

Henry County Schools

Library Media Policy/Procedures Manual

(Revised May, 2015)



**Developed by
Henry County Media Specialists**

**Lesa Knowles – Superintendent
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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.

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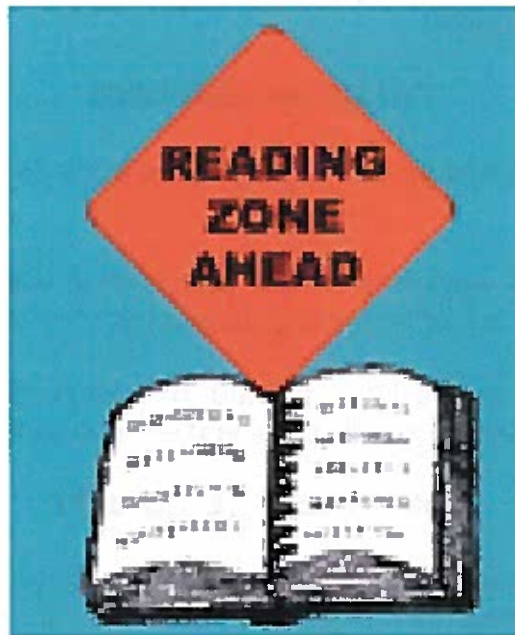
LMS STATEMENT

This manual is designed to serve as a guide and provide pertinent information for library media and other personnel in the Henry 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. Use these links for SDE info: <http://alex.state.al.us/libmedia/node/181>

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LIBRARY



MEDIA PROGRAM

Henry County Board of Education

Mission Statement

2017

THE BELIEF STATEMENT OF HENRY COUNTY SCHOOLS

A CARING ENVIRONMENT

A safe and physically comfortable environment promotes student learning.

A student's education is enhanced by positive extra-curricular activities and a system of academic and emotional support.

FOCUS ON LEARNING

Student learning needs should be the primary focus of all decisions impacting the work of the school.

Students learn in different ways and should be provided with a variety of instructional approaches, including the use of technology to support their learning.

Students should be encouraged to participate in extra-curricular activities in order to develop leadership and teamwork skills outside the classroom.

COMMITMENT TO QUALITY

The school staff's commitment to continuous improvement is imperative if our schools are to enable students to become confident, self-directed, life-long learners.

Faculty members should commit themselves daily to seek out the best instructional approach to reach each individual student.

All school employees should strive to become better each day in meeting the needs of the student.

School Administrators are expected to recognize and develop leadership skills among staff members and to promote professional growth of employees.

Library Media Mission Statement

The mission of the library media program is to ensure that students and staff are effective users of ideas and information including both digital and print. This mission is accomplished by:

- providing intellectual and physical access to materials in all formats
- providing instruction to foster competence and stimulate interest
- providing instruction to foster appropriate digital citizenship
- working with other educators to design learning strategies to meet the needs of individual students

The school library shall be an instructional media center serving the media specialist, and shall offer a comprehensive program of library services. Library media resources are available to students and teachers through a systematically developed collection within the school and through access to resources outside the school. The media specialist plans and works cooperatively with teachers in providing library services and library instruction to students. The media specialist shall serve as a resource person, working cooperatively with teachers and students on reading guidance for individuals and groups and making available curricular materials.

Contact Danny Hooper for information about media specialists in our school system.

Goals and Objectives of the Library Media Program

- ♦ To provide a pleasant, creative and safe learning environment
- ♦ To facilitate the use of information in a variety of formats including digital and print
- ♦ To take an active role in supporting curriculum and providing materials which meet a variety of learning styles
- ♦ To empower students to be independent and proficient life-long learners
- ♦ To instill an appreciation of reading by assisting students with literary selection
- ♦ To create media literate consumers by providing students with research strategies to develop critical thinking
- ♦ To provide instruction to foster appropriate digital citizenship

LIBRARY MEDIA CENTERS

The Henry County Board of Education believes that the school library media center is a fundamental part of the educational program. It adheres to the premise that an effective library media program will provide:

1. Equal and maximum access to information resources which extend the limited content of textbooks.
2. Instruction for students in acquiring the research skills necessary for independent learning.
3. Motivation for students to read and enjoy good literature.
4. Encouragement for students to use a variety of media for a lifetime of learning and pleasure.

Each school in the Henry County School System shall maintain a library media center under the direction of a state certificated library media specialist in accordance with accreditation standards. The responsibility for coordinating the selection and purchasing of instructional materials rests with the library media specialist with the final responsibility being vested in the Board.

Since the library media program is an integral part of the total school program, the school's philosophy and goals help establish direction for library media services. Programs may vary somewhat based on different school characteristics; however, some functions will be common in all schools. Those functions include:

1. Equal access to information in the school collection.
2. Provision of supplementary materials to enhance the school curriculum.
3. Integration of information skills instruction with classroom activities.
4. Assistance to teachers in using a variety of media formats to improve instruction.
5. Motivation for students to enjoy good literature and other worthwhile resources.
6. Access to the use of current technologies to improve instructional effectiveness.

The Henry County School System library media specialists and teachers should collaborate to insure that all students have adequate and equal access to the library media center and its collection.

REFERENCES:

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

HISTORY:

**ADOPTED: JANUARY 16, 1997
REVISED: OCTOBER 11, 2007; JULY 18, 2013
FORMERLY: IFBD**

LIBRARY ENHANCEMENT MATERIALS SELECTION

- I. Objectives of Selection - The primary objective of the Henry County School System schools' educational media centers is to implement, enrich, and support the educational program of the schools. The centers 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 shall determine the need for use of media.
- III. Funds shall be spent in accordance with the budget adopted for designated local school or system funds.
- IV. Media specialists shall be consulted in budgeting all library enhancement funds.

REFERENCES:

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

HISTORY:

**ADOPTED: OCTOBER 11, 2007
REVISED: JULY 18, 2013
FORMERLY: IFBD**

Challenged Materials

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 Henry County School System 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 presented by the complainant.
 - D. The complainant shall be informed in writing concerning the committee's recommendations.

- 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 Henry County Board of Education may be requested by the complainant when the school and system-level appeals do not satisfactorily resolve the concerns. The Board shall review recommendations of the school and system-level committees and shall render the final decision on the complainant's concern.

REFERENCES:

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

HISTORY:

**ADOPTED: OCTOBER 11, 2007
REVISED: JULY 18, 2013
FOMERLY: IFBE**

TECHNOLOGY AND TELECOMMUNICATION PLAN AND ELECTRONIC COMMUNICATION USE

- I. The Henry County School 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 Henry County Board of Education for approval. Such plan shall be updated periodically and submitted for Board review and approval. (See also Policy 5.90 Acceptable Use of Internet and Technology Resources.)
- 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. Henry County School 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 Henry County Board of Education 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.
 - 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 Henry County Board of Education provided equipment and network resources.
- VI. Users must acknowledge their understanding of all policies and guidelines on a yearly basis by reading and signing the applicable Henry County School System Acceptable Use Policy (in each school's student handbook). The Henry County School System will annually update the Acceptable Use Policy for Students and the Acceptable Use Policy for Employees.

REFERENCES:

**CODE OF ALABAMA
16-8-8, 16-12-3, 16-13-231, §290-1-4-.01(4)
CHILDREN'S INTERNET PROTECTION ACT**

HISTORY:

**ADOPTED: OCTOBER 11, 2007
REVISED: JULY 18, 2013;**

FORMERLY: 8.60

Roles and Responsibilities of the School Library Media Specialist

- As **teacher**, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situation--particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff--both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.
- As **instructional partner**, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.
- As **information specialist**, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical use of information available in these and in more traditional tools.
- As **program administrator**, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis. Excerpted from Chapter 1, "The Vision," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. ISBN 0-8389-3470-6

Information Literacy Standards for Student Learning

The following information literacy standards for student learning are reprinted from Chapter 2 in *Information Power Building Partnerships for Learning* and are used with the publisher's permission.

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.

Professional Development

Professional development is an essential and continuous function of successful careers in public education. Continuous professional development opportunities for library media specialists include the following:

1. County library media staff meetings
2. Faculty meetings
3. Local faculty in-service sessions sponsored by the library media specialist
4. Academic and/or curriculum committee meetings
5. Other in-school committee meetings
6. Professional organization meetings

Local
Regional
State
National

7. Reviewing proposals
8. Graduate courses
9. National Board Certification
10. Library Expo, First Friday webinars, AL School Library Association Conf.

LIBRARY ENHANCEMENT FUNDS BUDGET

GENERAL INSTRUCTIONS

The Foundation Bill 95-314 states "The library enhancement appropriation shall be for K-12 Public School Library/Media Centers...Not less than of the above appropriation is to be expended for books. Other expenditures may include:

1. Book binding
2. Repair
3. Computer Software
4. Computer Equipment
5. Newspapers
6. Magazines
7. eBooks

The Accountability Bill 95-313 states "Library enhancement funds must be budgeted for all teachers based on the rate appropriated per teacher unit by the legislature in the foundation program." This bill then quotes the above statement from the Foundation Bill.

1. By law each school must submit a budget for the expenditures of library enhancement monies.
2. All faculty members will be given the opportunity for input; therefore, the budget must be approved in a faculty meeting.
3. The library committee of each school shall cooperatively develop a budget for the purchase of library enhancement expenditures, and by a majority vote of the faculty, approve a budget for the school.
4. Each teacher must sign that they have participated in the budget process.
5. After the budget has been developed, each teacher should vote by secret ballot. Ballots should then be counted and filed in the school office for examination by state auditors.
6. The minutes of the meeting with the results of the vote should be taken, a copy filed in school office and a copy forward with the budget and other supporting documents to the central office.

GENERAL CIRCULATION PROCEDURES

These procedures may be modified for local school needs.

1. **Reference Materials**—may be circulated within the library. (in house use only)
2. **Circulating Books**—regular books should usually be circulated for a period of one or two weeks.
3. **Renewals**—should be granted on all regular loans, but a limit to the number of renewals should be set. The book must be presented for renewal each time, and any fines incurred must be paid.
4. **Circulation Information**—Information should be distributed that contains specific directives pertinent to the operation of that particular library, such as hours when the library should be open, policies regarding overdue fines, lost and damaged materials, regulations for the use of all library materials, and other items needed to clarify for the student and teacher the overall library policies.
5. **Overdue Books**—An attitude of responsibility should be emphasized to the students concerning the importance of returning materials on time. Overdue notices should be printed and sent in a timely manner.
6. **Overdue, Damaged or Lost Fines**—The amount charged for overdue books, damaged or lost library materials is determined by local school guidelines. When a student transfers, a receiving school may be contacted for assistance in recovering the book or money.
7. **Monies Collected**—Monies collected through the library should be deposited into the library account. These funds should be used to purchase library materials.
8. **Circulation Period**—The length of circulation period is determined by the size of collection, number of borrowers, and the way in which material is to be used.
9. **Circulating Audiovisual Computer Equipment**—Audiovisual materials and equipment may be circulated through the use of check-out sheet, log, or database system.
10. **Magazines**—If space is available, magazines should be available at all times to be used for reference. Therefore, magazines should be circulated only at the discretion of the library media specialist.

GENERAL LIBRARY/MEDIA CENTER PROCEDURES

On the next five pages the specific procedures used at each Henry County school are listed for addressing the following library/media issues:

Fine Procedure

Other Assessed Charges

Other Fine Penalties

Lost Book Penalties

Classes in the Library

Make-up Tests in the Library

Number of Students Per Period in Library

Use of Library by Total Class Groups

Make Up Days

Abbeville Elementary School
Library/Media Center Procedures
(Updated May, 2015)

Overdue Books- If a student has an overdue book, they may not check out any item until the overdue book is returned or renewed.

Lost and Damaged Books- All library media center patrons, INCLUDING FACULTY, are responsible for the materials checked out under their Atrium account. Patrons should examine their materials as soon as they are checked out, and report any issues to the media specialist as soon as possible. Damaged books should be returned to the media center for repairs. Patrons should not attempt to repair materials themselves. If an item is lost or damaged beyond repair (as determined by the media specialist), the patron must pay the total replacement cost. Patrons will not be allowed to check out additional materials if they have outstanding fines.

If a student loses a book, the book must be paid for so that a replacement can be bought. If a book is damaged, the student must inform the Media Specialist immediately so that repairs can be made. If a book needs extensive repairs, a fine may be issued. Students may not check out any books until their fine has been cleared. Fines remain on the student's account, even after leaving Abbeville Elementary, until fine is cleared. The last person who checked out an item is responsible for that item. In other words, if you let a friend borrow a book and the friend loses it, you are still responsible for the book.

Notices-Reports will be printed and distributed on a regular basis to notify patrons of their current checkouts, overdue items, or lost/damaged materials. Notices will include the item description, due date, and replacement price. Students withdrawing from Abbeville Elementary School must return all library materials, and be sure all fines are paid by their final day of attendance. Students are not charged a fine for overdue materials. However, to help students learn to be responsible, they may not check out a new book until the overdue book is returned.

No Make-up Days- When a class misses its scheduled library time; there will be no make-up days.

Abbeville High School
Library/Media Center Procedures
(Updated May, 2015)

Fine Procedure - Fines will not be charged on overdue books. Teacher assigned, outside reading books must be returned to the library media center the day of the test or the first day after the test.

Lost Book Penalties- While students cannot be denied access to the library, the privilege of checking out books is to be relinquished until lost books are returned or paid for.

Other Fine Procedures- Students may not check out additional books until all overdue books are returned or paid for.

Classes in the Library- Teachers must sign up for using the library media center/lab through the library media specialist. It is recommended that no class (study hall, driver education, or content area) be held in the library. A student may not be placed in the library media center as a class.

Make-up Tests in the Library- It is recommended that students not be sent to the library for the purpose of making up missed tests.

Use of Library by Total Class Groups- When an entire class utilizes the library for an assignment; the classroom teacher will accompany them and remain during the entire class period.

Jump Drive/Floppy Disk/CD- No one may bring anything in the library to download to a computer in the library media center.

Headland Elementary
General Library/Media Center Procedures
(Updated May, 2015)

Fine Procedures- There will be no overdue fine charges.

Other Assessed Charges- A replacement cost will be charged for lost books. Charges for damaged books will also be assessed.

Lost or Damaged Book Penalties- While students cannot be denied access to the library; the privilege of checking out books is to be relinquished until lost books are returned or paid for.

Classes in the Library- Classes for kindergarten through fifth grades will meet according to a pre-arranged schedule set by the administration, which allows for equal access of library privileges for all students. Missed library classes will be made up only when approved by administration.

Headland Middle School
Library/Media Center Procedures
(Updated May, 2015)

Book Check In/Out:

- Students will be allowed to check out 2 books at a time.
- Students will be allowed to keep their books for 2 weeks.
- Students will not be charged fines for over-due books.
- Students will be required to pay for damaged or lost books.
- Students will not be allowed to check out any books until all books or fees from previous years have been returned or paid in full.
- Students will be allowed to visit the library to exchange books at their teachers' discretion.

Library Classes:

- All 6th- 8th grade students will come to the library each week for library classes with their Social Studies/History teacher.
- 9th grade teachers may sign up to use the library as needed.
- Anytime an entire class period is in the library for a scheduled library class or use of library materials, the classroom teacher will remain with the students.
- Library classes that are missed due to holidays, conflicting school events, or the absence of the Media Specialist will not be made up.

Student Use of the Library:

- Students will be allowed to visit the library to exchange books or use library resources at their teachers' discretion throughout each day.
- Each student will be required to sign in on the "library sign-in" sheet to document their visit.

Challenged Materials:

- Any library book that a parent views as inappropriate due to subject matter or content will be reviewed following our school system's procedures for challenged materials. The parent will be required to fill out the needed forms and meet all the requirements of our policy concerning challenged materials.

Headland High School
Library/Media Procedures
(Updated May, 2015)

Fine Procedures--Fines will not be charged for overdue books.

Other Optional Assessed Charges--Students will be charged for damaged books based on the replacement value.

Lost Book Penalties--While students cannot be denied access to the library, the privilege of checking out books is to be relinquished until lost books are returned or paid for.

Classes in the Library--Teachers must sign up for using the library media center/lab through the library media specialist. It is recommended that no class (study hall, driver's education, or content area) be held in the library.

Make-Up Tests in the Library--Make-up tests may be taken in the library as long as there is seating available and it does not interfere with scheduled classes.

Use of Library by Total Class Groups--When an entire class utilizes the library for an assignment, the classroom teacher will accompany them and remain during the class period.

Weeding

Weeding is not a once-a-year project, but a continuing process throughout the school year. Be sure to check circulation history on questionable AV material before discarding. The annual report requests the number of books and the number of AV materials withdrawn by the end of the school year.

1. Consider weeding the following:
 - a. Badly damaged print and non-print materials
 - b. Old editions replaced with newer copyright editions
 - c. Outdated or discriminatory materials (sexists, stereotypes, etc)
 - d. Titles that are no longer popular and never circulate
 - e. Duplicate copies that no longer circulate
 2. Consider NOT weeding:
 - a. Any item which is out of print and may be occasionally used.
- Retain primary works.

Education:

- Retain biographical materials.

Music, Art:

- Most books do not become outdated.

Literature and Language:

- Retain criticism of classic titles.
- Keep multiple copies of classic literary works.

Pure Sciences:

- Remove older materials when newer materials are available that provide better explanations.

Mathematics:

- Retain classics.
- Normally withdraw older editions when superseded by new ones.

Computer Science

- Materials in this area become outdated quickly.
- Withdraw older editions when superseded by new ones with new explanations.

Astronomy, Physics, Chemistry:

- Retain titles that are regarded as “landmark” in the area.
- Retain works of significant historical or literary value.

Medicine:

- Monitor changes in disease diagnosis and treatment.
- Discard older editions when superseded by new ones.

Agriculture:

- Discard older editions when superseded by new ones.

Technology:

- Withdraw materials when newer editions are published or newer material provided better coverage and treatment except auto and appliance repair manuals, cookbooks, and books on guns, clock etc.

INVENTORY

Hand Count

1. Materials should be arranged on the shelf in Dewey Decimal order.
2. Match the barcode number to the shelf-list printout.
3. Be sure to check the missing books against the books still in circulation.

Computer Inventory

1. All schools should have an electronic management system capable of accepting the barcodes and tallying the count of missing barcodes and then printing out the titles of missing items.
2. Reconcile inventory reports and take a collection snapshot.
3. Print out collection statistics report.

Computer Equipment/Software Inventory

1. Count each category of equipment/software.
2. Prepare damaged equipment to send for repair.
3. Clean equipment.

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 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

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.

The Constitutional Provision Respecting Copyright

The Congress shall have Power ... To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries

(United States Constitution, Article I, Section 8)

What Is Copyright?

Copyright is a form of protection provided by the laws of the United States (title 17, U. S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

What is Fair Use?

It is *not* an infringement of copyright to make short quotations from a work for purposes of criticism, comment, teaching, scholarship, or research. 17 USC §107. However, every quotation *must* be clearly identified with the name of the author and the source of the quotation.

In determining whether the use made of a work in any particular case is a **fair use** the factors to be considered shall include:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;

- the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

In order to apply copyright laws, there are several rules of **Fair Use** that should be applied when asking if one is staying within copyright guidelines and laws. These tests are for **Brevity, Spontaneity, and Cumulative Effect**.

Brevity

The copying meets the tests of brevity described in the following guidelines:

- a. With respect to poetry, "brevity" is deemed to mean a complete poem if less than 250 words and if printed on not more than two pages or, if from a longer poem, an excerpt of not more than 250 words.
- b. With respect to prose, "brevity" is deemed to mean either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. These limits are not violated by the completion of an unfinished line of a poem or of an unfinished prose paragraph.
- c. With respect to illustrations, "brevity" is deemed to mean one chart, graph, diagram, drawing, cartoon or picture per book
- d. With respect to "special" works (i.e., certain works that combine language with illustrations, sometimes intended for children, and that fall short of 2,500 words in their entirety), "brevity" is deemed to mean an excerpt comprising not more than 10% of the words found in the text itself.

Spontaneity

The copying meets the tests of spontaneity as described in the following guidelines:

- a. The copying is at the instance and inspiration of the individual who orders or makes the reproductions or phonorecords to be prepared and distributed.
- b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission from the owner of the copyright.

Cumulative Effect

The copying meets the cumulative effect tests described in the following guidelines:

- a. The copied material will be used in only one course offered in the school in which copies are made;
- b. Not more than one short poem, article, story, essay or two excerpts may be copied from works by the same author, nor more than three from the same collective work or periodical volume, during the same term;
- c. Not more than nine instances of such multiple copying shall be made for any one course during the same term;

Copyright Resources

Copyright Law of the United States.
www.copyright.gov

REPRODUCTION OF COPYRIGHTED MATERIALS

The following guidelines shall govern the reproduction of copyrighted materials in the Henry County School System:

1. Board employees may reproduce copyrighted materials under the provisions of the copyright laws currently in force under Title 17 of the United States Code 106.
2. Any reproduction of copyrighted materials will be undertaken either with the written permission of the copyright holder or within the bounds of "Fair Use" guidelines provided in the Copyright Act. Otherwise, the individual responsible for reproduction may be liable for infringing the copyright under existing laws.
3. The ethical and practical problems caused by the unauthorized copying of any copyrighted materials (printed or video) will be taught to educators and students in all schools of the School System.
4. The Board in recognizing the importance of the Copyright Law of the United States (Title 17, United States Code) hereby notifies all employees that a willful infringement of the law may result in disciplinary action. In the case of a court action for damages, a finding of willful infringement would preclude the Board paying any judgment rendered against the employee and paying any attorney's fees or costs which the employee would incur in conjunction with a lawsuit and may render the employee liable to the Board for any damages which the Board is liable to pay.

REFERENCE(S):

**CODE OF ALABAMA
16-8-8, TITLE 17 US CODE 106**

HISTORY:

**ADOPTED: JULY 18, 2013
REVISED: _____
FORMERLY: NEW**

Intellectual Freedom and Censorship Q & A

[| What is Intellectual Freedom? | Why is Intellectual Freedom Important? | What is Censorship? | How Does Censorship Happen? | Who Attempts Censorship? | What is the Relationship Between Censorship and Intellectual Freedom? | How Do Censors Justify Their Demands that Information Be Suppressed? | What Are the Most Frequently Censored Materials? | Aren't There Some Kinds of Expression that Really Should Be Censored? | What Is Obscenity? | What about Protecting Children from Pornography, Whether or Not It Is Legally Obscene? | How Do You Guide Children When You Can't Be with Them 24 Hours A Day? | Don't Librarians Censor Everything They Choose Not to Buy for the Library? | What If I Can't Find Something in My Library that Represents My Point of View? | If Materials are on a Library Shelf, Doesn't That Mean the Library Approves of Those Materials? | What Can I Do to Fight Censorship? |](#)

What Is Intellectual Freedom?

Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored.

Why Is Intellectual Freedom Important?

Intellectual freedom is the basis for our democratic system. We expect our people to be self-governors. But to do so responsibly, our citizenry must be well-informed. Libraries provide the ideas and information, in a variety of formats, to allow people to inform themselves.

Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas.

What Is Censorship?

Censorship is the suppression of ideas and information that certain persons—individuals, groups or government officials—find objectionable or dangerous. It is no more complicated than someone saying, "Don't let anyone read this book, or buy that magazine, or view that film, because I object to it!" Censors try to use the power of the state to impose their view of what is truthful and appropriate, or offensive and objectionable, on everyone else. Censors pressure public institutions, like libraries, to suppress and remove from public access information they judge inappropriate or dangerous, so that no one else has the chance to

read or view the material and make up their own minds about it. The censor wants to prejudice materials for everyone.

How Does Censorship Happen?

Censorship occurs when expressive materials, like books, magazines, films and videos, or works of art, are removed or kept from public access. Individuals and pressure groups identify materials to which they object. Sometimes they succeed in pressuring schools not to use them, libraries not to shelve them, book and video stores not to carry them, publishers not to publish them, or art galleries not to display them. Censorship also occurs when materials are restricted to particular audiences, based on their age or other characteristics.

Who Attempts Censorship?

In most instances, a censor is a sincerely concerned individual who believes that censorship can improve society, protect children, and restore what the censor sees as lost moral values. But under the First Amendment to the United States Constitution, each of us has the right to read, view, listen to, and disseminate constitutionally protected ideas, even if a censor finds those ideas offensive.

What Is The Relationship Between Censorship And Intellectual Freedom?

In expressing their opinions and concerns, would-be censors are exercising the same rights librarians seek to protect when they confront censorship. In making their criticisms known, people who object to certain ideas are exercising the same rights as those who created and disseminated the material to which they object. Their rights to voice opinions and try to persuade others to adopt those opinions is protected only if the rights of persons to express ideas they despise are also protected. The rights of both sides must be protected, or neither will survive.

How Do Censors Justify Their Demands That Information Be Suppressed?

Censors might sincerely believe that certain materials are so offensive, or present ideas that are so hateful and destructive to society, that they simply must not see the light of day. Others are worried that younger or weaker people will be badly influenced by bad ideas, and will do bad things as a result. Still others believe that there is a very clear distinction between ideas that are right and morally uplifting, and ideas that are wrong and morally corrupting, and wish to ensure that society has the benefit of their perception. They believe that certain individuals, certain institutions, even society itself, will be endangered if particular ideas are disseminated without restriction. What censors often don't consider is that, if they succeed in suppressing the ideas they don't like today, others may use that precedent to suppress the ideas they do like tomorrow.

What Are The Most Frequently Censored Materials?

Throughout history, books have been challenged for many reasons, including political content, sexual expression, or language offensive to some people's racial, cultural, or ethnic background, gender or sexuality, or political or religious beliefs. Materials considered heretical, blasphemous, seditious, obscene or inappropriate for children have often been censored.

Since the dawn of recorded human expression, people have been burned at the stake, forced to drink poison, crucified, ostracized and vilified for what they wrote and believed.

Aren't There Some Kinds Of Expression That Really Should Be Censored?

The United States Supreme Court has ruled that there are certain narrow categories of speech that are not protected by the First Amendment: obscenity, child pornography, defamation, and "fighting words," or speech that incites immediate and imminent lawless action. The government is also allowed to enforce secrecy of some information when it is considered essential to national security, like troop movements in time of war, classified information about defense, etc.

What Is Obscenity?

Sexual expression is a frequent target of censorship. But the Supreme Court has told us that material is not obscene unless a judge or jury finds that an average person, applying contemporary community standards, would find that the material appeals to the prurient (or morbid, shameful, and unhealthy) interest in sex (note that, by its definition, the Court implicitly recognized that there is such a thing as a healthy interest in sex!); that it depicts or describes certain sexual acts defined in state law in a patently offensive way; and that a reasonable person (community standards do not control this last element) would find that the material lacks serious literary, artistic, political or scientific value. All three elements must be present for material to be judged by a judge or jury as obscene and, therefore, illegal.

What About Protecting Children From Pornography, Whether Or Not It Is Legally Obscene?

The primary responsibility for rearing children rests with parents. If parents want to keep certain ideas or forms of expression away from their children, they must assume the responsibility for shielding those children. Governmental institutions cannot be expected to usurp or interfere with parental obligations and responsibilities when it comes to deciding what a child may read or view.

How Do You Guide Children When You Can't Be With Them 24 Hours A Day?

Parents who believe that the current state of society and communications make it difficult to shield their children must nevertheless find a way to cope with what they see as that reality within the context of their own family. Libraries can be extremely helpful, providing information about parenting, open communication between parents and children, how to communicate with caregivers and the parents of your children's friends about your rules, and the opinions of various organizations representing a wide spectrum of points of view about materials for children.

If a child borrows something from a library which that child's parent believes is inappropriate, the parents are encouraged to return the item and make use of the expertise of their librarian to locate materials they prefer, among the hundreds of thousands of choices most public libraries make available.

Don't Librarians Censor Everything They Choose Not To Buy For The Library?

No library can make everything available, and selection decisions must be made. Selection is an inclusive process, where the library affirmatively seeks out materials which will serve its mission of providing a broad diversity of points of view and subject matter. By contrast, censorship is an exclusive process, by which individuals or institutions seek to deny access to or otherwise suppress ideas and information because they find those ideas offensive and do not want others to have access to them. There are many objective reasons unrelated to the ideas expressed in materials that a library might decide not to add those materials to its collection: redundancy, lack of community interest, expense, space, etc. Unless the decision is based on a disapproval of the ideas expressed and desire to keep those ideas away from public access, a decision not to select materials for a library collection is not censorship.

What If I Can't Find Something In My Library That Represents My Point Of View?

Ask for the materials you want. Libraries strive to serve the interests of the entire community. If your library is unable to purchase the material you want, it may be able to obtain it for you on interlibrary loan. Your library is there to help you find the information you need or want.

If Materials Are On A Library Shelf, Doesn't That Mean The Library Approves Of Those Materials?

The presence of any particular materials in a library collection does not imply endorsement of the ideas expressed in those materials. The library is simply

doing its job as a neutral provider of information from all points of view—if the library “endorses” anything, it is your right to have access to a broad selection of materials. If you don’t find materials to your liking, ask your librarian to help you!

What Can I Do To Fight Censorship?

Stay informed. Know what is happening in your state legislature, local school and library boards, and city councils. Write letters expressing your view to your mayor, and your state and federal representatives and senators. Attend your local school and library board meetings.

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BOE APPROVAL

This Henry County Library Media Policy/Procedures Manual has been developed jointly with, and agreed on with, Library Media Specialists serving schools in the Henry County school system as evidenced by meeting agenda, minutes of meeting, and sign-in roster.

The school district will distribute this plan using the school websites and LEA website. Copies are also available at each school Library Media Center and the LEA Central Office.

PLAN APPROVED BY:

(Superintendent)

(Board of Education)

(Library Media Coordinator)

DATE OF APPROVAL: _____

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DATE OF APPROVAL: Sept. 10, 2015

