

# ATTALLA CITY SCHOOLS



## LIBRARY MEDIA CENTER

### *POLICIES AND PROCEDURES* *MANUAL*

**ATTALLA CITY SCHOOLS**

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**Etowah High School**

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Adopted by Attalla City Board of Education

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# **LIBRARY MEDIA PROGRAM**



## **PHILOSOPHY AND ROLE OF LIBRARY MEDIA PROGRAM**

It is the role of the Library Media Program in the Attalla City School System to help students flourish in this learning community and is the central concern of student-centered media programs. The goal is to assist all students in becoming active locators, evaluators, and users of information to solve problems and to satisfy their own curiosity. With these skills, students can become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and society as a whole. The library media specialist is an informational specialist, an instructional design consultant, and a collaborator who plans with classroom teachers, and strives to do these things through the integration of technology. These roles are incorporated into an overall program, which is integrated into the curriculum through collaboration with administrators, teachers, and library media specialists.

All students will acquire basic research skills and knowledge pertaining to the library media center to be carried on consistently through a unified plan for grades K-12 with the goal of aiding students to become life long library users. Administrators, teachers and library media specialists have a joint responsibility to ensure that all students have these experiences. Cooperative planning results in an overall integrated and sequential library media instructional plan for all grades that complement the philosophy and curriculum of the Attalla City School System.

## **LIBRARY MEDIA SPECIALIST**

The librarian acquires materials, 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 professional 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 Attalla City Board of Education has adopted job descriptions for Librarian/ Media Specialist.

## JOB DESCRIPTION

### TITLE

Librarian (Elementary)

### QUALIFICATIONS

1. Valid State of Alabama Teaching Certificate.
2. B.S. or M.S. in Elementary Education with an endorsement in Library Science or a M.L.S. degree.
3. At least two years teaching experience.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

### REPORTS TO

Principal

### JOB GOAL

To help provide the kind of instruction and learning environment in the library that is appropriate for the ~~same~~ <sup>232</sup> grade level and individual students.

### PERFORMANCE RESPONSIBILITIES

1. Meets and instructs assigned classes in the locations and the times designated.
2. Plans a group program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
4. Prepares for classes assigned, and shows written evidence of preparation upon request of classroom behavior.
5. Encourages students to set and maintain standards of classroom behavior.
6. Guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
8. Strives to implement by instruction and action the district's mission statement of education and instructional goals and objectives.
9. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
10. Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.
11. Assists the administration in implementing all policies and rules governing student life and conduct, and, for



- the classroom develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
12. Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
  13. Plans and supervises purposeful assignments of volunteers and evaluates their job performance.
  14. Strives to maintain and improve professional competence.
  15. Attends staff meetings on staff committees as required.
  16. Prepares and administers the Library budget.
  17. Orders materials that are appropriate for the primary age level.
  18. Assists the classroom teachers with the selection of supplemental materials to use in the teaching of units.
  19. Instills in the children a love of reading.
  20. Maintains check-out and repair of all equipment housed in the school.
  21. Laminates all materials, lunch cards and field trip necklaces for all classroom teachers.

**TERMS OF EMPLOYMENT**

Nine month year. Salary and work year to be established by the Board.

**EVALUATION**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

## JOB DESCRIPTION

### TITLE

Media Specialist (Librarian) upper grades.

### QUALIFICATIONS

1. Valid Alabama Department of Education teacher's certificate.
2. Masters degree in library science or and endorsement on masters degree in library science.
3. At least two years teaching experience.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

### REPORTS TO

Principal

### SUPERVISES

Staff members designated by the Board or the superintendent.

### JOB GOALS

To provide a well-organized, smoothly functioning library environment containing a wide variety and range of materials that will invite intellectual growth and will provide teachers and students an opportunity to take full advantage of available resources.

### PERFORMANCE RESPONSIBILITIES

1. Operates and supervises the media center to which assigned.
2. Evaluates, selects, and requisitions new media center materials.
3. Assists teachers in the selection of books and other instructional materials, and makes media center materials available to supplement the instructional program.
4. Informs teachers and other staff members concerning new materials the media center acquires.
5. Maintains a comprehensive and efficient system for cataloging all media center materials, and instructs teachers and students on use of the system.
6. Arranges for interlibrary loan of materials of interest or use to teachers.
7. Works with teachers in planning those assignments likely to lead to extended use of media center resources.
8. Promotes appropriate conduct of students using media center facilities.
9. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.
10. Presents and discusses materials with a class studying a particular topic, on the invitation of the teacher.
11. Participates at curriculum meetings.
12. Counsels with and gives reading guidance to students who have special reading problems of unusual intellectual interests.
13. Arranges frequently-changing book-related displays and exhibits likely to interest the media center's patrons.

14. Prepares and administers the media center budget.
15. Supervises media center aides in the performance of their duties.
16. Weeds obsolete and worn materials from the collections.
17. Supervises the clerical routines necessary for the smooth operation of the media center.

**TERMS OF EMPLOYMENT**

Nine or ten month year. Salary and work year to be established by the Board.

**EVALUATION**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

## **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. Paraprofessionals allow library media services to shift to a higher level allowing 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 tasks can absorb the library media specialist's time and reduce professional services. This is why paraprofessional support is needed to assist librarians.

### **Performance Responsibilities**

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

- Assists teachers and students in the proper use, operation, and care of equipment;
- 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.

## **JOB DESCRIPTION**

### **TITLE:**

Federal Programs Aide

### **QUALIFICATIONS:**

1. At least two years of education from institute of higher education.
2. No previous experience required but preferred.
3. Computers skills preferred.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

### **REPORTS TO:**

Principal

### **JOB GOAL:**

To work closely with teachers and students on a regular basis in an effort to provide them with instructional support so that they may be able to receive the full benefits from the school system's federal programs.

### **PERFORMANCE RESPONSIBILITIES:**

1. Works with individual students or small groups of students to reinforce material initially introduced by the teacher.
2. Helps students master instructional materials, guides independent study, enrichment work and remedial set up or assigned by the teacher.
3. Assists with supervision of students during emergency drills, assembly programs, and field trips.
4. Alerts regular teacher to any problems or special information about a student and serves as the chief source of information in helping a substitute teacher in the absence of the regular teacher.

5. Performs simple errands and tasks for the teachers. Maintains the same high level of ethical behavior and confidentiality of information about student as is expected of the certified teacher.
6. Maintains the same high level of ethical behavior and confidentiality of information about student as is expected of the certified teacher.
7. Participates in in-service training programs as assigned.

**TERMS OF EMPLOYMENT:**

Nine months salary determined by local board of education.

**EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the board's policy on Evaluation of Support Services Personnel.

## **STUDENT ASSISTANTS AND VOLUNTEERS**

Student assistants and volunteers 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.

### **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.
- Repair print and non-print materials.
- Distribute overdue notices.
- Prepare displays and bulletin boards.
- Aid students and teachers in locating and using print and nonprint materials.
- Process new materials.
- Check-in 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 library inventory.
- Other tasks assigned by the library media specialist.



## **LIBRARY MEDIA ADVISORY COMMITTEE**

This committee serves in an advisory capacity by assisting the library media specialist in obtaining information concerning the library media center. Each school librarian is responsible for making recommendations for an advisory committee. Committee members help to emphasize the importance of the library media center and its uses to students and colleagues.

## **CONTRIBUTIONS OF THE SCHOOL COMMUNITY**

An effective library media program requires support and participation from representatives of every constituency in the school community. 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 learners.

### **School Board**

- Promotes financial assistance for the success of the library media center program.
- Establishes policies that assure equal and 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**

- Supports intellectual freedom.
- Supports a flexible schedule.
- Provides planning opportunities.

- Encourages integrated skill instruction.
- Approves Library Media Advisory Committee members.
- Confers regularly about program results.
- 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 current resources and inform the library media specialist.
- Help evaluate materials.
- Serve on the Library Media Advisory Committee.

## **Parents**

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

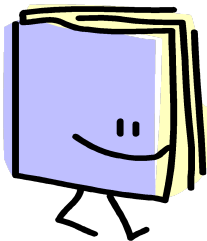
## **Students**

- 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.
- Contribute effectively and responsibly to the learning community.
- Participate in reviewing new materials.
- Become an independent, lifelong learner and user of information.
- Serve on the Library Media Advisory Committee.

## **Community**

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

# **MATERIALS SELECTION**



**MATERIALS SELECTION GUIDELINES**

The school library media program implements, supports, and enhances the educational program of each school in the Attalla city system. It is the goal of each library to provide a wide range of library materials on all levels of difficulty with diversity of appeal and with different points of view. It is the goal of each library media program that the materials chosen should give a true picture of the ideas they present, contribute meaningful content to the topic under study, and be appropriate for the age, intelligence, and experience of the learner.

The official board policy is as follows:

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

**LIBRARY ENHANCEMENT MATERIALS SELECTION**

**4.22**

I. Objectives of Selection

The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal and the representation of different points of view.

II. Criteria for Selection

A. The standards to determine the propriety of the educational materials shall be pursuant to Alabama statutes.

B. Educational media materials shall be evaluated and selected to implement, enrich, and support the educational programs of the schools.

C. Media, *e.g.*, films, videotapes, software, print texts, from sources other than the system or a school media center collection must be approved by the principal. Request for Use of Educational Media from Outside Sources forms are available at each school site and shall be used to request permission to use such materials. The content of the curriculum will determine the need for use of media.

III. Funds shall be spent in accordance with the budget adopted for Classroom Instructional Support funds.

**STATUTORY AUTHORITY:**

**CODE OF ALABAMA  
16-1-30**

**LAW(S) IMPLEMENTED:**

**CODE OF ALABAMA  
16-1-8.1, 16-8-8, 16-11-9,  
16-11-23, 16-21-1 TO 3**

**ALABAMA ADMINISTRATIVE PROCEDURE ACT:**

**HISTORY:**

**ADOPTED: 03/08/07  
REVISION DATE(S): 03/08/07  
FORMERLY: IFBEC, IFAC**

## **SELECTION OF MEDIA TO ENHANCE THE INSTRUCTIONAL PROGRAM**

The school librarian must be knowledgeable of the instructional program in order to choose materials wisely. A suggested procedure follows:

### **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.

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

- To identify student hobbies and recreational interests.
- To identify student reading interests and abilities.
- To request student help in evaluating and reviewing the selection of materials.

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 will evaluate the existing collection consult professionally recognized selection resources, and purchase multiple items 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.

## **BUDGET**

1. Obtain the total amount allotted for Library Enhancement from the Principal.
2. Survey the faculty to determine items of need.
3. Meet with the Library Advisory Committee. 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.

## **GIFTS**

Gifts from individuals or companies are greatly appreciated. However, gifts will be placed in the collection based on their appropriateness of the curriculum. The library will not issue any monetary value for tax purposes on any gift. The library media specialist indicates the total number of materials donated. The library media specialist retains the right to discard the gift.

The official board policy is as follows:

**CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS**

**PUBLIC GIFTS TO SCHOOLS**

**9.80**

The Board may receive gifts which may serve to enhance and extend the work of the schools.

- I. Equipment contributed to the schools becomes the property of the Board and is subject to the same controls and regulations that govern the use of other Board property.
- II. Contributions of equipment or services that may involve major costs for installation or maintenance, or continuing financial commitments from school funds shall be presented by the Superintendent to the Board for consideration and approval.
- III. Individuals or organizations desiring to contribute supplies or equipment shall consult with school officials regarding the acceptability of such contributions in advance of the contribution.
- IV. All administrators in a position to receive gifts in the name of a school or the school system shall apply a test of "reasonableness" to the gift. Reasonableness may be defined as anything that might not be construed to influence the decision makers in the purchase of school-related goods and services.

**STATUTORY AUTHORITY:**

**CODE OF ALABAMA  
16-1-30**

**LAW(S) IMPLEMENTED:**

**CODE OF ALABAMA  
16-3-29, 16-3-30, 16-3-31,  
16-8-8, 16-11-9, 16-11-11, 16-12-3**

**ALABAMA ADMINISTRATIVE PROCEDURE ACT:**

**HISTORY:**

**ADOPTED: 03/08/07  
REVISION DATE(S): 03/08/07  
FORMERLY: DJEI, KH**

# **CHALLENGED MATERIALS**

## **BOARD POLICY**



CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

**CHALLENGED MATERIALS**

**4.30**

The following procedures shall be followed when the appropriateness of books or materials is questioned:

- I. School/community citizens may register their concerns with the principal of the school where material is being challenged.
- II. All concerns shall be presented in writing to the school principal. The statement shall include the following information:
  - A. Author, compiler, or editor;
  - B. Publisher;
  - C. Title;
  - D. Reason for objection;
  - E. Page number of each item challenged; and,
  - F. Signature, address and telephone number of person making criticism.
- III. These procedures shall be followed for school-level reviews:
  - A. A committee of teachers, educational media specialists, parents, and other qualified personnel shall be appointed by the principal to evaluate the challenged materials and to make recommendations for any changes. The principal shall notify the Superintendent or his/her designee when a committee is convened.
  - B. Challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
  - C. Challenged materials shall be read and evaluated by the committee, considering the specific objections raised.
  - D. The complainant shall be informed in writing concerning the committee's recommendations.

**CHAPTER 4.00 - CURRICULUM AND INSTRUCTION**

- IV. These procedures shall be appropriate for system-level appeals and shall be followed when the complainant disagrees with the decision rendered from the school-level appeal.
  - A. A committee of teachers, educational media specialists, parents, and other qualified personnel shall be appointed by the Superintendent to review the appeal, to evaluate the challenged materials and to make recommendations of any changes. A committee member shall not be selected from the school where the challenged materials originated.
  - B. The Superintendent shall designate a member of his/her staff to be responsible for the organization of this review committee according to School Board policies.
  - C. The committee's review shall be treated objectively and in a business-like manner and shall be conducted in the best interests of students, the schools, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.
  - D. The committee's recommendations shall be submitted to the Superintendent.
  - E. The complainant shall be informed, in writing, after the committee's recommendation is received by the Superintendent.
  - F. An appeal to the School Board may be requested by the complainant when the school and system-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations of the school and system-level committees and shall render the final decision on the complainant's concern.

**STATUTORY AUTHORITY:**

**CODE OF ALABAMA  
16-1-30**

**LAW(S) IMPLEMENTED:**

**CODE OF ALABAMA  
16-8-8, 16-11-9, 16-12-3**

**ALABAMA ADMINISTRATIVE PROCEDURE ACT:**

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**ADOPTED: 03/08/07  
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FORMERLY: IFBE**

# **PROCESSING NEW MATERIALS**

**BOOK**

**NON-BOOK**

**EQUIPMENT**



## **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. State requires documentation of expenditures of library enhancements funds.

### **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 P.O. copies. Sign and date appropriate (yellow) copy and return to bookkeeper. Keep a 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. Stamp the inside back and front cover and the title page.
5. Import Marc Records supplied by book company into the library automation system.
6. Edit MARC Cataloging.
7. Insert date due slip. (Optional) Place barcode, call number on spine and apply appropriate labels and stickers for reading programs such as Accelerated Reader.
8. Display new materials, and notify faculty and students of new arrivals.



## **NON-BOOK 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 (yellow) copy and return to Bookkeeper. Keep a copy for your records.
3. If the material is defective, contact the company.
4. Stamp the material with your school's library media stamp.
5. Import MARC records for all audiovisual materials through vendors or create your own in the Library Automation System.
6. Edit cataloging.
7. Insert date due slips. (optional)
8. Display new materials, and notify faculty and students of new arrivals.

## **EQUIPMENT**

1. Check new equipment against the purchase order and the company's invoice or packing slip.
2. Indicate materials received and note discrepancies on all copies.
3. Sign and date appropriate (yellow) copy and return to bookkeeper. Keep a copy for your records.
4. If the equipment is defective, contact the company.
5. Add new equipment to the Library Automation System 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 (Obtain School Control Number from Technology Department)
  - Warranty information
6. Place school name on equipment ordered with a permanent marker, engraver, or paint pen.
  7. A copy of the purchase order and invoice must be available for verification.

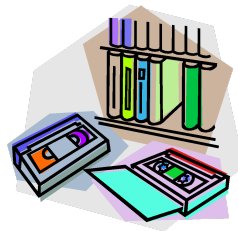
# **COLLECTION MAINTENANCE**

**CLASSIFICATION**

**WEEDING**

**LOST AND DAMAGED**

**INVENTORY**



## CLASSIFICATION PROCEDURES FOR BOOKS

All books in the library'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. The following designations should be used in classifying books:

CATEGORY	<u>CALL NUMBER DESIGNATIONS</u>
EASY	E 3 letters (upper case) of author's last name
FICTION	F or FIC (be consistent in your library) 3 letters (upper case) of author's last name
STORY COLLECTION	SC (be consistent in your library) 3 letters (upper case) of author's last name
COLLECTIVE BIOGRAPHY	920 3 letters (upper case) of author's last name
INDIVIDUAL BIOGRAPHY	921 or B (be consistent in your library) 3 letters (upper case) of bio's last name
NONFICTION (000 – 999)	DEWEY # 3 letters (upper case) of author's last name
REFERENCE	REF DEWEY # 3 letters (upper case) of author's last name Volume # and /or Year
PROFESSIONAL	PRO DEWEY # 3 letters (upper case) of author's last name
PAPERBACKS	Classify and shelve as hardback 3 letters (upper case) of author's last name
BIG BOOK	BB DEWEY # 3 letters (upper case) of author's last name

## CLASSIFICATION FOR NONBOOK MATERIALS

Create a MARC record using the Dewey Decimal Classification System. Use the following chart for classifying nonbook materials. This chart may include types of nonbook materials not found in all Attalla City School libraries. Be consistent in your library.

CAS	Cassettes
CDR	CD ROM - Microcomputer Programs
DVD	Digital Versatile Disc
FILM	Motion Picture (16 mm)
FSS	Filmstrip
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
M	Magazines / Periodicals (Cutter by title)
PP	Professional Periodicals

## CLASSIFICATION FOR EQUIPMENT

Create a MARC record for equipment purchased with library funds. Use a library barcode for library inventory purposes as required. Some equipment may also require a School Control Number that can be obtained from the technology department.

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

## GENERAL WEEDING CRITERIA BY DEWEY CLASSIFICATION

Dewey Class	Subject	Retention		Notes
		Ideal (years)	Maximum (years)	
000s	Generalities	5	10	Replace encyclopedias every 3-5 years; do not circulate older sets beyond 7-8 years; evaluate by use, especially curiosities and wonders
100s	Philosophy, Psychology	5	10	Self-help books become dated very quickly; classic titles may have newer editions; watch for dated concepts and pictures; evaluate by use
200s	Religion, Mythology	5	10	Evaluate by use and circulation; be sure something current is in the collection representing all major religions
300s	Social Science	5	10	A very broad area; some controversial topics in this area; be sure the collection is balanced and current
400s	Languages, Dictionaries	5	10	Look for technology-related words (DVD, CD, MP3, podcast, weblog) and slang that has come into common usage; check foreign-language and English as a second language materials for condition if popular and well used; picture dictionaries are good for ESL students if illustrations are not dated; grammar doesn't change much, but examples and illustrations can date materials; science fairs demand more frequent updating
500s	Natural Sciences, Mathematics	5	10	Keep classic works like Darwin and Rachel Carson, but keep up with new discoveries and theories

600s	Applied Science, Technology, Medicine, Mechanics, Engineering	5	10	Toss any older materials that may be misleading; science fair materials and topics should be current; diet and exercise titles may be retained longer; be sure materials on sexually transmitted diseases include current information on AIDS; include materials on growing fields of nanotechnology and microbiology; aviation titles should include international space station, space shuttle status
<b>Dewey Class</b>	<b>Subject</b>	<b>Retention</b>		<b>Notes</b>
		<b>Ideal (years)</b>	<b>Maximum (years)</b>	
700s	Art, Music, Sports	5	10	Art and music: get new editions of well-used titles; keep histories of art and music if in good condition; keep sports classics, but newer editions may be available
800s	Literature	5	10	Keep basics and classics; check indexes before discarding poetry; check for dust, must, mold, mildew – and especially use
900s	History	5	10	Check demand, accuracy, condition; monitor information on areas of change; countries of the former Soviet Union, Afghanistan, Africa, the Middle East, and Eastern Europe; be ruthless
Fiction/Easy/Story Collections		5	15	Toss duplicate copies of items with low circulation; watch for outdated topics, topics appropriate for reading level; keep high demand, award winners, popular authors' works; condition and use will determine keeping or tossing; replace old favorites with new editions; quality pictures books remain popular; YA titles should appeal to YAs



Reference		3	10	These materials should include the most current information; toss or return to circulation anything over 10 years old; update well-used with newer editions; some areas age quickly and will need to be replaced every year or two, others will last for 10 years or more; anything over 20 years old needs to go
AV		varies		Older formats should be removed from shelves; filmstrips, sound filmstrips, 8 mm and 16 mm films, film loops, 5.25 – and 3.5-inch diskettes; videotapes have limited life
<b>Dewey Class</b>	<b>Subject</b>	<b>Retention</b>		<b>Notes</b>
		<b>Ideal (years)</b>	<b>Minimum (years)</b>	
Vertical File		varies		With the World Wide Web as a source, vertical files are as obsolete as many AV formats; images, documents, and artifacts that support the curriculum are available in digital format; spend you time locating and organizing those for best use; a small local file may be useful, however, for topics of local interest; weed thoroughly and annually if you have a vertical file
Periodicals		varies		Keep for a short time if you get hard copy; most resources students need are available online; weigh the cost of storage, binding, maintenance of hard copy against cost of CD-ROM or online resources

Adapter from:

Baumbach, Donna J. and Linda L. Miller. Less is More: A Practical Guide to Weeding School Library Collections. ALA Editions, June 2006, p.181-187.

## **LOST OR DAMAGED LIBRARY MATERIALS**

The media specialist is encouraged to collect monies to replace lost or damaged materials. The price is the current replacement value or the price listed on the library automation system. 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.

CHAPTER 7.00 - BUSINESS SERVICES

**INVENTORIES AND PROPERTY MANAGEMENT**

**7.64+**

The Superintendent or designee shall maintain an adequate and accurate record of all tangible personal property of the system. The record shall indicate the date of acquisition, the fund from which purchased, identification number, and property record number. Records shall be consistent with all controlling requirements of Alabama statutes and rules (to include a depreciation schedule of capital assets and estimated useful life of various assets). School inventories shall be verified by administration at the Superintendent's direction.

- I. All equipment that has a value or cost specified by the Board shall be listed.
- II. Property inventories shall be performed annually. It shall be each principal's duty to designate a person to make an annual inventory of all school property within his/her building(s). This report shall include recommendations for the disposition of obsolete and surplus equipment and equipment beyond economical repair. Such inventory shall be verified by the central office and filed with the central office either at the time designated in writing by the property control officer or at the time of any principal's resignation.
- III. Any incoming principal and the property control officer shall make an inventory of all school equipment when the new principal assumes the duties of the position. This inventory shall be checked against the last inventory made at the school and a report shall be filed with the central office to identify any shortages or discrepancies.
- IV. The principal shall also be responsible for taking inventories of properties not covered in subsection (1) herein such as library books, films and tapes, and other materials as deemed appropriate. These inventory records shall remain on file in the individual school.
- V. The Superintendent shall prescribe the procedures for the accountability of property.
- VI. All equipment purchased by the various school organizations or by outside organizations for school or system use shall become School Board property and shall be recorded and inventoried in the same manner as all other equipment of a similar nature.

**CHAPTER 7.00 - BUSINESS SERVICES**

VII. The Superintendent shall report to the School Board any property that has been lost or stolen if recovery is not made by the next regular School Board meeting after the discovery of the loss or theft. Such report shall include a recommendation for inactivation of the property record and information concerning possible personal liability which may be appropriate as the circumstance may indicate.

**STATUTORY AUTHORITY:**

**CODE OF ALABAMA  
16-1-30**

**LAW(S) IMPLEMENTED:**

**CODE OF ALABAMA  
16-8-8, 16-11-9, 16-11-12**

**ALABAMA ADMINISTRATIVE PROCEDURE ACT:**

**HISTORY:**

**ADOPTED: 03/08/07  
REVISION DATE(S): 03/08/07  
FORMERLY: EC, ECC**

## 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
  - Manual with shelflist
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 and file:
  - Collection Changes Summary Report
  - Collection Statistics Report
  - Item Activity by Call Number
  - Usage Statistics

## 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.

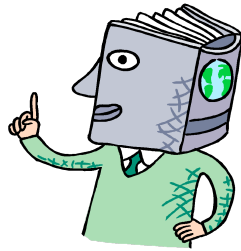
**NOTE:** If you forget to close Athena and the data is missing:

  - 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 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: Complete a full circulation check.**

# INSTRUCTIONAL PROGRAM



## 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 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.

*(Information Power: Building Partnerships for Learning, Edition, 1998, p.8-9)*

## 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 activities.
- Record statistical data.
- Gather geographical information.
- Gather biographical information.
- Take notes.
- Encourage teacher and student use of Powerpoint and Publisher;
- Peruse periodicals.
- Enjoy storytelling, puppetry, book talks, reader's theater.
- Select recreational reading materials/books.
- Locate a graphic or illustrate project or report.
- Participate in special guest presentations.
- Use/complete learning center activity.
- Browse.
- Enjoy listening center activities.
- Engage in variety of puzzle activities.
- Construct a model, timeline, diorama, assigned projects, charts.
- Use appropriate curriculum based manipulatives.
- Use the media center as a place for pleasurable reading.
- 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.
- Document collaborative efforts.
- Be persistent.

## **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.
- 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 non-print 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 non-print 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.

## **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:

- Monthly newsletter of new material to faculty
- Reading lists
- Book Fairs
- Book Talks
- Guest speakers, readers or storytellers
- Open House
- Clubs
- Bulletin boards
- Publicize library media center role in student learning.
- Power Point presentation or video about library media program.
- Local news coverage of special library events
- Give orientation
- Display new arrivals
- Communicate with Faculty by sending e-mails or STI instant messaging.



# INFORMATION TECHNOLOGY



## STUDENT TECHNOLOGY RESOURCES AGREEMENT 2016-2017

I understand that Internet access is provided for educational purposes. I understand that Attalla City Schools will take precautions to eliminate controversial material as outlined in the Internet and Technology Use Policy. However, I also recognize it is impossible to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I understand that as a network user, I am responsible for my actions and that I am responsible for acting considerately and appropriately, in accordance with the Internet and Technology Use Policy.

I understand that by signing page 67, I agree to all conditions for the Internet and technology Use Policy. I understand that I have no expectations of privacy, as defined in the policy, while using Attalla City Schools computers or network, and that my likeness (without identifying information) and /or class work may be published to school system or other sanctioned websites.

I understand that any or all of the following sanctions could be imposed if I violate any of the policies and procedures regarding the use of Attalla City Schools Technology Resources including the Internet.

1. Loss of access
2. Additional disciplinary action to be determined at the individual school in line with existing practices regarding inappropriate language or behavior.
3. Financial Liability
4. Legal action

CHAPTER 8.00 - AUXILIARY SERVICES

**TECHNOLOGY AND TELECOMMUNICATION PLAN AND  
ELECTRONIC COMMUNICATION USE**

**8.60+**

- I. The system shall develop a comprehensive technology and telecommunications plan for administrative and instructional purposes. The plan shall advance and promote public education consistent with technology advances and availability of resources. To the extent feasible, it shall promote access, collaboration, and information sharing between and among schools, system offices, and the global community and include provisions for protecting students from access to inappropriate and prohibited information- and materials.
- II. The Superintendent or designee shall be responsible for establishing and authorizing use of technology, telecommunications services and networks consistent with the telecommunication plan which shall be presented to the School Board for approval. Such plan shall be updated periodically and submitted for Board review and approval.
- III. Such guidelines shall be broadly distributed and/or posted in appropriate locations. Such guidelines shall address computer room access; sale of computer services; acceptable use; proper etiquette; security; vandalism; harassment; and supervision of student use by staff. Any user violating such guidelines shall be subject to denial of school-based access and such other legal or disciplinary actions as are appropriate to the violation.
- IV. System computers, network access, and other information resources such as electronic mail (e-mail) are provided for staff use to support the system's mission and goals. Access by staff and students to inappropriate and prohibited information and materials shall be limited by the use of appropriate software. All such resources are Board property and subject to the same rules for use as other physical property. In addition, the following rules shall apply:
  - A. Use of information resources should be limited to legitimate educational purposes. Programs for personal use should be avoided. Use for illegal or commercial purposes is not authorized.
  - B. E-mail, World Wide Web pages, and other forms of electronic documentation:
    1. Will not be obscene, abusive, or contain other inappropriate material.
    2. Will require the same handling as other public records.
  - C. User accounts and passwords must not be shared except where authorized. The person in whose name an account is issued is responsible for its proper use at all times.

**CHAPTER 8.00 - AUXILIARY SERVICES**

- D. Copyright and license agreements will be respected; no unauthorized copies of programs or files will be made.
  - E. Users shall not take unauthorized actions which gain access or attempt to gain access to, deny access or attempt to deny access to, disrupt, change, or destroy the data or service of the computer or network systems.
  - F. Use of electronic mail and other network communications facilities to harass, offend, or annoy other users of the network, including chain letters and jokes, is not authorized.
  - G. Users must avoid spreading computer viruses. Users may not download files from unknown sources. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.
- V. The network management accepts no responsibility for harm caused directly or indirectly by network use. There is no expectation of privacy when using School Board provided equipment and network resources.
- VI. Students must acknowledge their understanding of all policies and guidelines on a yearly basis by reading and signing the applicable Acceptable Use Policy. The system will annually update the Acceptable Use Policy for Students and the Acceptable Use Policy for Employees.

**STATUTORY AUTHORITY:**

**CODE OF ALABAMA  
16-1-30**

**LAW(S) IMPLEMENTED:**

**CODE OF ALABAMA  
16-11-9, 16-12-3, 16-13-231**

**ALABAMA ADMINISTRATIVE PROCEDURE ACT:**

**HISTORY:**

**ADOPTED: 03/08/07  
REVISION DATE(S): 03/08/07  
FORMERLY: IFBH, IFB, IFBGB**

**CHAPTER 8.00 – AUXILIARY SERVICES**

**Data Governance**

**8.60.1**

The Superintendent is authorized to establish procedures governing the storage, use, and sharing of data in any format, maintained electronically by the school system. Such procedures shall comply with applicable state and federal law and shall include provisions for data security (including physical security measures), access controls, quality control, and data exchange and reporting (including physical security measures, third party data use). Nothing in this policy or in any procedures authorized hereunder creates or expands any entitlement to confidentiality of records beyond that which is established by law or specific Board policy. Any unauthorized access, use, transfer, or distribution of Board data by any employee, student, or any other individual may result in disciplinary action (up to and including termination for employees) and other legal action.

**SEE DETAILED DATA GOVERNANCE POLICY IN DATA GOVERNANCE BOOK.**

**CODE OF ALABAMA**

**REFERENCE(S)**

**HISTORY:**

**ADOPTED: AUGUST 11, 2016**

**Page 1 of 1**

# PROFESSIONAL DEVELOPMENT



## **PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

### **PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

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)
- Local school in-services
- First Friday Workshops
- Attalla Librarians Monthly Meetings

### **CONFERENCES:**

- Alabama Association of School Librarians Conference
- Alabama Reading Association State Conference
- Alabama Educational Technology Conference
- Alabama Library Association Conference
- American Library Association Conference
  - International Society of Technology Educators

### **PROFESSIONAL ASSOCIATIONS:**

- American Library Association (ALA)
- American Association of School Librarians (AASL)
- Alabama Library Association (AlaLA)
- Alabama Instructional Media Association (AIMA)
- Alabama Reading Association

### **PROFESSIONAL DEVELOPMENT ORGANIZATIONS**

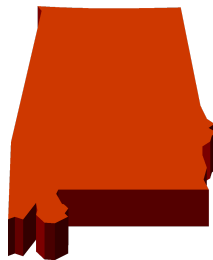
- Educate Alabama
- National Board for Professional Teaching Standards

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# **ALABAMA VIRTUAL LIBRARY (AVL)**



# LITERACY PARTNERS



# LIBRARY BILL OF RIGHTS

## **Interpretations:**

Access to Resources and Services in the School Library Media Program

Challenged Materials

# ALA POSITION STATEMENTS

Statement on the Confidentiality of Library Records

Your School Library Media Program and No Child Left Behind

ALA Resolution on School Libraries and the *No Child Left Behind Act*

Flexible Scheduling

Appropriate Staffing for School Library Media Centers

Role of the School Library Media Program

Role of the Library Media Specialist in Outcomes-Based Education

Role of the School Library Media Specialist in Site-Based Management

Statement on Professional Ethics, 1981

# **ATRIUUM INVENTORY AND YEAR-END TIPS**



# **COPYRIGHT**

**U. S. CODE: Title 17, 107  
(Fair Use)**

**AND**

**ALA VIDEO AND  
COPYRIGHT**



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