software on any MCPSS workstations or servers;
  (4)    Download any software from the Internet or any other online service to any MCPSS workstations or servers;
  (5)    Modify, revise, transform, recast or adapt any software or reverse-engineer, disassemble or decompile any software.  Users who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisors; and
  (6)    Users who have currently copied software for home computers, distributed software or installed software on corporate computers are required to obtain approval according to the current guidelines or remove the software immediately.

If you become aware of someone using Computer Resources for any of these activities, you are obligated to report the incident immediately to your supervisor.  Violations of any aspect of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

### E-Mail Policy

To maximize the benefits of its Computer Resources and minimize potential liability, MCPSS has created this E-mail usage policy.  All computer Users are obligated to use these resources responsibly, professionally, ethically and lawfully.

Employees and other Users are given access to our computer network to assist them in performing their duties. Employees and Users, including students, should not have an expectation of privacy in anything you create, store, send or receive on the Computer Resources.  The Computer Resources belong to MCPSS and may only be used for business purposes.  Without prior notice, MCPSS may review any material created, stored, sent or received on its network or through the Internet or any other computer network**.**

- **Sending unsolicited e-mail (spamming)**
  Without the express permission of their supervisors, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship.

- **Altering attribution information**
  Employees must not alter the "From:" line or other attribution-of-origin information in e-mail, messages or postings.  Anonymous or pseudonymous electronic communications are forbidden. Employees must identify themselves honestly and accurately when participating in chat groups, making postings to newsgroups, sending e-mail or otherwise communicating online.

- **Attorney-client communications**
  E-mail sent to in-house counsel, if any, or an attorney representing MCPSS should include this warning header on each page: "ATTORNEY-CLIENT PRIVILEGED; DO NOT FORWARD WITHOUT PERMISSION." Communications from attorneys may not be forwarded without the sender's express permission.

- **Confidential Transmissions**
  Any confidential e-mail, and/or files transmitted with it, is intended solely for the use of the individual or entity to whom it is addressed. The communication may contain material that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient or the person responsible for delivering the e-mail to the intended recipient, be advised that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received an e-mail or communication in error, please notify the sender immediately.

## Internet Use Policy

The Internet can be a valuable source of information and research. In addition, e-mail can provide excellent means of communicating with other employees, our customers and clients, outside vendors and other businesses. Use of the Internet, however, must be tempered with common sense and good judgment. Users who abuse their use of Computer Resources to access the Internet will have access to the Internet restricted or removed. In addition, Users who violate this policy may be subject to disciplinary action, including the possibility of termination, student discipline (as applicable) and civil and criminal liability.

Your use of the Internet is governed by this policy:

- **Disclaimer of liability for use on Internet**
  MCPSS is not responsible for material viewed or downloaded by Users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk.

- **Employees' duty of care**
  Employees should endeavor to make each electronic communication truthful and accurate. You should use the same care in drafting e-mail / electronic documents as you would for any other written communication. Please keep in mind that anything created or stored on the Computer Resources may, and likely will, be reviewed by others.

- **Duty not to waste Computer Resources**
  Because audio, video and picture files require significant storage space, files of this sort may not be downloaded unless they are business-related**.**

- **No privacy in communications**
  Users of MCPSS Computer Resources should never consider electronic communications to be either private or secure. E-mail may be stored indefinitely on any number of computers, including that of the recipient. Copies of your messages may be forwarded to others either electronically or on paper. In addition, e-mail sent to nonexistent or incorrect usernames may be delivered to persons whom you never intended.

- **Monitoring of computer usage**
  MCPSS has the right, but not the duty, to monitor any and all aspects of its Computer Resources, including, but not limited to, monitoring sites visited by Users on the Internet, monitoring chat groups and newsgroups, reviewing material downloaded or uploaded by Users to the Internet and reviewing e-mail sent and received by Users.

- **Blocking of inappropriate content**
  MCPSS may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by MCPSS networks. In the event you, nonetheless, encounter inappropriate or sexually explicit material while browsing on the Internet, immediately disconnect from the site, regardless of whether the site was subject to MCPSS blocking software.

- **Games and entertainment software**
  Users may not use MCPSS' Internet connection to play games, download games or other entertainment software including screen savers. Educational games approved by the teacher and or administration of the MCPSS are exempt from this provision.

- **Illegal copying**
  Users may not illegally copy material protected under copyright law or make that material available to others for copying. You are responsible for complying with copyright law and applicable licenses that may apply to software, files, graphics, documents, messages and other material you wish to download or copy.

- **Accessing the Internet**
  To ensure security and avoid the spread of viruses, employees accessing the Internet through a computer attached to MCPSS' network must do so through an approved Internet firewall. Accessing the Internet directly, by modem, is strictly prohibited.

- **Prohibited Activities**
  The prohibited activities referenced above are also prohibited in connection with Users of MCPSS' Computer Resources use of the internet. Users must avoid internet websites and locations that are **harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate while using MCPSS Computer Resources.**

## Students

The board supports access by students to rich information resources and the development by staff of appropriate skills to analyze and evaluate such resources.

All such materials shall be consistent with board-system guidelines and staff will provide guidance and instruction to students in the appropriate use of such resources.

Annually, students and parents will be given MCPSS' guidelines and rules governing procedures for acceptable use of the Internet describing the information available and prohibited uses of system computers.  Students and parents must sign a written statement acknowledging the guidelines in order for the student to access the Internet at school.

In compliance with the Children's Internet Protection Act, each year, all District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.   In compliance with federal law, the online activities of minors **will** be monitored.

## Employees

Employees will be provided a copy of the MCPSS acceptable use guidelines and sign a statement that they agree to the terms.

*See also Board Policy 6.12*
References – Procedures:  *Computer,* Internet *and Electronic Communication* Acceptable Use
Date Adopted:  December 11, 2007
Public Hearings: March 19, 2013, March 25, 2013Amended: March 23, 2011, March 25, 2013

# STAFF CONDUCT

The Board expects employees to conduct themselves in such a way as to promote an appropriate school atmosphere. In dress, interpersonal relationships and conduct, whether communicated or performed in person, in writing, and/or electronically, all staff should recognize that they are being continuously observed by students, other employees, parents and community members, and that their actions and demeanor will be reflected in the conduct of the students and/or may impair their effectiveness as an employee. Profanity and lewd or obscene language, whether spoken, written, or by gesture, are unsuitable and prohibited in the school setting.

Employees who intentionally strike, improperly restrain or otherwise physically or verbally abuse students will be disciplined accordingly and are subject to discipline, up to and including termination.

Employees may not furnish lists of students or parents to anyone selling instructional or equipment materials.

The personal life of an employee, including the employee's personal use of system owned or private electronic equipment (such as through texting, social networking sites and other personal portrayal on the internet) will be the concern of and warrant the attention of the Board if it impairs the employee's ability to effectively perform his/her job responsibility, if it disrupts the school or classroom environment or if it violates local, state or federal laws or contractual agreements. Unprofessional conduct on personal social media profiles, may subject the employee to disciplinary actions consistent with local law, state law, federal law, and/or Board policy. Employees are prohibited from any purely personal contact with students on social media sites unless it involves matters of public concern (such as political issues).

All employees shall maintain a professional relationship with students at all times, both inside and outside of school. No employee shall engage in inappropriate or unprofessional conduct, including specifically conduct of a sexual nature, with a student at any time. This includes a prohibition on any inappropriate communication, conduct or action performed in person, in writing, or conveyed electronically through such means as a telephone, cell phone, computer, personal data assistant or other telecommunication device, including text messaging, instant messaging and social networking.

# STUDENT CODE OF CONDUCT

# INTERNET ACCEPTABLE USE AND SAFETY POLICY

The Board recognizes that advances in technology improve access to and communication of information and, may also improve and enrich instruction and student learning. The Board generally supports students accessing rich information resources and developing appropriate analysis and evaluation skills. In a free and democratic society, access to information is a fundamental right of citizenship.

Information technology resources have significantly altered the information landscape for schools. Board Policy 3.50 requires that all school materials be consistent with district-adopted guidelines, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities, and developmental levels of students. In the past, instructional and library media materials could usually be screened prior to use by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Digital resources, which can be accessed through the Internet from any publicly available fileserver in the world, open classrooms to electronic information that may not have been screened by educators for use by students of various ages.

Information literacy skills, in a digital world, are fundamental for digitally literate citizens and 21$^{st}$ century employees. The Board expects that staff will blend thoughtful use of such skills throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of digital tools and resources. Staff will consult the guidelines for instructional materials contained in the system's guidelines and will honor the goals for selection of instructional materials contained therein.

Network and Internet access is provided as a tool for education. Access will be provided to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on the school computer network and Internet just as they are in a classroom or a school hallway.

As communications on the network and Internet are often public in nature, general school rules for behavior and communications apply (see *Student Code of Conduct*). Independent but supervised student use of digital resources will be permitted upon the submission of the agreement form located in the student enrollment information. Access to the network and the Internet enables students to explore a seemingly infinite number of resources. The Board believes that the benefits of student access to information resources and opportunities for collaboration exceed the potential disadvantages. Ultimately, however, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using digital resources.

The Mobile County Public School System will not be liable for the actions of any person, student or staff, connected to the Internet through the Mobile County Public School System. All users assume full liability-legal, financial, or otherwise-for their actions.

## CORE RULES FOR SAFE AND ACCEPTABLE USE OF THE INTERNET

The use of Internet resources accessed from any computer that is the property of the school system or any computer connected to a local area network within any school system facility is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges and/or punishment for such violations as prescribed in the *Student Code of Conduct*. Mobile County Public School System will

utilize filtering software or other technologies to prevent students from accessing materials that are (1) obscene, (2) pornographic, or (3) harmful to minors. Schools will also monitor the online activities of students, through direct observation and/or technological means.

Unacceptable uses of the school network and Internet include the following:
- Using the network to access or send pornography (both written and graphic), inflammatory material, profane or obscene material.
- Using the network to access or send any material not specifically related to the instructional lesson, objective, or assignment.
- Deliberate introduction of malevolent software or programming code, including viruses, worms, Trojan horses, malware, or spyware.
- Activities, including hacking, that interfere with or disrupt network users, services, or equipment.
- Using the network for financial gain, commercial activity, or any illegal activity.
- Cyber-bullying or any harassing behavior which threatens the health and/or welfare of any person and is inappropriate for school, through any digital means.
- Lending passwords to other individuals.
- Altering and forwarding personal communication without the author's prior consent.
- Spoofing or otherwise attempting to send anonymous messages of any kind.
- Copying and/or distributing commercial software in violation of copyright laws.
- Using copyrighted materials in reports without permission.
- Using the network for sending and receiving a large number of personal messages.
- Any other use that is unacceptable or not in keeping with the mission or goals of the Mobile County Public School System.

All users should be aware that the inappropriate use of Internet resources could be a violation of local, state, and federal laws.

**Contract Regarding Safe and Acceptable Use of the Internet**
By signing the Parent/Guardian and Student Acknowledgment for the *Student Code of Conduct*, which is found on the student enrollment information, the parent/guardian agrees to the rules and regulations stated in the Internet Acceptable Use and Safety Policy.

The parent/guardian of this student has read the terms and conditions for system Internet access privileges. The parent/guardian understands this access is for educational purposes and that the Mobile County Public School System has taken reasonable precautions in forewarning and educating all interested parties of the controversial material that is accessible through the Internet. The parent/guardian also recognizes that it is impossible for the Mobile County Public School System to restrict access to all controversial materials. The parent/guardian will not hold the Mobile County Public School System or its employees responsible for materials acquired by their child over the school system network. The parent/guardian accepts that inappropriate behavior may lead to penalties, including revoking of Internet access, disciplinary action, and/or legal action. The student agrees to abide by all rules that are listed in the Mobile County Public School System's *Core Rules for Safe and Acceptable Use of the Internet.* The student realizes that the primary purpose of the Mobile County Public School System's Internet connection is educational, and that as such, educational purposes shall take precedence over all others. The student realizes that the use of the Internet is a privilege, not a right.

# THE LIBRARY MEDIA PROGRAM

"In a student-centered school library media program, learning needs take precedence over class schedules ...student categorizations, and other logistical concerns.  Flexible, equitable, and far-reaching access to the library media program is essential to the development of a vibrant, active learning community…." *(Information Power: Building Partnerships for Learning,* Edition, 1998)

## Understanding the Library Media Specialist's
## Role in the Core Curriculum

The Library Media Specialist is not a core subject teacher, i.e. Reading, Math, Science, and should not be used as one.  While Library Media Specialists are not in place to deliver reading instruction, they play an integral role in a school reading program.

The Library Media Specialist's role in the reading program is that of managing and organizing the resources of the Library Media Center, while the teacher's role is that of reading skills instruction.  The Library Media Specialist's extensive knowledge of the Library Media Center collection and expertise at matching books to readers provides a crucial supportive role in the total reading program.

See the following page for The American Association of School Librarians ***Position Statement*** on the role of the school Library Media Specialist in reading development.

# AASL Position Statement on Resource-Based Instruction:
## The Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost effective for the entire school district.

The following elements are integral to an effective reading program:

- The Library Media Center is flexibly scheduled so that students and teachers have physical and intellectual access to a wide range of materials.
- Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and Library Media Specialists cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and Library Media Specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the students.
- Continual staff development is critical to reading instruction. The responsibility for successful implementation of reading development is shared by the entire school community – teachers, Library Media Specialists, and administrators working together.

**The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the Library Media Center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers. The Library Media Center should be considered a learning resource that extends classroom learning, not a substitute classroom where students are placed for a designated period of time without the classroom teacher present as a collaborator. (ALSDE Library Media Handbook p. 30) (AASL)**

# AASL Position Statement on Labeling Books with Reading Levels

Librarians use spine labels to organize and identify library resources by call number to help patrons locate general subject areas or specific fiction, non-fiction, reference, audiovisual, or other items. Viewpoint-neutral directional labeling in libraries increases students' access to information and supports their First Amendment right to read. Best practice in school libraries includes books and other resources being shelved using a standard classification system that also enables students to find resources in other libraries, such as a public library, from which they may borrow materials.

One of the realities some school librarians face in their jobs is pressure by administrators and classroom teachers to label and arrange library collections according to reading levels. Student browsing behaviors can be profoundly altered with the addition of external reading level labels. With reading level labels often closely tied to reward points, student browsing becomes mainly a search for books that must be read and tests completed for individual or classroom point goals and/or grades. School library collections are not merely extensions of classroom book collections or classroom teaching methods, but rather places where children can explore interests safely and without restrictions. A minor's right to access resources freely and without restriction has long been and continues to be the position of the American Library Association and the American Association of School Librarians.

Labeling and shelving a book with an assigned grade level on its spine allows other students to observe the reading level of peers, thus threatening the confidentiality of students' reading levels. Only a student, the child's parents or guardian, the teacher, and the school librarian as appropriate should have knowledge of a student's reading capability.

Non-standard shelving practices make it difficult for library staff and patrons to locate specific titles. More importantly, students may have no understanding of how most school and public libraries arrange their materials, thus further affecting book selection in other libraries.

It is the responsibility of school librarians to promote free access for students and not to aid in restricting their library materials. School librarians should resist labeling and advocate for development of district policies regarding leveled reading programs that rely on library staff compliance with library book labeling and non-standard shelving requirements. These policies should address the concerns of privacy, student First Amendment Rights, behavior modification in both browsing and motivational reading attitudes, and related issues.

For additional supporting information see also:

American Association of School Librarians. "Position Statement on the Value of Independent Reading in the School Library Program."

American Library Association. "Labeling and Rating System: An Interpretation of the Library Bill of Rights." July 11, 2011.

American Library Association. "Questions and Answers on Labeling and Rating Systems." January 16, 2010.

American Library Association. "Restricted Access to Library Materials: An Interpretation of the Library Bill of Rights." July 1, 2014.

Adopted 07/18/2011

# The Role of the Library Media Specialist
# in the Local Technology Program

A local school's technology plan should follow the technology guidelines established by the Mobile County Public Schools. The system's *District Technology Plan* follows state and national guidelines. It identifies goals and objectives as well as resources needed to produce technologically literate citizens. It provides valuable information that is useful to the Library Media Specialist and teachers integrating technology within the school setting.

The Library Media Specialist must be an active participant in technology curriculum integration. The Library Media Specialist is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning. The Library Media Specialist:

- participates in writing the school and system technology plans.
- participates in the assessment and acquisition of technology.
- provides and participates in professional development instruction for teachers and administrators on the use of technology and integration of technology into the curriculum.
- models and instructs on conduct, ethics, and integrity in the use of the Internet and other electronic resources.
- uses existing and emerging technology to access, evaluate, and distribute information for integration in the instructional programs.
- models the information problem-solving processes in providing instruction using technology reference and research techniques.
- participates in state and national technology initiatives.
- attains technology competencies which are evaluated by an approved evaluation instrument.
- collaborates with the learning community to empower students to acquire technology information literacy skills that enable them to be life-long learners and critical thinkers.
- embraces, promotes, and shares technologies to effectively demonstrate the applications of technology in the learning environment.
- models and instructs on integration and use of the Alabama Virtual Library.

# Open Access to the Library

## Promoting Flexible, Open Access
## Guidelines for Library Media Center 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, must be allowed to schedule the Library Media Center for its most effective use.  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:**

- The Library Media Specialist, with the assistance of the administration, sets the schedule.  The schedule is posted and available at all times.
- The Library Media Center should not be closed for non-library purposes.  The Library Media Center is open for student use at all times.
- **Time should be allocated daily for the Library Media Specialist to spend <u>in the Library Media Center administering the Library Media Program</u>.  During this time, no classes are scheduled for instruction by the Library Media Specialist, although students and teachers may still use the Library Media Center.**
- The Library Media Specialist is provided a scheduled lunch time.
- Teachers and administrators should understand the difference in flexible scheduling, open access, and fixed scheduling.


# Definition of Flexible Scheduling

The Library Media Center does not have a set daily or weekly schedule for classes to use the library.  Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum.  In this case the Library Media Center is an extension of the classroom; used to provide access to resources, information fluency, and independent and group learning.

**Points to Remember:**

- All students and teachers have access at their point of need
- Teachers and Library Media Specialists can collaborate to develop enhanced curriculum units
- Student achievement is higher with this type of scheduling
- Flexible scheduling provides equity of access
- The Library Media Specialist can work with all grade levels and subject area teachers to build research units around school wide themes

# Definition of Open Access

In order to maximize the benefit of the Library Media Center, learners must have access to resources and services at their point of need.  The Library Media Center may also be scheduled for individuals, groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources.

# Variations of Flexible Scheduling
**These are SAMPLES only and not meant to serve as requirements of each type of scheduling.**

**Completely flexible**
- The Library Media Specialist provides a scheduling calendar with time for teachers to schedule their classes.  A collaboration log should be used to ensure that every teacher is scheduling regular library media time. (Time should be allocated daily for the Library Media Specialist to spend in the Library Media Center administering 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 Library Media Center.)

**Partially flexible**
- This **scenario** is seen in lower elementary schools where Grades K-1 are scheduled at regular times to have contact with the Library Media Specialist 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.  **Priority should not be given to one grade level over another.  Equal access to collaborative instruction by the Library Media Specialist should be available for all grade levels.**

For additional information on flexible scheduling please see the position statement adopted by the American Association of School Librarians (AASL), a division of the American Library Association.

# Suggestions for the Collaboration Process

Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum.  The following information is given to assist the Library Media Specialist in collaborating with grade level and subject area teachers to create a quality learning environment.

**Facts to Remember:**

- Planning is the first step in collaboration between the teacher(s) and the Library Media Specialist.  Together they agree on the objectives to be addressed, the process for teaching the unit, what products, if any, that will be created, what assessment will be used for evaluation, the timeline for the unit of study, and how the teaching responsibilities will be divided.
- Collaboration is based on shared goals and visions, and an atmosphere of trust and respect. Educators have different strengths and viewpoints that contribute to the teaching process.
- The Library Media Specialist has knowledge of information and technology skills and the methods needed to integrate them into the unit of study.  The Library Media Specialist also has the knowledge for teaching these skills and an understanding of the research process.
- The teacher has an understanding of the strengths, weaknesses, attitudes, and interests of the students, and of the curriculum content to be taught.
- Each educator has his/her area of expertise.
- Each educator has equal input and contributions to the planning process which involves a shared responsibility for implementation and evaluation.
- Communication between the Library Media Specialist and the teacher is essential to success.
- Curriculum mapping is important so that the Library Media Specialist has knowledge of the curriculum content being taught in the classrooms.
- A planning template is essential to the success of the unit of study.
- The time to plan for collaboration is sometimes difficult to find. Educators have to be creative. Collaborative lessons may occur within the library and continue in the classroom setting.
- At the end of the collaborative unit of study, there is reflection for revision by collaborative partners.

# BUDGETING PROCEDURES

**The library media specialist will:**
1. Obtain the total amount allotted for Library Enhancement from the Principal.
2. Survey the faculty to determine items of need.
3. Set a date to meet with the Library Advisory Committee.  Recommended purchases will be discussed at this meeting.  Keep minutes of all committee meetings.
4. Compile the proposed Library Media Center budget and present it to the local school Budget Committee for final approval.
5. Budgets, purchase orders, and other documentation should be kept on file for three years.

## Budgeting and Funding
- The school Library Media Specialist collaborates with the local school administrators to ensure that funds are budgeted to maintain the library media program.  Expenditures include but are not limited to: books, reference materials, equipment, and emerging technologies,
- 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 supports the philosophy of the Library Media Center and the community it serves.
- The Library Media Specialist must maintain accurate budget records in order to monitor and document use of available funds.  These records must be retained for three years.
- Data collected from the assessment of the Media Center's collection, school curriculum and instructional changes, and increased cost of materials should be used in planning the budget.
- The Library Media Specialist must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The Library Media Specialist should prepare annual reports documenting how each source of funding for the Library Media Center was spent.  These documents must be retained for a minimum of three years.
- The Library Media Specialist must administer the Library 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.  (See Appendix B)
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed.  These procedures can be found on the ALSDE Website.

## Local School Library Media Advisory Committee
A Library Media Advisory Committee is an essential component of the Library Media Center Program.  This committee should be formed and used as an advisory committee in all aspects of the Library Media Program.  The committee is headed by the Library Media Specialist and is comprised of the following members:
- Administrative Representative
- Library Media Specialist
- Department/Grade Representative
- Student
- Parent
- Community Member

# STAFFING/JOB DESCRIPTIONS/RESPONSIBILITIES

The Alabama Department of Education provides funding for school Library Media Specialists based on earned units. **Local school districts are required to place library media units where they are earned. These units funded through state library allocation must be assigned to the school's Library Media Center and may not be used elsewhere in the school.**

Each local school district designates a Supervisor or person responsible for the library media program to serve as a liaison for the Alabama Department of Education and the local district.

# DISTRICT LIBRARY MEDIA SUPERVISOR

**Position Statement – SCHOOL LIBRARY MEDIA SUPERVISOR**
Today's schools demand the presence of quality library media programs in order to meet the needs of students in gaining the competencies needed to manage the vast amount of knowledge in our rapidly changing, technologically oriented world. Superior instruction requires the use of multiple instructional resources in the educational process. To satisfy these needs, the quality school library media program is led by a Library Media Supervisor and staffed by qualified library media professionals and competent library media support personnel. The responsibilities of a supervisor encompass many areas but can be classified as those of administrator, communicator, teacher, facilitator and leader.

**ADMINISTRATOR**: The Library Media Supervisor directs and administers the library media program based on a plan of action that is based on the district's mission statement, goals, and objectives. The supervisor is responsible for evaluating and making recommendations for the improvement of the library media program, developing and administering the budget, and administering district policies and procedures. Additional responsibilities include administering policies regarding materials selection, the handling of challenged materials and copyright issues. Personnel responsibilities include selection, supervision and evaluation of the district media office staff, and, along with principals, selection and evaluation of building library media staff. Closely related activities are the development of job descriptions and the recruitment of school library media personnel. In a consulting capacity, the supervisor is actively involved in specifications for remodeling or new construction of Library Media Centers.

**COMMUNICATOR**: The supervisor must know and be able to explain the district's goals and objectives, administrative and educational policies, and philosophy. The supervisor conveys information to Library Media Specialists, teachers, administrators, parents, and students through the development of newsletters, manuals, handbooks, presentations, and bulletins. Reports and studies pertaining to library media are provided as needed to the district, the state, or other agencies. The interpretation and promotion of library media programs are important functions of the supervisor. Serving as a spokesperson for school library media programs, the supervisor represents the district in government, private agencies, and professional organizations. The supervisor provides information on educational studies, research, standards, legislation, and growth opportunities to library media staff, administrators, and other teachers.

**TEACHER**:  The supervisor serves as a teacher in developing and coordinating an integrated program of library/information skills instruction, and as a resource person to administrators, teachers, Library Media Specialists, and students.  The supervisor provides staff development in the use of instructional resources and technology innovations for school district personnel.

**FACILITATOR**:  The supervisor coordinates the operation of a district-wide library media program that encompasses all aspects of instructional resources.  The major goal is to provide access to information through a variety of sources at each building and throughout the district.  The supervisor serves as a member of curriculum development teams, and as a planner and implementer of the K-12 instructional program.

**LEADER**:  The supervisor is alert to new ideas, keeps abreast of innovative teaching methods, and applies research principles to the development and advancement of library media programs.  The supervisor assesses needs and develops long-range plans for the district and building level library media programs.  The supervisor gives direction to the district in implementing the objectives of the school library media program.

# LIBRARY MEDIA SPECIALIST

A Library Media Specialist has a unique role in the school setting.  Responsibilities of the Library Media Specialist include:

- Collaborating with teachers to plan and implement instructional units integrating the resources of the Library Media Center with the classroom curriculum
- Participating in school curriculum planning meetings
- Providing instruction and resources to reach diverse student needs
- Providing access to available appropriate resources such as digital, visual, print, and technological materials
- Implementing the use of technology, both in library media program management and instruction
- Ensuring students have access to the Library Media Center at the point of need for class related research, individual investigation, independent reading, and personal inquiry
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction
- Providing a welcoming and respectful climate in the Library Media Center
- Developing and implementing reading initiatives to motivate and engage each student in independent reading
- Providing professional development for teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction
- Developing a scheduling policy which provides open and flexible access for all students and teachers
- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System.

- Maintaining fair and consistent circulation and use policies
- Developing a policies and procedures manual for the local school Library Media Center
- Documenting, reporting, and maintaining records of use of Library Media Center resources
- Working with technology personnel to maintain working and up-to-date computers, Internet access and other technology peripherals
- Staying current on the latest technologies and their use for teaching and learning
- Managing library staff, volunteers, and student assistants
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the Library Media Advisory Committee, and industry trends
- Ensuring that library enhancement funding is allocated and spent each year according to Alabama Department of Education procedures and policies
- Maintaining budget and expenditure records
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders
- Attending local, state, or national professional development workshops and meetings
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, web page)
- Developing an ongoing advocacy program for the Library Media Center
- Arranging the Library Media Center for variety of uses by large groups, small groups, and individuals
- Promoting use of the Library Media Center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school

# LIBRARY MEDIA PARAPROFESSIONALS

Both professional and paraprofessional personnel are needed to implement an effective library media program. Every school needs a certified Library Media Specialist, regardless of its size, as this individual provides a range of professional services. However, paraprofessionals make a distinct difference in the level of service a Library Media Specialist can offer. Research has shown that paraprofessional support allows library media services to shift to a higher level because this allows the Library Media Specialist to spend more time in professional and instructional activities. There are routine but essential operations that must be addressed every day, even in the smallest schools. These routine and mostly clerical tasks can absorb the Library Media Specialist's time and thereby eliminate time for professional and instructional services. This is why paraprofessional support is needed.

Clerical and technical personnel are employed on the basis of student enrollment according to the AdvancED.

## Library Media Clerk (Aide)

A Library Media Clerk should be a high school graduate, have proficient keyboarding skills and demonstrate an aptitude for the work expected. She/he reports to the Library Media Specialist and is expected to perform routine clerical and technical tasks, as well as provide user assistance in the Library Media Center.

## Performance Responsibilities:

- Implements practices and procedures established by the Library Media Specialist;
- Responds to the needs and interests of students and teachers;
- Assists with reports, bibliographies, forms, library media schedules, etc.
- Files publishers' catalogs;
- Assists with preparing notices concerning overdue materials;
- Mends damaged materials;
- Prepares current periodicals for shelving and maintains back issues in correct order;
- Assists in inventorying library media and equipment;
- Shelves materials and maintains shelved items in correct order;
- Assists with circulation of materials to students and teachers;
- Assists teachers and students in the proper use, operation, and care of equipment;
- Assists with Library Media Center displays;
- Engages in an in-service program that is designed specifically to increase competency in areas of performance; and
- Performs other tasks as assigned by the Library Media Specialist.

# STUDENT ASSISTANTS AND VOLUNTEERS

Student assistants and volunteers can perform independent tasks in the Library Media Center under the direction of the Library Media Specialist. They should become familiar with the rules of conduct for the Library Media Center. They should always remain courteous, friendly and helpful at all times.

Independent tasks to be performed are as follows (according to grade level):
- Return books and materials to their proper places.
- Read shelves.
- Mend print and nonprint materials.
- Prepare displays and bulletin boards.
- Aid students and teachers in locating and using print and nonprint materials.
- Process new materials.
- Check periodicals and file back issues in storage.
- Typing, word processing, and filing as required.
- Assist with inventory.
- Other tasks assigned by the Library Media Specialist.

# FACILITIES

The 21st Century Library Media Center provides an atmosphere that is conducive to student learning and allows for safe, flexible, open access for all learners.

**Indicators:**
- Designed to encourage simultaneous use by large groups, small groups, or individuals.
- Arrangement of the Library Media Center permits visual control of the entire center.
- Age-appropriate sized and constructed shelving and seating.
- Proper lighting for designated areas and tasks.
- Infrastructure needed to sustain existing and emerging technologies.
- Functional circulation area close to the entrance and easily accessible.
- Attractive, adequately sized signage.
- Aesthetically pleasing arrangement of the Library Media Center.
- Office space and adequate work areas.
- Accessibility for persons with disabilities in accordance with Public Law 101-476, Education of the Handicapped Act Amendments 1990.
- Sufficient temperature and humidity control.

Specific facility requirements are located in *Alabama's School Library Media Handbook for the 21st Century Learner* on pages 34-39.

# Maintaining Equipment

The Library Media Specialist is responsible for the maintenance of library media center equipment that is no longer under warranty and for the safe/secure storage of this equipment. The Library Media Specialist will provide minor on-site repairs. Work orders for repairs are submitted using local school procedures. For audio-visual equipment and computer repairs see your technology support teacher. Library Media Center equipment on the school's Fixed Asset Inventory that is no longer usable may be discarded by submitting a list of equipment and a Furniture and Equipment Transfer Form B-7 to Distribution Services. The list must include the specific type of equipment, serial number, property number, reason for discard, and location of items. This list should be dated and signed by the principal, Library Media Specialist, and a representative from Central Receiving who collects the equipment. Send a copy of the signed and dated list of discarded items to the Fixed Assets Department (Controller's Department) to have the items removed from inventory. Retain a copy of all documentation for your records.

Equipment that is not on the school's Fixed Assets Inventory may be discarded following the same procedures as above. No material may be given to an individual for individual use.

When equipment is to be transferred to another school, notify the Fixed Assets Department to have the items removed from inventory using the Furniture and Equipment Transfer form B-7. Documentation of specific items, serial numbers, property numbers, and reason for transfer should be signed and dated by the principal, Library Media Specialist, and person transferring the equipment. Send documentation to the Fixed Assets Department and retain a copy for your records.

# RECORD KEEPING/REPORTS

Each Library Media Specialist will maintain accurate and timely records regarding the collection, the budget, circulation, and use of Library Media Center resources for a minimum of three years. Each Library Media Specialist is required to conduct an end of the year inventory and complete an Annual Report. The annual report and results of the inventory must be submitted to the District Library Supervisor before the Library Media Specialist leaves school for summer break.

Patron records will be kept confidential.

## ALA Policy 52.4 Confidentiality of Library Records

The ethical responsibilities of librarians, as well as statues in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uses of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential.

Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.

Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

Taken from AASL website: AASL Confidentiality Position

# Other records that must be kept include the following:

- Budgets
- Requisitions and POs for Expenditures
- Lesson Plans
- Grade Book (Media Management Courses)
- Circulation Statistics
- Maintain Reading Program Statistical Data (i.e. Renaissance Place)
- Fixed Assets and Technology Reports
- Inventory
- Annual Report
- Collection Analysis (ex:  Titlewave, PermaBound, Bound-to-Stay-Bound)

The Library Media Specialist will keep a personal file of his/her personnel evaluations.

# PUBLIC RELATIONS

## Contributions of the School Community

An effective library media program requires support and participation from representatives of every constituency in the school community.  Members of the school community serve on the school's Library Media Advisory Committee, recommend library media policies, help prioritize services, suggest items to be added to the collection and help decide reconsideration requests.  Participation promotes understanding and encourages support of the library media program because teachers, administrators, parents, students, and business partners realize the program is there to create a community of lifelong readers.

## Publicity

Publicity is designed to attract attention, create interest and gain support.  The key to effective communications outreach is developing an organized approach.  Like other functions your library or school performs, good publicity depends on getting a clear sense of who your audience is, what your goals are, and what media attention can and cannot do.

## Media Attention/Publicity:

- increases public awareness of your programs, personnel, and services;
- increases involvement of public and private partners;
- creates, changes, builds, or enhances the public image of your library;
- encourages contributions of money, materials, services, and time;
- wins support for city, state, federal, foundation, or individual donor funding of your library;
- helps you to reach new or never before approached audiences, such as non- English speakers;
- clarifies misunderstandings about what libraries do and how they're financed;
- mobilizes opinion leaders in your community to become active supporters and advocates of your efforts; and
- helps knit together a vital network of libraries throughout the region, state, and nation and helps build public and private support for libraries.

# Encouraging Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional Library Media Specialist must 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 their web site. It also refers to the School Library Campaign of ALA's @ your library.
- Web page/web site — A library media web page or web site can be the virtual face of the Library Media Center. The information must be clear and kept up to date. Items found on the page may include mission statement, links to school OPAC and other web sites, database access, library media news, book reviews, unit projects, recommended titles, and hours of circulation. Show what you are accomplishing in your Library Media Center!
- Promote Online catalog use – ***Follett Destiny***
- Newsletters — Newsletters can be an important tool for Library Media Center promotion. These can be short –one page, a double-sided page, booklet, or pamphlet. Focus on what is new in the Library Media Center, 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.

# SERVICES/ACTIVITIES OFFERED

## National Reading Programs

The American Library Association and its divisions sponsor nationally recognized events that promote the value of the library media program.  MCPSS Libraries participate in these events.  A partial listing of these events is shown below.

1.  National Children's Book Week – Celebrated annually, the third week in November
2.  National Library Week - Celebrated annually, the third week in April
3.  Teen Read Week - Celebrated annually, the third week in October
    American Library Association Young Adult Library Services Association (YALSA)
4.  Read Across America - National Education Association
5.  BOOK IT! Program:  1-800-426-6548
6.  Banned Books Week: Celebrating the Freedom to Read - Celebrated annually, the fourth week in September
7.  Be a Champion and Read Contest – An annual contest that promotes reading to students and parents utilizing the state football mascots Big Al and Aubie. - Alabama Education Association

## Additional Library Promotional Events

There are many other events that promote the use of school libraries.  Some suggestions are listed below.



- Book Talks
- Web Pages
- Social Media
- Podcasts
- Guest Readers
- Author Studies/Visits/Displays
- Book Character Parades
- Reading Bowl
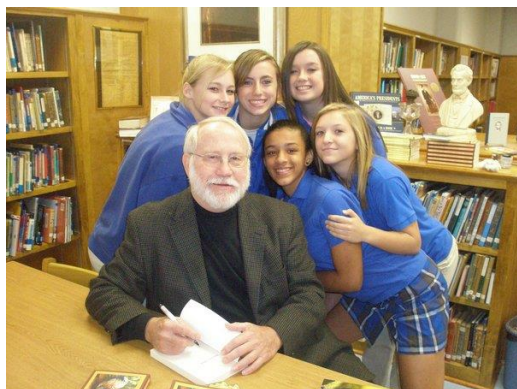


- Battle of the Books
- Book/Library Clubs
- Reader's Theatre
- Literacy Circles
- Book Buddies (different grade levels read to each other)
- Book Covers (students design covers)
- Silent Sustained Reading (SSR)
- Drop Everything and Read (DEAR)
- Principals/Teachers Challenge (challenge students to read a certain number of pages, etc.)

- Book Fairs
- Treasure Hunts/Scavenger Hunts
- Summer Reading Lists
- Monthly Book Displays Using Themes
- Suggestion Box
- Newsletters
- Family Reading Night
- Open House
- Display New Arrivals
- Accelerated Reader Program
- Book Trailers

# DISASTER PREPAREDNESS

The Library Media Center contains many valuable resources.  Protecting the resources in your library is a major concern.  Steps to minimize the loss of materials need to be taken to ensure the safety of materials in the event of an emergency.  A copy of your school's safety plan should be available.  In the event of a hurricane, look for directives from the district.  Points to consider include:

- Post emergency phone numbers.
- Prepare emergency book bag (flashlight, band-aids, rosters,).
- Be aware of special needs students.
- Post evacuation maps.
- Know how to use fire extinguisher.
- Know where keys to burglar bars and doors are.
- Have a battery powered radio and extra batteries.
- Review evacuation maps during orientation.

# Emergency Kit

Every Library Media Center should have a "toolkit" of supplies and materials to use in salvage and recovery efforts after a disaster strikes.  Ideally, every Library Media Specialist should prepare both a mobile emergency kit for quick evacuation and an on-site protected storage cabinet to keep supplies for salvage and recovery after the disaster.  Toolkit supplies include the following.

- **Storage**—set aside a storage container or cabinet for on-site recovery supplies. Remember that in the aftermath of a disaster, supplies may be hard to find.
  Recommended recovery supplies include but are not limited to:
  - ✓ packing tape – seal boxes, secure plastic sheeting, etc.
  - ✓ notepads, pens – record critical information when you return
  - ✓ flashlights, batteries – replace batteries regularly for power outages
  - ✓ protective goggles, masks, gloves – use protective gear when working in debris and mold
- **Boxes**—a few sturdy boxes or stackable plastic containers to hold supplies, irreplaceable materials, and critical files.
- **Electronic backups**—back up disks that contain critical computer files and any specialized programs; these need to be updated regularly.
- **Duplicates of critical files**— copy of your disaster plan, key contact information, an inventory of furnishings and equipment, insurance policies, information on the initial salvage process (i.e., how to handle wet books, dry out videotapes, etc.), and any other information that you may need to prepare for reopening and normal operations.
- **A digital camera**— take "before" pictures to support insurance claims before a disaster strikes; use the camera afterward to document damage.
- **Plastic sheeting, trash bags**— cover equipment and bookcases to minimize water damage.
- **A radio scanner**—tune into the open airwaves to track weather, emergency information, and 911 when traditional communications fail.  Update the inventory each year or after a disaster occurs.

**Beyond Words Library Relief - This is an excellent resource with a toolkit.**
*Dollar General School Library Relief Fund*  (library disaster grant application from Dollar General)

**Syracuse University Library** (books and electronic salvage after flooding, See "Preservation: Disaster Plans") *Syracuse Disaster Plan*

# PROFESSIONAL DEVELOPMENT

The role of the Library Media Specialist is crucial in ensuring that students obtain information literacy skills for the 21st Century.  The success of students in the real world depends on their ability to access, evaluate, use, and produce information.  Therefore, the Library Media Specialist must learn about and incorporate the changing information environment in order to integrate 21st Century skills into the curriculum.  To remain proficient, Library Media Specialists must connect and share expertise and programs within the library media professional learning community.

It is the Media Specialist's professional and ethical responsibility to keep abreast of current and emerging:

- trends in technology that support and enhance teaching and learning
- state guidelines and national standards for library media
- courses of study for all grades served
- teaching and learning strategies that meet the needs of all learning styles
- resources and materials in a variety of formats

**Professional Development Opportunities**

Throughout the year, many organizations offer professional development programs designed specifically for the Library Media Specialist.  Some of these organizations include MCPSS Library Media Services, the Alabama Department of Education, and Technology Initiatives such as Technology in Motion.  A few of the offerings are listed below.

- MCPSS Library Media Services face-to-face professional development and new Library Media Specialist orientation.
- ALSDE Professional Development Sessions (First Friday Webinars)—Information about these sessions designed for Library Media Specialists can be found on the Alabama State Department website under the Library Media Section.
  http://www.alsde.edu/sec/isvcs/Pages/librarymedia-all.aspx?navtext=LibraryMedia&navtext=Library%20Media
- Technology in Motion—Offers sessions to update Library Media Specialists on the use and integration of new and emerging technologies into the curriculum.
- Alabama Educational Technology Conference (AETC)—Offers technology sessions designed specifically for Library Media Specialists
- Alabama Virtual Library (AVL)—Offers training on the use of the AVL and curriculum integration.
- Alabama Public Television (APT)—Offers training on the different resources available through their Web site, such as United Streaming, eLearning for Educators, Discovering Alabama.
- American Association for School Librarians, (AASL)—The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library media field.
- International Society for Technology in Education (ISTE)—Provides leadership and service to improve teaching and learning by advancing the effective use of technology in education.

- National Education Technology Standards – (NETS)—An ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of distinguished partners and co-sponsors.
- International Reading Association (IRA)—A nonprofit professional organization for those involved in teaching reading to learners of all ages.
- South Alabama Research and Inservice Center (SARIC) – a regional and local in-service center.
- Discovery Education –Offers on demand resources and on-site PD for navigating the site, integrating digital media, and providing your own professional development at your local school.
- ELearning for Educators –Uses a Web-based model to provide effective professional development that leads to gains in teacher's content knowledge, improvements in their teaching practices, and increases in the achievement of their students.
- AEA/MCEA Professional Development
  - AEA Education Policy and Professional Practice (EPPP)
    - CEU/PLU workshops
    - EDUCATEAlabama training
  - Journals – Alabama School Journal (ASJ)
  - Professional Associations – Alabama Education Association (AEA)

**Professional Journals**

To keep current on what is happening in the 21st Century Library Media Center, the Library Media Specialist reads professional journals regularly such as *School Library Journal, Library Media Connection, Voice of Youth Advocates, School Library Monthly, School Library Media Research, School Libraries Worldwide, Children and Libraries* and other professional journals. The Library Media Specialist may also contribute his/her own articles for inclusion in professional journals.

**Professional Associations**

Library Media Specialists who wish to build professional relationships with other Library Media Specialists and to develop an awareness of library issues across the United States are encouraged to obtain membership in professional organizations.

These organizations offer publications, discussion groups, and state and national conferences. Other associations that offer educational opportunities in technology, reading, and literacy can be found in abundance.

- Alabama School Library Association
- Alabama Library Association
- American Association of School Librarians
- American Library Association
- International Association for School Librarianship
- International Reading Association
- International Society for Technology in Education
- Alabama Library Media Specialists

# State Department Review/Evaluation of Library Media Programs

# Compliance Monitoring

The objective of the LEA Compliance Monitoring program is to adequately monitor all K-12 school systems in Alabama for compliance with state and federal regulations and State Board of Education mandates.

After departmental research and planning, the following monitoring method was devised which includes:

➢ A self-assessment to be completed by your school system
  ○ (Compliance Monitoring Library Summary completed by each school)
➢ An on-site monitoring visit conducted by the ALSDE, of your school system, once every four years. ***Please note that the Library Media Program audit may be a desk audit. As such, all required documents must be sent to the SDE. (See Below)***

Due to recent changes in monitoring, Instructional Services reconfigured the monitoring document so that the Library Media audit can be done via desk audit.

Several documents are required to support compliance in the area of library media. System directors for Library Media will receive the information prior to the audit. Required documentation will be sent to Dede Coe (dcoe1@alsde.edu).

## Yearly Survey
The State Department will require the following information to be submitted yearly via the Compliance Monitoring Library Summary:

- ✓ School System Name
- ✓ School Name
- ✓ Librarian Name
- ✓ Librarian E-mail Address
- ✓ Library Website Address
- ✓ Library Supervisor Name
- ✓ Library Supervisor e-mail Address
- ✓ Budgets and expenditures for Library Enhancement Funding
- ✓ Average age (the year) of your print collection by Dewey Classification number (000-099, 100-199, etc.)
- ✓ Average age of fiction collection
- ✓ Total number of print books in collection
- ✓ Total number of e-Books in collection
- ✓ Total number of Audios in collection
- ✓ Total number of DVD's in collection
- ✓ Name of Management (Automation) System
- ✓ Number of periodical subscriptions

- ✓ Number and list of electronic resources paid for by the library
- ✓ List of Software Programs paid for by the library
- ✓ Circulation statistics by Dewey Classification number (000-099, 100-199, etc.)
- ✓ Circulation statistics of fiction collection
- ✓ Circulation statistics of video collection
- ✓ Circulation statistics of audio collection
- ✓ Number of library computers with Internet access for student use
- ✓ Number of other electronic devices with Internet access for student use
- ✓ Is your school a BYOD or 1:1 school?
- ✓ Usage statistics for AVL
- ✓ List school library program successes
- ✓ Describe collaborative efforts with teachers
- ✓ Describe how you encourage the use of technology and information literacy with students and teachers
- ✓ Describe your role as the school literacy program leader

# State Compliance Monitoring Requirements (Desk Audit):
### (This audit is completed once every 4 years.)

**Personnel:**

1. Are qualified library media specialists units placed where earned as indicated by the LEA Unit Breakdown?  (Ala. Admin. Code 290- 2010.01(1)(a)1.(ii))

   *Supporting Documents:*
   - ➢ Review of LEA Breakdown
   - ➢ Review of Certificates
   - ➢ Review of School Assignments for Library Media Specialists

**Information Access:**

2. Does the LMS provide flexible, real, and virtual access to a wide range of information resources both within the LMC and outside the school facility? *(Ala. Admin. Code r. 290-3-3.49 Supp 6/30/13 3-3-228)*

   *Supporting Documents:*
   - ➢ Review of Media Center Web Page and Links
     - o Webpage must include media specialist contact information, link to LMC OPAC and audience appropriate resources.
   - ➢ Review of use of State Sponsored Digital Resources

**The Learning Environment:**

3.  (a).  Is the Library Media Center flexibly scheduled so that students and teachers have unlimited physical and intellectual access to resources?
(b). Does the LMS participate in curriculum based and collaborative learning opportunities (including information literacy and technology literacy) with teachers and students in order to improve instruction and student learning?
(Ala. Admin. Code 290-3-.49 (Supp. 6/30/13 3-3-228))

*Supporting Documents:*
➢ Review of Collaboration in Planning Documents
➢ Review of Library Schedule
➢ Review of Lesson Plans

**Assessment and Evaluation:**

4.  Are the indicated reports used to evaluate and enhance the library programs?
(a)  LEA Board Approved Policy Manual
(b)  School Library Program Policy Manual (each local school)
(c)  Circulation Report by School
(d)  Collection Aging Report by School
(e)  Automation Software Agreement
(f)  Alabama School Library Summary
*(Ala. Admin. Code r. 290-3-3-40 Supp. 6/30/13 3-3-228)*

*Supporting Documents:*
➢ Review LEA Board Approved Library Media Policy Manual for District
➢ Review Local School Library Program Policy Manuals for each school
➢ Review Circulation Reports for each school
➢ Review Holdings Summary Reports (aging) for each school
➢ Review of Alabama School Library Summary (Compliance Monitoring Survey)
➢ Name of Management System, Copy of agreement or yearly renewal

**Budget:**

5. Are all allocated library funds spent only for the purpose for which they were allocated? Now
*(Ala. Code Section 6-13-231(b)(1)e)*

*Supporting Documents:*
➢ Committee Meeting Sign-in Sheets
➢ Completed and Signed Budget Forms

Taken from ALSDE Library Media Website - Compliance Monitoring
*http://www.alsde.edu/sec/isvcs/Pages/librarymedia-all.aspx?navtext=LibraryMedia&navtext=Library%20Media*

# Library Media Specialist Evaluation

# EDUCATEAlabama

Adopted by the Alabama State Board of Education in May 2009, then piloted in 2009-2010, EA is a formative system designed to provide information about a teacher's/educator's current level of practice within the Alabama Continuum for Teacher Development/ Library Media Continuum. The Continuum is a tool used to guide teacher/educator reflection, self-assessment, and goal setting for professional learning and growth.

Library Media Specialists will complete the Educate Alabama process yearly as required by school and district personnel. More information about the Library Media Continuum can be found at the ALSDE, ALEX website.

The District Library Media Supervisor is available to assist the building Principal with Library Media Program evaluation and Library Media Specialist observation.

*Adapted from Alabama State Department of Education Educator Effectiveness*
*([http://alex.state.al.us/leadership/educatealabama.html](http://alex.state.al.us/leadership/educatealabama.html))*

# OTHER POLICIES/PROCEDURES

# Mobile County Public Schools
# Renaissance Place Roles and Responsibilities

## Registrar:
❑ Support the Renaissance Place programs.
❑ Verify Master Schedule in student information system including basic classes
   o Elementary – students need to be in Reading classes by start of school
   o Middle School – students need to be in Language Arts/English classes by start of school
   o High School – students need to be in Language Arts/English classes by start of school
❑ Verify that students' demographics are correctly entered
   o Verify student information data – date of birth, name, grade, teacher, etc.
❑ Verify that teachers' demographics are correctly entered
   o Verify teacher number, date of birth, name, grade, schedule
❑ Print an Entry and Withdrawal Report from student information system daily for the librarian

## Teachers:
**Note: Some activities may be delayed for kindergarten and first grade classrooms**
❑ Support the Renaissance Place programs.
❑ Verify student rosters in student information system and Renaissance Place.
❑ Administer and monitor STAR Reading and/or STAR Early Literacy (SEL) tests to students during early August, December/January and first of April.
   o Prepare students for STAR/SEL testing using pre-test instructions
   o Emphasize importance of students taking STAR/SEL testing seriously to obtain accurate and valid results
   o Retest students with questionable results that do not seem to match classroom performance and/or ability on other assessments
❑ Print STAR Reading and/or STAR Early Literacy Parent Reports
❑ Test (or verify previous testing within the district) new students with STAR assessments
❑ Set up student Accelerated Reader folders to include Zone of Proximal Development (ZPD) and Reading Logs
   o Set up reading logs and model/teach students how to record information correctly. Provide guidance about pacing themselves, explanation of the ZPD, etc.
❑ Set Accelerated Reader individualized student goals (percent correct, book level, and point goals from Goal-Setting chart). These must be entered in Accelerated Reader software within one week of STAR testing
❑ Update AR goals during the first week of the new marking period (quarterly) in the software
❑ Attend library orientation with your students
❑ Assist students in choosing their first Accelerated Reader books within their individual ZPDs
❑ Record each student's ZPD on his/her library if the Media Specialist is using library cards

- ❑ Schedule and monitor reading practice time daily.  Reading practice time is an essential component of the reading curriculum.  A minimum of 30 minutes of reading practice time should be incorporated throughout the day.  This reading time should be monitored by the classroom teacher and can be scheduled each day as a reading center during the reading block.  Additional reading practice time can be utilized as students finish assignments.
    - o This 30 minute block does not have to be in one sitting.  It can be broken down into 10 to 15 minute blocks.  This can be accomplished through bell-ringer activities using time provided in all classes.
- ❑ Model and teach students how to take Accelerated Reader quizzes
- ❑ Review TOPS Reports, weekly Diagnostic Report, and/or weekly Student Record Report
    - o Model/teach students how to read these reports
    - o Use these reports to guide student book selection
    - o Send printed Student Record Report home quarterly with report card.
- ❑ Confirm AR quiz score accuracy in student reading log and initial reading log
- ❑ Have fun! Encourage and support Renaissance Place motivation systems within your classroom and/or school
- ❑ Share Accelerated Reader goals and STAR Reading results with parents quarterly
- ❑ Encourage students to take vocabulary quizzes
- ❑ Monitor STAR testing progress and goal setting
- ❑ Print the following reports to bring to quarterly data and/or department meetings for review and discussion:
    - o STAR Reading Summary Report / STAR Early Literacy Summary Report
    - o Accelerated Reader Reading Practice Diagnostic Report
    - o Accelerated Reader Student Record Report for students with diagnostic codes

## Library Media Specialists:
- ❑ Support the Renaissance Place programs.
- ❑ Provide orientation to teachers/students
- ❑ Assign software products to classes
- ❑ Print class rolls to verify correct class enrollment (Student Information Report)
- ❑ Consult with Registrar to make corrections in student information system as needed
- ❑ Schedule classes for STAR Reading and STAR Early Literacy testing during early August, December/January and first of April.
- ❑ Create student library circulation barcode labels after enrollment has taken place and information has correctly rolled into Destiny and Renaissance Place.
    - o Determine a secure location to place this information (sticker), when applicable (folder, index card, etc.)
    - o Student usernames and passwords should be secured information
- ❑ Print Home Connect parent letters for all classes and distribute to teachers with instructions for home distribution
- ❑ Conduct Home Connect parent training during parent meetings, Parenting Day, and Parent University
- ❑ Label books – ongoing process
    - o Label AR books
    - o Print vocabulary list labels and place inside front cover of book
    - o Print Literacy Skills quiz list and make available to teachers and parents
- ❑ Support teachers with information about Home Connect and AR BookFinder
- ❑ Attend quarterly data meetings and or appropriate departmental meetings

- ❑ Coordinate the school-wide recognition programs
- ❑ Serve as a liaison between school and district Technology Coordinator and Curriculum and Instruction leaders
- ❑ Attend Renaissance Place district meetings
- ❑ Run library circulation reports and bring to data meetings for review and discussion
- ❑ Assist and/or train new teachers
- ❑ Order Accelerated Reader materials for students (books or audio books)
- ❑ Assist students in selecting books within ZPD
- ❑ At the end of school year, generate Accelerated Reader School-wide Summary Report and bring to data meeting where standardized test scores are reviewed at the beginning of the next school year
- ❑ Print Literacy Skills teacher guides as resources (keep in binder in Media Center)

## Local MCPSS Renaissance Learning Trainers:
- ❑ Support the Renaissance Place programs.
- ❑ Partner with Media Specialists for orientation to teachers/students
- ❑ Assist Media Specialists with scheduling classes for STAR Reading and STAR Early Literacy testing during early August, December/January and first of April**.**
- ❑ Assist Media Specialists with printing Home Connect parent letters for all classes and distributing to teachers with instructions for home distribution
- ❑ Assist Media Specialists with conducting Home Connect parent training during parent meetings, Parenting Day, and Parent University
- ❑ Support teachers with information about Home Connect and AR BookFinder
- ❑ Participate in quarterly data meetings
- ❑ Assist Media Specialists with coordinating the school-wide recognition programs
- ❑ Attend Renaissance Place district meetings as requested
- ❑ Assist and/or train new teachers
- ❑ Assist students in selecting books within ZPD

## Local School Administrators:
- ❑ Support the Renaissance Place programs.
- ❑ Require all PreK-12 teachers to participate in Renaissance Place programs
- ❑ Verify creation of master schedule for all students
- ❑ Verify all students have taken STAR Reading and/or STAR Early Literacy tests during early August, December/January and first of April
- ❑ Review the following data:
  - o Library circulation report – quarterly
  - o Dashboard – weekly
  - o STAR Reading and STAR Early Literacy Summary Reports – quarterly
  - o STAR Reading and STAR Early Literacy screening reports by grade levels - quarterly
- ❑ **Support flexible scheduling of Library so students have access to an open library**
- ❑ Check to make sure student goals are set in Accelerated Reader
- ❑ Follow up with teachers to be sure a minimum of 30 minutes of Reading practice time each day is part every classroom's daily schedule
- ❑ Observe classrooms during reading practice time to ensure that teachers are following Renaissance Place Best Practices.

## District Instructional Technology Coordinator:

- ❑ Support the Renaissance Place programs.
- ❑ Set STAR Reading and STAR Early Literacy testing windows
- ❑ Set standardized Renaissance Place student passwords
- ❑ Set up new school year:  rollover, promotions, calendar, etc.
- ❑ Provide general technical support and training
- ❑ Supervise all Media Specialists and trainers
- ❑ Monitor all professional development
- ❑ Monitor and coordinate hardware and software needs
- ❑ Keep curriculum administration apprised of STAR Reading, STAR Early Literacy, and Accelerated Reader results and progress
- ❑ Approve any change in the management of the Renaissance Place programs
- ❑ Identify Media Specialist at each school to serve as school Renaissance Place coordinator
- ❑ Serve as a liaison between the schools and the Assistant Superintendent of Curriculum and Instruction
- ❑ Distribute Renaissance Place information and updates as necessary to Media Specialists, Registrars, and Principals
- ❑ Coordinate training dates, sites, and materials
- ❑ Monitor implementation of motivation and recognition programs across the district
- ❑ Work with the Communications Department in creating public awareness of Renaissance Place
- ❑ Review Renaissance Place Dashboard data
- ❑ Run district reports as requested

## District Curriculum and Instruction:

- ❑ Determine grading procedures and policies at elementary, middle and high school levels
- ❑ Set and monitor reading practice time guidelines
- ❑ Coordinate, assist, and attend Renaissance Place training events
- ❑ Partner with Instructional Technology Coordinator
- ❑ Attend data review meetings with Renaissance Place program management
- ❑ Verify students have taken STAR Reading and STAR Early Literacy tests during early August, December/January and first of April
- ❑ During Team visits:
    - o Monitor library circulation and daily library schedules
    - o Review Renaissance Dashboard
    - o Verify 30 minutes of engaged reading time with Accelerated Reader Diagnostic Reports or Renaissance Place Consolidated Implementation Status Reports

# Local School Procedures Handbook

In addition to the MCPSS Library Media Handbook, every school will develop and submit to the District Library Media Supervisor a Local School Library Media Center Procedures Handbook. This should include a minimum of the items listed below. The Library Media Specialist is responsible for developing and updating this handbook at the beginning of each school year and sending a digital copy of the handbook to the MCPSS Library Media Supervisor before the end of the first month of school.

- Local school library mission and vision statements
- Local school circulation policy
  - Faculty & Students
  - Patron checkout limits for each patron type and material format
  - Length of loan periods for each patron type and material format
  - Overdue fines
  - Lost books/materials/equipment fines
- Library rules & procedures
- Signature of Principal and each member of the School Library Advisory Committee

# Software Access

Administrator usernames and passwords for all software programs managed by the Library Media Center must also be on file both in the local school and with the MCPSS District Library Media Supervisor. This includes all programs that do not auto-populate usernames and passwords from the District Student Information System (currently INOW). A sample listing of these programs is included below.
  - FollettShelf
  - eBook Websites
  - Any other software programs being used at your school

# APPENDIX A

BARCODE RANGE ASSIGNMENTS

# BARCODE RANGE ASSIGMENTS

| SCHOOLS | BEGINNING NUMBER | ENDING NUMBER | ADDITIONAL BARCODE NUMBERS | |
|---|---|---|---|---|
| Alba Middle | 950000 | 980000 | | |
| Allentown Elementary | 6500000 | 7000000 | | |
| Austin Elementary | 995000 | 1025000 | | |
| Baker High | 1070000 | 1100000 | | |
| Belsaw Elementary | 1130000 | 1160000 | | |
| Blount High | 1170000 | 1200000 | | |
| Booth Elementary | 910000 | 940000 | | |
| Brazier Elementary | 1330100 | 1360100 | | |
| Breitling Elementary | 9525302 | 9555302 | | |
| Bryant High | 7700000 | 7970000 | | |
| Burns Middle | 8550000 | 8800000 | | |
| Burroughs Elementary | 1360200 | 1390200 | | |
| Calcedeaver Elementary | 000001 | 006000 | | |
| Calloway Smith Middle | 8850000 | 9100000 | | |
| Castlen Elementary | 550000 | 580000 | | |
| Causey Middle | 1000 | 9120 | 10127320 | 10157320 |
| Central Office Library Media Services | 7601000 | 7690000 | 600000 10307326 | 630000 10337326 |
| Chastang Middle | 1390300 | 1450400 | | |
| Citronelle High | 1480700 | 1540800 | | |
| Clark-Shaw Magnet | 400000 | 430000 | | |
| CLC | 1540890 | 1570890 | | |
| Collier Elementary | 760000 | 790000 | 10247324 | 10277324 |
| Collins-Rhodes Elementary | 2170200 | 2200000 | 9245300 9917313 | 9495300 9947313 |
| Council Traditional | 1570899 | 1610900 | | |
| Craighead Elementary | 1611000 | 1641000 | | |
| Crichton Elementary (CLOSED) | 1642000 | 1672000 | | |
| Dauphin Island Elementary | 1672100 | 1702100 | | |
| Davidson High | 1800000 | 2100000 | | |
| Davis Elementary | 3151300 | 3190000 | | |
| Dawes Elementary | 9977315 | 10007315 | | |
| Denton Middle | 1030000 | 1060000 | | |
| Dickson Elementary | 2110000 | 2140000 | 10067318 | 10097318 |
| Dixon Elementary | 2140100 | 2170100 | | |
| Dodge Elementary | 580000 | 609999 | 10007316 | 10037316 |

# BARCODE RANGE ASSIGMENTS (continued)

| SCHOOLS | BEGINNING NUMBER | ENDING NUMBER | ADDITIONAL BARCODE NUMBERS | |
|---|---|---|---|---|
| Dunbar Magnet | 520000 | 549000 | | |
| Eanes Middle | 2600000 | 2950000 | | |
| Evans Elementary | 985000 | 990000 | | |
| Fonde Elementary | 430000 | 459000 | 9857311 | 9887311 |
| Fonvielle Elementary (CLOSED) | 2201000 | 2231000 | | |
| Forest Hill Elementary | 610000 | 639999 | | |
| George Hall Elementary | 730001 | 760000 | | |
| Gillard Elementary | 3530200 | 3900000 | 860000 9615305 | 900000 9645305 |
| Glendale Elementary (CLOSED) | 2232000 | 2262000 | | |
| Grand Bay Middle | 670001 | 700000 | | |
| Grant Elementary | 8250000 | 8500000 | | |
| Griggs Elementary | 2263000 | 2293000 | | |
| Hamilton Elementary (CLOSED) | 2293100 | 2323200 | | |
| Hankins Middle | 3710000 | 3750000 | | |
| Haskew Elementary | 9646305 | 9676305 | 9707306 | 9737306 |
| Hillsdale Middle (CLOSED) | 2324000 | 2354000 | | |
| Hollingers Is. Elementary | 2384000 | 2420000 | | |
| Holloway Elementary | 2421000 | 2500000 | | |
| Howard Elementary | 7980000 | 8200000 | 3264000 | 3300000 |
| Hutchens Elementary | 9110000 | 9170000 | | |
| Indian Springs Elementary | 2500100 | 2540100 | | 2507100 |
| Just 4 | 4100000 | 4160000 | | |
| LeFlore Magnet | 2550000 | 2590000 | | |
| Leinkauf Elementary | 1300000 | 1330000 | 10097319 | 10127319 |
| Lee Elementary (K-2) (CLOSED) | 3300100 | 3330200 | 9585304 | 9615304 |
| Lee Intermediate (3-5) (CLOSED) | 9555303 | 9585303 | | |
| Lott Middle | 9171000 | 9185000 | | |
| Maryvale Elementary | 1 | 905844 | 905871 | |
| McDavid-Jones Elementary-(K-2) | 9185100 | 9215100 | 3330300 | 3370300 |
| McDavid-Jones Elementary-(3-5) | 9245200 | 9245200 | | |
| Meadowlake Elementary | 1000 | 22000 | 9827310 | 9857310 |
| Mertz Elementary | 3066000 | 3069000 | | |
| Montgomery High | 3031000 | 3062000 | | |
| Mobile County Math and Science | 580000 | 600000 | | |
| Mobile Co. Trng.  Middle | 3069100 | 3101100 | | |
| Morningside Elementary | 490000 | 519000 | 10157321 | 10187321 |

# BARCODE RANGE ASSIGNMENTS (continued)

| SCHOOLS | BEGINNING NUMBER | ENDING NUMBER | ADDITIONAL BARCODE NUMBER | |
|---|---|---|---|---|
| Murphy High | 600000 | 6022145 | | |
| North Mobile County Middle | 9947314 | 9977314 | | |
| Old Shell Road Magnet | 3200000 | 3230000 | | |
| Orchard Elementary | 3231000 | 3263000 | | |
| O'Rourke Elementary | 640000 | 670000 | 9555400 9645306 | 9585400 9677304 |
| Phillips Preparatory | 000500 | 012500 | 9767308 | 9797308 |
| Pillans Middle | 000001 | 019999 | | |
| Rain High | 100000 | 130000 | 10187322 | 10217322 |
| Regional School | 9495301 | 9525301 | | |
| Robbins Elementary | 3370400 | 3400000 | | |
| Satsuma High (CLOSED) | 3430200 | 3460200 | | |
| Scarborough Middle | 3460300 | 3500000 | 10217323 | 10247323 |
| Semmes Elementary | 700001 | 730000 | 9887312 | 9917312 |
| Semmes Middle | 000001 | 012000 | | |
| Shaw High (CLOSED) | 3500100 | 3530100 | 9737307 | 9767307 |
| Shepard Elementary | 460000 | 489999 | 9797309 | 9827309 |
| Spencer-Westlawn Elementary | 1642000 | 1672000 | | |
| St. Elmo Elementary | 3560400 | 3590400 | | |
| Tanner Williams Elementary | 3600000 | 3660000 | | |
| Taylor-White Elementary | 10277325 | 10307325 | | |
| Theodore High | 3661000 | 3700000 | | |
| Thomas Elementary (CLOSED) | 3000000 | 3030000 | 9677305 | 9707305 |
| Turner Elementary | 9000000 | 9030000 | | |
| Vigor High | 3800000 | 3850000 | | |
| Washington Middle | 1210000 | 1250000 | | |
| Westlawn Elementary (CLOSED) | 3860000 | 3900000 | | |
| Whistler Elementary (CLOSED) | 3910000 | 3950000 | | |
| Whitley Elementary | 3951000 | 3990000 | | |
| Will Elementary | 160000 | 189999 | | |
| Williamson High | 4000000 | 4050000 | 10037317 | 10067317 |
| Wilmer Elementary | 4051000 | 4060000 | | |
| Woodcock Elementary  (CLOSED) | 4061000 | 4092000 | | |

# APPENDIX B

CODE OF ALABAMA

LIBRARY ENHANCEMENT FUNDING

**Code of Alabama 1975**

http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm

(2) DETERMINING COST OF FOUNDATION PROGRAM. In determining the cost of the Foundation Program, the Legislature, based on the recommendation of the State Board of Education, shall proceed to find the following allowable costs for each local board of education: Teachers' salaries, fringe benefits, classroom instructional support, and other current expense. The rate per employee set by the Legislature for teachers' retirement and employees' health insurance shall be in effect for the entire fiscal year and shall not be increased by the Teachers' Retirement System or the Public Education Employees' Health Insurance Board, except by further action of the Legislature.

a. The Foundation Program allowance for salaries of teachers shall be determined as follows: The number of teacher units allowed in Section 16-13-232 for each local board of education shall be multiplied by the amount or amounts per teacher unit, which amounts shall be based on the average salaries for each major classification required by the operation of the State Minimum Salary Schedule established by the Legislature in the Education Trust Fund appropriation bill and adopted by the State Board of Education. In recommending to the Governor and the Legislature the State Minimum Salary Schedule the State Board of Education shall give due consideration to degree level, certification, and public education experience. Any teacher, including, but not limited to, a vocational education teacher, currently under contract in excess of 187 days shall not have the term or salary of his or her contract reduced as a result of this article.

b. The Foundation Program allowance for fringe benefits shall be determined by multiplying a uniform percentage times the amount of teachers' salaries allowed in paragraph a. above or by multiplying a fixed rate depending on the type of fringe benefit. The fringe benefits allowances shall include amounts for the employer's contribution for teachers' retirement, health insurance, Social Security, Medicare, unemployment compensation, personal leave, and sick leave. The fringe benefits allowance may include allowances for other fringe benefits as may be approved by the State Legislature. The State Legislature shall seek the input and advice of appropriate agencies and individuals in setting allowances. The Teachers' Retirement System and the Public Education Employees' Health Insurance Board shall recommend to the Legislature, on or before the first legislative day of each regular session of the Legislature, the rate for the following fiscal year. The Legislature shall set the rate in the annual appropriation bill.

c. The Foundation Program allowance for classroom instructional support shall be determined by multiplying a uniform amount times the number of teacher units allowed in Section 16-13-232. The uniform amount shall include allowances for **library enhancement**, classroom materials and supplies, professional development, and technology. **The library enhancement appropriation shall be for K-12 Public School Library/Media Centers and is an absolute appropriation. Other expenditures may include book binding, repair, CD Roms, computer software, computer equipment, cataloging, audio-visual materials, newspapers, magazines, recordings, and video tapes.** The uniform amount may include allowances for other classroom instructional support as may be approved by the State Board of Education. The Foundation Program allowance for classroom instructional support shall also include an allowance for textbooks which shall be determined on a per pupil basis. The number of pupils shall be determined by the number of pupils in average daily membership during the first 20 scholastic days after Labor Day of the preceding school year. The State Board of Education shall recommend to the Governor the amount for each cost factor included in classroom instructional support on or before December 1 of the current fiscal year for the ensuing fiscal year.

**Section 16-1-8.1**

**Classroom instructional support.**

(a) For purposes of this section, classroom instructional support means all elements of classroom instructional support as provided in the Foundation Program, with the exception of textbook funds, as specified in Sections 16-6B-10 and 16-13-231, including, but not limited to, **library enhancement**, student materials, professional development, technology, common purchases, and other classroom instructional support approved by the State Board of Education.

**All funds allocated in the Foundation Program for library enhancement, student materials, technology, professional development, and common purchases shall be spent only for the purpose for which they were allocated. Library media specialists shall be consulted in budgeting all library enhancement funds.**

(b) The procedures for ordering, and the regulations applying to, classroom instructional support shall be as follows:

(1) BUDGET COMMITTEE. Each school shall have a budget committee. The committee shall be comprised of five members consisting of four teachers and the school's principal, or the principal's designee. The teachers on the committee shall be elected annually by secret ballot by majority vote of the teachers voting at each school. The budget committee shall propose a budget for classroom instructional support, excluding student materials. The proposed budget shall be consistent with the latest plans for professional development and technology developed at the local school level by the principal and faculty and submitted by the local board of education to the State Superintendent of Education pursuant to Section 16-13-231(b)(1)e. The proposed budget shall outline common purchases and shall specify the common items which may be purchased. The proposed budget shall also specify the amount to be allotted for each teacher, if applicable. Any funds allocated by the Legislature for student materials shall be given directly to each teacher as specified in the allocation for use directly in his or her classroom as determined exclusively by the teacher. The committee shall elect a chairperson from among its membership. The committee shall also elect a secretary from its membership who shall be responsible for keeping minutes of the meetings of the budget committee and actions taken to approve the budget during the secret balloting process. The committee may form advisory subcommittees from teachers at the various grade or department levels, or both levels.

(2) APPROVAL BY TEACHERS. The proposed budget from the budget committee shall be submitted to the teachers at an annual meeting. Before any part of any proposed budget is implemented, the teachers at the school, through a majority vote of those voting, shall approve the proposed budget utilizing a secret balloting process. Teachers shall have at least two work days to review the proposed budget before a vote is taken. Any proposed budget which does not receive approval shall be returned to the budget committee for reformulation, taking into consideration the teachers' recommendations offered at the school's annual meeting at the beginning of the school year or at a spring meeting at the end of the scholastic year, or both. If the proposed budget is not approved, the budget committee shall submit another proposed budget for review and consideration by the teachers, and this procedure shall continue until such time as the teachers approve a budget utilizing the procedures of this section. A report on the budget which is approved by a majority vote of the teachers voting shall be transmitted to the local superintendent on uniform forms provided by the State Department of Education.

(3) DUTIES OF LOCAL SUPERINTENDENT. The local superintendent shall submit a notarized affidavit to the State Superintendent of Education. The affidavit shall certify that all funds allocated for classroom instructional support have been properly spent and that all legal requirements have been properly observed and implemented. On the affidavit, the superintendent shall certify the amount of monies expended at each school, delineating the amounts spent for collective purchases and the amounts received by the teachers at each school. The local superintendent shall take care to insure that each teacher employed is able to order and receive his or her allocation of classroom instructional support during each year as provided in this section.

(4) TIMELINESS. Any or all of the funds for classroom instructional support shall be made available to each teacher before December 1. The teacher may order, in whole or in part, his or her allocation anytime during the applicable fiscal year. It is the intent of the Legislature that teachers should have their full allocation of classroom instructional support as soon in the school year as possible in order to promote learning.

(5) PERMISSIBLE EXPENDITURES. Monies allocated for classroom instructional support may be spent for classroom instructional support purposes only, to be used either by classroom teachers or students in each teacher's respective classes. It shall be permissible to expend these monies on instructional equipment and electrical equipment which is actually utilized with students in the teacher's classroom. Funds provided per school for common purchases shall be expended according to the decisions of the local school budget committee.

All monies allocated and expended shall be consistent with the latest plans for professional development and technology developed at the local school level by the principal and the faculty and submitted by the local board of education to the State Superintendent of Education pursuant to Section 16-13-231(b)(1)e.

(6) COMPETITIVE BIDS AND VOUCHERS. Each local board of education may purchase classroom instructional support in bulk pursuant to the state competitive bid law. The board may also authorize each school or individual teachers to purchase materials and supplies, instructional equipment, and electrical equipment for classroom instruction by the voucher system, with no one item exceeding the sum of seven thousand five hundred dollars ($7,500). The local board shall establish and require proper accounting procedures and safeguards for purchases by the voucher system.

(7) POLICIES AND PROCEDURES. Policies and procedures shall be developed and implemented to insure that each teacher receives his or her full allocated amount for classroom instructional support in conjunction with the approved budget in a timely manner after each order is placed. Procedures and policies utilized and adopted to implement this section shall be established and determined prior to the beginning of the school year by each local board with recommendations from the organization representing the majority of employees as provided in Section 16-1-30.

(8) UNSPENT FUNDS. Any funds appropriated for classroom instructional support but not expended according to this section by the end of each fiscal year shall revert to the Education Trust Fund.

(9) PRORATION. In the event proration of the Education Trust Fund is declared by the Governor, each local school system shall nevertheless insure that at least 80 percent of its allocation per teacher for classroom instructional support shall be expended according to this section. No portion of a teacher's classroom instructional support money shall be withheld until and unless the Governor officially declares proration of the Education Trust Fund.

(10) TRANSFER WITH TEACHER DISALLOWED. Classroom instructional support monies are to be expended on behalf of students at a specific school and are not transportable with the teacher if the teacher is transferred to another school.

(11) EXAMINERS OF PUBLIC ACCOUNTS. All expenditures for classroom instructional support and related documents by each county and city board of education shall be subject to audit by the Examiners of Public Accounts.

(12) COLLATERAL REFERENCES. References to "instructional supplies" contained in Section 16-6B-10 shall be understood to be the same as "student materials."

(13) Any other provision of this section to the contrary notwithstanding, the budget committee of a school may propose the expenditure of up to one hundred dollars ($100) from the student materials allotment of the school to supplement the common purchases funding appropriated by the Legislature, subject to the approval of the teachers as provided in subdivision (2). When the first annual Education Budget Act after October 1, 2005, appropriates the minimum sum of two hundred dollars ($200) per Foundation Program unit for common purchases, this subdivision becomes inoperative and may not be utilized in subsequent fiscal years.

*(Acts 1997, No. 97-934, p. 498, §2; Act 99-389, p. 625, §1; Act 2005-198, p. 394, §1.)*