

Central High School Coosa County



Library Media Center Policy & Procedure Manual

2018-2019

Central High School Library Policy and Procedure Manual

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Central High School Coosa County Library Policy and Procedure Manual

Coosa County School Vision Statement

Dream It, Believe It, Achieve It

We believe:

- The education of students is a responsibility shared by students, faculty and staff, parents, and the community.
- All students must have opportunities to learn and to be successful.
- Maximum student learning takes place in a positive environment that includes consistency and structure.
- When engaged in rigorous, authentic learning activities that target a variety of learning styles, all students will gain the knowledge and skills necessary to attain personal and professional success.

Central High School Library Mission Statement

The Central High School Coosa County Library Media Program is a collaborative and innovative partner with the educational community of Central Middle School. The media center provides access to quality services, collections and 21st century technologies while actively promoting independent learning and lifelong success. The library plays an integral role in the implementation of College and Career Ready standards and supports a climate of positivity and responsibility for all stakeholders.

Central High School Library Media Vision Statement

The Central High School Coosa County Library Media Program is a collaborative and innovative partner with the educational community of Central High School. The media center provides access to quality services, collections and 21st century technologies while actively promoting independent learning and lifelong success.

First Amendment to the Constitution of the United States

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious

thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

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 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

Common Beliefs of the Library Media Center

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

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.

Role of the Library Media Program

The American Association of School Librarians (AASL) supports the position that an effective school library program plays a crucial role in preparing students for informed living in an information-rich society. The school library program provides learning opportunities that enable students to become efficient, effective, and creative users of information. Further, the school library program encourages students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; to determine the scope and relevance of information to meet their needs; and to create and share new ideas, resources, products, and information. This instruction occurs best in the context of the school curriculum where students are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

The school library program is not confined by the school library walls, but rather, with the use of technology and online resources, connects to the community and branches throughout the entire school. The school library program provides the mechanism for students to access the resources they need 24/7, whether in the library, in the classroom, or in the student's home.

Beyond its curricular role, the effective school library program gives each individual member of the learning community a venue for exploring questions that arise out of personalized learning, individual curiosity, and personal interest. As part of the school library program, the school librarian provides leadership and instruction to both students and staff on how to use information technologies constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas and responsible use of information technologies. These attributes add value to the school community.

School library programs also provide opportunities for learners to read for enjoyment. School librarians' skills in the selection and evaluation of resources are critical in providing students, staff, and families with open, non-restricted access to a high-quality collection of reading materials that reflect personal interests and academic needs in multiple formats. School librarians take a leadership role in organizing and promoting literacy projects and events that encourage students to become lifelong learners and readers.

The school library program is based on long-range goals developed through strategic planning that reflect the mission of the school. The school librarian participates fully in all aspects of the school's instructional program, including federally mandated programs and reform efforts. The school library program provides flexible and equitable access to collections, technology, and a state-certified school librarian for all students and staff, physically as well as virtually. The collection includes materials that meet the needs of all learners, represents various points of view on current and historical issues, and offers a

wide variety of interest areas. Policies, procedures, and guidelines are developed to maintain the effective school library program. The school library staff and budget are sufficient to support the school's instructional program and meet the needs of the school library program's goals.

For students, the school library represents one of America's most cherished freedoms: the freedom to speak and hear what others have to say. Students have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

Source: Alabama Library Association, AASL Position Statements: The Role of the Library Media Specialist, 2016.

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Role%20of%20the%20School%20Library%20Program_2016-06-25.pdf

Characteristics of a 21st Century Library Media Program

The Program

- The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library media resources and services.
- Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized by a recognized method and are available in an automated format.
- 21st Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- 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.
- A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibly and safely.

The Professional

- The library media specialist (LMS) is certified, evaluated annually by appropriate criteria, and has a plan for professional development.
- 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.

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted and contains furnishings appropriate in size to the student population.
- The library media center has the infrastructure needed to sustain existing and emerging technologies.

Central High School Library Goals and Objectives

The major goals of the Central High School of Coosa County Library Media Program include:

1. Selecting, acquiring, organizing, and making accessible instructional materials to support the educational needs of the schools.
2. Promoting the use of the media center by students and staff for a variety of educational purposes.
3. Providing assistance in instructing students in skills, which will enable them to retrieve information, and select appropriate resources.

The Central High School Library strives to accomplish these primary goals through:

- Providing library resources and services for improving student learning through a collaborative process for planning, teaching, inquiry, reporting and assessment.
- Ensuring equal access to library resources and services for all staff and students.
- Providing recent, reliable, and relevant resources in a variety of formats and technologies to meet learners' diverse needs.
- Providing attractive library facilities to meet the needs of learners and teachers.
- Promoting literacy and enjoyment of information and instructional technologies.
- Participating in networks and consortia that enhance access to resources for students and staff.

Duties of the Library Media Specialist

The library media specialist (LMS) is responsible for managing the program, the collection, and the library media center. The LMS secures, organizes, and provides access to resources; works with classroom teachers to ensure students acquire the skills needed to access, evaluate, and communicate information; and works to improve resources. Approximately 60 percent of the LMS's time is spent providing services for students and teachers and 40 percent for collection development and library management.

Enriching Education, Alabama State Department of Education, p 16.

Library Media Schedule

The library media center will open the second full week after school begins and will be open all official school days. The media center will close two weeks before the end of school in order to complete inventory. All student books and materials must be turned in prior to the beginning of inventory.

In accordance with *American Library Association* and *American Association of School Libraries* policies, the library runs a fully flexible schedule. In collaboration with the Library Media Specialist, teachers may schedule whole class or partial library access time during the flexible blocks provided. Additionally, teachers may send up to two students at a time to the library to access or return materials or work on specific projects. Students must have a signed library pass specifying their activity in the library, the time that they left the classroom, and the time that they must return. If the media center is unable to accommodate these students, they will be asked to return to class and wait for a more suitable time to return. No students will be admitted without a pass, and students who do not follow the code of conduct will be sent back to class and their teacher notified of such action.

Library Media Advisory Committee

The library media advisory committee is utilized as a consultative group to the planning and implementation of the media program. The committee provides advice, oversight, and recommendations for further enhancing the media center. The library media specialist serves as head of the committee. The 2018-2019 Library Media Advisory Committee are:

- Angela Hughes—Library Media Specialist
- Delynn Bouldin—Administrator
- Darren Hughes-7th/8th Grade Social Sciences Teacher
- Jeiby Garcia—Student
- Janet Brown—Math Coach and Community Member

Services Offered

The Central High School Coosa County offers a variety of services for our patrons and community. These services are intended to enhance, enrich, and supplement the needs of our learning environment. Services offered include, but are limited to:

- **Books**
Fiction, Nonfiction, and Reference materials that reflect the needs, interests, and curriculum of the students. Student and teacher suggestions are utilized in collection development.
- **EBooks**
Digital Fiction, Nonfiction, and Reference materials that reflect the needs, interests, and curriculum of the students. Student and teacher suggestions are utilized in collection development. Materials are available digitally for online access from any medium with internet capabilities. Resources are available year-round.
- **Magazines**
The magazine/periodicals collection includes: *BookList*, *Boys' Life*, *Calliope*, *Career World*, *Cobblestone*, *Current Events*, *Faces*, *Girls' Life*, *Mailbox*, *National Geographic for Kids*, *Plays: Drama Magazine for Young People*, *Read Magazine*, *Sports Illustrated for Kids*, *Astronomy*, *Alabama Heritage*
- **Computers**
Eight computers connected to the school network, with access to laser printer, Internet, and CD-Rom drive.
- **AudioVisual Collection**
Collection of DVD's, VHS, Play-Aways, and audio books for teacher use in classrooms.
- **AudioVisual Equipment Collection**
Television, DVD Player, Digital Projectors, Digital Cameras, Video Camera, and assorted audiovisual equipment for teacher use in classrooms.
- **Media Club**
Students are encouraged to join the Media Club, a media production club.

Staffing

According to the Alabama Department of Education, school library media specialists are funded according to earned units. Paraprofessionals are also assigned to schools based on earned units. Currently, Central High School Coosa County does not earn units to provide for paraprofessionals in the library. Responsibilities of Student Aides are as follows:

- Running circulation desk
- Shelving books
- Maintaining Shelves
- Assisting students in using Athena
- Assisting students in locating titles
- Maintain library facility
- Assist in annual inventory

Promotional Events

The Central High School Coosa County Library Media Center sponsors several events that promote the value of the library media program. Events are organized to encourage student participation in the library and promote the value of reading. All activities are planned in concurrence with the needs of the faculty and administration. These events include:

- Ongoing Media Club Program –Promotes student access to digital equipment and media production. Students create and publish film and other multi-media projects.
- CHS Talent Show—the CHS Talent Show is sponsored and produced by the Media Club. It affords the students an opportunity to perform, while providing the opportunity for the CMS Media Club to organize and produce a live media production.

Student Behavior Policy

Students are expected to maintain appropriate and respectful behavior as outlined in *The Student Code of Conduct Handbook* while in the library. Students not adhering to *The Student Code of Conduct Handbook* will lose library privileges and will be sent immediately from the library. Students with excessive behavioral issues will be referred to their teacher or administrative staff.

Advocacy and Leadership

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional Library Media Specialist will provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.

Source: American Association of School Librarians: Standards for the 21st-Century Learner.

Library Standards

Common Beliefs

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

Learners use skills, resources, and tools to:

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

Source: *American Association of School Librarians: Standards for the 21st-Century Learner*

Access to Resources and Services in the School Library Media Program

An Interpretation of the *Library Bill of Rights*

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and education processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources, unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed

collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Copyright Policy

As defined by: *American Association of School Librarians:
Standards for the 21st-Century Learner*

The library media specialist provides and posts copyright information for all users of the library media center. Copyright/Fair use information is also posted in appropriate locations throughout the school. The Library Media Specialist will provide professional developmental training on copyright information for faculty members annually. See Attachment.

Circulation Policy

Enrolled students may check out up to four books for a period of two weeks. Books may be renewed once. Reference books, teacher resources, book sets, periodicals, and non-book materials will not be checked out to students. Teachers may check out materials for longer than two weeks, if necessary. Materials may be reserved by teachers with a written request.

Students with any overdue books will incur a fine of \$.05 per day, and will not be allowed to check out additional items until overdue book(s) is returned. Overdue notices will be prepared bi-weekly and distributed to homeroom teachers for students. Books that are lost or damaged must be paid for in full before students are allowed to check out additional materials.

Cataloging Policy

The Central High School Coosa County Library Media Center uses *Athena*, an automated library system which stores bibliographic and copy information. All MARC records are stored in the Athena system, and students and teachers can access the card catalog from the library media center or their classroom to view available titles and locations. Currently, there are over 11,000 titles in the library.

Items in the library are divided into several collections for student use. The primary collections include: Fiction chapters, easy reader books, and nonfiction titles. These titles can be checked out for a period of two weeks. Reference books are also available for student use. These include dictionaries, multi-language dictionaries, encyclopedias, almanacs and geographical encyclopedias. Reference books must remain in the library unless requested by a teacher for classroom use.

Along with the collections available for students, teachers and staff have access to a Professional selection of titles, as well as an audiovisual collection. Audiovisuals include DVD's, VHS, CD's, Computer Software, and Audiobooks. There is also a Parent Collection that is available for all parents.

Network/Internet Policy

IT SHALL BE THE RESPONSIBILITY OF ALL FACULTY/STAFF OF COOSA COUNTY SCHOOLS TO SUPERVISE AND MONITOR USAGE OF THE COMPUTER NETWORK INCLUDING ACCESS TO THE INTERNET AT ALL TIMES.

Students are responsible for appropriate behavior while using the Internet. Additionally, students are responsible for their actions while using the equipment and resources. Use is a privilege, not a right, and may be revoked if abused. Vandalism of equipment or programs will result in punishment as defined in the school conduct policy.

INTERNET ACCESS GUIDELINES

- Prepare to be held accountable for your actions. Exemplary behavior is expected from all users at all times.
- Do not notify an adult immediately if you encounter materials that violate the school code of conduct.
- Do not use a computer or the Internet to hurt, harass, attack, or harm other people or their work.
- Do not damage the computer or network in any way.
- Do not use the Internet for illegal activities, i.e. threats, hacking, instructions on how to perform illegal acts, pornography, drug dealing, purchase of alcohol, gang activities, hate crimes, etc.
- Do not degrade the performance of the network through the posting of electronic chain letters or useless information.
- Do not install software or download unauthorized files, games, programs, or other electronic media.
- Do not violate copyright laws.
- Do not view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages, or pictures.
- Do not share your password with another person.
- Do not reveal your personal address or phone number or that of anyone else.
- Do not access other student's work, folders, or files.
- Do not re-post nonacademic personal communications without the original author's prior consent.

Maintenance and Storage of Equipment

All equipment on the Central High School Coosa County library is stored in a temperature controlled, locked location. Computer and Technological equipment are regularly maintained and problems are directed to local Technology Coordinator. (See Computer/Network Maintenance Request Form).

All equipment is available for teacher/staff check for educational purposes only. No equipment may be loaned for personal use. All equipment must be signed out by teacher, and signed back in by library media specialist. Equipment should be returned in same condition as when removed from the media center. The media specialist should be notified immediately of any malfunctions or problems with equipment. A sign-out book will be kept to log equipment, and condition of equipment upon return will be noted.

Budgeting Procedures

The library media specialist is a proficient manager of the library media center budget. The library media specialist, with the assistance of the school library media committee, students, faculty, parents, and administrators, prepares a proposed itemized budget which is presented to the school budget committee.

Source: <http://alex.state.al.us/librarymedia/LibraryEnhancement.html>

Funding for the Library Media Center consists of three primary sources:

- Library Enhancement Funds
- Local Classroom Funds
- Library Funds (consisting of fundraisers, donations, and student fees).

The primary source of funding for the library media center is Library Enhancement Funds. These funds are budgeted to support and enhance the media center, and the needs of the school environment. Collaboration with teachers, administrators, and students is used as a means of determining budgetary needs. The requirements set forth in Appropriations Bill 16-13-231 are strictly adhered to when creating the budget. The final budget is given for approval to the school budget committee.

Appropriations Bill 16-13-231

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 40 scholastic days 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.

REPORTING AND RECORDS

With the *Destiny* automated library system, reporting and records are created electronically and used through daily circulation statistics and monthly statistics. Overdue notices are printed weekly, each Friday, to notify students of books that are due. Inventory is done each year, starting the second week of May. This is done using the *Destiny* automated system. Inventory is one tool to help assess the collection and determine weaknesses and needs.

Performance Series Scantron and *iReady* are other web-based systems used for testing on reading levels, math levels, and reading comprehension. Reports can also be generated using this system to determine student levels in math and reading. Other reports kept on file include the library enhancement budget and technology plan.

Policy for Weeding Materials

Source: Alabama School Library Media Handbook for the 21st Century

Books and materials are periodically removed from the collection when the material no longer meets the needs of the learning environment. The Central Middle School Coosa County library media center has adopted *MUSTIE*, based on The Texas State Library's Crew method for weeding books. *MUSTIE* guidelines are as follows:

- M Misleading: factually inaccurate
- U Ugly: book is worn and torn, in disrepair
- S Superseded by a new edition (almanacs, etc.)
- T Trivial: of no real discernable value
- I Irrelevant to the needs and interests of the community
- E Elsewhere available

Copyright Date Chart For Weeding (Adapted from MUSTIE)

Dewey #	Suggested Years to Retain
000	
100	2-10 years
200	5-8 years
300	2-10 years (Difficult to weed because of religion)
400	5-10 years
500	3-10 years
600	5-10 years (Science books may differ)
700	5-10 years (Technology titles may be sooner)
800	5-10 years
900	Flexible (Use MUSTIE)
Biography	5-10 Years (Some may differ—almanacs, maps)
Encyclopedias	Flexible (Use MUSTIE)
Almanacs	5 years (AVL online versions available)
Periodicals	3 years
Fiction	3 years for printed (AVL online versions available)
Audio & Video	Depends on circulation use
CDs/DVDs	Condition and content will determine Check for format change

Coosa County School District Library Media Center Selection Policy

Philosophy and Objects of selection:

A book and non-book collection of instructional materials and related equipment shall be built and maintained to support, enrich, and correspond with the goals, objectives and mission of the Coosa County School System. Consideration should be given to the curriculum, as well as the needs, interests, abilities, and maturity levels of the users.

Responsibility:

As governing body of the school district, the Coosa County Board of Education shall be legally responsible for the supervision of selection of educational resources. Authority for selection shall be delegated to the library media personnel with faculty participating in the collection development process.

Statement of Policy:

The Coosa County School District recognizes the rights inherent in the *First Amendment of the Constitution of the United States* and supports the principles of intellectual freedom expressed in the *Library Bill of Rights* and the *Freedom to Read Statement*. Therefore, it is the policy of this district to provide information and resources in classrooms and library media centers in accordance with Constitutional protection.

Criteria for Selection of Resources:

Educational suitability is the major criterion for the selecting of resources. Professional staff must use educational criteria and professional judgment rather than personal opinions, values, and beliefs in the selection of resources.

Resources should:

1. Be selected according to the general educational goals of the district and the goals and objectives of the individual schools and specific courses.
2. Be appropriate for the age, interests, abilities, learning styles, social development, and maturity levels of the students.
3. Provide information to motivate students and staff to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
4. Represent the diversity of religious ethnic, political, and cultural values held in a world.
5. Illustrate historical and contemporary forces in society to enable users to recognize and understand social, economic, personal, and political problems.
6. Provide various points of view about issues, including those considered to be controversial, represent various theories about the physical environment and the universe.

Library media personnel and teachers should consider:

1. Technical quality and physical condition appropriate to format and intended use.
2. Scope, arrangement and organization, relevance of information and special features, and overall value to the collection.
3. Selection of resources for specific courses to be consistent with the educational goals of the district, the objectives of the course, and the characteristics of the students.

Procedures for Selection of Resources:

School library media personnel and teachers shall evaluate available resources, assess curriculum needs, consider networking arrangements, and consult reputable, professionally prepared aids for selection. Whenever possible, the actual item shall be previewed or examined and judged as a whole. Resources should be selected for their strengths rather than rejected for weakness.

Administrators, teachers, students, district personnel, and community persons may make recommendations for purchase. Decisions to purchase shall be made by professional staff of the district.

Donated resources shall meet the criteria outlined in this policy.

Selection is an ongoing process that includes replacement, including the removal of resources no longer appropriate and the replacement of lost and whom resources of continuing educational value.

**Coosa County School District
Central Middle School Library Media Center
Multicultural Selection Policy**

Statement of Policy Regarding Multicultural Materials:

The Coosa County School District recognizes the rights inherent in the *First Amendment of the Constitution of the United States* and supports the principles of intellectual freedom expressed in the *Library Bill of Rights* and the *Freedom to Read Statement*. The Coosa County School District also takes responsibility for providing resources that represent the diversity of religious, ethnic, political, and cultural values found in a global society. Therefore, it is the policy of this district to provide information and resources in classrooms and library media centers in consideration of these Constitutional rights, library mandates, and student needs.

Philosophy and Objectives of Selection of Multicultural Materials:

Coosa County Schools is committed to supporting multicultural and minority students by providing resources that are culturally diverse. A book and non-book collection of instructional materials and related equipment, including multicultural materials, shall be built and maintained to support, enrich, and correspond with the goals, objectives and mission of the Coosa County School System. Consideration should be given to the curriculum, as well as the needs, interests, abilities, and maturity levels of the users.

Responsibility for Selection of Multicultural Materials:

As governing body of the school district, the Coosa County Board of Education shall be legally responsible for the supervision of selection of educational resources. Authority for selection shall be delegated to the library media personnel with faculty and stakeholders participating in the collection development process. Qualified stakeholders may include students, parents, ELL educators, and culturally representative community members.

Criteria for Selection of Multicultural Resources:

Educational suitability is the major criterion for the selecting of resources. Professional staff and qualified stakeholder must use educational criteria and professional judgment rather than personal opinions, values, and beliefs in the selection of resources.

Resources should:

7. Represent the diversity of religious, ethnic, political, and cultural values found in our society.
8. Provide cultural familiarity.
9. Provide cultural relevance.
10. Illustrate historical and contemporary forces in society to enable users to recognize and understand social, economic, personal, and political problems.
11. Provide various points of view about issues, including those considered to be controversial.
12. Be appropriate for the age, interests, abilities, learning styles, social development, and maturity levels of the students.

13. Provide information to motivate students and staff to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights, and privileges as participating citizens in a global society, and to make informed judgments in their daily lives.
14. Be selected according to the general educational goals of the district and the goals and objectives of the individual schools and specific courses.

Library media personnel and teachers should consider:

4. Selection of culturally diverse resources should be consistent with the educational goals of the district and the needs and characteristics of the students.
5. Technical quality and physical condition appropriate to format and intended use.
6. Scope, arrangement and organization, relevance of information and special features, and overall value to the collection.

Procedures for Selection of Multicultural Resources:

School library media personnel, faculty, and qualified stakeholders shall evaluate available resources, assess curriculum needs, consider networking arrangements, and consult reputable, professionally prepared aids for selection. Whenever possible, the actual item shall be previewed or examined and judged as a whole. Resources should be selected for their strengths rather than rejected for weakness. Consideration for the needs of the diverse student population will be used in selecting materials and resources for review. The following recommended lists shall be consulted in the selection of materials, but selection is not limited to their listings:

Current reviewing media (journals, organizations, bibliographies, and supplements):

- *Criticas*
- *Multicultural Book Review*
- *American Indians in Children's Literature (AICL)*
- *American Indian Library Association*
- *Children's Book Council Diversity*
- *Arab American National Museum Book Awards*
- *Asian Pacific American Library Association*
- *Carter G. Goodson Book Awards*
- *Coretta Scott King Book Awards and Resource Center*
- *The Brown Bookshelf*
- *AASA Science Books and Films*
- *American Film & Video Association Evaluations*
- *Booklist*
- *Bulletin of the Center for Children's Books*
- *Horn Book*
- *Kirkus Reviews*
- *School Library Journal*
- *American Historical Fiction*
- *Basic Book Collection for Elementary Grades*
- *The Best in Children's Books*

- *Children and Books*
- *Children's Catalog*
- *Center for Children and Childhood Studies*
- *Elementary School Library Collection*
- *European Historical Fiction and Biography*
- *Guide to Sources in Educational Media*
- *Junior High School Catalog*

Administrators, teachers, students, district personnel, parents, and community persons may make recommendations for purchase. Decisions to purchase shall be made by professional staff of the district.

Controversial Materials Policy

When occasional objections to library resources arise, it is the Library's responsibility to defend the principles of intellectual freedom embodied in the *First Amendment to the Constitution of the United States* and expressed in the *Library Bill of Rights* and the *Freedom to Read Statement*.

Procedures for Challenging Library Materials

1. Any parent, individual or group who wishes to request reconsideration of materials will be referred to the Librarian who will discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the Library Program. The complainant will be invited to review the material in its entirety and if accepted, the Librarian will conduct a follow-up interview to discuss the results. The Librarian will report the complaint and results to the Principal and District Library Media Coordinator.
2. If the issue remains unresolved, the Principal will contact the complainant to discuss the complaint. If an informal resolution is not reached, the complainant will be given the form *Request for Reconsideration of Library Resources* which must be completed and returned within two weeks before formal consideration will be given to the complaint. If the form is not received within two weeks, the complaint will be dismissed.
3. The challenged material will remain as a resource pending a final decision. Access to the challenged material may be denied to the student at parent/guardian written request. If the material is part of a school assignment, an alternate assignment will be given to the student.
4. If the completed form is received within the two week period, the Principal will immediately establish a committee consisting of a librarian, two teachers, and a community member. Each member will review the material in question in its entirety and make a decision based on the guidelines set forth in the *Instructions to the Reconsideration Committee* and in consideration of the *First Amendment to the Constitution*, the *Library Bill of Rights* and *The Freedom to Read Statement*. The committee will submit a written report of its decision to the Principal within two weeks of receiving the completed form.
5. The Principal will notify the complainant in writing of the committee's decision. A formal report will be sent to the District Library Media Coordinator and the Superintendent of Education explaining in detail how the decision was made. If the decision is made to keep the material it will remain in the library as a resource. If the complaint is found to be valid, the material will be dealt with as recommended by the committee.

6. If the complainant remains unsatisfied, a written request may be made to address the Board. The Board may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, the National Council of Teachers of English, etc. in making a determination.

**Request for Reconsideration of Library Resources
Coosa County School District**

The Coosa County School District has established procedures for addressing concerns regarding library resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school and library resources, **please return the completed form to the Principal of the school within two weeks of this date:**

School:

Your Name:

Address:

Phone:

Role: Teacher _____ Parent _____ Other _____ (explain) _____

Do you represent yourself _____

OR an organization _____ (name of organization) _____

Type of resource you are challenging (check one):

Book _____ Display _____ Magazine _____ Newspaper _____

Video _____ Audio Recording _____ Other _____

Title:

Author/Producer:

What brought the resource to your attention:

Have you examined the entire resource: Yes _____ No _____

What are your specific concerns:

Are there resources you might suggest to provide additional information and/or viewpoints on this topic:

Additional comments:

Signed: _____

Date: _____

=====

Received By: _____

Date: _____

Instructions for Reconsideration Committee

You are being asked to review library material that has been officially challenged by a parent or group. Please keep in mind the principles of freedom to learn and to read, and base your decision upon these broad ethical principles rather than on individual predisposition.

Thoroughly study all materials presented to you, read all available reviews, and refer to evaluation aids and holdings in other schools to aid in determining the general acceptance of the material.

Passages or parts should not be isolated out of context. The values and faults should be weighed against each other and decisions made based on the entire work, rather than excerpts.

A written report, including documented basis for the decision, should be submitted to the Principal within two weeks of receipt of the completed *Request for Reconsideration of Library Resources*.

Evaluation and Assessments

Library media services are evaluated annually by the district/system according to a written program plan based on assessed needs consistent with the goals of the school and school system.

- The library media specialist is certified, has a plan for professional development, and is evaluated periodically by appropriate, predetermined criteria as determined by the district. Central High School Coosa County utilizes the Alabama *Professional Education Personnel Evaluation Program (PEPE)* for annual Library Media assessments. (See Attachments for PEPE evaluation.)
- The LMC uses an approved electronic management system to promote ease of assessment for circulation, resources and to provide accuracy of require recordkeeping. The Central High School Coosa County Library Media Center utilizes *Athena* for electronic system management.
- Pertinent policies (Circulation, AUP, Copyright, and Challenged Materials) are readily accessible for public information, assessment and viewing. These can be found in the approved Library Policy and Procedure Manual.
- Forty percent management time is allotted daily for the LMS to assess, do required management responsibilities, and collaborate with teachers.
- The school LMC collection is exemplary in content, quality, quantity, currentness, age and grade-appropriateness, curricular support, usable condition, diversity in format and subject matter, and adequacy to meet the multifarious information needs of the entire school community.
- An online public access catalog of the LMC collection is made available, with multiple stations, based on the assessed needs of the population served.
- The LMC program is routinely assessed, involving input from representatives of all segments of the learning community.
- New and emerging technologies are assessed routinely to determine feasibility, cost-effectiveness, and relevant support to teaching and learning before adding them to the LMC collection.
- The LMS insures that all library records are kept confidential

Source: American Association of School Librarians: Standards for the 21st-Century Learner