

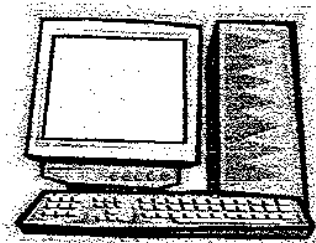
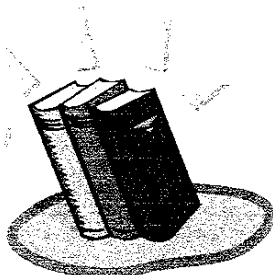
Library Media Information Handbook



Division of Curriculum and Instruction

Library Media Services

2002



**REVISION OF THE LIBRARY MEDIA
INFORMATION HANDBOOK**

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**Revision
Summer 2002 (updated for 2003-04)**

PREFACE

The school library media program focuses on creating a community of lifelong learners. Students and their learning remain at the core of the library media program and services, shaping the function of the school library media specialist. Information literacy—the ability to find and use information—is the keystone of lifelong learning.

The school library media specialist today focuses on the process of learning rather than dissemination of information. The library media program combines effective learning and teaching strategies and activities with information access skills. In this century, a strong school library media program is even more essential in helping its students acquire skills they will need to harness and use information for a productive and fulfilling life.

The school library media specialist uses information literacy standards for student learning to create and maintain a program for a broad learning community—students, teachers, administrators, parents, and the neighborhood—that will support lifelong learning (*Information Power: Building Partnerships for Learning, Edition 1998*).

LIBRARY MEDIA HANDBOOK COMMITTEE

The following library media specialists assisted in preparing the 1998 revised handbook for the library media program:

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COMMITTEE STATEMENT

This handbook is designed to serve as a guide and provide pertinent information for library media personnel in the Mobile County Public Schools. Its purpose is to facilitate some uniformity of operation without demanding conformity, since individual schools vary greatly in size, composition of student body, and library media staff. Revisions and updating will be ongoing as changes in state and system requirements and new needs arise.

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LIBRARY

MEDIA

PROGRAM

MOBILE COUNTY PUBLIC SCHOOLS
MISSION STATEMENT

The mission of Mobile County Public Schools is to produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever changing global society.

We will accomplish this by providing a challenging, relevant, multicultural, integrated curriculum taught by a caring, competent, motivated, accountable staff committed to the success of all students in a safe, orderly environment conducive to learning.

MOBILE COUNTY PUBLIC SCHOOLS
LIBRARY MEDIA PROGRAM
MISSION STATEMENT

The library media program will enable individuals to become information literate and effective lifelong readers. The program will provide educational and technological opportunities to students and staff in keeping with their needs and abilities. The program will enable individuals to access, analyze, assimilate, and use information effectively.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
INFORMATION POWER: MISSION AND GOALS OF THE
SCHOOL LIBRARY MEDIA PROGRAM

[ALA Library Bill of Rights](#)

[ALA Confidentiality of Library Records](#)

[AASL Access to Resources and Services in the School Library Media Program](#)

DISTRICT LIBRARY MEDIA SUPERVISOR

[ALA School Library Media Supervisor](#)

SCHOOL LIBRARY MEDIA PROGRAM STAFF

[ALA Position Statement on Appropriate Staffing for School Library Media Centers](#)

[ALA Role of the School Library Media Program](#)

[ALA Role of the Library Media Specialist in Outcomes-Based Education](#)

[ALA Role of the Library Media Specialist in Site-Based Management](#)

GOALS OF THE LIBRARY MEDIA PROGRAM

The goals of today's library media program point to the development of a community of learners that is centered on the student and sustained by a creative, energetic library media program. The library media program and services are centered on information literacy and are designed around active, authentic student learning as described in the [*Information Literacy Standards for Student Learning*](#).

Adequate library media facilities with appropriate resources and professional personnel are key components to success.

The goals of the library media program are to enable students to:

- Access information through learning activities that are integrated into the curriculum and assist students in becoming information literate;
- Select, retrieve, analyze, evaluate, synthesize, create, and communicate information in all formats and in all content areas of the curriculum;
- Use a range of equipment for accessing local and remote information in any format from within and beyond the library media center and the school through electronic networks; and
- Pursue areas of personal interests through reading and accessing information, thereby becoming lifelong learners and effective, responsible citizens in a democracy.

Each library media center is unique in that it is shaped by its school's particular characteristics. The school's goals and objectives establish direction for the library media program.

The library media program must:

- Furnish supplementary materials to enhance the school curriculum;
- Integrate information skill instruction with classroom activities; and
- Encourage the use of technologies to improve instructional effectiveness.

DISTRICT LIBRARY MEDIA SUPERVISOR

The primary role of the district school library media supervisor is to provide leadership in all aspects of the district school library media program. The district library media supervisor provides leadership for a community of lifelong learners (students) by guiding school library media center personnel and school administrators in the planning, development, evaluation, and analysis of programs and services offered through the student-centered library and media program. The supervisor assists with the selection, supervision, and evaluation of district school library media center personnel. The district library media supervisor is a member of the teaching and learning staff and collaborates with instructional, administrative, and media personnel in designing a student-centered library media program to meet the educational objectives of the district. The major duties of the district school library media supervisor include the following:

- Coordinates the development of instructional materials and equipment policies and monitors the implementation of these policies;
- Monitors local school media programs to insure the implementation of media standards;
- Develops and administers system wide media services;
- Seeks adequate funding for system wide media services;
- Coordinates immediate and long range planning for media services;
- Serves on, or chairs the system wide media committee;
- Plans and provides staff development activities for media personnel;
- Assists principals in selecting qualified media personnel and in establishing personnel assessment criteria;

- Serves as media liaison between the system and the Alabama State Department of Education;
- Works collaboratively with administrative, instructional, and media personnel in media program development, facilities design, and personnel training;
- Evaluates systemwide media based on the needs of the instructional program;
- Coordinates the selection of media based on the needs of the instructional program;
- Selects and secures materials appropriate for system-level collections;
- Collaborates with media personnel to implement innovative ideas and incorporate new technologies with the curriculum program;
- Maintains current awareness of media related research and technological developments;
- Communicates purchasing options for software and hardware to system personnel;
- Participates in professional media and educational organizations;
- Encourages and assists with incorporating computer technology in management of building and system media programs; and
- Interprets the media program to the community and system personnel.

LIBRARY MEDIA SPECIALIST

School library media specialists have a broad undergraduate education with a liberal arts background and hold a master's degree or equivalent from a program that combines academic and professional preparation in library information science, education, management, media, communications theory, and technology. The academic program of study includes directed field experience in a library media program, coordinated by a university faculty member in cooperation with an experienced library media specialist. Library media specialists meet state certification requirements for both the library media specialist and the professional educator.

The library media specialist plans, arranges, administers, and implements the local library media center information program and supports the educational philosophy and objectives of the school district. She/he organizes, establishes, and supervises routines and procedures for the smooth operation of the library media center. The library media specialist has technological expertise in electronic information resources, library-management software, and electronic resources available in the content and curriculum areas. The library media specialist instructs students in the skills necessary to effectively access, evaluate, use, and communicate information in a variety of formats. The library media specialist creates and maintains an atmosphere that encourages student and faculty use. She/he updates personal expertise by staying abreast of current trends; by belonging to professional organizations; and by studying and analyzing library, media, and educational trends. The library media specialist's role is one of teacher, manager, and educational consultant who is expected to take a leadership role in carrying out the school's educational and technological program.

THE DUTIES AND RESPONSIBILITIES OF THE LIBRARY MEDIA SPECIALIST INCLUDE:

Administrative

- Establishes annual and long range goals for the library media program;
- Plans, arranges, administers, operates, and supervises the library media center, developing policy for efficient operation and optimal service;

- Develops a balanced collection representative of diverse points of view and conscious a of pluralistic society in accordance with the district materials selection policy;
- Encourages faculty input concerning suggestions for purchase;
- Prepares and administers the library budget, keeping records of all expenditures;
- Plans and maintains a relevant professional library to promote the professional development of the faculty and administrative staff;
- Maintains an efficient system of classifying, cataloging, and circulating all library materials;
- Arranges for interlibrary loans within the district and outside the district;
- Encourages appropriate conduct of students using the facility;
- Assists teachers in finding materials to support content area instruction as well as professional growth;
- Serves as a resource person to administrators, teachers, and students;
- Prepares schedules, with input from teachers and building administrators, for integrated information skills instruction;
- Keeps records of student use, circulation, purchases, and losses; provides regular reports on the library as required by the administration;
- Trains and supervises library clerks, paraprofessionals, and adult and student volunteers;
- Supervises the regular inventory of library materials, evaluates the collection, weeds obsolete and worn materials, and updates inventory records and the catalog; and

- Provides leadership in the integration of technology into all areas of the curriculum and the instructional practices of the faculty.

Instructional

- Collaboratively plans instructional units incorporating content area and information skills objectives;
- Instructs teachers and students in the use of the library system;
- Collaborates with classroom teachers in designing, implementing, and evaluating instruction;
- Helps students develop attitudes, habits, and skills leading to lifelong library use;
- Applies current and innovative methodology in delivering instruction;
- Develops a broad view of the entire school curriculum;
- Provides group and individual instruction in information skills, research strategies, and use of resources and equipment;
- Facilitates student development of independent information skills;
- Develops lesson plans for teaching information skills;
- Promotes reading and library use through such activities as storytelling, book talks, displays, publications, and special events;
- Actively participates on various district and local school committees;
- Maintains cooperative relationships with local, public and academic libraries, and other community organizations;
- Displays materials to promote use of library information center materials;

- Creates an environment that fosters use by students and staff; and
- Works cooperatively with many groups within the school culture: parents, teachers, students, administrators, and community members.

Consultant

- Assists teachers in integrating library media services and instruction with classroom learning; works with teachers in preparing learning units involving library information center resources;
- Offers faculty inservice sessions in the areas of information literacy and electronic and online resources;
- Informs teachers, students, and administrators about the arrival of new materials;
- Provides reference and readers' advisory services to the general student population, including students who have special reading problems, unusual intellectual interests, or special educational needs;
- Organizes materials in an effective manner for easy accessibility;
- Prepares topical and new materials bibliographies to support class assignments and to promote interest in reading;
- Organizes and conducts student and faculty workshops as needed;
- Provides orientation for new students;
- Guides students in materials selection;
- Works with students of all grade and ability levels across content areas;
- Understands the role of technology in instruction, student learning, and professional development;
- Functions as the informational leader within the school; and

- Assumes a leadership role in promoting the principles of intellectual freedom by creating an environment promoting free inquiry and exposing students to a broad range of ideas;

Professional

- Attends workshops, inservice activities, and conferences and takes courses to update professional skills;
- Plans for professional development relating to information technology and resources for other staff members;
- Is aware of electronic resources (listserv, databases) that foster professional growth;
- Functions as a district/school resource for issues regarding copyright and intellectual freedom;
- Provides staff development in the use of instructional resources and new information technologies;
- Maintains professional relationships with faculty and administrative staff;
- Participates actively in professional associations on the local, state, and national level; and
- Participates in curriculum planning meetings.

PARAPROFESSIONALS

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

Clerical and technical personnel are employed on the basis of student enrollment according to the [Southern Association of Colleges and Schools](#).

Library Media Clerk (Aide)

A library media clerk should be a high school graduate, have proficient keyboarding skills, demonstrate an aptitude for the work expected, and have successfully completed an appropriate training program. She/he reports to the library media specialist and is expected to perform routine clerical and technical tasks, as well as provide user assistance in the library media center.

Performance Responsibilities:

- Implements practices and procedures established by the library media specialist;
- Responds to the needs and interests of students and teachers;
- Prepares orders, reports, bibliographies, forms, library media schedules, etc.;
- Files publishers' catalogs, vertical file materials, etc.;
- Prepares notices concerning overdue materials;
- Mends damaged materials;
- Prepares current periodicals for shelving and maintains back issues in correct order;
- Assists in inventorying library media and equipment;
- Shelves materials and maintains shelved items in correct order;

- Maintains inventory of supplies and suggests items for acquisition as needed;
- Coordinates the scheduling and delivery of print and nonprint materials and equipment to classrooms;
- Assists teachers and students in the proper use, operation, and care of equipment;
- Oversees maintenance of the library media center, including display areas;
- Engages in an in-service program that is designed specifically to increase competency in areas of performance; and
- Performs other tasks as assigned by the library media specialist.

Audio-Visual Technician

An audio-visual (A V) technician should have successfully completed an approved A V program at a technical school or community college and demonstrated competencies in media utilization and repair. She/he reports to the library media specialist and provides audio-visual support services that include scheduling, equipment delivery, production, and maintenance.

Performance Responsibilities

- Implements local practices and procedures as established by the library media specialist;
- Coordinates scheduling of A V materials and equipment;
- Assists teachers and students in the proper operation of A V equipment and computers in the schools;
- Assigns and arranges for delivery of equipment to classrooms, as requested;
- Develops and maintains an inventory of all A V equipment and computers in the school;
- Orders and stocks supplies and minor parts for A V equipment and computers;
- Maintains A V equipment and computers in operable condition;
- Makes arrangement for major repairs of equipment;
- Makes minor repairs;
- Informs library media specialist of materials that are damaged and may need to be replaced;
- Maintains copying and duplicating machines for library media center and office;
- Provides graphic arts and photographic assistance to the staff, as requested;
- Produces graphics and display materials; and
- Produces copies of A V material for which duplication rights have been obtained.

STUDENT ASSISTANTS AND VOLUNTEERS

Student assistants and volunteers can perform independent tasks in the library media center under the direction of the library media specialist. They should become familiar with the rules of conduct for the library media center. They should always remain courteous, friendly and helpful at all times.

Independent tasks to be performed are as follows:

- Check materials in and out at the circulation desk.
- Return books and materials to their proper places.
- Read shelves.
- Mend print and nonprint materials.
- Print and distribute overdue notices.
- Prepare displays and bulletin boards.
- Aid students and teachers in locating and using print and nonprint materials.
- Process new materials.
- Check periodicals and file back issues in storage.
- Typing, word processing, and filing as required.
- Deliver equipment to other areas of the school. Students should not transport televisions, monitors or other large pieces of equipment unless items are securely strapped to an equipment cart.
- Assist with inventory.
- Other tasks assigned by the library media specialist.

The following page includes a sample schedule form for volunteers and student assistants.

VOLUNTEER AND STUDENT ASSISTANT SAMPLE SCHEDULE

LIBRARY MEDIA MANAGEMENT EDUCATION COURSE FOR HIGH SCHOOLS

The Library Media Management Program provides opportunities for students to experience training in library media skills. This training is essential in order for program participants to assist with information retrieval services to fellow students, teachers, and the school. Through this training, positive attitudes and special abilities are developed and fostered. All credits in Library Media Management Course I and II may count toward Alabama graduation requirements for electives.

INDEX OF COURSES

COURSE #	COURSE TITLE
840104	LIBRARY MEDIA MANAGEMENT I
841104	LIBRARY MEDIA MANAGEMENT II
842104	LIBRARY MEDIA MANAGEMENT III

840104 LIBRARY MEDIA MANAGEMENT I

This course is designed for students to broaden their experiences in the library media center (LMC) and to become more adept and confident in their use of instructional media and newer technologies used in accessing and retrieving information.

Prerequisite: Basic computer literacy and/or typing skills preferred.

841104 LIBRARY MEDIA MANAGEMENT II

This course continues the students' use of newer and advanced technologies in locating and retrieving information for users in the library media center (LMC).

Prerequisite: 840104

842104 LIBRARY MEDIA MANAGEMENT III

This course emphasizes desktop publishing skills in the (LMC).

Prerequisites: 840104 and 841104

Note: *Library Media Management Education Course Handbook* is available for all high school library media specialists. Written and adopted summer of 1998 for MCPSS.

MEDIA TECHNOLOGY EDUCATION COURSE FOR HIGH SCHOOLS

The Media Technology Program provides students with opportunities to learn camcorder videotaping, dubbing, editing and graphics.

INDEX OF COURSES

COURSE #	COURSE TITLE
859304	MEDIATECHNOLOGY I
849324	MEDIA TECHNOLOGY II

859304 MEDIA TECHNOLOGY I

This introductory course integrates and utilizes Channel One and video equipment to instruct students in planning and scripting for a daily news broadcast. Course contents will include camcorder videotaping, dubbing, editing and graphics. **Prerequisite:** None

859324 MEDIA TECHNOLOGY II

This course incorporates the skills developed in Media Technology I. It integrates and utilizes advanced camcorder videotaping, dubbing, editing, graphics and other techniques involved in planning and scripting for a daily news broadcast.

Prerequisite: 859304

Special Note: Currently offered at Alma Bryant and Theodore High Schools

LIBRARY MEDIA ADVISORY COMMITTEE

This committee serves in an advisory capacity by assisting the library media specialist in conducting surveys needed to obtain information concerning the library media center and its functions. Committee members help to emphasize the importance of the library media center and its uses to their students and colleagues. Subject area and grade level teams meet with committee members to discuss curriculum needs for purchasing materials for the library media center.

LIBRARY MEDIA ADVISORY COMMITTEE GUIDELINES

- The committee will consist of the library media specialist, administrators, teachers, students, and parents.
- The library media supervisor will serve as the central office liaison. The library media specialist will serve as the chairperson.
- The committee members will be selected by the library media specialist with the principal's approval. Prospective committee members will receive a letter of invitation to serve and will be free to accept or reject the invitation.
- The committee will meet during the first quarter of the school year for budget planning and again as needed.
- All committee meetings will be announced and open to any staff members who wish to attend.
- A scribe should be nominated to record minutes and provide faculty with a copy.
- The committee will review any "[Citizens Request For Reconsideration of Instructional Materials](#)" form received, read the questionable material, and discuss recommendations.

Note: The Committee should read the [Library Bill of Rights](#).

CONTRIBUTIONS OF THE SCHOOL COMMUNITY

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

School Board

- Promotes sufficient finances for the success of the library media center program.
- Establishes policies that assure flexible access

Superintendent

- Assumes responsibility for meeting standards.
- Provides good library media facilities.
- Expects quality library media programs.
- Requires adherence to selection and copyright laws.

Principal

- Appoints library media specialist to school budget committee.
- Supports a flexible schedule.
- Provides planning opportunities.
- Encourages integrated skill instruction.
- Approves Library Media Advisory Committee members.
- Supports Library Media Advisory Committee recommendations.
- Confers regularly about program results. Supports intellectual freedom.
- Requires compliance with copyright laws.

Teachers

- Provide students with a reason to use the library media center.
- Conduct learning activities that incorporate information literacy and curricular mastery. Collaborate with the library media specialist. Assure that all students actively use the library media center.

- Use trade books to enrich the curriculum.
- Stay abreast of available resources and inform the library media specialist.
- Serve on the Library Media Advisory Committee.
- Help evaluate materials.

Parents

- Promote reading and worthwhile television viewing.
- Participate in and support special library media programs.
- Request adequate funding for materials and equipment.
- Serve on the Library Media Advisory Committee.

Students

- Use a variety of information resources to acquire basic and advanced knowledge.
- Seek quality materials to use in leisure time. Respect property and people in using the library media center.
- Serve on the library media advisory committee.
- Participate in reviewing new materials and presenting to the community via school web page.
- Become an independent, lifelong learner and user of information.
- Contribute effectively and responsibly to the learning community.

Community

- Participates as active business partners to support the library media center.
- Provides volunteers for special library media projects.
- Helps with funding and donations.

LIBRARY MEDIA PROGRAM

The library media program provides these five services that are described in detail on the following pages:

[INFORMATION SELECTION SERVICES](#)

[RESOURCE MAINTENANCE SERVICES](#)

[INSTRUCTIONAL SERVICES](#)

[INFORMATION TECHNOLOGY SERVICES](#)

[PROFESSIONAL DEVELOPMENT SERVICES](#)

INFORMATION

SELECTION

SERVICES

INFORMATION SELECTION SERVICES

An effective school library media program connects the learning community with ideas and information. That connection depends on a process which begins with the assessment of needs, interests, and a growing array of telecommunication technology. The process continues with the preview, evaluation, selection, and acquisition of materials and technology. These collected resources, and the equipment necessary to access them, become the base from which the media program operates. The adequacy of this base directly impacts the effectiveness of the total program.

CRITERIA FOR SELECTION OF RESOURCES

The standard for selection of library media instructional, informational, and recreational resources is determined by the policy of the Board of School Commissioners. Content considerations include how it relates to the curriculum, the existing collection, and the needs and values of the community. Items for purchase are evaluated on the basis of:

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

The official board policy is as follows:

The Mobile County Board of School Commissioners is legally responsible for all matters relating to the operation of Mobile County Public Schools.¹ The Board asserts that the responsibilities of the library media centers are

To provide materials that enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served;

To provide materials that will stimulate growth. in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

To provide a background of information which will enable pupils to make intelligent judgments in their daily life;

To provide materials representative of the many cultural groups and their contribution to our American heritage;

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

¹ Special Employees and Citizens Appeal Procedure. ..."Any decision made by any employee of the Board of School Commissioners may be appealed to the Board of School Commissioners where final authority in all matters of the school system resides.

The Board of School Commissioners respectfully instructs the party appealing to exercise all channels of procedure prior to making appeal to the Board."

SELECTION OF MEDIA TO ENHANCE THE INSTRUCTIONAL PROGRAM

The instructional program must be known in order to choose materials wisely. Find below the suggested procedure:

Consult the building principal about the following:

- The philosophy, goals, and objectives of the program
- The organizational pattern of the teaching program
- Means for integrating library usage with the teaching program
- Visiting classrooms and participating in class discussion
- Meeting with teachers
- Obtaining copies of each course of study for the library media center's curriculum file

Consult with teachers about the following:

- Identify units to be taught throughout the school year
- Explore topic inclusion and areas of emphasis for each unit
- Identify methods of presentation
- Identify textbooks and materials being used for each class
- Integrate library media support with the teaching and learning program
- Request cooperation in materials selection

Analyze course content for each subject at each grade level:

- To determine for each unit the scope and sequence of topics included and developed, as well as the pattern of concept development and linkage
- To identify specific teaching and learning experiences and activities
- To identify ways to integrate the use of library media center resources with the teaching and learning program.

Analyze textbook coverage:

- To determine adequacy of topic development in each unit
- To identify activities recommended for each unit
- To identify supplementary resources recommended for each unit

Structure a master checklist of topics, strategies, and activities for each unit plan:

- To unify textbook inclusion and teacher suggestions
- To provide for specific skill introduction and reinforcement
- To provide for cross subject integration and divergent capabilities of students

Build knowledge of student needs, interests, goals, abilities, concerns, and progress rates:

- To identify student hobbies and recreational interests
- To identify student reading interests
- To request student help in evaluating and reviewing the selection of materials
- To consult with club sponsors and officers

Select materials to reflect curricular changes, teacher interests and emphasis, and curriculum implementation.

PROCEDURES FOR SELECTION

In selecting items for purchase, the library media specialist evaluates the existing collection, consults professionally recognized selection resources, and meet with the Library Advisory Committee, which consists of a representative from all departments and/or grade levels.

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

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

Gift materials are accepted or rejected according to the selection criteria.

BUDGET

1. Obtain the total amount allotted for Library Enhancement from the Principal.
2. Survey the faculty to determine items of need.
3. Set a date to meet with the Library Advisory Committee. Recommended purchases will be discussed at this meeting. Keep minutes of all committee meetings.
4. Compile the Library Media Center budget and present it to the Local School Budget Committee for final approval.

ACQUISITIONS

Compiling the order

A record of requested materials should be kept on file. Selection of materials is made from the "to order" file to meet the goals of the library media program. When compiling a large book order, print or type a list of all books being ordered following vendor specifications. Include at the end of this list a substitution list amounting to 35-40% of the original order. Two copies of this list will be attached to your requisition.

Where to order

Quality, service, discounts, availability of MARC records, and processing options are considerations when selecting a vendor/jobber. It is recommended that MARC records and processing be purchased when available. Some materials must be ordered directly from the publisher. The *Vendor Catalog of Bid Materials* <http://purchasing.mcpss.com/ActiveContracts.htm> and the *Alabama State Contracts* <http://www.purchasing.state.al.us/activecontracts.html> from the Purchasing Department should be consulted when ordering equipment and supplies.

Binding

Publisher's Library Binding and Publisher's Library Edition are recommended for all school library media centers.

Format

The material format must be strong, practical, suitable for its purpose, and easy to use.

Barcodes

Each school is assigned a specific range of barcode numbers as follows:

BAR CODE NUMBERS

SCHOOLS	BEGINNING NUMBER	ENDING NUMBER	ADDITIONAL BARCODE NUMBERS	
Adams Middle	800000	850000		
Booth Elementary	910000	940000		
Alba Middle	950000	980000		
Allentown Elementary	6500000	7000000		
Austin Elementary	995000	1025000		
Baker High	1070000	1100000		
Barton (Library Media Services)	7601000	7690000		
Belsaw Elementary	1130000	1160000		
Blount High	1170000	1200000		
Brazier Elementary	1330100	1360100		
Breitling Elementary	9525302	9555302		
Bryant High	7700000	7970000		
Burns Middle	8550000	8800000		
Burroughs Elementary	1360200	1390200		
Calcedeaver Elementary	000001	006000		
Calloway Smith Middle	8850000	9100000		
Castlen Elementary	550000	580000		
Causey Middle	1000	9120		
Chastang Middle	1390300	1450400		
Chickasaw Magnet	580000	600000		
Citronelle High	1480700	1540800		
Clark Magnet	400000	430000		
CLC	1540890	1570890		
Collier Elementary	760000	790000		
Council Traditional	1570899	1610900		
Craighead Elementary	1611000	1641000		
Crichton Elementary	1642000	1672000		
Dauphin Island Elementary	1672100	1702100		
Davidson High	1800000	2100000		
Davis Elementary	3151300	3190000		
Denton Middle	1030000	1060000		
Dickson Elementary	2110000	2140000		
Dixon Elementary	2140100	2170100		
Dodge Elementary	580000	609999		
Dunbar Magnet	520000	549000		
Eanes Middle	2600000	2950000		

BAR CODE NUMBERS

SCHOOLS	BEGINNING NUMBER	ENDING NUMBER	ADDITIONAL BARCODE NUMBERS	
Eight Mile Elementary	2170200	2200000	9245300	9495300
Evans Elementary	985000	990000		
Fonde Elementary	430000	459000		
Fonvielle Elementary	2201000	2231000		
Forest Hill Elementary	610000	639999		
George Hall Elementary	730001	760000		
Gillard Elementary	3530200	3560300	860000 9616304	900000 9646304
Glendale Elementary	2232000	2262000		
Grand Bay Middle	670001	700000		
Grant Elementary	8250000	8500000		
Griggs Elementary	2263000	2293000		
Hamilton Elementary	2293100	2323200		
Hankins Middle	3710000	3750000		
Haskew Elementary	9646305	9676305		
Hillsdale Middle	2324000	2354000		
Hollingers Is. Elementary	2384000	2420000		
Holloway Elementary	2421000	2500000		
Howard Elementary	7980000	8200000	3264000	3300000
Hutchens Elementary	9110000	9170000		
Indian Springs Elementary	2500100	2540100	To Follett	2507100
Just 4	4100000	4160000		
LeFlore Magnet	2550000	2590000		
Leinkauf Elementary	1300000	1330000		
Lee Elementary	3300100	3330200		
Lott Middle	9171000	9185000		
Maryvale Elementary	1	905844	905871 (highest number used)	
McDavid-Jones (K-2) Elementary	9185100	9215100	3330300	3370300
McDavid-Jones (3-5) Elementary	9245200	9245200		
Meadowlake Elementary	1000	22000	(some no's outside of barcode range-like course of studies)	
Mertz Elementary	30660000	30690000		
Montgomery High	3031000	3062000		
Mobile Co. Trng. Middle	3069100	3101100		
Morningside Elementary	490000	519000		
Murphy High	600000	6000000		
Old Shell Road Magnet	3200000	3230000		

BAR CODE NUMBERS, continued

SCHOOLS	BEGINNING NUMBER	ENDING NUMBER	ADDITIONAL BARCODE NUMBERS	
Orchard Elementary	3231000	3263000		
O'Rourke Elementary	640000	670000		
Phillips Preparatory	000500	012500		
Pillans Middle	000001	019999		
Rain High	100000	130000		
Robbins Elementary	3370400	3400000		
Saraland Elementary	3400100	3430100		
Satsuma High	3430200	3460200		
Scarborough Middle	3460300	3500000		
Semmes Elementary	700001	730000		
Semmes Middle	000001	012000		
Shaw High	3500100	3530100		
Shepard Elementary	460000	489999		
Spencer Elementary	1642000	1672000		
St. Elmo Elementary	3560400	3590400		
Tanner Williams Elementary	3600000	3660000		
Theodore High	3661000	3700000		
Thomas Elementary	3000000	3030000		
Turner Elementary	9000000	9030000		
Vigor High	3800000	3850000		
Washington Middle	1210000	1250000		
Westlawn Elementary	3860000	3900000		
Whistler Elementary	3910000	3950000		
Whitley Elementary	3951000	3990000		
Will Elementary	160000	189999		
Williamson High	4000000	4050000		
Wilmer Elementary	4051000	4060000		
Woodcock Elementary	4061000	4092000		

LOCAL PURCHASE ORDER

Refer to the local school's bookkeeping department for purchases made with local school funds. Include bid number from *Vendor Catalog of Bid Materials* <http://purchasing.mcpss.com/ActiveContracts.htm> on local purchase orders if you choose to purchase items listed in the bid catalog.

The following directions are keyed to the numbers on the sample on the following page. Follow these procedures if you are required to use a local purchase order:

1. Number the pages included in each purchase order.
2. List vendor's address with company name on first line.
3. List your school address unless otherwise directed.
4. Type "Library Media Center" and "Your Name"
5. The total of the purchase order should be listed in this space. The sum listed in the totals column is the total for the entire order.
6. The media specialist signs the local purchase order.
7. List source of fund.
8. Submit the local purchase order to the bookkeeper and retain a copy for your files.

A blank purchase order can be found: <http://www.mcpss.com/Forms/B-LS.xls>
A copy of all requisitions and local purchase orders should be kept on file.

LIBRARY MEDIA CENTER REQUISITIONS ON THE McALEER (NextGen) ACCOUNTING SYSTEM

Purchases made with allocations **other than local monies** must be entered electronically using the McAleer Accounting System (NextGen). Training on the McAleer Accounting System is available through the MCPSS Purchasing Department. In this training you will be advised of the specific instructions to be followed when placing large book orders and subscriptions.

All Library Media Specialists **must** be trained on McAleer Accounting System. Training is available through the Purchasing Department through online registration.

School and Vendor Information

1. Follow instructions in *The New Accounting System (Requisition Entry Manual)*

Note: Books, AV materials, and periodicals may be shipped directly to the school's address.

Detail Information

2. QUANTITY Enter as "1" when ordering a large book order.
Attach two copies of previously compiled book list to requisition.
Be sure you have followed instructions listed in Acquisitions section.
3. UM (unit measure) Enter EA for "each."
4. DESCRIPTION Enter this information:
 - SEE ATTACHED LIST FOR BOOK ORDER
 - Beginning bar code number
 - Any discounts
 - Processing fees and MARC Records
 - Shipping and handling
 - DO NOT EXCEED \$ (amount of purchase order total)
5. UNIT PRICE Enter the total of the original book order cost including discounts, processing fees, MARC records, and shipping and handling costs.
6. EXTENDED AMOUNT will be the same as the UNIT PRICE.

7. DISTRIBUTION (account number) Enter numbers assigned from the MCPSS Business Office.
8. When ordering periodicals follow the same procedures and include the following statements in the description:
 - PLEASE PREPAY
 - THIS IS A SUBSCRIPTION
 - BEGINNING DATE

Receiving

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

1. Check packing slip against the materials received and the purchase order.
2. Note any deficiencies or defects so claims or returns may be made.
3. Contact the vendor concerning claims or returns.
4. Attach the packing slip to your file copy of the order.
5. Reconcile prices on the packing slip with your copy of the purchase order.
6. If order is complete, sign and date the pink copy of the purchase order, and send the copy to Accounts Payable.
7. If order is incomplete when received, reconcile packing slip with purchase order. Indicate on your file copy and on the pink copy the corrected total. Sign pink copy, and send to Accounts Payable. Submit new requisition to spend balance of funds.
8. Record on your file copy the date the pink copy was signed and returned to Accounts Payable.
9. Every effort should be made to have all purchases ordered and received by the last day of school. Central Office will issue a purchasing deadline. This may be different each year. Check with your principal for this date.

RECONSIDERATION PROCEDURES

REQUEST FOR APPEAL

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

- B. Persons requesting reconsideration of any instructional material shall complete the [Citizens Request for Reconsideration of Instructional Materials Form](#) (see next page) in its entirety. Each school and the central office will keep on hand and make available the reconsideration form. All formal objections to instructional materials must be made on this form.

**CITIZENS REQUEST FOR RECONSIDERATION OF
INSTRUCTIONAL MATERIALS FORM**

School _____
Title _____
Media Format _____
Author or Producer _____
Date of Publication or Production _____

Request Initiated By:

Name _____
Address _____
Telephone _____

Does the person making this request represent a group or organization?

YES

NO

If so, please identify the name of the organization.

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

1. Have you read, viewed, or listened to the material in its entirety?
YES NO
2. Please cite the specific page(s) to which you object and explain your objections. _____

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

4. What good features do you identify?

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

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

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

DATE

SIGNATURE

PROCEDURES FOR APPEAL

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

4. Within five days of the Library Advisory Committee's decision, the chairperson shall notify the complainant in writing of the decision reached and advise of the right to appeal.

APPEALED DECISIONS

- A. Appeals to the school's Library Advisory Committee's decision must be made within ten working days after formal notification of the decision. A written request must be addressed to the district level Library Advisory Committee. The district level Library Advisory Committee will be composed of the following:
 - Supervisor of library media services;
 - Representative of the superintendent's Student Council Advisory Committee at middle and high school level; and
 - Supervisor of involved subject area.
- B. The Mobile County Board of School Commissioners is the final authority.
- C. Requests to reconsider materials which have previously been before the Board must receive approval of a majority of the Board members before the materials will be reconsidered.

REVIEW OF SELECTION AND APPEAL PROCEDURE

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

**RESOURCE
MAINTENANCE
SERVICES**

RESOURCE MAINTENANCE SERVICES

School library media collections are composed of different material formats requiring a variety of storage considerations. In order to assure that all resources are readily accessible and available, standard processing and accurate cataloging of materials is necessary. The equipment necessary to utilize these materials is also processed and maintained. Yearly inventories assure that the record of the collection reflects what is actually available for circulation. A flexible circulation policy and system encourages patrons to borrow materials and ensures maximum use throughout the school, at home, and in the library media center.

PROCESSING NEW MATERIALS AND EQUIPMENT

A well-organized collection is the first step toward providing an effective library media program. To ensure this, the library media center should practice a uniform method of processing materials. All circulating materials and equipment should be barcoded.

BOOKS

1. Check new books against the purchase order and the company's invoice or packing slip.
2. Indicate books received and note discrepancies on all PO copies. Sign and date appropriate (pink) copy and return to Accounts Payable. If pink copy is not available, make a copy of the original, and mark "duplicate pink copy." Sign, date, and return to Accounts Payable. Keep yellow copy for your records.
3. If the book is defective, contact the company.
4. Stamp the book with your school's library media center stamp with a mailing address. Stamp the inside back and front cover and the title page.
5. Record a barcode number on books by writing it on the title page. Include the following information on the title page: date, vendor, funding source, cost, and call number.
6. If you maintain a barcode list, insert the vendor's booklist supplied with order.
7. Insert date due pocket or date due slip.
8. Apply appropriate labels and stickers for reading programs such as AR.

NONBOOK MATERIALS

1. Check new materials against the purchase order and the company's invoice or packing slip.
2. Indicate materials received and note discrepancies on all copies. Sign and date appropriate (pink) copy and return to Accounts Payable. If pink copy is not available, make a copy of the original, and mark "duplicate pink copy." Sign, date, and return to Accounts Payable. Keep the yellow copy for your records. Distribution Center will have appropriate (pink) copy of materials sent directly to them. They will sign and return the (pink) copy to Accounts Payable.
3. If the material is defective, contact the company.
4. Stamp the material with your school's library media stamp. Label with the following information: date, vendor, funding source, cost, and call number.
5. Obtain MARC records for all audiovisual materials through vendors or create your own using [MARC Magician](#), Athena Easy Entry, zMARC, [MarciveWeb Select](#), or electronic MARC records.
6. Insert pockets or date due slips. (optional)
7. If you maintain a barcode list, insert the vendor's booklist supplied with order.

LMC EQUIPMENT

1. This is equipment listed in the LMC inventory, not classroom/department inventories.
2. Check new equipment against the purchase order and the company's invoice or packing slip.
3. Indicate materials received and note discrepancies on all copies. Sign and date appropriate (pink) copy and return to Accounts Payable. If pink copy is not available, make a copy of the original, and mark "duplicate pink copy." Sign, date, and return to Accounts Payable. Keep the yellow copy for your records. Distribution Center will have appropriate (pink) copy of materials sent directly to them. They will sign and return the (pink) copy to Accounts Payable.
4. If the equipment is defective, contact the company.

5. Add new LMC equipment to your Athena equipment collection or a spreadsheet inventory including the following:

- Type of equipment
- Brand name
- Company
- Date received
- Serial number
- Price and funding source
- Property number or locally placed barcode number
- Warranty information

NOTE: All computer and school-wide equipment will be entered into the Technology Tracker software program for the fixed asset inventory by the technology coordinator. Contact Technology Services (221-5142) for Technology Tracker information.

6. Place school name on equipment ordered with a permanent marker, engraver, or paint pen.

7. Contact Distribution Services (221-5115) to request a property number for equipment:

- that costs \$500 or more (electrical or non-electrical)
- that is a high theft item

8. A copy of the purchase order and invoice must be available for verification.

CLASSIFICATION PROCEDURES FOR BOOKS

All books in the library media center's collection should be classified according to the latest edition of the [Dewey Decimal Classification and Relative Index](#). Use [Sears List of Subject Headings](#) for subject authority.

Format: BOOKS

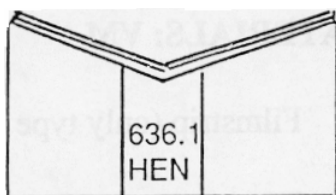
The following designations should be used in classifying books:

<u>CATEGORY</u>	<u>852 tag subfields</u>	<u>CALL NUMBER DESIGNATIONS</u>
EASY	h i	E 3 letters (upper case) of author's last name
FICTION	h i	FIC 3 letters (upper case) of author's last name
STORY COLLECTION	h i	SC 3 letters (upper case) of author's last name
COLLECTIVE BIOGRAPHY	h i	920 3 letters (upper case) of author's last name
INDIVIDUAL BIOGRAPHY	h i	92 3 letters (upper case) of bio's last name
NONFICTION (000-999)	h i	DEWEY # 3 letters (upper case) of author's last name
REFERENCE	k h i m	REF DEWEY # 3 letters (upper case) of author's last name Volume # or Year
PROFESSIONAL	k h	PRO DEWEY #

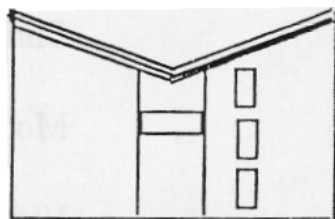
	i	3 letters (upper case) of author's last name
PAPERBACKS	k	PBK
	h	DEWEY #
	i	3 letters (upper case) of author's last name
BIG BOOK	k	BB
	h	DEWEY #
	i	3 letters (upper case) of author's last name

***Process paperbacks at your discretion.**

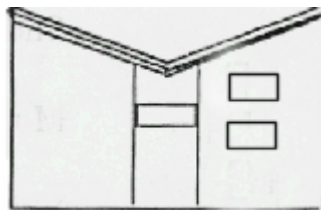
Label spine with call number at least one inch from the bottom and cover it with a protector. Be consistent in your library media center.



Attach the barcode and protector to the front of the book. Be consistent in your library media center.



FRONT



FRONT

852 Local Holdings tag and subfields:

Cataloging - Athena

ACTIVE COLLECTION IS DE - DODGE ELEMENTARY

ADD TITLES - EASY ENTRY

Enter Copies

of Copies Starting Barcode

852 Prefix (k) Main (h) Cutter (i) Suffix (m)

Call Number

CLASSIFICATION PROCEDURES FOR NONBOOK MATERIALS

A unified approach of treating print and nonbook materials is recommended. Nonbook materials should be classified according to the Dewey Decimal Classification System.

The following symbols are recommended for use in classifying nonbook material.

NOTE: Two or more media will be designated as a Kit. The call number is in the 852 k (Prefix)

Format: AUDIOVISUAL

CAS	Cassettes
CDR	CD ROM – Microcomputer Programs
DVD	Digital Versatile Disc
FILM	Motion Picture (16mm)
FSS	Filmstrip (only type of media)
GAM	Games
KIT	Kit
LDC	Laser Disc
MOD	Model
MCD	Music CDs
PIC	Picture
REA	Realia
REC	Records
SLI	Slides and Microscope Slides
SWC	Software/Computer File
TOY	Toys, Puppets, etc.
TRA	Transparency
VCT	Video Tape Recording

Sample call number for a video tape recording:

VCT	Prefix	
510	Main	
SEV	Cutter	3 letters of author's last name

Format: SERIALS

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

Sample call number for a periodical:

PER	Prefix	
HIG	Main	3 letters of title

Highlights for Children

CLASSIFICATION PROCEDURES FOR EQUIPMENT

If creating a MARC record for any equipment, use an equipment template in MARC Magician or Athena Easy Entry. LMC equipment should be housed in a central location and easy accessibility for checkout to all teachers and students.

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

Format: EQUIPMENT: EQ Collection

AVC	Audiovisual Cart
CAM	Camera
CAP	Cassette Player
CAR	Cassette Recorder
CDP	CD Player
CPU	Computer/Laptops
DCAM	Digital Camera
DVDP	Digital Versatile Disc Player
FSP	Filmstrip Projector
LCDP	LCD Projector
LDP	Laser Disc Player
LSS	Listening Station
OHP	Overhead Projector
OPP	Opaque Projector
PDA	Personal Digital Assistant
PRI	Printer
PRS	Projection Screen
SCAN	Scanner
SFSP	Sound Filmstrip Projector
SLP	Slide Projector
SMB	Smart Board
TEL	Television
TRI	Tripod
TVCR	TV/VCR Combo
VCAM	Video Camera (Camcorder)
VCR	Video Cassette Recorder
VTM	Video Title Maker

*Use the district's property number assigned as your barcode number if available.

ARRANGING AND HOUSING MATERIALS

All materials in the library media center should be arranged so that the materials will be easily accessible to teachers and students. Materials, shelved according to the Dewey Decimal Classification System, will be arranged to read from top to bottom, left to right in each section of shelving. They will be in numerical order first and then alphabetically by the first three letters of the author's last name. The housing of materials will depend on the size and physical appearance of the library media center.

All books must be intershelved by Dewey classification rules. Do not pull books and shelve them by category in a permanent location. i.e. reading level, award winners, etc. The collection should be easily accessible by the patron.

Format: BOOKS

Nonfiction	Numerical order first according to their Dewey number and then alphabetically by the author's last name
Individual Biography	Alphabetically by biographee's last name
Fiction	Alphabetically by author's last name
Easy	Alphabetically by author's last name
Story Collection	Alphabetically by author's last name
Reference	Reference materials are shelved according to their Dewey number first and then alphabetically
Professional Collection	Professional materials are shelved together by fiction and nonfiction rules.
Periodicals	Current periodicals will be displayed in the library media center in a manner, which makes them available to teachers and students. Periodicals will be maintained as long as space permits.
Vertical File (Optional)	Alphabetically by subject

It is important to keep a running log of the passwords used in the Library Media Center

SOFTWARE

PASSWORD

Athena	
Athena Utility	
STAR Administration	
Foolproof	
Accelerated Reader Admin.	
Novell (changes every 90 days)	

IMPORTANT COLLECTION INFORMATION

Number of Collections _____

COLLECTION	ABBREVIATION
Main/Default	
New Book (Entry)	NB
Equipment	EQ

MAINTAINING THE AUTOMATED CATALOG (Athena)

Maintaining the automated catalog is accomplished by following directions outlined in the accompanying manual of your automated program. When new materials are received, bibliographic information should be downloaded from catalog Internet sites, Athena zMARC or import the data disk supplied by the vendor into MARC Magician or Athena Easy Edit. Use the New Book collection to enter materials, then transfer into the main collection. Weeded or objectionable materials should be deleted as necessary.

<http://www.sagebrushcorp.com/tech/zmarc.cfm>

<http://www.sagebrushcorp.com/dataservices/magician.cfm>

<http://www.sunlink.ucf.edu/>

FACILITATING THE CIRCULATION PROCESS

In order to facilitate the circulation process, the library media specialist should accomplish the following:

- provide materials to patrons
- maintain records of transactions
- notify patrons of overdue materials
- collect fines (if applicable)
- reserve materials for patrons
- ensure equitable access to media center materials to all patrons

Regular books and materials in the default collection should be circulated for a period of one or two weeks. See Athena tips for holidays and vacation breaks at

<http://www.sagebrushcorp.com/support/pdf/ath/snath0284.pdf>.

MAINTAINING NONPRINT MATERIALS

The library media specialist provides minor, on-site repairs. If damaged or defective parts cannot be replaced, delete and discard materials.

MAINTAINING EQUIPMENT

The vendor will service equipment under warranty. The library media specialist is responsible for the maintenance of equipment that is no longer under warranty. The library media specialist will provide minor on-site repairs. Work orders for repairs are submitted using local school procedures. Online forms are located at

<http://10.32.144.2/actwarecs/> for AV equipment repairs and <http://mcsweb/> for computer repairs.

LMC equipment on the school's Fixed Asset Inventory that is no longer usable may be discarded by sending a Furniture and Equipment Transfer Form B-7 <http://www.mcpss.com/Forms/FAEquip.pdf> to Distribution Services. The list must include the specific type of equipment, serial number, property number, reason for discard, and location of items. This list should be signed and dated by principal, library media specialist, and the representative from Central Receiving who collects the equipment. Send a copy of the signed and dated list of discarded items to the Fixed Assets Department (Controller's Department) to have the items removed from inventory. Retain a copy of all documentation for your records.

Equipment that is not on the school's Fixed Assets Inventory may be discarded at the discretion of the library media specialist. No material may be given to an individual for individual use.

When equipment is to be transferred to another school, notify the Fixed Assets Department to have the items removed from inventory using the Furniture and Equipment Transfer form B-7, <http://www.mcpss.com/Forms/FAEquip.pdf> Documentation of specific items, serial numbers, property numbers, and reason for transfer should be signed and dated by the principal, library media specialist, and person transferring the equipment. Send documentation to Fixed Assets Department and retain a copy for your records.

MAINTAINING THE COLLECTION

Maintaining the collection ensures that all subjects will be represented in proportions appropriate for the school.

The following percentage chart may be used to help determine the number of books needed in the different areas of the collection.

A report of these percentages can be obtained through Athena using the Collection Statistics Report.

**PERCENTAGE OF BOOK COLLECTION PER DEWEY
CLASSIFICATION**

<u>Dewey Number</u>	<u>Subject</u>	<u>Percentage K-6</u>	<u>Percentage 7-12</u>
000-099	General Works	2-5	6-8
100-199	Philosophy	.5	1-2
200-299	Religion	1-2	1-2
300-399	Social Science	5-10	10-15
400-499	Languages	.5	2-5
500-599	Pure Science	10	5-10
600-699	Useful Arts	10	5-10
700-799	Fine Arts	5	5-10
800-899	Literature	5	5-10
900-900	History, Geography	20	20
FIC	Fiction	20	20
E	Easy books, Picture Books	20-25	

MINIMUM COLLECTION GUIDELINES

Literacy Partners at http://www.alsde.edu/html/menu_pubs.asp provides a Collection Evaluation Form.

RECOMMENDED CORE REFERENCE COLLECTION

A core is a minimum collection of standard information sources needed for student research.

	Elementary	Middle	High
General Encyclopedias	3	3	3
Abridged Dictionary	4	4	4
Unabridged Dictionary	1	1	1
Thesaurus	1	1	1
Special Dictionaries	Abbreviations	Abbreviations	
Abbreviations			
		Science	Science
		Math	Math
			Foreign Phrases
Almanacs	1	2	2
Periodical Index	1	1	2
Book of Quotations	1	1	2
Atlases	2	2	2
Gazetteer/Geographical Dic.	1	1	1
Poetry Index	1	1	1
Biographical Sources	2	2	4
Historical Atlases	-	1	1
Style Manual	-	1	2
Congressional Dictionary	-	1	1
News Digest	-	1	1
Parliamentary Handbook	-	1	1
US Statistical Abstract	-	1	1
Occupational Outlook Handbook	-	-	1
Statesman's Yearbook	-	-	1
Historical Statistics of the US	-	-	1
Literature Handbooks	-	-	1

Athena Routine Tasks

A library automation system needs a certain amount of preventative maintenance to keep data up-to-date.

	Daily	Weekly	Monthly	Quarterly	Annually
<u>COLLECTION</u>					
Backup				X	X*
Check a Collection		X quick			X full
Collection Statistics Report (lost/damaged included)			X		X
Rotate 3 sets 1) after changing catalog data, 2) after adding/deleting records, 3) before a collection check.					
<u>CIRCULATION</u>					
Backup	X				X*
Check Circulation File		X full			X full
Usage Statistics Report			X		X
Activity By Call Number Report			X		X
Item Activity Report					X
Overdue Items		X			X
Clear Circulation Statistics					X
Removed Reserves/Bookings				X	X
Clear Fines Details				X	X
Rotate 2 sets of 5 disks (One set for week 1, one for week 2). Label disks one for each day of the week.					
<u>SYSTEM</u>					
Backup			X		X*
<u>INVENTORY</u>					
Inventory					X
Collection Changes Report					X
Snapshot					X
<u>CATALOGING</u> (average copyright date)					
Extract Data Sets					X

WEEDING THE COLLECTION

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

WHY WEED

- To utilize available space in the best and most economical way
- To have an up-to-date collection
- To locate books needing rebinding or replacing
- To give the best possible service through a collection of quality materials

WHAT TO WEED

- Books of poor content
- Outdated information
- Multiple copies that are not needed
- Books of very poor appearance
- Volumes of no use or not relevant to the needs of the students and teachers

HOW TO WEED

- Do one section at a time
- To offset the loss in a section from weeding, be sure to plan purchases that will maintain minimum requirements

Pull for further inspection:

- Books in poor condition perhaps to be rebound
- Books which have not circulated in the past 10-15 years
(An item's activity usage can be obtained through Athena using the Item Activity Report.)

The following links provide excellent ideas on weeding:

<http://www.sunlink.ucf.edu/weed/>

http://www.wmrls.org/services/colldev/weed_it.html

<http://www.iema-ia.org/IEMA209.html>

GUIDELINES FOR WEEDING

000	Generalities	Value determined by use. Works on computers are dated after 3-5 years. Library Science information should conform to current practice.
100	Ethics/Philosophy	Discard unused works over 10 years old.
200	Religion	Value determined by use. Discard poorly written works. Collection should contain basic information about many different religions.
300	Social	Discard outdated social issues not of historic value. Controversial issues should be well represented from all sides.
320	Politics/Economics	Books dealing with historical aspects determined by use. Timely or topical material: discard after 10 years. Replace with new edition.
340	Law	Material should be kept current.
340-350	Government	Discard after 10 years.
360	Social Welfare	Check use. Discard most non-historic materials.
370	Education	Keep historical materials only if used, otherwise discard after 10 years.
380	Transportation	Discard after 10 years.
390	Folklore	Weeding depends on use. Keep classic works.
400	Language	Keep basic material.

500	Pure Science	Science books usually out-of-date in 5 years, except for botany and natural history, 10 years.
600	Inventions	Discard after 5 years,
618	Medicine	except for basic materials, inventions, and anatomy.
620	Applied Science	Engineering, mechanics, 5 years.
621	Radio, TV	Discard after 5 years.
630	Agriculture	Discard after 5 -10 years, depending on content.
640	Home Economics	According to use. Keep mostly current materials.
650	Business	Discard after 10 years.
660	Chemicals, Food	Discard after 5-10 years, depending on content.
690	Manufacturing Building	Discard after 10 years.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material, especially criticism of classic writers.
900	History	Keep accurate, factual material.
920	Biography	Keep biographies on subjects of permanent importance. Replace other biographies of mediocre library value as better ones become available.
92		
Fiction		Keep only works of current interest or established literary value. Weed dated titles that have not circulated in 3-5 years.

REFERENCE WORKS

Encyclopedias	New sets needed every 5 years
Bibliographies	Seldom of use more than 10 years after copyright.
Almanacs and Yearbooks	Seldom of use after 5 years. Order almanacs annually. Keep 3-5 years for teaching purposes
Indexes	Discard after 5-10 years, depending on type of index and use.
Atlases	Dated after 5 years.
Periodicals	Do not keep longer than 2 years unless indexed; then keep 5-10 years depending on use and storage space.
Newspapers	Keep only two weeks to one month.
Vertical and Pamphlet Files	Keep only current information not readily available elsewhere.
Nonprint Materials	Discard materials that are dated, in poor condition, visually uninteresting, or no longer used.
Equipment	Equipment that is no longer usable in the school shall be discarded according to policies set forth by the Mobile County Public Schools.

BOOKS TO BE DISCARDED

Stamp or write "Withdrawn" or "Discard."

Remove anything that identifies school's ownership.

Delete from the collection by following procedures outlined in the Athena manual.
If maintaining a shelf list, remove that card.

NOTE: Marking an item lost or withdrawn does not delete that item from your collection. Be sure to go to cataloging and DELETE item using the delete option.

LOST OR DAMAGED LIBRARY MATERIALS

The media specialist is encouraged to collect monies to replace lost or damaged materials. The usual price is the replacement value of the item plus estimated shipping cost, cataloging, and processing costs. Parents should be notified if a student is being charged for a lost or damaged book.

It is required that a receipt book is maintained to record student payments. The receipt book should have carbon paper so that the student and the library media specialist have a record. Each transaction should include the date, student's name, amount paid, fees assessed, and name of item involved.

GUIDELINES FOR INVENTORY

Inventorying assures the accurate record of your collection a minimum of once a year. It is strongly suggested you use the pre-inventory steps as outlined on the Athena/Sagebrush Inventory tips at <http://www.sagebrushcorp.com/support/pdf/ath/snath0342.pdf>.

To perform inventory the LMS should do the following:

- 1) weed outdated and damaged items from the collection
- 2) delete weeded items from your collection
- 3) inventory collection by one of these methods:
 - Athena in Hand
 - TriCoder Multi-reader
- 4) print and reconcile missing items report
- 5) print and reconcile inventory conflict report
- 6) Assign lost status to items determined as missing after reconciling the previous reports
- 7) print from Athena:
 - Collection Changes Summary Report
 - Collection Statistics Report
 - Item Activity by Call Number
 - Usage Statistics
- 8) complete the annual report
<http://www.mcpss.com/curriculum/Library.html> (URL may change)

ATHENA INVENTORY USING TRICODER

Equipment needed:

- TriCoder
- Bar code reading CCD Scanner
- “Y” connector
- 3 AA batteries; and
- Laminated sheet with TriCoder Multi-reader setup menu

Installation setup:

- Computer should be shut off
- Plug in the CD Scanner in the second jack on the right side of TriCoder
- Unplug the keyboard from the back of the computer

- Take the TriCoder Multi-reader “Y” cable and attach its three plugs as follows: (Sagebrush will supply a 6” connector)
 - Plug the clear plastic plug into the TriCoder jack where you plugged in the CCD Scanner.
 - Plug the black female connector into the keyboard cable.
 - Plug the black and silver male connector into the back of the computer where the keyboard was plugged in.
- Turn on the computer and monitor. Check if the keyboard is functioning.
- Set up the TriCoder Multi-reader for your computer. Using the laminated Setup Menu sheet: Scan the *Start Setup* bar code by pressing the button on the scanner. You will hear a beep. **This only needs to be done once.**
- Now scan the bar code for *Computer Interface* (6th bar code down). The choices include 0, 1, or 2.

0=PC/XT Keyboard	1=AT and compatibles
	2=PS/2 Keyboard

- Locate the bar pad table near the right edge of the Setup Menu; scan the bar code corresponding with your choice of 0, 1, or 2.
- To finish, you must scan the bar code on the upper right corner of the Setup Menu labeled *End Setup*.

INVENTORY USING ATHENA-IN-HAND

The cradle/portable scanner (SPT 1700 and compatibles) and software should be loaded properly. See Page 9-11 in Athena Manual.

1. Turn on by **pressing the red button** on lower right side of the scanner.
2. **Tap** the Application icon. (Looks like a house, or an arrow going right)
3. When you see a group of icons starting with “Address”, look down three and over one to **“In-Hand.” Tap** icon.
4. You now see the In-Hand menu.
5. Make sure the active collection letters for your collection is on the bottom right corner. NOTE: This is important if you borrow one from the Central Office.
 - a) To change the collection ID:
 - b) **Tap** the SL and then the right corner of rectangle **“abc”** to bring up the keyboard. **Tap** caps. **Tap** letters. **Save.**
6. **Tap** Inventory bar. It should be cleared before starting a new inventory.
7. To clear **Tap** the icon below the house, that looks like dropdown menu.
8. Records:
 - a) Clear inventory **Tap** bar. Are you sure you want to delete records?
Yes or Cancel
 - b) Clear Check Out/In
 - c) Clear In-House/Library Used
9. **Tap** the inventory bar and scan barcodes by pressing any **yellow button** on the scanner and red light will scan item.
10. When finished scanning. **Tap** done.
11. If Athena is open, close it before you HotSync.

12. Place scanner in the cradle and **Tap** the HotSync button on the right side of the cradle. The inventory log will now download into the N:/Athena.
13. **Open** Athena and the Inventory menu.
14. **Log** items on shelf.

NOTE: If you forget to close Athena and the data is missing:

- a) **Click** on tab at the bottom of the screen entitled, Import File of Logged items.
 - b) **Click** dropdown box “Files of Type” to “All Files”.
 - c) **Click** on the Athena-In-Hand Inventory file. It has a window icon.
15. File will download into the SL collection inventory and a popup box will tell you how many logged on and how many not found in the collection.
 16. **Tap** the In Hand icon and dropdown menu. Clear inventory.
 17. Do you want you want to find the books improperly scanned. Use this list of barcodes to find out the title that lies between the two numbers.
 18. **Click** on go back and print an Inventory conflict Report.

Note: Athena 9.1 automatically adds checked in books to the inventory.

Note: After all changes have been made to the collection, print a *Collection Changes Report*. When you close for the year, take a snapshot of the collection to begin new statistics for the next year.

Note: Print all reports needed: Overdue lists by grade level or last name, circulation statistics, Alternate ID lists for internet usage if you use this, etc.

Note: **Complete a full circulation check, collection check and backup to the file server, C drive and floppies for off site safety. Always use a floppy backup!!!**

DETERMINING THE AVERAGE AGE OF YOUR COLLECTION:

Step 1: Generate the Extract File in Athena 9.1

1. From the Cataloging Menu, select Extract Data Sets
2. Click on Extract MARC Records tab at bottom of screen.
3. Leave the Select and Sort by range blank.
4. Under the Specify Tag Data to Extract, enter “260” in the Tag Field, “c” in the Sub Field, “10” in the Length and “Pub Date” in the Field Name.
5. Place a disk in the A drive.
6. In Extract to File, name the file to extract: A:\data.001
7. Click on the Extract button.

Step 2: Import the Extracted File into Excel

1. Open Excel. From the File menu, choose Open. From the Look in box, select 3 ½ in. Floppy (a:).
2. Change the Files of Type to “All Files” and choose the file you created in Step 1. Click Open.
3. Click on File, then Save As. Save your file on your disk as a dbase file, i.e. “data.dbf”

Step 3: Remove “extra” characters from the Pub Date information

1. You will need to remove any extra characters such as “c”, commas, etc.
2. Highlight the Pub Date column by clicking on the title bar above it.
3. Find the Edit menu, select Replace. Enter the character you need to remove, i.e. c, (, or) in the “Find What: box”. Leave the “Replace With: box” empty. Select Replace All.
4. Repeat these steps for any other characters as needed.

Step 4: Determine the Average Age

1. Sort the Pub Date column by ascending date.
2. Click in the box at the bottom of the column. From the Insert menu, click on Function.
3. From the Function Category List, select Statistical.
4. From the Function Name List, select Median. Click on OK.
5. In the Median box, you should have a range of numbers corresponding to the Pub Date column entries, i.e. A1:A10,657.
6. Click on OK. This will give you the average age of your collection **as a date**.

PROVIDING AN ENVIRONMENT THAT ENHANCES THE USE OF THE LIBRARY MEDIA CENTER

Arrange shelving and seating to facilitate patron comfort and movement.

Provide directives, which aid patrons in locating materials.

Communicate procedures for the use of media.

Construct attractive and informative displays, which promote the use of media.

Maintain media in a logical and accessible arrangement.

Provide an inviting, user-friendly environment.

INSTRUCTIONAL SERVICES

INSTRUCTIONAL SERVICES

"In a student-centered school library media program, learning needs take precedence over class schedules, ...student categorizations, and other logistical concerns. Flexible, equitable, and far-reaching access to the library media program is essential to the development of a vibrant, active learning community...

The school library media program supplies information and ideas through programs and services offered both within the school and beyond. By providing intellectual and physical access to the full range of information, in a climate that invites learning, honors free inquiry, and respects legal and ethical principles regarding the uses of information and information technology, the program serves as a model for creative, effective, and responsible information use. The school library media specialist is an information specialist who can guide and promote a student-centered program founded on collaboratively designed policies and procedures that provide flexible and equitable access to information for learning. Using the information literacy standards for student learning to help all students- regardless of age, ability, cultural, or other considerations-learn to locate, evaluate, and use information, the school library media specialist assumes a critical role in creating a diverse, dynamic, and vibrant learning community." (*Information Power: Building Partnerships for Learning*, Edition, 1998)

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

Information Literacy

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

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

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

Independent Learning

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

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

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

Social Responsibility

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

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

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

STUDENT LIBRARY MEDIA CENTER USE

There are as many needs and reasons to use the library media center as there are students. Some, but not all, of these needs and reasons are listed below.

At the library media center, students:

- Utilize electronic card catalog;
- Use provided on-line services (Internet);
- Use provided computer software for data research, word processing, specific information needs, graphics, completion of teacher assigned tasks or activities, Accelerated Reader, completion of assigned educational programs, and game enjoyment;
- Receive instruction through a simulated activity;
- Utilize circulation desk services;
- Explore answers to specific questions;
- Collect data for specific objectives from varying print/non-print sources;
- Seek teacher requested information and/or engage in teacher planned activity;
- Record statistical data;
- Gather geographical information;
- Gather biographical information;
- Take notes;
- Produce a videotape, sound recording, overhead transparency, computer simulation;
- Peruse periodicals;
- Enjoy storytelling, puppetry, book talks, reader's theater;
- Select recreational reading materials/books;
- Locate a graphic or illustrate project or report;
- View a videocassette tape, filmstrip, laser disc projection;
- Participate in special guest presentations;
- Use/complete learning center activity;
- Browse;
- Listen to a tape;
- Engage in variety of puzzle activities;
- Construct a model, timeline, diorama, assigned projects, charts;
- Use appropriate curriculum based manipulatives; and
- Participate in peer tutoring.

SUGGESTIONS FOR COLLABORATION PROCESS

The library media specialist:

- Takes the initiative with teachers;
- Systematically reviews appropriate curriculum guides to identify instructional units with potential for collaboration;
- Builds upon information requests and initiate suggestions;
- Inquires about teacher academic expectations, and teaching methods used in the classroom;
- Together with teacher, establishes the objectives of the unit and the evaluative method to be used;
- Accesses available library media center information and resources to meet teacher and student needs;
- Experiments with resources, activities, and teaching strategies, as needed, to assure student-centered learning;
- Assists teachers and students in utilization of all information resources to reach established objectives; and
- Document collaborative efforts.

FLEXIBLE SCHEDULING

The student-centered library media center program requires flexible and equitable access to information and resources to support student learning and to support curriculum instruction. Flexible scheduling requires a collaborative effort in planning between the teacher and the library media specialist. Flexible scheduling "is an organization for instruction, allowing for varying class sizes within and among courses, and providing for instructional groups that meet within and among courses, and providing for instructional groups that meet at varying frequencies and for varying lengths of time..." (*The Facts on File Dictionary of Education*, Edition 1988).

Essential to a successful flexible schedule is collaborative planning between the library media specialist and the teacher to develop curriculum based library media activities that provide student-centered learning and classroom related activities. Monitoring of flexible schedule and careful record keeping will assure that all students are engaged in library media activities routinely.

Use of flexible scheduling:

Follows recommended national guidelines;

- Ties library media center use to classroom objectives;
- Allows students and teachers to use the library media center and its resources as needed;
- Provides access for use *of* library media center as a learning laboratory;
- Provides a student-centered environment that promotes independent learning while meeting the individual reading needs *of* the student; and
- Provides developmentally appropriate activities for all students.

There are many scheduling variations that can be used. Flexible scheduling can be used throughout the day, everyday; part of each day; with only a few classes; several days a week; or as needs are determined by the library media specialist and the teachers.

BENEFITS OF FLEXIBLE SCHEDULING

STUDENT BENEFITS:

- Having access to materials and equipment when needed
- Having personal attention from the library media specialist
- Having opportunities to interact with students of various ability levels
- Having opportunities to work independently
- Having timely instruction in relevant information skills
- Having access to print and nonprint circulation
- Developing an appreciation for lifelong reading

TEACHER BENEFITS:

- Being able to meet individual needs of students
- Being able to vary classroom activities
- Having students use a greater variety of print and nonprint resources
- Having access to resources and equipment for instruction, as needed
- Planning instructional and curriculum goals with library media specialist
- Being able to concentrate on student-centered learning

PRINCIPAL BENEFITS:

- Having a learning program that develops independent learners
- Having a program that encourages student responsibility
- Fostering and encouraging professional cooperation
- Having a library media center that enhances school curriculum goals and needs
- Encouraging the widest possible use of information resources and services by making them available throughout the school through remote access in the library media center
- Using school-owned resources to the fullest extent

LIFELONG LEARNING

Library media specialists and teachers collaborate, to ensure that students will become effective users of information. Students' ability to think critically increases as they have more opportunities to locate, interpret, analyze, evaluate, and communicate ideas and information. When these opportunities are integrated throughout the curriculum, students develop a practice that will translate into lifelong learning strategies.

PROMOTING THE LIBRARY MEDIA CENTER

The Library Media Specialist should make every effort to promote the library media center positively throughout the school and community. Attention should be drawn to the variety of services offered by the LMC and its importance to the overall success of the school.

Fostering a positive attitude among local stakeholders i.e. students, faculty, staff, parents, and community is crucial to gaining the support of volunteers and businesses for funding, donations and participation. The following suggestions may be used for promotion of the LMC:

- Personalized LMC brochures
- Monthly reports to principal
- Random reward for students use of LMC or library card
- Monthly newsletter of new material to teachers
- Include LMC information in school newsletter
- Reading lists
- Book Fairs
- Book Talks
- Guest speakers, readers or storytellers
- Family Reading Night
- Open House
- Suggestion box
- Clubs
- Bulletin boards
- PTA talks
- Publicize our role
- Power Point presentation or video about library media program
- Local news coverage of special library events
- Give orientation
- Keep a scrapbook of yearly activities
- Display new arrivals
- Monthly book displays using a theme

**INFORMATION
TECHNOLOGY
SERVICES**

INFORMATION TECHNOLOGY SERVICES

Technology is an important aspect of the library media program. The library media specialist takes the leadership role in making current and long-range decisions regarding the implementation of technologies to enhance the learning process. The library media specialist collaborates with administrators and teachers to select, manage, and evaluate appropriate technologies that support the curriculum.

Three basic ideas -collaboration, leadership, and technology -underlie the vision of library media programs presented in [*Information Power: Building Partnerships for Learning*](#). These ideas are integral to every aspect of the library media program and every component of the library media specialist's role. They provide unifying themes for guiding the library media specialist and for infusing all the activities, services, and functions of an effective, student-centered program.

The library media specialist is the primary leader in the school's use of technology, acting as the school technology support teacher or as a viable member of the Technology Plan Committee. Acting as a technologist (one who integrates people and learning with the tools of technology) and collaborator, the library media specialist plays a vital role in planning, designing, and implementing a student-centered technology plan.

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

INTERNET ACCEPTABLE USE

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated, and transferred by members of society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources, and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened prior to use by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Board Policy IFAC requires that all such materials be consistent with district-adopted guidelines, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students. Telecommunications, because they may lead to any publicly available fileservers in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy IF and IFAC and will honor the goals for selection of instructional materials contained therein.

IFAD (also JCDC)

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Code of Conduct). The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms by parents of students and by students themselves.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. The Mobile County Public School System will not be liable for the actions of anyone, student or staff, connected to the Internet through the school Internet access facility. All users shall assume full liability—legal, financial, or otherwise—for their actions.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy.

Statutory Reference:

Healing Held: February 14, 1996 Adopted: March 20, 1996

**INTERNET ACCEPTABLE USE
ADMINISTRATIVE PROCEDURES**

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel must comply with Board Policy IFAC governing the selection of instructional materials. In this manner, school personnel will provide developmentally appropriate guidance to students as they make use of Internet resources to conduct research and other studies related to the district curriculum. All students will be informed by teachers of their rights and responsibilities as users of telecommunication networks prior to gaining access to any network service, either as an individual user or as a member of a class or group.

As much as possible, access to Internet information resources will be designed in ways which point students to those resources that have been reviewed and evaluated by the teacher prior to use. Since students may be able to move beyond those resources to others which have not been evaluated by teachers, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue research on the Internet independent of teacher supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

With the complex networking and easy access to systems available worldwide through the Internet, users and the parents of users should understand that school district personnel cannot control the content of information residing on Internet. Users and parents of users should be advised that some locations on the Internet may contain materials considered to be defamatory, inaccurate, abusive, obscene, sexually oriented, or illegal. The Mobile County Public School System does not condone the use of such materials and does not permit usage of such material in the school environment. Parents should be aware of the existence of such materials and monitor home usage of the Internet (if available). Students bringing such materials into the school environment will be dealt with according to the Code of Conduct along with the termination of access privileges.

Core Rules for Use of Internet

The use of Internet resources is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges as well as punishment for such violations as prescribed in the Code of Conduct. Unacceptable uses of Internet include the following:

- * Using profanity or obscenity.
- * Copying and/or distributing commercial software in violation of copyright law.
- * Ordering services or merchandise from other agencies that have Internet access. All matters concerning the merchandise and services ordered from a seller, including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance and delivery, are solely between the seller and the user. The Mobile County Public School System makes no warranties or representations whatsoever with regard to any goods or services provided by the seller and expressly forbids these transactions originating from the school system Internet access. The Mobile County Public School System and school system personnel shall not be a party to these transactions or be liable for any costs or damages arising out of the actions of sellers.
- * Using the network for financial gain, for commercial activity, or for any illegal activity.
- * Altering and forwarding personal communication without the author's prior consent.
- * Spoofing or otherwise attempting to send anonymous messages of any kind.
- * Lending your password to other students and/or adults.
- * Using the network to access a file that contains pornography, inflammatory material, inappropriate material, or any material not specifically related to the instructional lesson, objective, or assignment.
- * Using copyrighted materials in reports without permission.
- * Publicizing your home address or phone number.
- * Creating a computer virus and placing it on the network.
- * Using the network for sending and receiving a large number of personal messages.
- * Using the network to send/receive inflammatory messages.

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

PLEASE SIGN AND RETURN THIS PAGE TO SCHOOL.

Student's Name (Please Print)

Grade

PARENT OR GUARDIAN AND STUDENT ACKNOWLEDGMENT

This code has been developed to help your son/daughter gain the greatest possible benefit from his/her school experience. The policies apply to all students and parents in the public schools, to school campuses, school buses and school-related activities and events.

The school needs your help and cooperation. When you have read and discussed this document with your son/daughter, it is requested that you sign this sheet and return it to school. This form will be kept in your son/daughter's cumulative folder.

Parents or guardians have the responsibility for the actions of their children and should be involved in the education of their children. Parents or guardians should take special notice of the weapons and controlled substances sections of this Student Code of Conduct as well as the suspension and expulsion provisions.

FAILURE TO RETURN THIS ACKNOWLEDGMENT WILL NOT RELIEVE STUDENTS, PARENTS, OR GUARDIANS FROM RESPONSIBILITY TO KNOW THE CONTENTS OF THE STUDENT CODE OF CONDUCT AND WILL NOT EXCUSE ANY STUDENT'S NON-COMPLIANCE WITH THE CODE OF STUDENT CONDUCT.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

**PROFESSIONAL
DEVELOPMENT
SERVICES**

PROFESSIONAL DEVELOPMENT SERVICES

The importance of continuing education throughout the professional career is recognized. The library media specialist demonstrates growth through promotion of professional materials, networking, individual and small group consultations, and in-service participation.

PROFESSIONAL GROWTH AND DEVELOPMENT WORKSHOPS:

- Alabama Library Expo (formerly LAMP)
- Fall Library Media Specialist Workshop
- MCPSS Staff Development Workshops, Russell Bldg. and throughout system
- Title I Staff Development Workshops, Russell Bldg.
- SARIC -University of South Alabama
- Local school in-services

CONFERENCES:

- [Alabama Association of School Librarians Conference](#), fall 2003
- [Alabama Reading Association State Conference](#), fall
- [Alabama Educational Technology Conference](#); summer, Birmingham, AL
- [Alabama Library Association Conference](#), spring
- [American Library Association](#) Conference, summer
- [Children's Book Festival](#); March, University Of Southern Mississippi

PROFESSIONAL ASSOCIATIONS:

- [American Library Association](#) (ALA)
- [American Association of School Librarians](#) (AASL)
- [Alabama Library Association](#) (AlaLA)
- [Alabama Instructional Media Association](#) (AIMA)
- [Alabama Reading Association](#)
- Mobile Metro-Reading Council
- [Friends of Mobile Public Library](#)
- FOAL; Friends Of Alabama Libraries
- Bay Area Library Association

PROFESSIONAL DEVELOPMENT ORGANIZATIONS

- [Alabama Professional Education Personnel Evaluation Program \(PEPE\)](#)
- [National Board for Professional Teaching Standards](#)

