



Cullman County Schools Library Media Policies, Guidelines, & Procedures Manual

**Developed by Cullman County
Library Media Specialists**

2001-2002 PAP Revision, June Chandler

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**Policies Adopted: July 1985
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Mission Statement

Library Media Center Programs

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District Mission Statement

Cullman County Schools shall challenge all students to achieve their highest academic potential in order to become productive citizens in the 21st Century. We recognize that it is the responsibility of education to foster interdependence among people and nations. Today's students must acquire the knowledge and skills necessary for productivity for the present and in the future.

The Cullman County school system embraces the belief that every student can learn and can participate in an appropriate program of instruction. Teaching and learning activities provide the opportunity for all students to achieve success in academic, life, and career skills.

Library Media Programs Mission Statement

The Cullman County School Library Media Programs, in partnership with the entire community, are dedicated to providing collections that are developed, managed, and preserved to provide all learners with equal access to a full range of resources and services in keeping with national, regional, and state guidelines in order to develop patrons who are engaged 21st century learners, who are effective and ethical communicators of information, and who become lifelong learners.

Adopted: July 1985
Amended: October 17, 2007

The Library Bill of Rights

American Library Association

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 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.
Amended February 2, 1961, and January 23, 1980,
Inclusion of "age" reaffirmed January 23, 1996,
By the ALA Council.

Approved: October 17, 2007

School Library Program Policies

- 1) It is vital that each school library media center within the county strive to develop a program that best suits the needs of its local patrons while working toward observing national, regional, and state school library media program standards at exemplary levels.
- 2) Programs should be tailored to accommodate the physical facility of the media center, the variety of grade levels served, the number of student patrons, and the extent (volume) of its holdings (collections).
- 3) All Cullman County library media programs should strive to adopt a combination of open and flexible schedule practices as opposed to structured class schedules to adhere to state recommendations. Each program should strive to provide equal access to library resources (either directly or indirectly) and extend access to resources beyond the school/library walls.
- 4) Whether structured or flexible, library classes should allow for adequate organization and management time for the media specialist to perform professional management and collection development duties.
- 5) Library patrons are served by both direct and/or indirect methods and practices, and since no two school library programs are identical, how the programs are administered should be left to the discretion of a professionally trained local library media specialist. Each school should employ a certified school librarian and use the unit according to state specifications.
- 6) Every attempt should be made to apply program policies, guidelines, and procedures equitably to all Cullman County patrons, given inherent differences in age levels and abilities served within the local school populations. However, it is necessary that a local program be unique to its environment and implemented to accommodate the various students and their varied level of abilities when designing a program that fits the needs of all children the school serves.
- 7) Each school library program should be designed to meet the needs of 21st Century learners. Students should develop skills to become “*effective users of ideas and information, have access to existing and emerging informational media and technologies, and become life-long learners*” through the successful implementation and management of a quality library media program.
- 8) Each program should strive to integrate a quality information and technology skills program into the school’s curriculum by having a variety of media and technology available to patrons (extensive, varied, and emerging technologies); and by operating the media center with the philosophy that it is a learning lab or common learning environment.

- 9) Each local library program should strive to form an advisory board whose purpose is to ensure that the program meets goals and expectations, adopts an approved budget, annually evaluates the program, and communicates its strengths, limitations, and needs to its constituents.

- 10) To develop in patrons a life-long habit of library use, a school library media center needs to be utilized as a resource for all patrons and serve as a common learning area. It should be fully integrated into the curriculum and meet the needs of 21st Century learners. The philosophy to adopt is that the media center is the “academic heart” of the school. A common learning area philosophy should be adopted by faculty and school administrators, as each has a direct bearing upon student use of the media center.

- 11) Student patrons need to be provided with constant, on-going, and open access to all kinds of information (including new technologies) along with educational activities that will teach them how to find, use, evaluate, and communicate information that they need for both school and personal purposes. This can best be accomplished when the classroom teacher and media specialist collaboratively plan and work together to develop instructional units for students that incorporate resource and project-based instructional units involving real-life problem-solving situations.

Library Policy Statements

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Confidentially of User Records

As professional library media specialists we recognize the right to privacy of library users that connects certain individuals with specific resources, programs, or services and that these “*records are confidential and not to be used for purposes other than routine record keeping; i.e. to maintain access to resources, to assure resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purpose of the program or service.*”* It is expected that records that reveal personal user information be destroyed as soon as reasonably possible.

(*Excerpted from the AASL Statement on Confidentially of Library Records—ALA Policy 52.4, 54.16)

Approved: October 17, 2007

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Statement of Parental Responsibility in regard to Library Media Material

Circulation

The first priority of Cullman County Library Media Programs is to support the needs of students and staff. At the discretion of the local school library media specialist, each local school reserves the right to deny checkout privileges to anyone who has demonstrated a disregard for borrowing rules and procedures. In an effort to teach personal responsibility to students, those who fail to return materials by their due date may be charged a late fee not to exceed a maximum of \$1.00 per item.

For students under 18 years of age, parents/guardians are responsible for all material borrowed by their dependent from a Cullman County School library media program. Any material checked out to a student becomes an obligation for the parent/guardian to provide the replacement/damage cost to the local school should the material become lost or damaged. For patrons over 18 years of age, each patron accepts the responsibility to provide replacement/damage cost to the local school should the material become lost or damaged.

If due to financial hardship a patron/parent/guardian is unable to pay the total cost for the lost/damage material, the patron/parent/guardian shall notify the media specialist, in writing within two weeks of receiving the lost/overdue/damage notice, *of their inability to make payment due to financial hardship*. When the media specialist is notified, a

reimbursement plan will be developed that may include: a bi-weekly or monthly payment schedule, partial replacement cost, or library-related community service.

If, for any reason, a parent decides to exclude his/her child from circulating material, he/she must do so in writing, giving copies to the child's teachers, media specialist, and school principal.

Censorship

Just as parents/guardians are responsible for communicating to their children what television programming they wish for their child to watch, they are also responsible for communicating to their children what material they wish for him/her to check out from the media center since all library media material is not appropriate for every grade level within a school.

Common sense dictates that the media specialist cannot personally read every book, know the personal likes and dislikes of all parents, or assist every child in selecting a book. Even though a young child may be reading on a much higher reading level than their age/grade level, this does not mean that the child has the emotional maturity to read a book that was designed for an older youth.

If parents wish to limit certain titles, authors, or genres that their child may not check out from the library then they must inform their child's classroom teachers and the media specialist in writing and *inform their child that he/she cannot check out these materials*.

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Copyright

Copyright Policy

Infringement of copyright protection is a violation of federal law. The Cullman County Commission on Education complies with all federal copyright laws. It is the responsibility of each principal and media specialist to inform the faculty and staff of current copyright laws concerning print and non-print materials. The library media specialist should document how the information has been presented to the school. The library media specialist is not a "copyright policeman" as enforcement of copyright is the administrator's responsibility. Staff members who fail to follow these procedures may be held personally liable for copyright infringement.

Areas of concern are print and non-print materials such as videotaping, music, play production, workbooks, computer software, and duplication of copyrighted figures and other information from sources (i.e. Internet, encyclopedias, reference works, etc.). A copyright release should be obtained before any presenter or program is videotaped or publicized via the Web.

Fair Use Policy

The “Fair Use Doctrine” of the copyright law protects the use of printed materials for teaching purposes. The law declares in pertinent part that the fair use of a copyrighted work, including such use of by reproduction and copies or photo records, or by any other means specified by that section for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of work in any particular case is fair use, the factors to be considered shall include:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work

Use by Educators

Fair use, which applies to all users, allows certain uses that would otherwise be illegal infringements of the copyright owner’s rights. For example, limited quotations of an excerpt from a work in a review or a news report are generally seen as constituting “fair use.” Fair use may also be found when the use is for purposes as criticism, comment, scholarship, research, or teaching. There is, however, no simple black-and-white test. The *Fair Use* provision of the law sets out four factors a court must consider in determining whether uses for these purposes may be judged “fair”:

1. Purpose and character of the use—(e.g., commercial or educational?)
2. Nature of the work—(epic poem, song, limerick, novel, opera?)
3. Amount and substantiality of the portion used—(how much is being copied and how important is the copied material to the work?)
4. Effect on the potential market for or value of the work—(is the monetary value of the work hurt by the unauthorized use?)

The following, however, are expressly prohibited:

1. Copying to avoid purchase
2. Copying/recording plays/music without copyright permission (30 seconds of a copyrighted song is allowed)
3. Copying without including a copyright notice
4. Copying to create anthologies or compilations (except as mentioned for study purposes)
5. Reproducing materials designed to be consumable (such as workbooks, standardized tests, and answer sheets)
6. Charging students beyond the actual cost involved in making copies as permitted above
 - a. Note that a work which may be out of print does not mean that permission is given to copy and distribute that work.

Print materials*Authorized reproduction and use of copyrighted material in books and periodicals*

In preparing for instruction, a teacher may make or have made a single copy of:

1. A chapter from a book;
2. An article from a newspaper or periodical;
3. A short story, short essay or short poem; or
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include the notice of copyright present in the original work. Performances by teachers for students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

Brevity

1. A complete poem, if less than 250 words and if printed on note more than two pages, may be copied; excerpts from longer poems cannot exceed 250 words;
2. Complete articles, stories or essays of less than 2500 words may be copied. Excerpts from prose works of not more than 1000 words or 10% for the work—whichever is smaller—may be copied, but in any event, a minimum of 500 words may be copied;
3. Each numerical limit set forth above may be expanded to permit the completion of an un unfinished line of a poem or an unfinished prose paragraph;
4. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied.
5. “Special” works cannot be reproduced in full under any circumstances; however, an excerpt of not more than two published pages containing not more than 10% of the words in the text of such special work may be reproduced. What constitutes a “special” work is not clearly defined; however, special works include children’s book combining poetry, prose or poetic prose with illustrations and which are less than 2500 words in their entirety.

Spontaneity

- Copying should be at the “instance and inspiration” of the individual teacher; and 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

- Teachers are limited to using copyrighted material for only one course in the school in which copies are made. No more than one short poem, article, story,

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essay, or two excerpts from the same author may be copied, and no more than three works or excerpts can be copied from a collective work or periodical volume during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. The numerical limitations set forth above do not apply to current news periodicals, newspapers and current news sections of other periodicals.

- Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

Not with standing any of the foregoing, the copyright law prohibits using copies to create, replace or substitute for anthologies, compilations or collective works. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. “Consumable” works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy same item from term-to-term. Copy cannot be directed by a “higher authority” and students cannot be charged more than the actual cost of photocopying.

Teachers may use copyrighted material in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy (containing the notice of copyright present on the original work) of:

- An unpublished work which is in its collection solely for purposes of preservation and security or for deposit for research use in another qualified library or archives.
- A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright present in the original work and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement and the library shall not make a copy if it has notice of any other use. The foregoing reproduction right shall not apply to musical works, motion pictures or other audiovisual works (other than an audiovisual

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work dealing with news), or pictorial, graphic or sculptural works (other than pictorial or graphic works published as illustrations, diagrams or similar adjuncts to works of which copies are reproduced hereunder).

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in “Authorized Reproduction and Use of Copyrighted Material in Print.”

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 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 non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;

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- 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.

Off-Air Recording of Copyrighted Program

Television programs transmitted by television stations for reception by the general public without charge (hereinafter referred to as “broadcast programs”) may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately.

Off-air recordings may be used once by individual teachers in the course of relevant instructional activities, and repeated once only when instructional reinforcement is necessary in classrooms and similar places devoted to instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. “School days” are in-school session days – not counting weekends, holidays, vacations, examination periods or other scheduled interruptions.

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes or any other non-evaluation purpose after the ten (10) day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Video Rentals or Videos Purchased for Home

Videos may only be rented for classroom use from agencies or companies that allow for such use. Many retail video rental stores have strict license agreements prohibiting use with large, non-home audiences. These restrictions may also apply to the use of videos purchased for home use. Staff is expected to review and honor these agreements.

Digital media

In 1998, copyright law was initiated concerning digital copyright protections. This link provides outlines, summaries and exclusions relating to digital use:

<http://www.copyright.gov/legislation/dmca.pdf>. Bear in mind the nature of changing technologies and that these summaries and exclusions are modified every three years.

U.S. Copyright Office
101 Independence Avenue SE
Washington, DC 20559-6000
(202) 707-3000
Revised: 22-Nov-2006

Classroom Use

Educators bear the responsibility for wise use of instructional material including audiovisual materials regardless of the format of the media—print and/or non-print: Computer file, DVD, VHS, Streaming digital, Music, Websites, etc.

In determining the use of any material the factors to be considered shall include:

1. Teachers must preview any material before use in the classroom.
2. Videos and DVD's may not be used for entertainment or recreation unless *public performance rights* have been purchased—from MovieLicensing.com or other licensing company.
3. Documentation for its use (media, technology) is provided in lesson plans.
4. In no case shall any district employee use district equipment for duplication which would prevent or circumvent sale of copyrighted material.
5. Adherence to the following criteria of copyright permission and restrictions as noted below.

Audiovisuals: The definition of audiovisual refers to presentations completed with the use of instructional media machines.

Permissible uses of audiovisuals shall be as follows:

1. Creating a slide or transparency from multiple sources as long as creation does not exceed 10% of photographs in one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
2. Creating a single slide/transparency from a single page of "consumable" workbook.
3. Reproducing selected slides from a series if reproduction does not exceed 10% of total nor "the essence" of the work.

4. Excerpting sections of film for a local video tape (for instruction) if excerpting does not exceed 10% of the total work.
5. Stories of literary excerpts may be narrated on tape and duplicated, as long as similar material is not available for sale.

Prohibitions:

1. Duplication of audio tapes unless reproduction rights were given at time of purchase.
2. Reproduction of musical works or conversion to another format (e.g., record to tape).
3. Reproduction of any AV work in its entirety.
4. Conversion of one media format to another, e.g., VHS to DVD, unless permission is secured.

Acceptable User Agreements, Note Specific Terms of Use as excerpted concerning downloading of videos and editing content from suppliers like United Streaming:

Downloading of Content. Users may download, for noncommercial instructional use, including for lesson plans, copies of (i) images and (ii) videos and video clips designated on the website as downloadable. Copies must be deleted or erased after use or expiration of the Term, whichever occurs first. Such downloading shall be for individual User convenience only, and Users may not (1) systematically download any of the Content, (2) create distribution “libraries”, or (3) transfer, sell, rent, display, or exhibit any of the Content to any third party outside of the Community (as defined in the Subscriber Agreement).

Editing Content. Users may edit videos and video clips designated on the Website as editable, solely in connection with classroom or other school-related projects. Such videos and video clips, as edited by User, as well as any work containing User-edited videos or video clips, may not contain any libelous or unlawful materials or content or any commercial advertising materials, will not infringe upon any party's proprietary rights, including but not limited to statutory or common-law copyright, trademark and right of privacy, and may not violate any law, regulation or right of any kind whatsoever or give rise to any actionable claim or liability.

User must maintain all copyright, trademark and proprietary notices included with, attached to or embedded all editable videos and video clips without modification, obstruction or deletion.

The Content may include certain ancillary educational materials, such as student activity sheets, black line masters and teachers' guides (“Ancillary Materials”). User may modify, alter and revise the Ancillary Materials to meet specific instructional needs, provided that the following statement is

prominently displayed on all such revised Ancillary Materials, in addition to any other proprietary notices, and with the understanding that [Discovery Education] or its content provider shall continue to own the Ancillary Materials: "Revised with the permission of Discovery Education. Discovery Education and its content providers are not responsible for the content or accuracy of the revision".

Computer Software

Permissible duplication of copyrighted computer software shall be as follows:

1. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for making of a back-up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - a. that such a new copy of adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine that is used in no other manner, or that such a new copy
 - b. adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
2. Copyrighted software may be duplicated if the district has secured a licensing agreement for the duplication of such for district authorized instructional use.

Prohibition:

1. Illegal copies of copyrighted programs may not be made or used on school equipment.

Video or Audio Cassettes: A video/audio cassette is a video/audio tape recording mounted in a cassette.

Permissible use of video cassettes shall be as follows:

1. Only a legitimate copy of a video/audio cassette may be used.
2. Attendance must be limited to the teacher and pupils.
3. The performance must be part of a systematic course of instruction and not for entertainment, recreation, or other outside activities.
4. The performance must be part of the teaching activities or lesson plans.
5. The performance must take place in a classroom or similar place devoted to instruction.

Prohibitions:

Duplication and/or transmission of video/audio cassettes are prohibited without a written licensing agreement.

1. Purchased or rented video/audio cassettes labeled "Home Use Only" can only be used in face-to-face instruction in the classroom. They may not be used for school assemblies, entertainment or enrichment unless a public performance license is obtained.

Off-Air Video Taping

Permissible use of off-air video taping:

1. "Fair Use" of off-air taping was developed to apply only to educational institutions for recording television programs transmitted by television stations for reception by the general public.
2. A broadcast program may be recorded off-air and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon completion of such retention period, all off-air recordings must be erased or destroyed.
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period.
4. Off-air recordings may be made only at the request of and used by an individual teacher.

Fair Use Guidelines for Educational Multimedia

Individual educators who create multimedia projects containing original and copyrighted materials may use those projects for:

- face-to-face student instruction.
- directed student self-study.
- real-time remote instruction, review, or directed self-study for students enrolled in curriculum-based courses, provided there are no technological limitations on access to the multimedia project and that the technology prevents copying of the copyrighted material.
- teaching courses for a period of up to two years after the first instructional use. After two years, educators must obtain permission for each copyrighted portion in the project.
- presentation at peer workshops and conferences.
- such personal uses as tenure review or job interviews.

The guidelines also allow students who create educational multimedia projects containing copyrighted materials to use their projects for:

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- educational uses in the course for which they were created.
- portfolios as examples of their academic work.
- such personal uses as job and graduate school interviews.

The guidelines require, however, that all multimedia projects that include copyrighted materials:

- credit the sources, display the copyright notice, and provide copyright ownership information. (The credit identifies the source of the work, including the author, title, publisher, and place and date of publication. The copyright ownership information includes the copyright notice, year of first publication, and name of the copyright holder.)
- state on the opening screen and on any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the multimedia fair use guidelines and are restricted from further use.

The guidelines place restrictions on how the completed multimedia projects may be retained and stored.

- No more than two copies of a project may be made. One copy may be retained by the creator; the other must be held in the school's library or media center.
- Online instructional projects may be used only over a secure network for a period of 15 days after the initial use. After that period, one of the two copies of the project may be placed in the media center for on-site use by students enrolled in the course.
- Students may not make their own copies of instructional projects.
- Projects cannot be replicated or distributed for any purpose other than those listed in the guidelines without obtaining permission from all copyright owners.

The guidelines also limit the amount of copyrighted multimedia material that can be included in educational projects to:

- up to three minutes or 10 percent, whichever is less, of a single copyrighted motion media work.
- up to 10 percent or 1,000 words, whichever is less, of a single copyrighted work of text.
- an entire poem of less than 250 words or up to 250 words of a longer poem but no more than three poems by one poet or five poems by different poets from a single anthology.
- up to 30 seconds or 10 percent, whichever is less, of music and lyrics from a single musical work.

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- up to five photographs or illustrations by one person and no more than 15 images or 10 percent, whichever is less, of the photographs or illustrations from a single published work.
- up to 2,500 fields or cell entries or 10 percent, whichever is less, from a numerical database or data table.

The guidelines specifically exempt K-6 students from adhering strictly to those portion limits.

Policies Approved: January 20, 2000

Amended: October 17, 2007

D. 004.4

Selection Policy

District Mission Statement: Materials are selected by the district to implement, enrich, and support the educational program for the students. Materials must serve both the breadth of the curriculum and the needs and interests of individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

Library Media Centers Objectives: Media centers are to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served. The main objective in selection is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.

Responsibility for selection: Materials are selected by the library media specialist considering recommendations from students and faculty. Media selected shall be consistent with the educational goals of the district, have aesthetic, literary or social value and represent our pluralistic society. While perspectives from a variety of persons and sources are encouraged, the library media specialist knows the holdings of the media center and has the responsibility to maintain a balanced and varied collection.

Types of media in collections: Cullman County Library Media Centers may collect the following types of materials:

- Books (library bound, paperback, reference, e-books, digital, professional books etc...)

- Audiovisual materials (visual, audio, DVD, CD, VHS, instructional television, software)
- Periodicals (magazines, newspapers, journals)
- Vertical file materials (pamphlets, articles etc...)
- Tactile materials (kits, globes, games etc...)
- Instructional equipment
- Community resources (list of persons or businesses in surrounding area that are useful sources of information to enhance the curriculum)

Criteria for selection: The following criteria shall be used in selection of materials

- Purpose – overall purpose and direct relationship to instructional objectives.
- Reliability – accuracy and authenticity.
- Quality – writing and production of merit.
- Treatment – clear, comprehensible and well organized.
- Construction – durable, safe, functional and well packaged.
- Special features – useful illustrations, photos, maps etc...
- Possible uses – in depth study, individual or small group instruction.

Special considerations: The following circumstances shall be considered in selection of material.

- Religion and Mythology – factual media which represent all major religions
- Sex education – factual information appropriate for age group or related to curriculum
- Profanity – efforts shall be made to exclude media using profanity in a lewd or detrimental manner, however, use of profanity does not automatically disqualify a selection.
- When taking these circumstances into consideration library media specialists shall adhere to the statements of intellectual freedom and *Library Bill of Rights* (see addendum) which is in direct relation to the First Amendment to the United States Constitution.

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

Selection aids: The following aids are frequently consulted when selecting media

- ALA Notable Books (vendor recommendations)
- Booklist
- Hornbook
- School Library Journal
- Accelerated Reader Booklists
- Award Winners (Caldecott, Newbery, Alex, etc...)
- Any other professionally accepted sources

Challenged materials: Occasional objections to media will be made despite the quality of the selection process. Specific steps shall be taken when asked to reconsider materials in the collections. Individuals making complaints shall be directed to the building principal. After reading/viewing/listening to the material in its complete form, the complainant shall fill out a request for reconsideration form and return it to building principal (see addendum). No request shall be considered unless forms are filled out entirely and returned by the stated deadline. The local school principal shall then designate a committee to review material in question (usually the Library Media Advisory Board).

The committee shall record their findings via the checklist provided for either fiction or nonfiction works (see addendum) and make recommendations regarding material to the principal who then informs the complainant. The committee's decision becomes final unless an appeal is made. Due process allows the complainant to carry a challenge beyond the local school to the district. District level complaints shall follow the same procedure with the superintendent designating a committee to further review the material using the same checklists for fiction or nonfiction works. The decision of the district level committee is final.

Gifts/Donations: Cullman County School Libraries encourage gifts of books, non print resources and gifts of money to enhance usefulness of media collections. Media centers accept gifts with the understanding that only those materials which meet the standards set forth in selection policy or enhance in some unique way the collections will be retained. Other materials will be disposed of in whatever manner the media center determines to be the most suitable. Cullman County School Libraries tend to discourage gifts with extensive restrictions because restrictions can occasionally make it impossible to fulfill its function of serving appropriately its patrons. Library media centers cannot promise in all cases to maintain a collection or group of materials as a single entity. The media center reserves the right to make the decision as to the most appropriate use and housing of a gift. Appropriate bookplates indicating a donor can be placed to identify individual books. In general, the media centers do not accept gifts for deposit without a written statement from the depositor whereby the gift will ultimately become the property of the library. The library media center cannot act as an appraiser. All gifts are acknowledged by the library media specialist. The acknowledgment may include a list of gift items given by the depositor.

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Collection Development Policy

Collection Balance & Maintenance

The primary objective of each school's library media program is to enrich, extend, and support the instructional program of the school. The school library media program makes available a wide range of media on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

In addition to supporting the *Library Bill of Rights (see addendum)*, the school library media program should reflect the following:

1. Media shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
2. Media shall be evaluated for its strengths rather than rejected for its weaknesses.
3. Specific curriculum objectives may be achieved by providing biased or slanted media.
4. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity, and science.
5. Acceptance of gifts of media shall meet the same selection criteria and procedures as purchased media. Their acceptance, along with the understanding of their use or disposition, will be determined by the same persons having the responsibility for acquisitions (the media specialist).

Collection development is a continuing process which shall include the removal of media no longer appropriate and the replacement of lost and worn materials still of educational value. Librarians must ultimately depend upon their experience, knowledge of users, professional judgment, and common sense to maintain a collection that best serves their users' needs. The media specialist may use circulation and collection reports, including collection development software tools, to provide a collection development report indicating strengths, weaknesses, and ages of the various collections.

Weeding Policy

In order to maintain the quality of the collection, obsolete and unused materials are removed from the working collection on a continual basis. The advice of individual faculty, academic departments, or other uniquely qualified individuals is sought when appropriate. No materials will be withdrawn or discarded only because they contain controversial or unpopular opinions, the final decision rests with the media center director.

Infrequently used books are retained if they contribute to the excellence of the collection as a whole and are cited in at least one standard subject bibliography. Multiple copies will be retained if circulation statistics validate the need to retain multiple copies for patron use. As a general guideline, last copies and out-of-print materials are retained if they are of value when viewed in the perspective of the total collection.

D. 004.7

The process of weeding the collection involves time, skill in collection development, expertise in collection maintenance, and a thorough knowledge of materials and their potential reference or research value for patrons. Weeding is best served when the media specialist uses a weeding cycle that ultimately incorporates the entire collection.

When deemed appropriate by the media specialist, teachers may choose any discarded materials for special classroom collections, when teachers have made their selections, students and then the general public may be given permission to select from the remaining materials. With approval of the local school principal, a nominal fee may be charged for purchase of the weeded material.

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D. 004.8

Opening and Closing Cullman County Schools Library Media Centers

The following are recommended opening and closing dates for Cullman County Schools Library Media Centers. Please note any differences between elementary and secondary libraries in regard to opening, closing and circulation.

Opening:

Opening dates: All libraries shall be closed the first 5-8 days of student contact for the following duties to be performed upon the opening of school:

- *Processing of new books and materials*
- *Shelving new books and materials*
- *Preparing displays*
- *Setting up circulation systems*
- *Checking in periodicals received over summer*
- *Updating patron databases (AR etc...)*
- *Installing and setting up software on library computers*
- *Preparing audiovisual equipment for faculty use*

Mid-year closing: All libraries shall be closed the last student day of the first semester to complete mid-year tasks. Examples are as follows:

- *Updating student billing for lost or overdue library materials*
- *Completing mid year reports & acquisitions*
- *Shelving library materials*
- *Training potential staff for new semester*
- *Other tasks to improve library services*

Year end closing: All libraries will close at the end of the year to complete year end tasks. In elementary and middle school settings with large student bodies, it is frequently necessary to contact parents for assistance in retrieving or paying for lost items. Therefore, those schools need additional time to perform those duties. In secondary settings it is also necessary to cut off circulation in the library media center early due to early release dates, exams etc... The following are examples of year end tasks that must be performed during this down time (not an all inclusive list). These following examples are recommended shut down times for various schools.

Duties:

- *Retrieving lost items*
- *Conducting final inventory*
- *Finalize student billing for lost and damaged items*
- *Repairing materials*
- *Preparing equipment for summer maintenance*
- *Preparing worn and outdated items for discard*
- *Replacing lost labels, dust jackets, barcodes etc...*
- *Conduct routine and end of year cleaning of media center*
- *Complete end of year statistical reports*
- *Preparing donated items for processing*
- *Clean up computer files and label computers needing repair*
- *Other necessary end of year tasks*

Closing:

Elementary, middle and high school closings:

Media centers serving 1-250 students: Media center shall be closed eight school days prior to last student day of school.(to perform duties)
Circulation shall cease two school days prior to the actual closing of the media center. Which means all library materials should be returned to the media center before the last ten student days of school.

Media centers serving 251-500 students: Media center shall be closed ten school days prior to the last student day of school.(to perform duties)
Circulation shall cease two school days prior to the actual closing of the media center. Which means all library materials should be returned to the media center before the last twelve student days of school.

Media centers serving 501+ students: Media center shall be closed twelve days prior to the last student day of school. (to perform duties)
Circulation shall cease two school days prior to the actual closing of the media center. Which means all library materials should be returned to the media center before the last fourteen student days of school.

Secondary schools- Secondary media centers shall be closed to circulation as follows:

Senior students – seniors shall not circulate materials from the media center for twelve days prior to their early release date from school.

Underclassmen – freshman, sophomores and junior students shall not circulate materials from the media center for twelve days prior to the last student day of school.

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D. 004.9

Job Descriptions: Media Specialist & Media Technical Assistant

Position: Media Specialist

Evaluated by: School Principal

The media specialist is directly responsible to the school principal and is responsible for developing, implementing, and administering a media program that supports classroom instruction and facilitates the acquisition of information literacy skills.

Responsibilities and Duties of this Position Include:

1. Plan, organize, implement, and supervise the program, collection, and staff of the school library media center
2. Maintain and update written goals, objectives, policies, and procedures supporting both the educational objectives of the total school program and those of the library media program
3. Evaluate and select a variety of materials and equipment based upon the curriculum, needs and interests of the students and staff
4. Perform and/or coordinate the ordering, cataloging, processing, and maintenance of media and equipment for circulation
5. Direct the activities of library media center support staff and volunteers
6. Establish and maintain an accurate circulation system for media and equipment
7. Schedule use of equipment, materials, and space of the media center to provide maximum access for students and faculty
8. Plan and provide information literacy skills instruction for students and staff
9. Work cooperatively with staff to integrate information literacy skills within the curriculum
10. Provide production and technical assistance for students and faculty
11. Maintain accurate inventories and indexes of the library media center's collection of materials and equipment
12. Develop and present to the principal the library media center budget

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13. Provide an environment conducive to inquiry, research, study, and personal use by students and staff
14. Promote the school library media program and resources to students, staff, and community
15. Involve students, staff, and community in planning and evaluating the library media program
16. Implement requirements of state law, county policies, and school building procedures
17. Perform other duties as assigned by the principal or his/her designee

Required Qualifications:

1. State approved library certification
2. Leadership abilities and a tolerance for stress

Desired Qualifications:

1. Master's Degree with a major in Instructional Media or Library and Information Science
2. Experience as a Media Specialist

Position: Media Technical Assistant

Evaluated by: Principal or Media Specialist

The media technical assistant will perform technical, secretarial, and clerical duties to assist in the functioning of the school library media center.

Responsibilities and duties of this position include:

1. Maintains current bibliographic and inventory records of the media technology collection (books, software, kits, etc. and related equipment). Enters data into computer, runs and distributes reports for administrators and staff
2. Instructs students and teachers in locating and using media/technology resources such as library books, magazines, audiovisual and video materials, computerized information databases, computer-based learning programs, and related media/technology equipment
3. Enters student and circulation data on the computer and handles booking and circulating loan materials and equipment
4. Operates library circulation software, including daily startup and shutdown of system
5. Provides secretarial services for media center operations, including meeting the public, word processing, statistics, record keeping, correspondence, and filing, as well as providing preventative care and maintenance of school media technology materials and equipment and school media center furnishings

D. 004.9

6. Assists in preparation of displays, bulletin boards, exhibits, and media productions
7. Maintains an orderly and attractive media center, including materials, equipment, furnishings, and book shelves
8. Troubleshoots computer and audio visual equipment when problems arise
9. May contact, monitor, and train both adult and student volunteers
10. May coordinate school book fair, including notifying classes of schedule, collecting money, and completing records
11. Processes new materials, verifies purchase orders, stamps ownership, enters data to computer system, and assigns barcode numbers
12. May monitor students and/or read to students
13. Performs inventory of materials and equipment in the media center, assists in preparation of annual book count and inventory reports
14. Prepares and distributes overdue notices to students and staff and collects monies for damaged and lost materials
15. Performs other duties of similar nature or level

Required Qualifications:

1. Two years of college or successful completion of the workkeys test, qualified by NCLB
2. Knowledge of Microsoft Office applications, general keyboarding skills, and clerical skills

Desired Qualifications:

1. Experience preferred but not required
2. A substitute teacher license and experience as a substitute teacher

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Guidelines for Cullman County School Library Programs

- Media specialists are to be viewed as professionally trained educators with a specific and unique role in the overall educational process involving an educational institution. A media specialist is not a classroom teacher, but is the administrator of a school wide program and therefore, should not be evaluated in the same manner as a classroom teacher.
- Each school library media specialist should strive to develop a local handbook for policies, guidelines, and procedures.
- Each local school library media specialist should adopt budget procedures in compliance with district and state policies.
- All library material should be processed with information pertaining to the type fund used, year purchased, vendor, price, and warranty information (when appropriate) and be clearly visible on the media (whenever possible) and/or included in budget records. Budget records should be maintained for a period of 5 years (or as in accordance with revised state and district guidelines).
- If national, regional, and state guidelines are to be met, the media center's purpose in the school's curriculum will NOT be driven by a philosophy that the library media program exists to serve the school as: a single classroom entity; an elective class; as an off-period for the classroom teacher; or, as planning period time for the classroom teacher. It should serve the school as a common learning area that strives to be available to teachers and students at the point of need and should support the school's goals and curriculum. To develop in patrons a life-long love of learning and reading, a school library media center needs to be utilized as a common learning area. It should be fully integrated into the curriculum and meet the needs of 21st Century learners. The philosophy to adopt is that the media center is the "academic heart" of the school. A common learning area philosophy is needed by librarians, faculty and school administrators, as each has a direct bearing upon student use of the media center.
- Database holdings should be updated periodically on a routine basis. With the Atrium library management system that all county school library programs use, it is no longer necessary to make backups—these are done by Booksystems. By state funding law, the technical support agreement annual fee with Booksystems is paid for by the district.
- Any issue involving the **reconsideration of school or library material** should be routed through the school principal and the appropriate district-approved procedure should be followed by the principal. (See: Reconsideration procedures & form in addendum)

- The media specialist should be allocated time within the schedule to organize and administer the program, teach classes/students information and technology skills, collaborate with teachers, and manage the collection. *State guidelines allow that approximately 40 percent of a media specialist's time be spent in professional administrative duties without supervision of students.* If possible, within the daily schedule there should be adequate time for management duties: i.e., filing, shelving, re-processing, data entry, repair and mending—all involving the circulation of materials. Additionally, periodically, time should be set aside for collection maintenance: i.e., acquisitions/ordering materials, processing new materials, evaluating and weeding collections, and inventory. The amount of time needed will vary from school-to-school depending on the size of the student body (class load), circulation of items, and number of support staff to assist the media specialist. But clearly, consideration must be given toward these on-going professional duties to have an effective and efficient school library program.
- All school library programs should strive to provide confidentiality to patrons as they seek information for general interest, information, and enlightenment. Materials should not be excluded because of origin, background, or personal views of those contributing to their creation.
- All school libraries should provide material and information presenting all points-of-view on current and historical issues. Materials should not be prescribed or removed because of partisan and/or doctrinal disapproval. A person's right to use a school library should not be denied or abridged because of origin, race, religion, or economic status.
- School libraries that make exhibit space and meeting room available to the public should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups, requesting its use. The principal should give or deny permission to use the facility although he/she should notify the librarian when the facility is reserved by others.
- Library media specialists should know and uphold copyright laws.
- All library media material is purchased through accepted policies governing collection acquisitions although some material may not be appropriate for all grade levels or all students. **Teachers are expected to preview any audiovisual material (including Internet sites) that is used in their classroom or by their students to ascertain its appropriateness for their students.**
- Local library media specialists should outline parameters for faculty circulation privileges on either short-term or long-term loaning periods or the maximum number of items a teacher can have out at any point in time. Teachers should remember that resources should be returned to the library media center as soon as possible so materials are available to others.

Goals and Objectives of Cullman County School Library Media Centers

The library media program will support the mission, goals, objectives, and continuous improvement of the school.

Objectives:

1. Develop and implement a mission statement, goals, objectives, policies, and procedures at the local school level that reflect the mission, goals, and objectives of the school with that of a 21st Century library media program according to *Alabama's School Library Media Plan for the 21st Century Learner*.
2. Integrate the *Standards for the 21st Century Learner* (from AASL) and develop an information literacy program
3. Serve on the school's decision-making and curriculum committees, when possible
4. Use appropriate administrative channels to help ensure that the library media program is essential to the school's instructional program
5. Participate fully in needs assessments and evaluations related to school improvement and include the results, particularly those related to information technology, into the development of programs and services related to the school library media program

Each school library media program should establish a 21st Century learning environment and perform on-going and annual evaluations

Objectives:

1. Understand the librarian's role in reading and reading integration strategies across the curriculum
2. Understand how flexible access and open circulation support reading
3. Work toward building a culture of reading within the library and school
4. Understand the librarian's role regarding information technology
5. Participate in personal professional development opportunities to keep abreast of technology tools and how to integrate them into the curriculum
6. Serve the faculty as a technology resource person for technology training, promoting the use of technology, and creating a technology-rich environment

An effective library media program requires a level of professional and support staffing that is based upon a school's instructional programs, services, facilities, size, and numbers of students and teachers.

Objectives:

1. Analyze instructional program requirements, the number of students and teachers served, and other pertinent features of the school and the program to determine appropriate staffing patterns.

2. Advocate appropriate numbers of professional and other staff to meet the learning needs of the school's full learning community
3. Collaborate with all staff, especially the school's information technology staff, to identify and use the full range of technologies required to meet students' and others' learning and information needs
4. Monitor and supervise technical and clerical staff to facilitate smooth operation of the program
5. Provide access for teachers and students to the school library media center and staff throughout the school day and at other times, as needed, to support the integration of the information literacy standards for student learning

An effective library media program requires ongoing administrative support.

Objectives:

1. Initiate collaboration with the principal and other appropriate administrators to develop the mission, goals, and objectives of the library media program
2. Communicate regularly with the principal and other appropriate administrators about program plans, activities, and accomplishments
3. Participate on the school's administrative team to provide information about financial and other needs of the program
4. Work with the principal and other appropriate administrators to develop assessment criteria and processes for the library media program and personnel
5. Encourage the principal and other appropriate administrators to support the school library media program by communicating to all members of the learning community the program's contribution to student learning

Comprehensive and collaborative long-range, strategic planning is essential to the effectiveness of the library media program.

Objectives:

1. Establish program planning as a priority and devote adequate time and resources to this process on an ongoing basis
2. Participate on committees charged with developing and implementing long-range, strategic plans for the school (such as teams for site-based management, school improvement, technology planning, and curriculum development)
3. Work regularly with teachers, students, administrators, and other members of the learning community to develop and implement long-term, strategic plans that align the library media program and the information literacy standards for student learning with the school's goals, priorities, and national curriculum standards
4. Create plans for the library media program that
 - Define the program's mission and goals and give direction to the allocation, organization, and management of human, physical, and financial resources

- Shape the roles and responsibilities of all program staff and focus attention on program effectiveness and accountability
- Accommodate changes in such critical areas as the nature of the school's population and the development and availability of new resources and technologies

Ongoing assessment for improvement is essential to the vitality of an effective library media program.

Objectives:

1. Remain current on all issues related to the use of information and information technology for learning and on methods and tools for assessing library media programs
2. Collaborate with teachers, students, administrators, and others to develop and implement a comprehensive plan for identifying the information needs of the school community and assessing the program's role in meeting them
3. Schedule regular, systematic data collection from a wide range of users and potential users of the library media program
4. Use both quantitative and qualitative methods (e.g., both statistical information and observations and interviews and both input and output measures) to collect and analyze assessment data
5. Make decisions based on the results of data analysis to develop plans and policies for the continuous improvement of the library media program
6. Report the results of program assessment on a regular basis to teachers, students, administrators, and other community members

Sufficient funding is fundamental to the success of the library media program.

Objectives:

1. Work with the learning community to determine the school's information and instructional needs and to develop a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs
2. Administer the budget according to sound accounting procedures to meet all informational and instructional needs and report all expenses as required by local policies
3. Maintain current information on the costs of traditional and electronic resources, on such auxiliary expenses as telecommunications rates and other professional charges, and on sources of funding beyond the school budget for meeting these expenses
4. Investigate and use financial methods and resources to meet the information needs of the learning community, including centralized processing, purchase discounts, partnerships with local organizations, and collaborative grant writing for special purchases and programs

Ongoing staff development—both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community—is an essential component of the library media program.

Objectives:

1. Maintain current and in-depth knowledge of the research and best practices in all aspects of the field—learning and teaching, information seeking and use, program administration and management, advances in informational and instructional technologies, and the implementation of the information literacy standards for student learning
2. Work with members of the learning community to request a staff development budget that provides program staff with adequate opportunities to attend workshops, courses, and other programs to remain current in all areas related to program effectiveness
3. Collaborate with teachers, administrators, and others to identify the school community's learning needs—particularly those related to information literacy and information technology—and to design and fund staff development programs that meet those needs
4. Offer and promote an ongoing staff development program for the full school community, particularly in the integration of information technology and the use of the information literacy standards for student learning
- 5.

Clear communication of the mission, goals, functions and impact of the library media program is necessary to the effectiveness of the program.

Objectives:

1. Maintain and communicate current knowledge and research findings related to the impact of school library media programs on student learning
2. Report regularly on the program's plans, policies, and achievement to teachers, the principal, other administrators, and parents
3. Develop and maintain an effective advocacy program that demonstrates the value of the program to a broad audience
4. Use a variety of written, verbal, and visual formats—for example, fliers, presentations, displays, and student products—to inform teachers and others of program resources, activities, and services and to promote the program throughout the school and the local community

Effective management of human, financial, and physical resources is the backbone to a strong library media program.

Objectives:

1. Maintain expertise in strategies and techniques of budgeting, supervision, scheduling, and all other areas of management responsibility
2. Serve on the school's management team, and collaborate regularly with teachers and administrators through other formal and informal mechanisms to maintain the visibility and quality of the program's management

3. Report regularly to administrators and others regarding the program's holdings, services, uses, and finances
4. Participate in hiring, training, and evaluating all program staff, and maintain responsibility for assigning and scheduling staff and volunteers
5. Administer the program budget and oversee acquisition and use of space, furnishings, equipment, and resources
6. Oversee all aspects of the daily operation of the library media program

Request for Reconsideration Procedures

Instructional Materials

The following procedures are established for all instructional materials placed in question by an individual, group, or organization. These procedures must be followed in the order presented below. NOTE: Forms are located in the addendum.

1. Every effort shall be made to resolve misunderstandings with the person(s) primarily responsible for utilization of the materials. If these efforts fail and a request is made for the withdrawal of instructional material from the school, the REQUEST FOR CONSIDERATION FORM, together with a copy of these PROCEDURES, shall be furnished to him/her by the principal of the local school with a verbal explanation of the procedure for registering a request for reconsideration of instructional material.
2. The Request for Consideration of Instructional Materials Form shall be completed by the person making the request and submitted to the school principal by the stated deadline: _____. (Upon receipt of the completed form the local school principal will notify the superintendent of the complaint verifying the procedure has been followed.)
3. Upon receipt of the request form, the principal of the local school shall call a meeting of the Library Media Advisory Board (LMAB) since this committee is made up of stakeholders as governed by site-based decision making guidelines, or shall appoint a review committee of his/her choice that consists of school stakeholders.
4. The LMAB or review committee shall evaluate the material with the specific objections in mind as they relate to the educational program by using the checklist for fiction or nonfiction works. The committee may also request the individual initiating the challenge, and person(s) primarily responsible for the utilization of the material, to appear before the committee to provide additional information relative to the challenge.
5. The principal of the local school may request other professionally qualified resource persons to serve with the committee.

6. The chairperson of the LMAB or review committee shall submit the final recommendation of the committee to the principal. The principal will inform the complainant and superintendent within 45 days after receipt of the decision regarding the challenged material.
7. Due process allows the complainant the opportunity to review the local school recommendation and appeal the decision to the district level in a written complaint within 10 days of receiving the LMAB or review committee's decision.
8. If the superintendent receives a written complaint regarding an appeal of the local school's decision, then the superintendent convenes a district level committee to review the complaint along with the local school's findings to accept, modify, or reject the local school's recommendation.
9. The recommendation of the district level committee is final.

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See Reconsideration Forms in Addendum

Library Media Center Procedures

The following is a list of procedures that should be developed and designed to fit the unique situations that exist at each of the county media centers. Every effort should be made to develop an online presence for the library program and wherever possible, procedures, guidelines, and policies should be viewable by patrons.

Media Center hours Contact Information OPAC Link

Circulation

1. Number of items
2. Length of loan period
3. Overdue fines
4. Reserves
5. Re-shelving items
6. Reference and Special Collections
7. Mending and Repair

Schedule

- A. Open/Flexible
- B. Flexible/Structured
- C. Modified Structured

Computer Operation

- A. Circulation and administrative computers
- B. Student workstations
 1. Special Workstations
 2. Card Catalog workstations
 3. Internet and word processing stations

Guidelines for Ordering

- A. Curricular needs
- B. Teacher requests
- C. Student requests
- D. Parent requests
- E. Recommended lists

Processing Procedures

- A. Books/E-books
- B. DVD/Video Cassettes
- C. Audio Cassette tapes/Digital Audio
- D. CD-ROM's
- E. Equipment
- F. Kits, Art, Other Materials

Shelving Rules/Collections

- A. Biographies
- B. Easy
- C. Fiction & Nonfiction
- D. Audiovisual
- E. Equipment
- F. Reference
- G. Damaged materials**

Multimedia Listings

- A. Resources available at the local school
- B. Interlibrary loan resources
- C. Central Office resources
- D. Media Mobile resources

Periodicals/Serials

- A. Circulating & Non-circulating
- B. In-house & Database holdings

Bibliographies

- A. List of special tests (example: Accelerated Reader) available at the local school
- B. Bibliographies requested by teachers. (example: seasonal, poetry, oceans, dinosaurs, space, author)

Library Aides

- A. Responsibilities and training
- B. Grades

Budget

- A. Preparation of master budgets
- B. Acquisitions
- C. Clearing purchase orders/PO problems
- D. Payment of invoices/billing
- E. Local fund raising/Grants
- F. Gifts

Inventory

- A. Frequency
- B. Purpose
- C. Organization
- D. End of the month reports
- E. End of the year reports
- F. Weeding schedule

Collection Development Procedures

I. Collection Needs Assessment Considerations

1. Academic importance/Newly adopted curriculum units of study
2. Past academic assignments of teachers/curriculum support
3. Student interests and needs
4. Collection analysis of strengths and weaknesses
5. Professional development
6. Community influences

II. Collection Maintenance

1. Circulation use statistics
2. Accuracy and currency of collection
3. Frequency of requests (annual needs)
4. Patron surveys and requests
5. Yearly inventory, lost/damaged book replacement
6. Systematic weeding schedule

III. Weeding and Collection Maintenance

There is a reason why weeding is both a gardening and library term. A methodology for weeding is essential to make sure the library collection is living and growing instead of dead and decaying. Weeding is an integral part of collection maintenance and acquisitions.

WEEDING GUIDELINES

1. Condition of material (including smell), format, missing or damage
2. Circulation figures and rotation (number of years since its last circulation)
3. Accuracy (Misleading or inaccurate information)
4. Physical appeal (Superseded by an updated edition or format)
5. Standard guidelines will be employed such as the CREW Method
6. Weeding and Cleaning Schedule determined by each local school LMC

IV. Challenged Materials

Cullman County School System has a system wide procedure established if any individual or group challenges any instructional material. Each teacher should be aware of the procedures follow in the event a complaint regarding a library book, textbook, video tape or any such material is made. Please note that the Principal will designate a committee to review complaints and will issue forms for the complainant to complete and return to the school. Therefore all reconsideration challenges should be directed to the principal and superintendent of education for immediate attention.

Provision for Resources and Collection Development

1) Media Center Budgeting

- A. Funding Sources
- B. State Library Enhancement
- C. Local District Funds
- D. Local School Funds
 - a. Grants
 - b. Book Fairs
 - c. Local Fund-Raising
 - d. Gifts/Donations
- E. Planning and goals for use of LMC funds
- F. Advisory Board meetings and proposed budgets
- G. Faculty budget approvals/review
- H. Annual report

2) Acquisition Guidelines

- A. Materials shall be purchased from reputable vendors
- B. Materials shall be versatile accommodating a variety of activities and developmental levels
- C. Materials shall be of high quality and meet safety needs of elementary children
- D. Materials shall be purchased which can provide full marc records whenever feasible
- E. Materials shall be purchased from vendors who can provide library processing services, such as call labels and barcodes

3) Collection Development

- A. Collection Needs Assessments
- B. Reference Collection
- C. Accelerated Reader/New and Award Titles
- D. Easy fiction
- E. Easy nonfiction, including biographies
- F. Regular fiction
- G. Regular nonfiction, including biographies
- H. Paperback fiction and nonfiction
- I. Student Media Collections
- J. Professional (print, non-print media)
- K. Instructional Resources (all media)
- L. Technologies/Software and Hardware
- M. Audiovisual equipment
- N. Priority of acquisitions based upon needs assessment results (may vary according to local LMC)
- O. Upgrading Network hardware
- P. Accelerated Reader disk and titles
- Q. Professional Periodical Collection
- R. Curriculum support in general collection

- S. Instructional Development Plan
 - T. Addressing needs assessment and below standard areas
 - U. Resource utilization
 - V. Database maintenance for the card catalog/marc records
 - W. Circulation of materials
 - X. Catalogs and handbook resources
 - Y. Communication with patrons and parents
 - Z. Instruction in LMC technologies
- 4) Professional development plan/Communication/Public Relations
- A. Addressing needs assessment and below standard areas
 - B. Resource utilization
 - a. Alabama Virtual Library
 - b. AVL cards for patrons
 - c. Print resources
 - d. Non-print resources
 - e. Serials
 - C. Database maintenance understanding the card catalog/marc records
 - D. Circulation of materials
 - E. Catalogs and handbook resources
 - F. Communication with patrons and parents
 - G. Instruction in LMC technologies
- 5) Special Projects
- A. Shall be determined by each local LMC

Library Media Budgeting Procedures

(Under the oversight of the Library Media/Technology Advisory Board)

Annual faculty survey (needs assessment), suggestion box information, teacher requested material, input from faculty representatives and from the advisory committee will all play a role in the development of library budgeting decisions.

Local library goals and objectives are specifically stated and govern the expenditure of library media funds. All district and state budgeting rules and regulations will enforce.

District and State Criteria for determining use of funds:

The number and kind of users served

Collection development plan for services, programs, and needs of special populations

Curriculum and instructional needs, changes, and support concerns

Circulation demands of materials: general aging, lost/damaged/repair replacement costs of material, including audiovisual equipment

Price increases in replacing or acquisitions

Acquisition of new technologies and upgrading of existing resources

All acquisitions must be appropriately labeled, stamped, and identified with the correct source of funds

Note:

Budget process of State Funds must involve parental input and entire faculty.

Expenditures must be tied to stated goals and objectives.

Faculty vote must be documented and results kept on file in Principal's office.

Allocation is made on the basis of the number of teacher units (excluding Title I teachers) at the State stipulated expenditure per teacher unit.

List of normal expenditures:

Books

Periodicals and Newspapers

Media (videos, CD, other)

Technology (Software and Hardware)

Technical Library Supplies: barcode labels, call numbers, marc records, and processing specifications as per collection guidelines.

Materials for library media instructional program. (Construction paper, bulletin board materials, transparencies, other).

Special needs and/or services.(laminating film, monthly telephone costs, library management program software support agreement

Repair and maintenance of library equipment

Other: Material for special library promotions

Circulation and Scheduling Procedures

CIRCULATION

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. The educational level and program of the school shapes the resources and services of the library media program.

Since a school library media professional assumes 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) the widest possible circulation of these resources is a priority of the library program.

Therefore, circulation and scheduling guidelines promote open access to information through the use of a modified flexible schedule. A flexible schedule best allows the use of the library resources at the user's point of need rather than at an arbitrary fixed library time. In some cases, it may be necessary to modify the flexible schedule to incorporate a form of structured classes depending upon the kinds of patrons the program serves.

However, patrons who have a proven record of neglecting library media center materials, and the policies which govern their use, may be restricted from circulation privileges for a period of time as determined by the library media specialist and/or principal.

Patrons are responsible for all library materials checked out to them and are responsible for returning the loaned material on time and in good condition.

Patrons who have damage occurring to library resources are expected to pay for the replacement cost, or cost of damage to the item(s).

SCHEDULING

Open Access for Circulation

Open circulation is the main thrust of the library media program for the general population as it allows student access to the library at the point of need. Open circulation allows a student to come to the library to check out books, or to work individually if he/she has the teacher's permission to leave the classroom, and provided space is available. Students are responsible for returning to their class on time. All patrons should remember to enter and leave the library with as little distraction as possible.

Flexible Access Schedule

In addition to the open library circulation policy, faculty has the opportunity to be involved in scheduling the use of the library and its resources in conjunction with curriculum units. This schedule allows teachers to reserve and use library resources in either whole class or small group instruction. In order to reserve library space, time, and resources for the flexible schedule, teachers will need to plan ahead with the media specialist and schedule library time for these activities. The flexible schedule is on a first-come, first-served basis and can be scheduled for a maximum of two weeks, but not more than three weeks in advance.

A flexible library schedule allows those teachers who wish to do research projects, activity reports, learning centers, media presentations, and many other student centered activities, to have library media resources available for students at the time of need depending upon availability. By organizing the program within this flexible framework all faculty members are granted equal access to library media resources allowing no one individual teacher to monopolize the library's schedule. If the library's schedule is full, teachers may wish to request for resources to be pulled and checked out to them for use in the classroom.

Modified Structured Schedule

In addition to the use of open and flexible scheduling, and depending upon the staffing of a local library media program, it may be determined that the patrons will be best served when also accommodating a structured schedule, like regularly scheduled Kindergarten classes for these young students who are at the earliest stage of library use. Kindergarten students will need to be taught procedures and library skills for accessing, handling, and using library materials.

Sample List of Services Commonly Available from a Library Media Center

Research Based Instruction: will assist teachers in planning research units, will supervise individual and small groups in the media center in completing research projects.

Team Teaching: will coordinate with classroom teachers to develop and assist in the instruction a unit in which students need to produce a multimedia presentation or a project.

Library/Information Skills Instruction: will coordinate with classroom teachers to teach specific library and information skills lessons, creative writing assignments, and/or language arts skills.

Bibliographies: will compile a printout of all available resources on requested topics.

Graphic Arts: will help teachers and students produce graphics for instructional purposes. (Such as overhead transparencies, signs, graphs, and charts)

Dramatizations: will assist students with the practice of skits, plays and research costume design and prop ideas.

Author Studies: will prepare author book lists, resource lists, and locate biographical information.

Internet Searches: will provide search information for instructional purposes for students, parents, or faculty.

Globes: will reserve globes for classroom or media center use.

Learning Center Stations: will reserve centers for classroom use in conjunction with a unit study.

Newspapers and Magazines: local newspapers and magazines are available as ready reference.

Community Resources: will assist in locating possible speakers or activities for students.

Dictionary, Atlas, and Encyclopedia sets: will reserve these resources to be used by teachers in the media center or classroom.

Gifts and Memorials: will help select and order gift books for our library. A book plate is placed in the book and it is identified in the card catalog as a memorial/gift in the honor of the intended's name.

Multimedia Computer Stations: will reserve the use of the components of the multimedia presentation system for teachers to use with their students, or for professional development, in the media center.

Special Library Media Promotions: periodically offers teachers and students special school-wide interdisciplinary programs to promote information skills, literature appreciation, and student motivation.

Special Celebrations: offers to take an active role in organizing and preparing school-wide extended learning opportunities for students in conjunction with various holidays and national celebrations such as National Education Week. Will also help organize and obtain information for hosting guest author/illustrator events, field trips, and national student contests.

Displays: will arrange and display student work on countertops or display case.

Certificates: will design a certificate for awarding student accomplishments, or show faculty how to use Microsoft Publisher to produce their own certificates.

Job Description for Student Staff

A good library media program has modeled its student staff library skills course after successful private enterprises to get the students thinking of the library as a service orientated business, and of themselves as employees meeting the needs of customers.

The student staff is relied on to carry out many of the day-to day operations of the library program in serving patrons (patrons) with various needs, at varying age levels, and ranges in dependencies. Student staff needs time to be adequately trained in library skills. The library skills course for high school staff is a semester credit with students being graded on oral and written skills tests. In addition to test grades, the students are evaluated on the quality of job performance as related to shelving assignments and special duty assignments.

Ideally, the library program needs a minimum of two students assisted in each period throughout the school day. Student assistants should have a local training manual that serves as a textbook for the course. Staff should sign in each day for attendance records and should remain on duty until the bell rings for the next class, or for school to end.

Performance Responsibilities:

- Undergoes training requirements in all aspects of expected duties.
- Develops a knowledge and understanding of the day-to-day operations of the library media program with regard to its administration and organization, circulation policies and procedures, collection maintenance, and general patron services.
- Performs the day-to-day circulation of checking in/out material and shelving items back into circulation.
- Implements practices and procedures established by the library media specialist.
- In assigned responsibilities, responds to the needs and interests of students and teachers.
- Files necessary cards, vertical file materials, catalogs, etc.
- Assists in preparing notices for overdue materials.
- Repairs slightly damaged materials to return to circulation.
- Maintains assigned shelves or areas of circulation.
- Performs periodic cleaning duties.
- Assists teachers and students in the proper use, operation, and care of library equipment and technologies.
- May be trained to produce graphics, display materials, and laminate materials when needed.
- Assists the library media specialist with instruction to help individual students complete tasks.
- Performs errands when requested by the media specialist.