

# Hoover City Schools

## Library Media Centers – Policy and Procedure Guidelines

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## **Vision Statement**

In collaboration with the school's learning community, Hoover City School's library media programs will constantly strive to be the center of teaching and learning by providing access to quality comprehensive collections and current technologies and by extending services beyond the libraries' physical spaces and the school day.

## **Mission Statement**

Hoover City School's Library Media Plan expresses the mission of Hoover School's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by:

- Ensuring learners will be able to independently access, inquire, think critically, gain, create, and share knowledge in real and virtual time.
- Participating in curriculum development and design of learning activities.
- Facilitating professional development for the learning community.
- Fostering a love of literature and reading.

## Organizational Goals and Objectives

- I. Organize the library staff to include certified personnel, classified personnel, parent volunteers, and student assistants to provide the best library services possible
  - a. Certified personnel will assign duties to and supervise non-certified personnel.
  - b. Non-certified personnel will perform clerical duties as assigned.
    - i. Non-certified personnel will perform clerical duties, supervise processing of materials and help with supervision of students assistants and parent volunteers.
    - ii. Volunteers will assist in technical processing. They will also help with special projects.
    - iii. Student assistants will assist in circulation duties, operation of equipment, helping patrons with their needs, and some aspects of technical processing.
- II. Adopt qualitative and quantitative standards for book and non-book materials and equipment
  - a. The library staff, using national, regional, and state guidelines, will establish long-range standards for the local school library.
  - b. The library staff, using the long-range standards, will establish standards for the following school year.
- III. Organize book and non-book materials in the simplest and most effective manner for student utilization
  - a. Materials are classified, cataloged, and processed as soon as possible upon arrival.
- IV. Extend the use of the library to include before and after school hours when needed
- V. Prepare a budget for the library after funding is determined

## Instructional Goals and Objectives

- I. Provide instruction on information literacy so each student will be able to locate and use the library resources
  - a. Students will learn to locate the following resources:

- i. Books in non-fiction, fiction and biography
    - ii. Reference collection
    - iii. Online catalog
    - iv. Circulation desk
    - v. Periodicals
    - vi. Internet
    - vii. Databases
    - viii. Overdrive eBooks
  - b. Students will receive instruction on evaluating resources with emphasis placed on identifying credible Internet sites.
  - c. Students will receive instruction on using advanced search techniques when using the online library catalog, databases, and the Internet.
- II. Provide instruction as time and funding permit on updated technologies such as iPods, Wikis, Blogs, and other Web 2.0 tools.
- III. Provide instruction on the library's organization and services
- a. Students will receive in-depth instruction in the library's policies and procedures through their English/Language Arts classes or through scheduled library classes.
  - b. All students will receive additional instruction and information regarding the library in the following ways:
    - i. When their classes come to the library
    - ii. During individual, small group, or whole group instruction
    - iii. During collaborative projects with classroom teachers
    - iv. Through brochures, handouts, and notices
    - v. By announcements through the school television network
    - vi. Via the library's webpage

### Performance Goals and Objectives

- I. Provide materials, print and non-print, equipment, and facilities for the school program which complement the curriculum and interests of the students, faculty, and staff
- a. The librarian, with input from the library committee, will develop a policy for selecting all library materials.
    - i. The librarian, after seeking input from the faculty, staff, and students, will select periodicals for the following school year.
    - ii. The librarian, after seeking input from the faculty, staff, and students, will select print books, eBooks, audio-visual materials, databases, and equipment according to the selection policy.

- II. Cooperate with other librarians in the community and become familiar with their collections
  - a. The librarian will visit the other librarians in the community, meet the staff, and become acquainted with the collections.
  - b. The librarian will cooperate with the community library staff in developing a plan for disseminating information concerning school assignments.
  - c. The librarian will cooperate in a program of interlibrary loan whenever this is feasible.
  
- III. Provide resources that will enable and encourage each student to understand, appreciate, and value his/her cultural, social, political, and economic heritage as an individual, as an American, and as a citizen of the world
  - a. The librarian will choose materials that demonstrate moral and ethical values, patriotism, citizenship, and diversity.
  - b. The library staff, through example, will promote these ideals and encourage exemplary behavior by students
  - c. Bibliographies and Resource Lists will be compiled when requested.
  
- IV. The library staff will encourage students to appreciate and explore literature in various genres. The library staff will encourage creative thinking and encourage students to read for enjoyment.
  
- V. The library staff will introduce students to various authors and fiction and nonfiction books that match their interests and reading levels.
  
- VI. Provide materials to Support and encourage students who have moved from another country
  
- VII. Establish rapport with the faculty and staff
  - a. The librarian will attend all faculty meetings and work cooperatively on all committees to which he/she is appointed.
  - b. The librarian will seek faculty requests for materials to be included in the collection.
  - c. The librarian will attend district library meetings to collaborate with colleagues and learn new ideas to take back to the local school.

## **Literacy Standards**

The Hoover City Schools Librarians adhere to the guidelines set forth in Standards for the 21<sup>st</sup> Century Learner, created by the American Association of School Librarians, published by the American Library Association, and adopted by the Alabama Department of Education. Please visit the link below to view a copy of Standards for the 21<sup>st</sup> Century Learner.

[http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL\\_Learning\\_Standards\\_2007.pdf](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf)

## Challenged Materials

### RECONSIDERATION OF MATERIAL FOR LIBRARIES/MEDIA CENTERS

The Hoover City Board of Education understands and accepts the fact that it has the final responsibility for the selection of materials to be used in the District's libraries/media centers as well as classrooms. The Board delegates the selection of such materials to its Superintendent, principals, library/media specialists, and teachers. The Board encourages the involvement of the professional staff, parents, students, and community in the selection process.

The Board also confirms that each student and teacher have the right to intellectual freedom and subscribes to the principles of the American Library Association Library Bill of Rights. Following is an outline for the use of those in the community who wish to ask that the school reconsider its selection of material either in the library/media center or classroom:

#### I. REQUEST FOR RECONSIDERATION

- A. Anyone in the community may object to the material in the Hoover City Schools' library media center programs. All concerns made to staff members should be reported to the school principal immediately. The reconsideration process shall cease if, during an informal discussion between the staff member and the concerned community member, the community member decides not to pursue the matter.
- B. The principal shall talk informally with the person voicing the concern if the matter could not be resolved during the earlier conversation with the staff member. The principal shall explain the school's selection process, reconsideration procedure, philosophy and goals of the District and library media center, adherence to the American Library Association Library Bill of Rights, and compliance with copyright laws. The principal may delegate this responsibility to the school librarians.
- C. If the decision is made to pursue the issue, the interested party shall be given a copy of the appended "Request for Reconsideration of a Work" from which must be completed and returned before consideration is given to the objection. If the form is not received by the principal within two (2) weeks, the request for reconsideration shall be considered closed. Copies of the completed form will be kept on file in the office of the principal and school librarians.

## II. PROCEDURE FOR RECONSIDERATION OF MATERIAL

- A. The material will remain in circulation during the reconsideration process.
- B. The Review Committee, appointed by the principal, consisting of teachers, parents, school librarians, one administrator, and students, if deemed appropriate, shall review the challenged materials in a timely manner. The school librarians shall chair the committee.
  - 1. The person filing the reconsideration may speak to the committee if he/she desires, but will not be involved in the decision-making.
  - 2. Committee members shall accept this responsibility with the understanding that each member will read/view the material in question in its entirety and judge it on its overall value.
- C. The Review Committee shall meet to discuss the material. The committee chair shall prepare a report on the committee's decision.
  - 1. The committee shall base its decision on the entire work.
  - 2. The committee's final decision shall be one of the following:
    - a. the material will remain on the shelves;
    - b. the material will be restricted; students must have parental permission to challenge and parents must complete the appended "Permission to Use Controversial Material";
    - c. remove the material.
  - 3. Committee members shall vote by secret ballot.
- D. The committee chair shall notify the person filing the reconsideration by letter of the committee's decision. A copy of the letter will be sent to the Superintendent.
  - 1. The letter may include the reasons why the committee reached its decision.
  - 2. The letter will include information of the appeal process.
  - 3. The letter will be sent within five (5) working days of the decision being made.
  - 4. Copies of the report and letter will be kept on file in the offices of the principal and school librarians.

## III. PROCESS FOR APPEAL

- A. The Review Committee's decision may be appealed to the Superintendent.
- B. Once a decision has been made, the item will not be reviewed for three (3) years within the same school.

REQUEST FOR RECONSIDERATION OF A WORK

Request initiated by \_\_\_\_\_ Date issued \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

Are you representing yourself or an organization?      Self      Organization

Please identify the organization, if you are representing one. \_\_\_\_\_

Please identify the material in question:

BOOK: Author \_\_\_\_\_ Title \_\_\_\_\_

AUDIOVISUAL MATERIAL (video, DVD, computer software, etc.)

Type media \_\_\_\_\_ Title \_\_\_\_\_

1. Have you read, viewed, or listened to the material in its entirety?      YES      NO
2. How did you learn of this material?
3. Please cite the specific page(s), section(s), etc. to which you object and explain your objections.
4. What do you believe is the theme of this material?
5. What do you find in the material that is good?
6. What do you believe might be the result of reading/viewing this material?
7. For what age group would you recommend this material?
8. What action would you recommend the school take on this matter?  
\_\_ Do not assign or recommend it to my child.  
\_\_ Withdraw it from all students.  
\_\_ Other (please specify) \_\_\_\_\_
9. What material would you recommend to take its place?
10. Do you wish to make an oral presentation to the Review Committee?      YES      NO

Date \_\_\_\_\_ Signature \_\_\_\_\_

THIS COMPLETED FORM MUST BE RECEIVED BY THE PRINCIPAL WITHIN TWO WEEKS OF THE DATE OF ISSUE.

## Copyright and Fair Use



**TECHNOLOGY  
& LEARNING**

### Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at [www.techlearning.com](http://www.techlearning.com). More detailed information about fair use guidelines and copyright resources is available at [www.halldavidson.net](http://www.halldavidson.net).

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> <li>Poem less than 250 words; 250-word excerpt of poem greater than 250 words</li> <li>Articles, stories, or essays less than 2,500 words</li> <li>Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)</li> <li>One chart, picture, diagram, or cartoon per book or per periodical issue</li> <li>Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes.</li> <li>Students may incorporate text into multimedia projects.</li> </ul>	<ul style="list-style-type: none"> <li>Copies may be made only from legally acquired originals.</li> <li>Only one copy allowed per student.</li> <li>Teachers may make copies in nine instances per class per term.</li> <li>Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district.</li> <li>Don't create anthologies.</li> <li>"Consumables," such as workbooks, may not be copied.</li> </ul>
Printed Material (archives)	<ul style="list-style-type: none"> <li>An entire work</li> <li>Portions of a work</li> <li>A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer</li> </ul>	<ul style="list-style-type: none"> <li>A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."</li> </ul>	<ul style="list-style-type: none"> <li>Copies must contain copyright information.</li> <li>Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.</li> </ul>
Illustrations and Photographs	<ul style="list-style-type: none"> <li>Photograph</li> <li>Illustration</li> <li>Collections of photographs</li> <li>Collections of illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.</li> <li>From a collection, not more than 15 images or 10 percent (whichever is less) may be used.</li> </ul>	<ul style="list-style-type: none"> <li>Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at <a href="http://www.loc.gov">www.loc.gov</a> or <a href="http://www.mpa.org">www.mpa.org</a>.</li> </ul>
Video (for viewing)	<ul style="list-style-type: none"> <li>Videotapes (purchased)</li> <li>Videotapes (rented)</li> <li>DVDs</li> <li>Laserdiscs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may use these materials in the classroom.</li> <li>Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.</li> </ul>	<ul style="list-style-type: none"> <li>The material must be legitimately acquired.</li> <li>Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction."</li> <li>Use should be instructional, not for entertainment or reward.</li> <li>Copying OK only if replacements are unavailable at a fair price or in a viable format.</li> </ul>
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> <li>Videotapes</li> <li>DVDs</li> <li>Laserdiscs</li> <li>Multimedia encyclopedias</li> <li>QuickTime Movies</li> <li>Video clips from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media."</li> </ul>	<ul style="list-style-type: none"> <li>The material must be legitimately acquired (a legal copy, not bootleg or home recording).</li> <li>Copyright works included in multimedia projects must give proper attribution to copyright holder.</li> </ul>
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> <li>Records</li> <li>Cassette tapes</li> <li>CDs</li> <li>Audio clips on the Web</li> </ul>	<ul style="list-style-type: none"> <li>Up to 10 percent of a copyright musical composition may be reproduced.</li> <li>Library may lend software to patrons.</li> <li>Software may be installed on multiple machines, and distributed to users via a network.</li> <li>Software may be installed at home and at school.</li> <li>Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.</li> </ul>	<ul style="list-style-type: none"> <li>A maximum of 30 seconds per musical composition may be used.</li> <li>Multimedia program must have an educational purpose.</li> </ul>
Computer Software	<ul style="list-style-type: none"> <li>Software (purchased)</li> <li>Software (licensed)</li> </ul>	<ul style="list-style-type: none"> <li>Library may lend software to patrons.</li> <li>Software may be installed on multiple machines, and distributed to users via a network.</li> <li>Software may be installed at home and at school.</li> <li>Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.</li> </ul>	<ul style="list-style-type: none"> <li>Only one machine at a time may use the program.</li> <li>The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users.</li> <li>Take aggressive action to monitor that copying is not taking place (unless for archival purposes).</li> </ul>
Internet	<ul style="list-style-type: none"> <li>Internet connections</li> <li>World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>Images may be downloaded for student projects and teacher lessons.</li> <li>Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above).</li> </ul>	<ul style="list-style-type: none"> <li>Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted.</li> <li>Any resources you download must have been legitimately acquired by the Web site.</li> </ul>
Television	<ul style="list-style-type: none"> <li>Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations)</li> <li>Cable (e.g., CNN, MTV, HBO)</li> <li>Videotapes made of broadcast and cable TV programs</li> </ul>	<ul style="list-style-type: none"> <li>Broadcasts or tapes made from broadcast may be used for instruction.</li> <li>Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (<a href="http://www.ciconline.org">www.ciconline.org</a>) for details.</li> </ul>	<ul style="list-style-type: none"> <li>Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.)</li> <li>Cable programs are technically not covered by the same guidelines as broadcast television.</li> </ul>

Source: United States Copyright Office Circular 21, Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act, *Fair Use Guidelines for Educational*

Multimedia cable systems (and their associations), and *Copyright Policy and Guidelines for California's School Districts*, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

## Collection Development Policy

### **Legal Responsibility for Selection**

The legal responsibility for the selection of materials and equipment rests with the Hoover Board of Education. This responsibility is delegated to the principal and library personnel of individual schools. The librarian seeks input from the faculty, staff, students, and parents. Their requests will be given the highest consideration in selection. Selection tools and catalogs are available for those who need them.

### **Funding**

In previous years the libraries were funded by allocations from Hoover City Schools, the State of Alabama and occasionally by the federal government. Since 2007, the libraries have been funded through local fundraising, PTO donations and district provisions for Overdrive digital resources.

### **General Principles**

The collection is intended to reflect the missions of the school and library. The library collection should support and complement the curriculum and interests of the students, faculty, and staff. The overall value of the material is the major criterion used in selection. Selected materials should have literary, artistic, or historic value. Factual materials should be accurate, authoritative, and up-to-date. A balanced collection is a goal. Emphasis is placed on acquiring quality literature and guiding the students to suitable materials for the abilities and interests; however, as many requests as possible will be filled.

The freedoms of speech and press are to be exercised in the library. The Hoover City Board of Education policy for reconsideration of material will be followed if someone challenges any library material.

Standard tools of selection will be used. Some of these tools are School Library Journal, Hornbook, Booklist, other professional journals, and online resources.

The faculty may request that specific titles or materials in a subject area be purchased for inclusion in the library's collection. The librarian will actively solicit requests throughout the year, and student and teacher requests (informally or in writing) may be submitted to the librarian at any time.

### **Audio-Visual Materials**

Audio-visual materials are a vital part of the collection. Emphasis is placed on purchasing digital content. The librarian seeks to purchase materials that are of the highest quality regarding sound, color, photography, and accuracy. They are suitable for class use, but it is the responsibility of the teacher to make selections appropriate for his/her students.

Materials are bought that aid students and faculty in learning and teaching. These materials are used to enhance the reading, listening, and viewing skills of students. Audio-visual materials are discarded because of obsolescence and poor condition. Much effort is made to maintain the most current material possible within budgeting limits.

### **Periodicals**

Periodical selection is based on the needs, interests, and requests of students, staff, and faculty. It is necessary to subscribe to magazines with academic and recreational value,

especially those that enhance the curriculum. Professional periodicals are needed to help the faculty in their professional and continuing education.

### **Equipment**

Equipment requests are submitted to the school's technology committee. Equipment needs and purchase decisions are determined collaboratively between faculty and committee members.

### **Fiction**

Fiction is selected to meet the educational needs of readers who have various tastes, interests, purposes, and abilities. Emphasis is placed on quality and reader development. Care is taken to offer novels of well-known authors. Classics are necessary to the collection even though they may rarely circulate. Certain novels are purchased because their insight to life might help students through particularly difficult times in their lives. High interest-low reading material is needed to help students improve their reading skills.

### **Non-fiction**

Accurate, up-to-date non-fiction material in all subjects is a necessity for a balanced collection. These materials must be informative.

### **Gifts**

Gifts of all types are accepted with the understanding that if they cannot be used, they are utilized as the librarian sees fit.

### **Binding, Discarding, Replacement, and Duplication**

Only titles that cannot be replaced and are valuable to the collection are sent to the bindery. Material that is out-dated, worn and which does not merit repair or rebinding, or does not have any literary or factual value, is discarded. Discarded library material are offered to faculty on a first-come, first-served basis, and then, after a reasonable amount of time, offered to charity. Material, which is popular or valuable to the collection, is replaced when needed. Duplicates are purchased, if possible, due to need and popularity.

## **Weeding**

The cornerstone of the library media center is its resource collection. In order to ensure balance, reliability, and comprehensiveness of the collection, materials are to be reviewed continually to locate and remove those materials that no longer meet the criteria. Factors for removal include:

1. physical condition of the item;
  2. frequency of the item's circulation;
  3. copyright of the item;
  4. accuracy and timeliness of information;
- replacement of a paperback with a hardback edition.

The Texas State Library's Crew method, MUSTIE, is a good tool to use for weeding. The following standards are used to discard an item:

- M = Misleading; factually inaccurate
- U = Ugly; book is worn and torn, in disrepair
- S = Superseded by a new edition (almanacs, etc.)

- T = Trivial; of no real discernable value
- I = Irrelevant to the needs and interests of your community
- E = Elsewhere available

## **SUGGESTED COPYRIGHT DATE CHART FOR WEEDING**

**(Adapted from MUSTIE)**

### **DEWEY # SUGGESTED YEARS TO RETAIN**

000 2-10 years (Computer books age faster)

100 5-8 years

200 2-10 years (Difficult to weed because of religion)

300 5-10 years

400 3-10 years

500 5-10 years (Science books may differ)

600 5-10 years (Technology titles may be sooner)

700 5-10 years

800 Flexible (Use MUSTIE)

900 5-10 years (Some may differ – almanacs, maps)

Biography Flexible (Use MUSTIE)

Encyclopedias 5 years (AVL online versions available)

Almanacs 3 years

Periodicals 3 years for printed (AVL online versions available)

Fiction Depends on circulation use (Award winners & classics will differ)

Audio & Video Condition and content will determine

CDs/DVDs Check for format changes

### **Cataloging**

Cataloging is done using the Destiny library catalog services. Original cataloging is sometimes necessary when other services are unavailable. All Hoover City Schools catalog and organize books using the Dewey Decimal System. Electronic cataloging is utilized throughout our system when possible.

### **Circulation**

Circulation procedures are site specific based on the needs of the students and faculty at a particular school. For information about specific circulation procedures, contact the individual school library media centers.

## **American Library Association Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
  
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
  
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
  
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
  
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
  
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of “age” reaffirmed January 23, 1996, by the ALA, American Library Association, Council.

### **Budgeting Procedures**

Each school has a budget committee which follows State of Alabama guidelines. The budget committee is selected at each school. This committee, along with the principal, disperses funds for all areas including the library.

## Personnel

### **Professional Media Staff**

A certified school librarians administers the school library media program and has been trained in library science to manage effectively the library media program.

Responsibilities of the professional library staff are listed below. The items are not in priority order, nor are they of equal importance.

1. Assists teachers with integrating the library's resources in their lessons.
2. Consults with students and teachers on effective use of the library's resources.
3. Coordinates selection of materials for the library with input from the faculty, staff, and students.
4. Evaluates the library's collection.
5. Makes long-range plans for the development of the library program.
6. Assists students and teachers in using non-print resources, as well as audio-visual equipment.
7. Assures accessibility to materials in the library.
8. Serves on committees at the building and district level.
9. Provides learning experiences for students within the library.
10. Supervises support staff, volunteers, and students assistants.
11. Serves as a resource person in classroom presentations or on teaching teams.
12. Provides teachers with information concerning materials in the library related to specific curriculum areas.
13. Publicizes the resources of the library.
14. Develops the library's budget.
15. Provides training for library media center staff and teachers in effective utilization of resources and the objectives of the school library program.
16. Performs minor repairs and routine maintenance on audio-visual equipment in the library.
17. Determines when major repairs are necessary and handles this activity according to system policies.
18. Instructs students, teachers, and others in the use of the library's automated searching software.
19. Assists in preparation of specifications for the purchase of additional audio-visual and digital resources if this is not handled on the system level.
20. Administers the school's library media program with the support and approval of the school administrators.
21. Develops policies and procedures for achieving the goals of the library program.
22. Exercises leadership in the development of the library budget and administration of the budget.
23. Coordinates activities and designs job descriptions for library staff, if available, and student and adult volunteers.
24. Coordinates the library media program with the school's instructional program.
25. Makes short and long range plans for development of the school library program.
26. Problem-solves minor technology issues.

27. Serves as intermediary between the school faculty and staff, and the district's technicians and technical trainers.
28. Opens and closes daily the school computer lab, orients interactive white board, maintains printers and their supplies, provides copy of schedule (set by the principal), and coordinates with system technicians any necessary repairs.
29. Tracks and records monthly and yearly library circulation and usage statistics.
30. Coordinates activities and management of satellite centers (school archives, parent resource center, etc.)
31. Provides professional development information to the faculty and staff.

### **Support Staff**

Support staff works under the direction of the professional staff. The major responsibility of the support staff is to free the school librarians from technical, clerical, or repetitive tasks.

1. Library Media Aide- The person holding the position of Library Media Aide will perform the following duties:
  - a. Handle overdue and lost materials, including the printing and distributions of notices; working with students, teachers, parents, and principals to clear discrepancies.
  - b. Assist the librarian with the collection of replacement monies;
  - c. Locate prices of lost/damaged books;
  - d. Process materials and equipment;
  - e. Repair materials and equipment;
  - f. Assist with the end-of-school inventory;
  - g. Assist with housekeeping;
  - h. Complete the withdrawal of materials and equipment;
  - i. Assist with correspondence;
  - j. Assist the librarian with checking the accuracy of the library volunteers' shelving;
  - k. Prepare magazines for patron use;
  - l. Attend library staff meetings;
  - m. Prepare orders;
  - n. Assist faculty and students in the library
  - o. Assist librarian
  - p. Prepare bulletin boards and displays, including the creation, display, removal and storage of materials;
  - q. Prepare bibliographies and collect items in the library for faculty;
  - r. Prepare library publications (catalogs, newsletters, etc.)
  - s. Pull materials for in-class use;
  - t. Assist with the updating of the Hoover City Schools Policy Manual;
  - u. Supervise placement of labels on books spines;
  - v. Assist with the maintenance of files;
2. Student Library Assistants  
 Student Library Assistants perform such necessary duties as those listed below. The items are not in priority order, nor are they of equal importance.
  - a. Shelve returned books;

- b. Assist School librarians and Library Media Aide;
  - c. Help maintain the appearance of the library;
  - d. Distribute library materials to teachers, as needed.
3. Volunteers
- Adult volunteers can play an important part in the school media program. They bring a variety of talents to the program; however, they should not be used in lieu of well-trained and salaried support staff. Volunteers can perform the following tasks:
- a. Assisting at the circulation desk;
  - b. Ensure books are on the shelves in proper order and other media are in their appropriate places;
  - c. Help process materials;
  - d. Repair materials;
  - e. Assist with inventory.
  - f. Assist with bulletin boards and other media center displays
  - g. Organize, publicize and assist with media center fundraisers such as book fairs

### **Donations and Gifts**

- **Gifts, Donations and Memorials.** Gifts and donations must meet the same criteria as the materials selected for purchase. They are accepted with the understanding that, if they do not meet the criteria of the selection policy, they may be disposed of at the discretion of the media specialist. Donations of materials or funds to enrich the library collection are welcome.

## **Public Relations and Advocacy**

- The school librarians, in partnership with school and community groups, uses a public relations plan as noted on page 34 of the Alabama's School Library Media Plan for the 21<sup>st</sup> Century Learner. This plan will promote advocacy for the library media program through promotional events including but not limited to those listed in Appendix D on page 43.
- The school librarians maintains a working relationship with the local public library and other libraries in the school district.
- The school librarians encourages participation by parent and community volunteers.
- The school librarians communicates with teachers, parents and community members via newsletters, email, web pages and/or wikis.

### **Services/Activities Offered**

- Extended Library Media Center Hours
- Online Library Catalog with remote home access
- Alabama Virtual Library Database
- eBooks
- Book Clubs
- Book Fairs
- Author Visits
- Guest Speakers
- Student Library Aides
- Online Homework Help
- Research and Citation Assistance

## Disaster Preparedness

In the situation of an emergency, school library media center staff should follow procedures that have been established by the school or administration. Severe weather and fire evacuation plans should be posted in a clearly visible area in each school library media center. In the event of an emergency, the following guidelines should be considered:

- Leave quickly – but not before you ensure that there are no students in the library media center. Check the stacks, closets, and other areas for stragglers.
- Shut all doors behind you as you leave, to slow the spread of fire, smoke, and water.
- Take only the essentials – car keys, purse, and emergency toolkit, if conditions allow.

To prepare an emergency toolkit, consider adding the following items to a plastic storage box.

- Electronic backups – critical computer files and a record of your collection should be saved to a portable storage device such as a USB drive. Remember to update these regularly.
- Duplicates of critical information – key contact information, an inventory of furnishings and equipment, and any other information you may need to prepare for reopening. It may also be helpful to take “before” pictures to support insurance claims before a disaster strikes. You may then use a camera afterward to document damage.
- Flashlight and batteries

## **Evaluation of the Library Media Center**

Statistics should be documented yearly by each school librarians in the following areas:

1. Circulation
2. Students working independently
3. Classes visiting with teachers for checkout
4. Classes visiting with teachers for research/instruction
5. Planned activities, inservices, events, receptions, or meetings
6. Collection statistics
  - a. Lost books
  - b. Books added to the collection
  - c. Overdue/books not returned/payment owed (send copy to school bookkeeper)
  - d. Books weeded from collection
7. Collaboration with teachers/resources provided