

Coffee County Board of Education
Library Media Centers
Policies and Procedures Manual



Adopted by Coffee County Board of Education
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Table of Contents

Mission Statement.....	3
Vision Statement.....	3
Philosophy/Beliefs.....	3
Goals and Objectives.....	4
Library Bill of Rights.....	5
Literacy Standards.....	6
Challenged Materials.....	7 - 8
Copyright/Fair Use.....	9
Library Media Program.....	10 - 11
Selection and Acquisitions.....	12
Collection Development.....	13
Cataloging.....	14
Circulation.....	15
Appropriate Use/Internet Safety.....	16 - 19
Open Access to Library/Flexible Scheduling.....	19
Budgeting Procedures.....	19 - 20
Staffing/Job Descriptions/Responsibilities.....	21 - 23
Storage/Maintenance of Equipment.....	23 - 24
Record Keeping/Reports.....	24
Donations and Gifts.....	24
Public Relations and Advocacy.....	25
Services/Activities Offered.....	25 - 26
Disaster Preparedness.....	26
Evaluations/Assessments.....	26
Appendix A – Request for Challenged Materials.....	27 - 28
Appendix B – Checklist for Challenged Materials Nonfiction.....	29
Appendix C – Checklist for Challenged Materials Fiction and Other Literary Forms.....	30 – 31
Appendix D – Computers, Internet, and Technology Resources Acceptable Use Policy.....	32 - 35

Mission Statement

Coffee County Library Media Centers support the mission statement of the Coffee County School System. This mission is to provide the students with the skills necessary to become well-rounded, productive citizens. To ensure this, the system will provide a challenging curriculum presented by a dedicated staff in a safe, clean, and stimulating environment.

Vision Statement

In collaboration with the district learning community, Coffee County Schools Library Media Programs will be the center of teaching and learning by providing access to quality collections and technologies.

Philosophy & Beliefs

The primary philosophy of the Coffee County School System Library Media Programs is to meet the information and reading needs of students and faculty. In order to carry out this goal the library must first select and make accessible to students, faculty, and parents the best resources available to meet curriculum and individual needs.

“Reading is a window to the world. Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.”

“Inquiry provides a framework for learning. To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.”

“Ethical behavior in the use of information must be taught. In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.”

“Technology skills are crucial for future employment needs. Today’s students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.”

“Equitable access is a key component for education. All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.”

This information was adopted from the AASL *21st Century Learning Standards for Library Media*.

Goals and Objectives

Library Media Specialists

1. To have knowledge of the curriculum taught at each grade level so relevant resources can be selected.
2. To provide an effective teaching and learning center that is an extension of the classroom for teachers and students.
3. To encourage teachers to discuss curriculum objectives and suggest resource needs to implement the curriculum.
4. To inform teachers and students of new materials as received.
5. To cooperatively plan with teachers for the integration of information skills into each area of the curriculum.
6. To encourage a love of reading, the appreciation of literature, and the continuing use of libraries for pleasure reading and lifelong learning.
7. To assume responsibility for orientation of all students to the policies and procedures of the media center.
8. To maintain adequate policies and procedures to assure both intellectual access to current information and ideas in all formats, including emerging information and instructional technologies.
9. To provide or assist in the preparation and presentation of learning experiences which enable students to acquire information skills necessary to be lifelong learners.
10. To maintain and manage the records, collection, equipment, and facility in accordance with state and local guidelines.

Students

Our student learners use skills, resources, and tools...

1. To inquire, think critically, and gain knowledge.
2. To draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. To share knowledge and participate ethically and productively as members of our democratic society.
4. To pursue personal and aesthetic growth.

This information was adopted from the AASL 21st Century Learning Standards for Library Media.

Library Bill of Rights (Board Policy)

“Intellectual freedom accords to all library users the right to seek and receive information on all subjects, from all points of view without restriction and without having the subject of one’s interest examined or scrutinized by others.”

American Library Association (2006) *Intellectual Freedom Manual* states that Intellectual freedom is prerequisite to effective and responsible citizenship in a democracy and is one of the core values of the library profession. The American Library Association’s (ALA) *Library Bill of Rights* (LBOR) serves as the library profession’s interpretation of the First Amendment of the U.S. Constitution. The Coffee County School System affirms and supports these statements on intellectual freedom.

A library media program is founded on a commitment to the right of intellectual freedom. By providing access to information and ideas essential for 21st Century learners, a library media specialist empowers learners to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to a pluralistic society. A library media specialist is a leader in meeting a school’s responsibility to provide resources on all points of view on all questions and issues and to make these ideas and opinions available to anyone who needs or wants them, regardless of age, background, or views.

Literacy Standards

The American Association of School Librarians (AASL) *Standards for the 21st Century Learner* offers a vision for teaching and learning to guide our profession. Coffee County Schools adopts these standards. The learning standards begin by defining nine foundational common beliefs:

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

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

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

Challenged Materials (Board Policy)

The Coffee County Board of Education supports the principles of intellectual freedom as expressed in the American Library Association's *Library Bill of Rights* as well as in the *Students' Right to Read* of the National Council of Teachers of English. The intellectual freedom expressed in these documents is based on the principles of the First Amendment of the Constitution of the United States. However, the Board recognizes the right of any citizen in the school community to request reconsideration of an item included in its collection. Requests for reconsideration must be made in writing, addressed at the school level, and acted on by the school library media center committee. Established procedures shall be followed at the school level before a system-level appeal may be requested. Final consideration to withdraw or retain an item rests with the Superintendent and the Board.

In the event materials are challenged, the following procedures will be followed:

- Any member of the school community (administrators, faculty, staff, parents, or students) may raise objection to instructional materials used in the educational program despite the fact that the individuals selecting such material were duly qualified to make the selection, followed proper procedure, and observed the criteria for selection.
- Persons requesting reconsideration of any material shall complete the "Request for Challenged Materials" form in its entirety.
- Each library media center in the Coffee County School System shall keep on hand and make available the "Request for Challenged Materials" form. All formal objections to instructional materials must be made on this form.
- The school official or staff member receiving a complaint being raised shall explain the selection process utilized and the appeal procedures for challenged materials. They shall refrain from voicing personal opinion.
- Written documentation of this contract should be filed with the school principal.
- The material in question shall remain in use until the reconsideration process is completed.
- In the event the person making an objection to material is not satisfied with the initial explanation, the person should be referred to the principal who shall explain the selection and reconsideration process and refrain from expressing personal opinion.
- If, after consultation, the complainant desires to file a formal complaint, a copy of the "Request for Challenged Materials" form should be given to the complainant by the principal.
- The "Request for Challenged Materials" form shall be completed and signed by the complainant and filed with the principal and a copy forwarded to the appropriate system personnel.
- Any action taken related to challenged materials must be taken by the appropriate library media committee and not by an individual.
- The library media committee shall consist of the library media specialist, classroom teachers, school administrator(s), and one or more parents.

- A meeting will be scheduled and all committee members and the complainant notified. The complainant shall be notified in writing and invited to attend and to present the "Request for Challenged Materials" form.
- Each committee member shall read, view, or listen to the material in question in its entirety. In addition, each member will read professional evaluations available pertaining to the material. The library media specialist will complete necessary professional evaluations of the material in question.
- The deliberation and balloting of the library media committee shall be in private. The library media committee will complete the appropriate "Checklist for Challenged Materials" forms judging the material for its strength and value as a whole and not in part.
- The library media committee shall meet to hear the concerns expressed by the complainant; discuss the materials relative to values and faults, appropriateness to curriculum, etc.; render a majority decision, in a meeting with a quorum present, deciding to: (1) take no removal action, (2) remove the challenged material, (3) limit the educational use of the challenged material, or (4) place the material at another grade level.
- Within five days of the library media committee decision, the chairperson shall notify the complainant in writing of the decision reached and advise of the right to appeal.
- Appeals to the library media committee's decision must be made within ten working days after formal notification of the decision. A written request must be addressed to the superintendent, who shall bring the issue before the Board of Education.
- The staff shall be reminded that the right to object to material is one firmly entrenched in the law and granted by the school. They shall also be reminded of ethical and practical considerations in attempting to handle complaints with courtesy and integrity.

Copyrights/Fair Use (Board Policy)

The Board shall encourage and support users to respect the rights of copyright owners regardless of media types. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Staff members who violate the provisions of this policy shall be considered to have committed misconduct in office and such misconduct shall be grounds for discipline action. Students who violate the provisions of this policy shall be disciplined in accordance with the student disciplinary code.

The Board of Education hereby directs the superintendent to ensure that all staff members and students are advised of this policy at least annually.

Library Media Program

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted and furnished.
- The library media center has the infrastructure needed to sustain existing and emerging technologies.

School Administrators' Responsibilities

- Administrators have the responsibility of ensuring successful school library media programs and also maintaining a safe and equipped library media center. Their active engagement and support is a vital element to the success of the library media program.

Library Media Specialist's Responsibilities

A library media specialist has a unique role in the school setting. The library media specialist (LMS) is certified, evaluated by appropriate criteria, and has a plan for professional development.

Responsibilities of the library media specialist include:

- Collaborating with the learning community to determine collection needs and implementing local board-approved policies for collection development, using resources, adhering to copyright law, protecting of intellectual freedom, and reconsidering of challenged materials in the collection.
- Collaborating with teachers to plan and implement instructional units integrating the resources of the library media center with the classroom curriculum.
- Participating in school curriculum planning meetings.
- Providing instruction and resources to reach diverse student needs.
- Providing access to available appropriate resources such as digital, visual, print, and technological materials.
- Implementing the use of technology, both in library media program management and instruction.
- Ensuring students have access to the library media center at the point of need for class-related research, individual investigation, independent reading, and personal inquiry.
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction.

- Providing a welcoming and respectful climate in the library media center.
- Developing and implementing reading initiatives to motivate and engage each student in independent reading.
- Providing professional development for teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction.
- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System.
- Maintaining fair and consistent circulation and use policies.
- Documenting, reporting, and maintaining records of use of library media center resources.
- Working with technology personnel to maintain working and up-to-date computers, internet access and other technology peripherals.
- Staying current on the latest technologies and their use for teaching and learning.
- Managing library staff and volunteers.
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library media advisory committee, and industry trends.
- Ensuring that library enhancement funding is allocated and spent each year according to Alabama Department of Education procedures and policies
- Maintaining budget and expenditure records.
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders.
- Attending local, state, or national professional development workshops and meetings.
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page).
- Arranging the library media center for a variety of uses by large groups, small groups, and individuals.
- Promoting use of the library media center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school.

Selection and Acquisitions

Objectives

The primary goal of the libraries in the Coffee County School System is to meet the information and reading needs of the students and faculty. In order to carry out this goal the librarian must first select and make accessible to students and faculty the best resources available to meet the curriculum and individual needs. Secondly, in order to promote literacy and a genuine desire to read, the library should extend beyond providing materials needed to complete class assignments, and build a good general collection. This collection should include standard works of the past and the best of current materials. It should also include materials directly related to the curriculum and current issues.

Selection of Printed Materials

The selection of library materials is initiated by the school library media specialist after evaluating the individual school's needs and considering requests of faculty and students, knowledge of the curriculum and educational application, and knowledge of the existing collection. The library media specialist will use any resources he or she deems useful, which may include any of the following:

Booklist

School Library Journal

ALA and other library associations' recommendations.

Award winning titles, such as Newbery, Caldecott, and Coretta Scott King.

Materials for library purchase are considered on the basis of the following criteria:

- Overall purpose and educational significance.
- Validity, timeliness or performance, and appropriateness of material.
- Contribution that the subject matter makes to the curriculum and interests of the students.
- High artistic quality and/or literary style.
- High degree of potential user appeal including varied interests that reflect religious, ethnic, and cultural backgrounds.
- Representation of opposing sides of controversial issues.
- Reputation and significance of the author, producer, or publisher.
- Variety of format.
- Usefulness of the material for the entire student population. (Classroom sets will not be purchased.)
- Value commensurate with cost and/or need.
- Age appropriateness.
- Gift materials are evaluated by basic selection standards; patrons wishing to contribute materials should consult with the library media specialist prior to fundraising efforts for gift materials and/or acquisition of materials intended as gifts.

Collection Development

Processing

Processing includes all the steps necessary to prepare media for use. The process used should follow standard library practices, be an easily followed routine, and be performed in a routine manner.

Processing for libraries includes: unpacking the box and checking to be sure the order reconciles with the items listed on the packing slip. This should be done before your purchase order is sent to the business office for payment. Check for manufacturing defects (bad binding, text upside down, etc.). Any defective books are put aside to be returned later.

Check off each book on the invoice to make sure order is accurate. Note any missing titles and contact the vendor to resolve the issue. Once the invoice is accurate and complete, attach the invoice/packing list to your order copy and return it to the bookkeeper to be paid.

- Ownership Stamp - Stamp or label books with the school library name.
- Attach any unattached barcode labels.
- Spine Label - Print and/or affix to spine near the bottom of the book; cover with label protector.
- MARC Records- Upload new catalog records into library cataloging database. Each librarian is encouraged to purchase MARC records at the point of sale from the vendor.
- If MARC records are not available, the librarian will use the cataloging feature in Atrium to catalog the books.

Weeding

Weeding is essential to collection maintenance. Removing obsolete, worn, and inappropriate materials from the library media center is both desirable and necessary.

The following criteria are considered in weeding materials from the collection:

1. Obsolescence of information.
2. Replacement of later edition.
3. Duplicate copy of title no longer available.
4. Insufficient use.
5. Poor physical condition, not suitable for rebinding.
6. Titles no longer current.

Cataloging

All the steps necessary in order to prepare an item for check out are included in the processing steps for Coffee County Schools Library Media Centers. Cataloging practices shall be consistent and uniform in all libraries in Coffee County Schools. All bibliographic records for on-line catalogs must be certified as US MARC by the Library of Congress. Subject headings shall be assigned from Sears List of Subject Headings.

Circulation

Equal Access

Each student shall have regular and frequent access to the library on either an individual or class group basis. Materials include various types of resources which address different learning styles. Students have use of the Internet for various educational purposes. *Alabama Supercomputer Authority* and *iBoss* provides filtering.

Student Circulation Policies

Books may be loaned for a period of two weeks for high school students and one week for elementary students. If additional time is required, the student may bring in the item and re-check it. Students may reserve any needed materials and will be notified when these materials are returned. Reference books are for use in the library media center only.

Faculty Circulation Policies

Faculty may check out books from the regular circulating collection for an extended period of time, but materials must be returned upon requests by other teachers and/or students. Teachers may check out reference materials, but they must be returned as quickly as possible. Computer equipment, such as laptops and iPads, may be checked out by the faculty with flexible loan periods for meeting the needs of the users. Teachers may reserve materials and equipment by scheduling with the library media specialist. A specific teacher may request that certain reserve materials be circulated among the students in his/her class exclusively for a specified period of time.

Charging and Discharging Materials

Materials to be checked out will be presented at the circulation desk. The user will present his or her name or borrower number for entry into the on-line circulation system. The barcode on the material is scanned or keyed for recording in the system. The patron is given the material. Under no circumstances should a student take from the library any magazine or book without checking it out with the librarian. When students return an item, they present it at the circulation desk. The book is checked in through the on-line system and, if late, the fine is assessed.

Overdue and Lost Materials

Overdue notices or reminders are distributed on an as-need basis. Overdue charges are assessed. Students who habitually misuse library privileges will not be allowed to use the library. All materials must be paid for by the student/parent responsible for them. The cost of all lost books will be the replacement price. No student may check out new materials until fines or lost materials are found.

Appropriate Use/Internet Safety

COMPUTERS, INTERNET, AND TECHNOLOGY RESOURCES ACCEPTABLE USE POLICY

Coffee County Schools is pleased to provide network and Internet access to its students to help facilitate its goal of educating productive citizens. Staff members will make all reasonable efforts to supervise and assist student use of networks and Internet access, but they must have student cooperation in exercising responsible use of this access. *The Acceptable Use Policy* of Coffee County Schools follows in detail.

Please read the following carefully. Violations of the *Acceptable Use Policy* (AUP) may cause access privileges to be limited or revoked. In addition, School Board disciplinary action and/or legal action may be taken.

Coffee County Schools use filtering software provided by *Alabama Supercomputer* and *iBoss* to help prevent access to inappropriate web sites for any device connected to our network. Every attempt is made to protect all computer users from exposure to objectionable material as required by law.

Access to Technology Resources:

The Board permits restricted and conditional access to and use of its technology. Such access and use is restricted to employees, students, and other persons who are engaged in bona fide educational and administrative activities that serve and are consistent with identified educational objectives or authorized support functions. The term technology here refers to all forms of digital hardware, devices, software, or network accounts.

- A. The use of all Coffee County Schools technology resources is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.
- B. Staff and students may use only accounts, files, software, and technology resources that are assigned to them.
- C. Staff and students may not attempt to login to the network by using another person's account and/or password or allow someone to use their password to access the school network, email, or the internet.
- D. Any use of technology resources that reduces the efficiency of use for others will be considered a violation of this policy. Examples include over consumption of network bandwidth or server storage space for personal purposes such as streaming radio stations or other media; downloading software updates onto personally owned devices; storing personal image, video, or audio files; or "spamming" fellow staff or students with nonwork related messages.
- E. Staff and students must not attempt to modify technology resources, utilities, configurations, or change restrictions associated with his/her accounts, or attempt to breach any technology resources/security system, either with or without malicious intent.

F. District technology staff and school administrators will determine when inappropriate use has occurred and have the right to deny, revoke or suspend specified user privileges and accounts.

G. All passwords are required to be kept private and may only be shared with local or district technology personnel or those authorized by the district technology office.

H. Since all logins are private, staff or student usernames and passwords may not be posted. Staff members' passwords should not be given to students to allow a student to use a computer that is logged on as a staff member.

I. Staff members must actively monitor student use of technology resources at all times. Employees are responsible for notifying the administration and district technology staff of any violation of the Acceptable Use Policy.

J. Staff members must provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyber bullying awareness and response.

K. Employees must log off or lock any computer logged in as him or her before leaving the school building or leaving the computer unattended.

L. Any technology purchased for the school system must be approved by the district technology staff. The technology department will only support devices that are approved and purchased by Coffee County Schools.

M. This AUP applies to all technology resources owned, leased, operated, or maintained by the Board, regardless of the physical location of the resource or the user. It also applies to all technology resources (regardless of ownership) brought onto school grounds during school hours.

Privacy:

A. In accordance with established law, data stored on Coffee County Schools' equipment is property of Coffee County Schools and is not private; therefore, users are advised to avoid storing personal and/or private information on the district and/or schools' technology resources.

B. Coffee County Schools cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.

C. Student data will only be collected with district approved data collection resources.

D. All information regarding students and personnel stored on the network shall be collected, maintained and disseminated under such safeguards as are necessary to comply with the Family Educational Rights and Privacy Act of 1974 and The Children's Internet Protection Act (CIPA).

E. Any unauthorized access, use, transfer, or distribution of Board data by any employee, student, or other individual, may result in disciplinary action that may include a recommendation for termination and other legal action.

F. Coffee County Schools' Technology Staff reserves the right to:

a. Monitor Internet use, email, instant messenger, and other communication tools.

b. Monitor all technology resource utilization.

c. Remove a user account from the network to prevent further unauthorized activity.

d. Routinely monitor and perform maintenance on all technology resources.

G. Coffee County Schools' Technology Staff performs routine backups on network data. However, all users are responsible for storage of any critical data.

Copyright:

- A. All users are expected to follow the Fair Use Guidelines for Educational Multimedia.
- B. Staff members are provided with information regarding copyright and fair use and should follow legal and ethical practices of appropriate use.
- C. Copies of software without a valid license may not be installed on school equipment.
- D. The school system discourages buying single license software and requires all users to consult technology staff before purchasing software.

Email:

- A. Email accounts are provided to employees for professional and educational purposes only. Email accounts should not be used for political gain, personal business, commercial activity or non-educational subscription services.
- B. Email accounts should not be considered a private means of communication.
- C. Email accounts are provided to students for educational purposes.
- D. Users should send email only to those to whom the email applies. Mass school emails should be used sparingly.

Internet:

- A. The intent of Coffee County Schools is to provide access to educational resources available on the Internet with the understanding that staff and students will access and use information that is appropriate for current educational standards.
- B. All school rules and guidelines for appropriate technology usage shall apply to usage of the Internet.
- C. Teachers will screen all Internet resources prior to classroom use.
- D. *Alabama Supercomputer* and *iBoss* filter Internet content for the school system based on guidelines provided by the Children's Internet Protection Act; any attempt to bypass the content filters is a violation of the Acceptable Use Policy. Coffee County Schools assumes no liability in the event that content filtering is not 100% effective.
- E. Parents may request that their child, under the age of 18, not be allowed to independently access the Internet by notifying the school principal in writing within fifteen (15) school days of the student's first day of attendance each school year. This restriction applies to the student independently operating any Board-owned technology to access the Internet. It does not prohibit the student from viewing Internet sites presented by school staff or other students as part of a lesson, or from using Internet-hosted software used by the school. In these cases, school personnel will take appropriate steps to restrict the student from using technology to access the Internet beyond the scope of the lesson or assessment.
- F. Under the Family Educational Rights and Privacy Act (FERPA), certain "directory information" in a student's education records is not considered harmful and its release is not considered an invasion of privacy. Parents can, however, retain the right to consent to the disclosure of this information, such as photographs, videos, or student work on a Coffee County School web page. Parents who wish to retain this right must advise the

school principal in writing within fifteen (15) school days of the student's first day of attendance each school year.

Open Access to Library/Flexible Scheduling

Each student shall have regular and frequent access to the library on either an individual or class group basis. This access is facilitated through the use of flexible scheduling in the library media center. Materials include various types of resources which address different learning styles. Students have use of the Internet for accessing databases from the Alabama Virtual Library as well as for browsing.

Budgeting Procedures

Budgets will be completed as required by the Alabama State Department of Education and the Coffee County Board of Education.

The School Library Media Specialist (LMS) will collaborate with the Coffee County School System Central Office and administrators to ensure that funds are budgeted to maintain the library media program.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the LMC includes acquiring operating funds for new resources such as books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The LMS must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.

- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the Alabama Library Media Online (ALMO) Web page: www.alex.state.al.us/librarymedia
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education must be followed. These procedures can be found on the ALMO Web page.

Library Enhancement Funds/Acquisition Process Guidelines

Alabama Code 16-1-8.1 states that classroom instructional support includes all components as provided in the Foundation Program with the exception of textbook funds. These funds include, but are not limited to library enhancement, classroom materials and supplies, professional development, technology, and other classroom instructional support approved by the State Board of Education.

All funds allocated in the Foundation Program for library enhancement, technology, and professional development shall be spent only for the purposes for which they were allocated.

Media specialists shall be consulted in the budgeting of all library enhancement funds. The procedures for ordering and the regulations applied to classroom instructional support shall be as follows:

Each school should elect annually a three to five member library budget committee by secret ballot. Members are determined by majority vote of all teachers at the school. The committee elects a chairperson and secretary. Secretary keeps minutes of meetings and actions taken to approve budget by secret ballot.

The library budget committee develops a proposed budget for materials and supplies, instructional software, periodical subscriptions, and books.

The committee must submit the budget to the faculty at yearly meeting. Teachers must then vote on the proposed budget using secret ballot.

The budget should be submitted to the Finance Director.

Local Funds

Local funds include monies received from sources such as book fairs, lost/damaged book fees, overdue fines, donations, fundraisers, etc. These funds may be budgeted and spent as the librarian deems appropriate. No budget committee is required; plus, the restrictions on spending that exist for the library enhancement funds do not apply. The processes for placing an order are the same as those for spending state money, however. Orders still have to be submitted on purchase request forms which must be approved first before the items are actually ordered.

Acquisition Process

Orders for library materials utilizing state-appropriated funds must be submitted on purchase order and approved by the principal and through the Central Office before purchasing. Each school should have a local library account as part of its general fund through which monies from fund-raising activities, fines, and fees can be collected and spent by the library media specialist. The following procedures should be followed:

- Purchase requests should be submitted to the school secretary for submitting to the finance department for approval. Purchase by the school librarian is authorized when the signed P.O. is returned to the school from the Central Office.
- Computers and computer related purchases are approved by the Technology Director before purchase is made. State bid lists should be used whenever possible, especially when purchasing equipment in an amount that exceeds \$5,000.00.
- State allotment funds are to be spent following guidelines set by the state department.

Staffing/Job Descriptions/Responsibilities

A library media specialist has a unique role in the school setting. The library media specialist (LMS) is certified, evaluated by appropriate criteria, and has a plan for professional development. Each Library Media Center in the Coffee County School System employs one (1) certified Library Media Specialist.

School library media specialists are the professional, certificated staff members charged with the daily operation of the library media program at the school level. They have the primary responsibility for the major library media center functions (i.e., evaluation and selection; ordering and processing; utilization of media; organization of the library media collection; circulation of library media materials; and management of instructional equipment). In the execution of these functions, library media specialists must assume several distinct roles, including:

- A consultative role, which includes active consultation with teachers as they plan instruction to ensure the incorporation of appropriate library, media, and technology materials into daily teaching, and to recommend the inclusion of library, media, and technology skills instruction in classroom units
- An instructional role, which includes both formal instruction in library, media, and technology skills, as well as informal assistance to students and staff in locating and using library media materials and technology
- An administrative role, which includes the daily management of library media center routines, evaluation and selection of library media materials, ordering, circulation control, etc.
- A service role, which includes a full range of library media services to teachers and students (i.e., reference services, bibliographic services, professional library services, etc.)
- A technology role, which includes coordinating the technology program in the school and participating in the development of long range technology plans for the school.
- As a professional, each library media specialist should consider the benefits of membership in local, state, and national organizations which reflect the concerns of our profession.

Responsibilities of the library media specialist include:

- Collaborating with the learning community to determine collection needs and implementing local board-approved policies for collection development, using resources, adhering to copyright law, protecting of intellectual freedom, and reconsidering of challenged materials in the collection.
- Collaborating with teachers to plan and implement instructional units integrating the resources of the library media center with the classroom curriculum.
- Participating in school curriculum planning meetings.
- Providing instruction and resources to reach diverse student needs.
- Providing access to available appropriate resources such as digital, visual, print, and technological materials.
- Implementing the use of technology, both in library media program management and instruction.
- Ensuring students have access to the library media center at the point of need for class-related research, individual investigation, independent reading, and personal inquiry.
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction.
- Providing a welcoming and respectful climate in the library media center.
- Developing and implementing reading initiatives to motivate and engage each student in independent reading.

- Providing professional development for teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction.
- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System.
- Maintaining fair and consistent circulation and use policies.
- Documenting, reporting, and maintaining records of use of library media center resources.
- Working with technology personnel to maintain working and up-to-date computers, internet access and other technology peripherals.
- Staying current on the latest technologies and their use for teaching and learning.
- Managing library staff and volunteer.
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library media advisory committee, and industry trends.
- Ensuring that library enhancement funding is allocated and spent each year according to Alabama Department of Education procedures and policies
- Maintaining budget and expenditure records.
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders.
- Attending local, state, or national professional development workshops and meetings.
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page).
- Arranging the library media center for a variety of uses by large groups, small groups, and individuals.
- Promoting use of the library media center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school.

Storage/Maintenance of Equipment

Each item of equipment should be recorded on the local inventory and assigned an individual control number. The individual control number should be clearly marked on each item.

Portable laptops and iPads are stored in a locked cabinet/cart when not in use. Stationary laptops are located in the library labs, which are locked at the end of each school day.

Any other equipment is stored in the library storage area. Computer equipment is maintained by the technology department of the school system, and other working equipment is maintained by maintenance contracts, the library media specialist, or the local school.

Record Keeping/Reports

Each library media center in the Coffee County School System uses the web-based Atrium System. Atrium provides instant retrieval of current records and reports. Some of these reports include:

- Accession List
- Shelf List
- Patron List
- Patron with Items List
- Statistical Reports
- Circulation Reports
- Daily Statistics

Donations and Gifts

Gifts are welcomed; however, the standards must be applied to donations as they are to purchased titles. Donated books are subject to weeding policies.

Funds for the purchase of memorial books are accepted with the understanding that the responsibility for the selection rests with the library media specialist. Donors may give suggestions on any subject that may be suitable. Memorial books are placed with the regular collection and a memorial plate is affixed to each book.

Public Relations and Advocacy

The public relations goals of the Coffee County Library Media Centers are:

- To promote stakeholder awareness and active participation in library services and programs.
- To develop understanding and support of the library and its role in the learning community.

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

Public relations activities may include, but not be limited to:

- Family Reading Nights
- Parent Visitation Nights
- Open House
- Grandparents Reading in the Schools (GRITS)
- Parent Volunteers in the Library
- Read Across America
- The webpage for each school's Library Media Center
- Newsletters
- Social media pages

Services/Activities Offered

The library media program consistently provides flexible access to archived, current, and new resources to meet the learning needs of the school community:

- The library media program uses a district/system-approved automated management system to enable location of desired resources.
- The library media program provides a climate that encourages information access and is conducive to learning.
- The library media program provides flexible and equitable access to information, ideas, and resources for learning.
- The library media program provides services as well as opportunities to access text, media, current and new technologies to meet the 21st Century learning needs of the school community.
- The library media program provides technology access for students to take online courses through Dual Enrollment and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS).

Activities provided may include, but not be limited to:

- Book Fairs
- Family Reading Night
- Read Across America
- Open House
- Parent Visitation
- Grandparents Reading in the Schools (GRITS)
- Teen Read Week

Disaster Preparedness

In case of any disaster, all Coffee County Libraries are required to follow the procedures specified in their safety plans. If one or all of our libraries incurs damages or is demolished by any type disaster, we will be required to follow the policies of recovery as outlined in our school safety plan.

Evaluation/Assessments

The library media specialist is certified, has a plan for professional development, and is evaluated periodically according to standards in Educate Alabama.

The LMC uses an approved electronic management system to promote ease of assessment for circulation and resources, and to provide accuracy of required record keeping.

**Coffee County Schools
Request for Challenged Materials**

Title: _____

Media Format: _____

Author or Producer _____

Date of Publication or Production: _____

Request Initiated by: _____

Address (City, State, Zipcode): _____

Telephone: _____

Does the person representing this request represent a group or organization? **Yes No**

If so, please identify the name of the organization:

PLEASE ANSWER THE FOLLOWING QUESTIONS.

(Attach additional sheets if more space is needed.)

1. Did you read, view, or listen to the material in its entirety?

2. Please cite the specific page(s) and/or incidents from the work to which you object and explain your objections.

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

4. What good features do you identify?

5. For what age group would you recommend this material?
6. Are you aware of judgments of this work by critics and/or experts in the field?
7. What would you like your library or school to do about this work?
8. In its place, what work would you recommend that would convey as valuable a picture and a perspective of the subject treated?
9. Do you wish to make an oral presentation to the library media committee?

Signature: _____

Date: _____

Coffee County Schools
Checklist for Library Media Center Committee Challenged Materials
Nonfiction

Title: _____

Author: _____

Purpose

1. What is the purpose of the material?
2. Is the purpose accomplished?

Authenticity

1. Is the author competent and qualified in the field?
2. What is the reputation and significance of the author and publisher/producer in the field?
3. Is the material up-to-date?
4. Are information sources well documented?
5. Are translations and retellings faithful to the original?

Appropriateness

1. Does the material promote the education goals and objectives of the school?
2. Is it appropriate to the level of instruction intended?
3. Are the illustrations appropriate to the subject and the age levels?

Content

1. Is the content of this material well presented by providing adequate scope, range, depth, and continuity?
2. Does this material present information not otherwise available?
3. Does this material give a new dimension or direction to its subject?

Reviews

1. Source of review:
Favorable or unfavorable review?
2. Does this title appear in one or more reputable selection aides?
List the aides in which it appears.

Additional Comments:

Recommendation by Library Media Committee:

Date:

Committee Members' Signatures:

Coffee County Schools
Checklist for Library Media Center Committee Challenged Materials
Fiction & Other Literary Forms

Purpose

1. What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? For young adults? If both are marked no, for what age group would you recommend?
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings?
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?
5. Are any questionable elements of the story an integral part of a worthwhile theme or message?

Content

1. Does a story about modern times give a realistic picture of life as it is now?
2. Does the story avoid an oversimplified view of life, one which leaves the reader with a general feeling that life is sweet and rosy or ugly and meaningless?
3. When factual information is part of the story, is it presented accurately?
4. Is prejudicial appeal readily identifiable by the potential reader?
5. Are concepts presented appropriate to the ability and maturity of the potential reader?
6. Do characters speak in a language true to the time period and section of the country in which they live?
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? For young adults?
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? For young adults?
10. Is the material free from derisive names and epithets that would offend minority groups? Children? Young adults?
11. Is the material well written or produced?
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way?
13. Does the material make a significant contribution to the history of literature or ideas?
14. Are the illustrations appropriate and in good taste? Realistic in relation to the story?

Additional Comments:

Recommendation by Library Media Committee:

Date:

Committee Members' Signatures

COMPUTERS, INTERNET, AND TECHNOLOGY RESOURCES ACCEPTABLE USE POLICY

Coffee County Schools is pleased to provide network and Internet access to its students to help facilitate its goal of educating productive citizens. Staff members will make all reasonable efforts to supervise and assist student use of networks and Internet access, but they must have student cooperation in exercising responsible use of this access. The Acceptable Use Policy of Coffee County Schools follows in detail.

Please read the following carefully. Violations of the Acceptable Use Policy (AUP) may cause access privileges to be limited or revoked. In addition, School Board disciplinary action and/or legal action may be taken.

Coffee County Schools use filtering software provided by Alabama Supercomputer and iBoss to help prevent access to inappropriate web sites for any device connected to our network. Every attempt is made to protect all computer users from exposure to objectionable material as required by law.

Access to Technology Resources:

The Board permits restricted and conditional access to and use of its technology. Such access and use is restricted to employees, students, and other persons who are engaged in bona fide educational and administrative activities that serve and are consistent with identified educational objectives or authorized support functions. The term technology here refers to all forms of digital hardware, devices, software, or network accounts.

- A. The use of all Coffee County Schools technology resources is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.
- B. Staff and students may use only accounts, files, software, and technology resources that are assigned to them.
- C. Staff and students may not attempt to login to the network by using another person's account and/or password or allow someone to use their password to access the school network, email, or the internet.
- D. Any use of technology resources that reduces the efficiency of use for others will be considered a violation of this policy. Examples include over consumption of network bandwidth or server storage space for personal purposes such as streaming radio stations or other media; downloading software updates onto personally owned devices; storing personal image, video, or audio files; or "spamming" fellow staff or students with nonwork related messages.
- E. Staff and students must not attempt to modify technology resources, utilities, configurations, or change restrictions associated with his/her accounts, or attempt to breach any technology resources/security system, either with or without malicious intent.

- F. District technology staff and school administrators will determine when inappropriate use has occurred and have the right to deny, revoke or suspend specified user privileges and accounts.
- G. All passwords are required to be kept private and may only be shared with local or district technology personnel or those authorized by the district technology office.
- H. Since all logins are private, staff or student usernames and passwords may not be posted. Staff members' passwords should not be given to students to allow a student to use a computer that is logged on as a staff member.
- I. Staff members must actively monitor student use of technology resources at all times. Employees are responsible for notifying the administration and district technology staff of any violation of the Acceptable Use Policy.
- J. Staff members must provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyber bullying awareness and response.
- K. Employees must log off or lock any computer logged in as him or her before leaving the school building or leaving the computer unattended.
- L. Any technology purchased for the school system must be approved by the district technology staff. The technology department will only support devices that are approved and purchased by Coffee County Schools.
- M. This AUP applies to all technology resources owned, leased, operated, or maintained by the Board, regardless of the physical location of the resource or the user. It also applies to all technology resources (regardless of ownership) brought onto school grounds during school hours.

Privacy:

- A. In accordance with established law, data stored on Coffee County Schools' equipment is property of Coffee County Schools and is not private; therefore, users are advised to avoid storing personal and/or private information on the district and/or schools' technology resources.
- B. Coffee County Schools cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.
- C. Student data will only be collected with district approved data collection resources.
- D. All information regarding students and personnel stored on the network shall be collected, maintained and disseminated under such safeguards as are necessary to comply with the Family Educational Rights and Privacy Act of 1974 and The Children's Internet Protection Act (CIPA).
- E. Any unauthorized access, use, transfer, or distribution of Board data by any employee, student, or other individual, may result in disciplinary

action that may include a recommendation for termination and other legal action.

- F. Coffee County Schools' Technology Staff reserves the right to:
 - a. Monitor Internet use, email, instant messenger, and other communication tools.
 - b. Monitor all technology resource utilization.
 - c. Remove a user account from the network to prevent further unauthorized activity.
 - d. Routinely monitor and perform maintenance on all technology resources.

- G. Coffee County Schools' Technology Staff performs routine backups on network data. However, all users are responsible for storage of any critical data.

Copyright:

- A. All users are expected to follow the Fair Use Guidelines for Educational Multimedia.
- B. Staff members are provided with information regarding copyright and fair use and should follow legal and ethical practices of appropriate use.
- C. Copies of software without a valid license may not be installed on school equipment.
- D. The school system discourages buying single license software and requires all users to consult technology staff before purchasing software.

Email:

- A. Email accounts are provided to employees for professional and educational purposes only. Email accounts should not be used for political gain, personal business, commercial activity or non-educational subscription services.
- B. Email accounts should not be considered a private means of communication.
- C. Email accounts are provided to students for educational purposes.
- D. Users should send email only to those to whom the email applies. Mass school emails should be used sparingly.

Internet:

- A. The intent of Coffee County Schools is to provide access to educational resources available on the Internet with the understanding that staff and students will access and use information that is appropriate for current educational standards.
- B. All school rules and guidelines for appropriate technology usage shall apply to usage of the Internet.
- C. Teachers will screen all Internet resources prior to classroom use.
- D. *Alabama Supercomputer* and *iBoss* filter Internet content for the school system based on guidelines provided by the Children's Internet Protection Act; any

attempt to bypass the content filters is a violation of the Acceptable Use Policy. Coffee County Schools assumes no liability in the event that content filtering is not 100% effective.

- E. Parents may request that their child, under the age of 18, not be allowed to independently access the Internet by notifying the school principal in writing within fifteen (15) school days of the student's first day of attendance each school year. This restriction applies to the student independently operating any Board-owned technology to access the Internet. It does not prohibit the student from viewing Internet sites presented by school staff or other students as part of a lesson, or from using Internet-hosted software used by the school. In these cases, school personnel will take appropriate steps to restrict the student from using technology to access the Internet beyond the scope of the lesson or assessment.
- F. Under the Family Educational Rights and Privacy Act (FERPA), certain "directory information" in a student's education records is not considered harmful and its release is not considered an invasion of privacy. Parents can, however, retain the right to consent to the disclosure of this information, such as photographs, videos, or student work on a Coffee County School web page. Parents who wish to retain this right must advise the school principal in writing within fifteen (15) school days of the student's first day of attendance each school year.