



Library Media Specialist Information Handbook

Division of Curriculum and Instruction

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COMMITTEE STATEMENT

This handbook is designed to serve as a guide and provide pertinent information for library media personnel in the Baldwin County Public Schools. Its purpose is to facilitate some uniformity of operation without demanding conformity, since individual schools vary greatly in size, composition of the student body, and library media staff. Revisions and updates will be ongoing as changes in state and system requirements and new needs arise. In accordance with Board policy, employees are expected to comply with relevant State and Federal laws. Library Media Specialists should seek guidance from their campus administrator and/or the Curriculum department should they have any questions or concerns regarding implementation of any procedures outlined in this guide in light of Federal and/or State laws.

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BALDWIN COUNTY PUBLIC SCHOOLS
Baldwin County, Alabama | Mr. Eddie Tyler, Superintendent

Mission Statement – In partnership with our communities, the mission of Baldwin County Public Schools is to prepare ALL students to graduate college and career ready through a culture of equity and opportunity.

Vision Statement – Our vision is to foster a nurturing environment with high expectations for students to achieve their potential and graduate with countless opportunities.

Motto – #BaldwinProud #CommunityStrong

Baldwin County Library Media Mission Statement

Our mission is to aid in preparing Baldwin County students to be college and career ready by providing access to an environment and collection that promotes a love of reading, supporting the development of digital and informational literacy skills, and nurturing collaboration among learners.

Baldwin County Library Media Vision Statement

The Library Media Center will serve as the informational hub of the school community and be an equitable center of inquiry, innovation, and creativity focused on student success.

The Library Media Program will provide the best of contemporary and traditional tools, contribute unique local resources to the community, and guide all learners to become ethical and proficient information users.

Common Beliefs

It is the belief of the Baldwin County Public Schools that in order to provide quality education to the students of Baldwin County, there are necessary elements of the school library that need to be in place:

1. Every student deserves a school library with a certified library professional.
2. Qualified school librarians are an integral part of a cohesive school culture.
3. The school library should be a safe and equitable place to consume and create age-appropriate knowledge to best prepare students for college, career, and life.
4. Reading is the foundation of personal and academic success.
5. Every student has the right to access age-appropriate information, materials, and resources with autonomy to best meet their needs and interests.
6. Materials will be included based upon the needs and interests of the local community in an attempt to represent the diverse perspectives of the students accessing the materials and taking into consideration age-appropriateness. Materials should not be excluded solely because of the origin, background, or views of those contributing to their creation.
7. Libraries will follow relevant state and federal laws and district policies and guidance related to the selection of age-appropriate materials and cooperate with persons and groups within the community regarding library selection and collections.
8. Libraries will follow relevant state and federal law and district policies and guidance regarding student records and privacy.

BCBE Library Curriculum Guidance

Baldwin County Public School district libraries teach with guidance from:

[Alabama Digital Literacy and Computer Science Course of Study](#)

Procedures of Formal Review of Materials

The Baldwin County School Board supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and the School Board recognizes the right of persons to express objections to reading and/or instructional materials which they deem inappropriate. In addition, the Board expects its employees to comply with all relevant State laws. The terminology “materials” is used in this document to refer to books (text other than resources adopted by the District or the State) and digital media (including but not limited to: videos, DVDs, sound recordings, periodicals, computer software, or other electronic media).

A request for review may be initiated by a parent or guardian of a current student or BCBE employee only. Requests for review may only be made between September 15 and March 15. Challenged materials cannot be re-challenged for five years.

When a request for a local formal review of materials is made, the materials will be put on hold and removed from circulation, but should not be formally deleted from the collection until a formal decision is made by the committee and the following procedures should be followed:

1. The complainant should direct any requests for material review to the designated District Library Contact. That contact shall inform the complainant of the formal review procedures, and no commitment shall be made as to the status of the item until the formal review has been completed. The complaint must be submitted in writing on the form before the review process can begin.
2. Upon receipt of the complainant's completed form (Request for Formal Review of Library Materials), the following steps will occur.

Local Challenge: The District Library Contact will communicate with the impacted school's administrator and library media specialist to request review of the challenged material by the School Media Review Committee be completed within thirty (30) school days, and notify the designated Assistant Superintendent that such review is being made. The School Media Review Committee will have access to a copy of the challenged material. For challenges consisting of multiple materials, an additional two (2) school days per item will be allowed to complete the review.

District Challenge: The District Library Contact will communicate with members of the District Media Review Committee to facilitate the start of the review process of the challenged material within fifteen (15) school days, and notify the respective Assistant Superintendent that such review is being made. The District Media Review Committee will have access to a copy of the challenged material. The review process should be completed within thirty (30) school days

after the committee convenes. For challenges consisting of multiple materials, an additional two (2) school days per item will be allowed to complete the review.

3. The Media Review Committees will be comprised of the following

Local Challenge: The committee will be appointed by the principal, with the assistance of the Library Media Specialist, and will include an administrator, the school Library Media Specialist, at least one teacher and one parent. At the middle and secondary levels, two students may be added to the committee, with written parental permission. It is recommended that there is an odd number of committee members to avoid a tie vote.

District Challenge: The committee will be appointed by the Superintendent and will consist of no less than two district administrators, two school-based administrators, four library media specialists, and four teachers. It is recommended that there is an odd number of committee members to avoid a tie vote.

For committee privacy, safety concerns, and to protect the integrity of the process and the volunteers that will be serving on the committee, the complainant may know the roles that comprise the committee but may not be a committee member and may not know the identities of the committee members.

4. The Media Review Committees will:

- a. Review Baldwin County Library Media Mission Statement and Vision Statements, Common Beliefs, and the procedures for Formal Review of Materials.
- b. Evaluate referred materials. Read provided reviews from reputable, scholarly sources from varying viewpoints.
- c. Meet to discuss the material using the Committee Checklist for Formal Review as a guide for discussion. There must be a majority of committee members in attendance. Weigh values and faults and form opinions based on the materials as a whole and not on passages taken out of context.
- d. Vote by show of hands or verbally. The challenged material will be retained or withdrawn by majority vote. Once the vote has taken place, a decision letter will be created on official letterhead using the Final Decision Letter template.
- e. Communicate the committee decision:

Local Challenge: Submit a copy of the [decision letter](#) to the school principal, the District Library Contact, and the complainant within ten (10) school days following that decision. Complete the [Comprehensive List of Completed Reviews Google Form](#).

District Challenge: Submit a copy of the [decision letter](#) to the Superintendent, respective Assistant Superintendent, Curriculum and Instruction Coordinator, and the complainant within ten (10) school days following that decision. The Curriculum and Instruction Coordinator will notify school principals and library media specialists. Complete the Comprehensive List of Completed Reviews Google Form.

5. The decision of the Media Review Committee, local or district, may be appealed to the Superintendent. Appeals must be presented in writing to the Superintendent within ten (10) school days from the date of the Final Decision Letter.

6. The Superintendent (or a designee) will review the challenged material and respond in writing to the complainant within thirty (30) school days. A copy of the Superintendent's decision will be sent to the members of the Media Review Committee.

7. Depending on the outcome of the challenge:

- If the book is not able to be kept at an elementary library, but can be housed in a secondary library, offer the book to a secondary library within the county.
- If the book is not able to be kept at any library, send the book through the courier to the central office, in care of the appropriate curriculum supervisor.

Request for Formal Review of Library Materials

Requester Information

Name: _____

Address: _____ City: _____ State: _____

Phone: _____

Email: _____

Do you represent yourself or another organization?

Self Organization Name of organization: _____

Do you have a student enrolled in the Baldwin County Public Schools?

Yes No

Material Information

School: _____

Please check type of materials:

Print Book eBook Other

Title: _____

Author/Producer: _____

Edition/Publication Date: _____

Before the following questions are answered, it is required that the requester read, view, or listen to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. Please sign your name to each additional sheet.

1. Have you read, viewed, or listened to this material in its entirety? Yes ___ No ___

What do you understand to be the theme or purpose of this material?

2. To what in the material do you object? (Please be specific, cite pages, etc.)

3. What do you feel might be the effect on a student using this material?

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

5. What positive impact might this material have?

6. What is your recommendation concerning this material?

- Keep material available in all libraries (K-12)
- Remove material from individual school (identified above)
- Remove material from elementary libraries (K-6)
- Remove material from secondary libraries (7-12)
- Remove material from elementary and middle school libraries (K-8)
- Remove material from all school libraries (K-12)

7. Recommendation of a replacement material on the same subject and format that would be more appropriate for this age level?

Committee Checklist for Formal Review Library Literary Material

Title: _____

Author/Producer: _____

A. Purpose

1. Does this material align with the Baldwin County Library Media Mission Statement, Vision Statement and Common Beliefs? Yes No
2. Does this material meet the Selection Criteria? Yes No
3. Are the purposes, themes, and messages of the material appropriate for the intended audience? Yes No
4. Does the genre match the messages/themes of the book? Yes No
5. Will exposure to the material result in a more compassionate understanding of human beings? Yes No N/A
6. Will exposure to the material offer an opportunity to better understand and appreciate the aspirations, achievements, and issues facing various minority groups?
 Yes No N/A

B. Content

1. Is there content (written or visual) that meets the [legal definition of obscenity](#), including but not limited to consideration of “obscene” and/or “harmful to minor” materials as defined under Alabama law, if applicable, that would make this material inappropriate for children? (According to the Miller Test, if it meets 2 of the following criteria, it legally qualifies as obscene.)
 - a. Whether "the average person, applying contemporary community standards," would find that the work, taken as a whole, appeals to the prurient interest.
 - b. Whether the work depicts or describes, in a patently offensive way, sexual conduct, specifically defined by applicable state law.
 - c. Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value. Yes (If yes, remove material) No

According to Alabama Code [§ 13A-12-200.1 \(2022\)](#), “HARMFUL TO MINORS” means:

- a. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors; and

b. The material depicts or describes sexual conduct, breast nudity or genital nudity, in a way which is patently offensive to prevailing standards in the adult community with respect to what is suitable for minors; and

c. A reasonable person would find that the material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.

_____ Yes (If yes, remove material) _____ No

According to Alabama Code [§ 13A-12-200.1 \(2022\)](#) "OBSCENE" means that:

a. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest; and

b. The material depicts or describes, in a patently offensive way, sexual conduct, actual or simulated, normal or perverted; and

c. A reasonable person would find that the material, taken as a whole, lacks serious literary, artistic, political or scientific value.

_____ Yes (If yes, remove material)

_____ No

2. Does a story about modern times give a realistic picture of life as it is now?

_____ Yes _____ No _____ N/A

3. When factual information is part of the story, is it represented accurately?

_____ Yes _____ No _____ N/A

4. Does the content promote negative stereotypes?

_____ Yes _____ No

5. Is the material age appropriate for your patrons (local reconsiderations only)?

_____ Yes _____ No

6. Do characters speak in a language true to the period and section of the country in which they live?

_____ Yes _____ No _____ N/A

7. If there is use of offensive language, is it appropriate to the purpose of the text?

_____ Yes _____ No _____ N/A

8. Does the material have literary merit?

_____ Yes _____ No

9. Does the material promote bias?

_____ Yes _____ No

C. Reviews

1. According to the reviews you have read, is this material appropriate for your patrons?
 Yes No
2. Has the title received awards or accolades (Newbery, Caldecott, etc.)
 Yes No

Recommendation by Advisory Committee for Treatment of Challenged Materials:

- Keep material available in all libraries (K-12)
- Remove material from individual school (identified above)
- Keep material available in elementary libraries (K-6)
- Remove material from elementary libraries (K-6)
- Keep material available in middle school libraries (7-8)
- Remove material from middle school libraries (7-8)
- Keep material available in high school libraries (9-12)
- Remove material available from high school libraries (9-12)
- Remove material from all school libraries (K-12)
- Limit material in elementary libraries to the following grade levels/groups: _____

Reasons for removal:

- obscene material
- harmful to minor material
- not age appropriate
- inaccurate information
- promotes negative stereotypes
- promotes bias
- no literary merit

Baldwin County Public School System Copyright Policy

The Baldwin County Public School System acknowledges that federal law states that it is illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Penalties may be imposed for unauthorized copying of audiovisual or printed materials, and computer software, unless the copying or using conforms to the “fair use” doctrine.

The Baldwin County School System encourages its staff to share learning by making proper use of supplementary materials. Copyright and the notion of intellectual property was written into the Constitution of the United States to promote learning and the useful arts and was designed to be supportive of the work of educators.

It is the responsibility of the employees of the Baldwin County School System to abide by the copying procedures and obey the requirements as set by the law. Copyright requirements should not be violated in order for employees to perform their duties.

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:

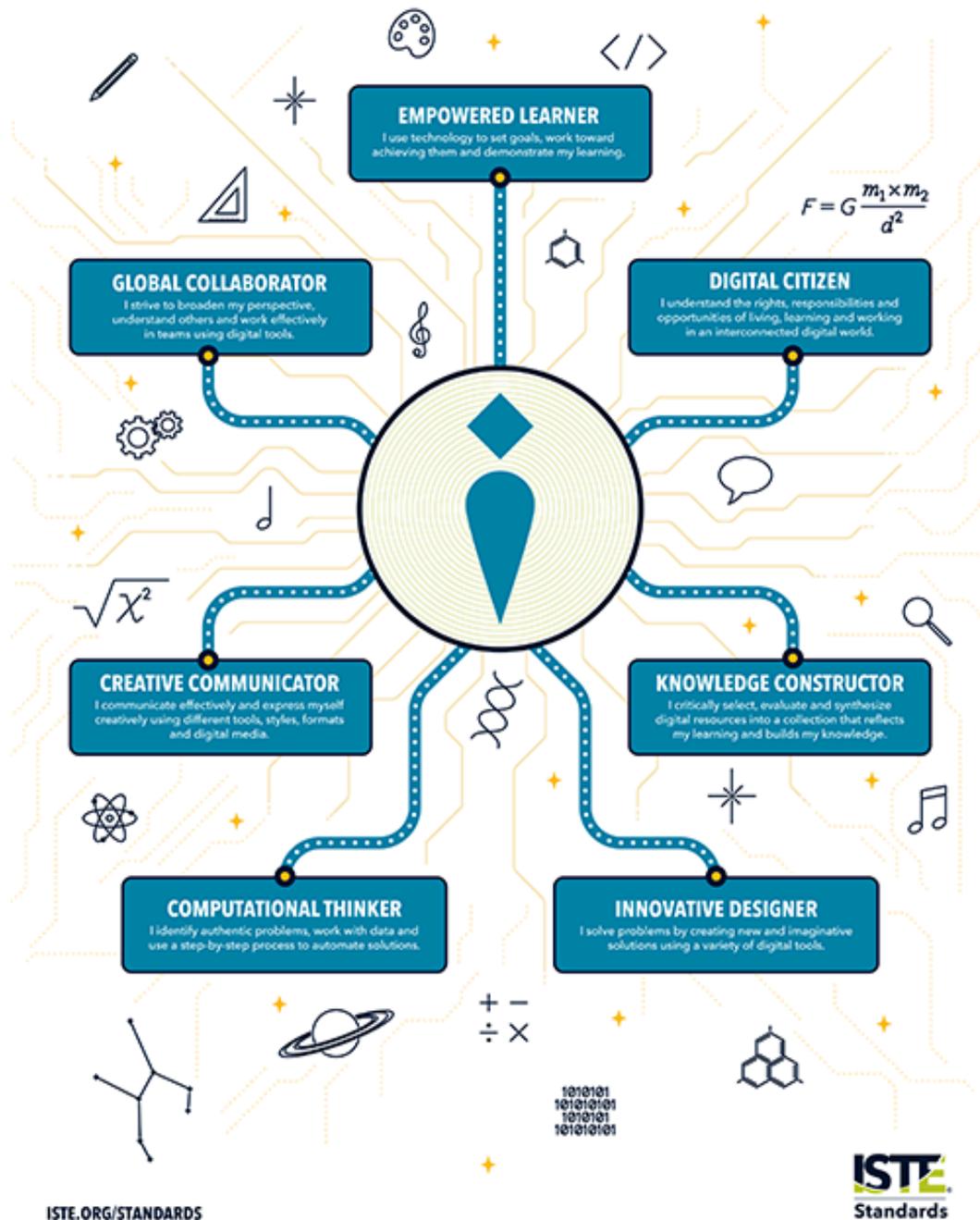
- a. The copied material will be used in only one course offered in the school in which copies are made;
- b. Not more than one short poem, article, story, essay or two excerpts may be copied from works by the same author, nor more than three from the same collective work or periodical volume, during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

www.copyright.gov

I AM A DIGITAL AGE LEARNER

ISTE STANDARDS FOR STUDENTS



Collection Development

Procedures for Selection and Acquisitions of Library Materials

I. Introduction

School library media programs implement, enrich, and support the educational programs of our schools and local community. It is the policy of the Baldwin County Board of Education to provide a wide range of library materials on all levels of complexity, with diversity of appeal, and with different points of view, while taking into consideration community standards and relevant State and Federal laws.

II. Responsibility for Selection of Materials

The Board of Education is legally responsible for all matters relating to the operation of the schools. The responsibility for coordinating and recommending the selection and purchase of library and instructional materials is delegated to the certified library/media personnel employed by the school board. However, the ultimate responsibility for selection of materials housed within the school rests with the **principal** in accordance with board policy.

Each local school administrator is responsible for forming a Library Material Selection Committee. Committee size may vary depending on the size of the school, and there is not a requirement as to the size of the committee. The Selection Committee shall be made up of:

- School Library Media Specialist
- School administrator or designee
- Faculty who work within the school
- Parent(s) of students who attend the school
- Optional: Students who attend the school

III. Objectives of Selection

In order to assure that the school library media program is an integral part of the educational program of each school, the selection of materials is based on the following objectives:

1. To provide age-appropriate materials that will enrich and support the curriculum as well as personal needs of the patrons, taking into consideration their varied interests, abilities, maturity level and learning styles.
2. To provide age-appropriate materials that will stimulate growth in factual

knowledge, literary appreciation, aesthetic values, and ethical standards.

3. To provide a background of information which will enable students to make intelligent judgments in their daily life.
4. To provide age-appropriate materials on opposing sides on controversial issues so that young citizens may develop, with guidance, the practice of critical analysis of all media.
5. To provide age-appropriate materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage.
6. To place principles above personal opinion and reasons above prejudice in the selection of materials of the highest quality in order to assure an appropriate and comprehensive media collection.
7. To promote the enjoyment of reading as a leisure time activity.

IV. Criteria for Selection of Materials

Needs of the individual school based on a knowledge of the students, the community, the curriculum and of the existing collection are given first consideration. Requests from faculty and students should be considered.

Materials for purchase are considered on the basis of:

- Accuracy of content
- Authoritativeness
- Format and price
- Importance of the subject matter
- Overall purpose
- Quality of the writing and production
- Readability and popular appeal
- Reputation and significance of the author, artist, composer, etc.
- Reputation of the publisher or producer
- Timeliness or permanence
- Age appropriateness
- Appropriateness based on relevant laws

V. Procedures for Selection

The Selection Committee will:

- Assess curricular needs
- Assess student individual needs regarding accessible materials (ex. braille materials)
- Assess student individual needs regarding accessible materials (ex. braille materials)
- Assess requests for acquisition
- Evaluate the existing collection
- Assess community needs and appropriateness

VI. Donation Policy

Gift materials or donations shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria. They are accepted with the understanding that if they do not meet the criteria, they may be disposed of at the discretion of the library media specialist. All donations become the property of the school.

VII. Purchasing

Purchases made with local school money should be made on a local purchase order form. Adhere to BCBE purchase order policies.

VIII. Receiving

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

- Check packing slip against materials received and purchase order.
- Note any deficiencies or defects and notify vendor.
- If order is complete, initial and date the invoice, and submit to local bookkeeper.

IV. Special Consideration for Visual Media (Including Graphic Novels, Anime, Manga, etc.)

Rationale for Inclusion

Graphic texts have proven to provide an engaging reading experience, especially for readers who are struggling, reluctant, and have learning disabilities, such as dyslexia.

The following are some positive reasons to include age-appropriate visual texts in the collection:

- Increased comprehension, particularly for lower level readers, ELL students, etc.
 - Assists in inferencing skills, improved memory, sequential order, context clues, concise language and more
- Higher gains in vocabulary acquisition
- Increased fluency in a range of mediums
- Increased completion rate of reading
- The images and text work together to create a complete story; the images do not replace the text.
- Allows students to read higher interest books that they could not decode in novel form.
- Improves visual literacy
- Allow student choice in reading material, which in turn promotes the love of reading

Enhanced Selection Criteria

Due to the visual nature of these materials, in addition to the selection criteria previously noted, this criteria also should be included for illustrations, cover art, etc.

The following are reasons to exclude an item from the collection:

- Cover art that is not age appropriate, obscene, harmful to minors, and/or salacious in nature (having or conveying undue or inappropriate interest in sexual matters)
- Illustrations with uncovered genitals/private parts, or which indicate those parts underneath clothing or other material in a sexually suggestive manner
- Illustrations that depict sexual activities, or are highly indicative of sexual activities occurring
- Illustrations that depict minority groups in a demeaning way, including the sexualization of women and stereotypical depictions of certain races, ethnicities, or religions
- Illustrations depicting violence, horror, gore, and any other potentially offensive material should be considered given the age of patrons of the individual school

While there is not one standard rating policy for visual texts, many publishers provide ratings for their materials. It is the library media specialists' responsibility to acquire these ratings and use them to make the best selection decision for their individual school.

[Technology Purchasing and Funding Guidelines](#)

Please refer to the above link for current technology purchasing and funding guidelines.

Processing of Materials

A well-organized collection is the first step toward providing effective library media services. To insure this, the library media center should practice a uniform method of processing materials.

A. Processing Print and Non-Print Materials

1. Stamp the book with the library media stamp. Also stamp books with Title 1 stamp if purchased with federal funds.
2. Assign classification number or check given number.
3. Assign barcode number and label to book.
4. Label spine with call number.

B. Audiovisual Materials/Equipment (value equal or exceeding \$200)

1. Complete processing should include the following:
 - a. Check equipment against purchase and the company's packing slip.
 - b. Stamp with the school's name.
 - c. Add item into computer database system noting the following:
 - Type of equipment
 - Brand name
 - Company
 - Date received
 - Serial number
 - Model number
 - County property number (if equipment price equals or exceeds \$500.00)
 - Source of funds
 - d. Assign call number.
 - e. Assign barcode and label item.

C. Classification

All books in the library media center collection should be classified according to a standard classification system (e.g. Dewey Decimal System, LC, etc.).

Weeding

Weeding is the process of removing materials from a library collection in order to improve access to a library's resources. The library collection should always evolve to meet the changing needs of the school's community, relevant state and/or federal laws,, relevant state and/or federal laws, and reflect the changes in the information needs of the users.

Weeding is not a once-a-year project, but a continual process throughout the school year. The following guidelines should be followed when weeding:

1. Consider weeding the following:

- a. Badly damaged print and non-print materials
- b. Old editions replaced with newer copyright editions
- c. Outdated materials
- 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
- b. Items of historical value in the school or local community
- c. Classics

3. After you have removed the item from the shelves or storage area:

- a. Remove record from the computer. List "weeding" as the reason for deletion.
- b. Mark the cover or container as *discarded*.
- c. Withdrawn books may be destroyed, given away (if content and condition is appropriate), sold (profits must be returned to library account).

M.U.S.T.I.E

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 CATEGORY	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
600	5-10 years (Technology titles may be sooner)
700	5-10 years
800	Flexible (Use MUSTIE)
900	5-10 years
Biography	Flexible (Use MUSTIE)
Periodicals	3 years for printed (AVL online versions available)
Fiction	Depends on circulation use (Award winners & classics will differ)
Audio/Visual	Condition and content will determine

Circulation Procedures

- **School Policies** - Information should be distributed that contains specific directives pertinent to the operation of the individual library, such as hours when the library will be open, policies regarding lost and damaged materials, regulations for the use of all library materials, and other items needed to clarify any library policies.
- **Overdue Books** - No fines will be charged at any school for overdue books. However, an attitude of responsibility should be emphasized to students concerning the importance of returning materials on time. Overdue notices should be printed and sent in a timely manner.
- **Damaged or Lost Fines** - The amount charged for damaged or lost library materials may not be more than the cost of the replacement item. When a student transfers, a receiving school may be contacted for assistance in recovering the item or money. Money collected through the library should be deposited into the library account to purchase library supplies and materials. Lessons, activities, and signage in the library should be used to teach and enforce basic book care policies and procedures for all patrons to limit book damage.

[Technology Acceptable Usage Policy \(AUP\)](#)

Use the above link to access the BCBE Technology Acceptable use Policy

Job Description - Library Media Specialist

Job Title – Library Media Specialist

Supervised by/Reports to: Principal

Supervises: Library Media Aides and student assistants

FLSA Status: Exempt

Job Goals:

- To provide the faculty and students with an enriched library media environment.
- To provide a multitude of resources and experiences for students that will enhance the curriculum, invite intellectual growth and develop productive use of leisure time.

Qualifications:

1. Master's degree from an accredited college or university.
2. Valid Alabama teaching certificate in Library Media.
3. Ability to meet the suitability criteria for employment and/or certification/licensure under the Alabama Child Protection Act of 1999 and Act No. 2002-457.
4. Knowledge of content, curriculum, methods, materials and equipment needed by different departments in the school setting.
5. Knowledge of materials and equipment appropriate for effective teaching and learning.
6. Knowledge of school's program of studies related to mission, goals and organization.
7. Ability to apply knowledge of current research, technology and theory to the library media facility.
8. Ability to move around the room in order to monitor and assist students.
9. Ability to establish and maintain effective relationships with students, parents and peers.
10. Demonstrated proficiency in oral and written communication skills.
11. Effective interpersonal skills, with an emphasis on communication and collaboration with a wide variety of people and groups.
12. Knowledge and skill in the operation of computers, computer programs, and audio/visual and digital media and other technology resources to perform job responsibilities.
13. Ability to use technology to communicate, to plan and provide instruction, to facilitate student learning, to manage data, and to produce/submit required reports, correspondence, and/or financial information.
14. Physical ability to handle, move, retrieve, and/or deliver large and/or heavy library materials and equipment.
15. Ability to identify and solve problems as a productive team member.
16. Ability to be punctual and in regular attendance.

17. Such alternatives to the above qualifications as the Board may require.

Performance Responsibilities and Essential Functions:

1. Demonstrates support for the school system and its vision, goals and priorities.
2. Develops and implements the library media program which is applicable and related to desired educational goals, objectives and student outcomes.
3. Utilizes technology to plan and provide instruction and facilitate student learning.
4. Models appropriate and innovative use of technology for students and staff.
5. Maximizes efficient use of available funds and provides the faculty and students with the best possible materials; the position requires the preparation and administration of a library budget using standard accounting procedures.
6. Manages and coordinates inventory of library materials, textbooks, and digital devices essential to instruction and student learning, as assigned.
7. Seeks grants and other creative funding opportunities to enhance library media services.
8. Supervises and promotes library activities which facilitates and enhances learning.
9. Assists students and faculty by cooperating with other schools and local libraries.
10. Maximizes library media center functions by actively recruiting, training and supervising clerical help, student assistants and volunteers.
11. Initiates contact with faculty and students in promoting and providing library services, resources and guidance.
12. Actively participates in and works with other school personnel in the inventory and selection of books, equipment and other library materials which provide the student with the best learning opportunities.
13. Participates in professional growth and development activities including staff meetings and in-service and staff development activities as required or assigned.
14. Performs the technical responsibilities required to provide exemplary library service as part of an effective and successful educational facility.
15. Provides input and assistance to other school personnel by actively participating in departmental, faculty, curriculum and special meetings.
16. Participates in administration of state and/or standardized testing as assigned; establishes appropriate testing environment and ensures test security.
17. Performs duties in a courteous and professional manner.
18. Maintains confidentiality regarding school/workplace matters.
19. Models and maintains high ethical standards.
20. Demonstrates initiative in the performance of assigned responsibilities.
21. Maintains expertise in assigned area to fulfill project goals and objectives.
22. Participates successfully in the training programs offered to increase skill and proficiency related to assignment.

23. Collects, receipts and submits school funds in accordance with school procedures and Board policy.
24. Participates in state-approved evaluation program as required.
25. Actively supervises students during assigned duty before, during and/or after school as directed.
26. Supervises and/or assists with extracurricular and co-curricular activities as assigned.
27. Serves on school/system committees as required or appropriate.

Scheduling

Guidelines for Library Media Center Scheduling:

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use. Weekly schedules that list whole-class and small-group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use throughout the year.

Points to Remember:

- The library media specialist (LMS), with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.
- The library media center (LMC) should not be closed for non-library purposes. The LMC is open for student use at all times.
- Forty percent of LMS time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the library media specialist, although students and teachers may still use the LMC.
- The LMS is provided a scheduled lunch time.
- Teachers and administrators should understand the difference in flexible scheduling, open access, and fixed scheduling.
 - Definition of Flexible Scheduling:
The LMC does not have a set daily or weekly schedule for classes to use the library. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. In this case the LMC is an extension of the classroom; used to provide access to resources, information fluency, and independent and group learning.
- All students and teachers have access at their point of need.
 - Definition of Open Access:
In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need. The library media center may also be scheduled for individuals, groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources. If an aide is not available to assist with circulation when the LMS is working with a class, students are taught how to check materials in and out. Student aides and community volunteers may be trained to assist with the circulation procedures.
- Teachers and LMS can collaborate to develop enhanced curriculum units
- Student achievement is higher with this type of scheduling

- Flexible scheduling provides equity of access
- The LMS can work with all grade levels and subject area teachers to build research units around schoolwide themes

Variations of Flexible Scheduling:

Completely Flexible

The LMS provides a scheduling calendar with time for teachers to schedule their classes. A collaboration log to ensure that every teacher is scheduling regular library media time is maintained.

Partially Flexible

This scenario is seen in lower elementary schools where Grades K-2 are scheduled at regular times to have contact with the LMS for exposure to read aloud stories. If this type of scheduling is used, classes are normally concentrated into one or two days a week and are held at the beginning or end of the day, thus, allowing large blocks of time for other classes to schedule as units are developed.

Library Enhancement Funds

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. CD-ROMs
4. Computer Software
5. Computer Equipment
6. Cataloging
7. Audio-Visual Materials
8. Newspapers
9. Magazines
10. Recordings
11. Video tapes / DVD’s

*Library enhancement funds may not be spent on consumables, supplies, or any books/materials that are not primarily used in the LMC and/or by the LMS.

[Coding Guidance – State Classroom Instructional Support Funds](#)

Budget

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.”

1. By law, each school must submit a budget for the expenditures of library enhancement monies.
 - a. All faculty members will be given the opportunity for input; therefore, the budget
 - b. must be developed and approved in a faculty meeting.
 - c. The faculty, librarian and principal 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.
2. Each teacher must sign that they have participated in the budget process.
3. 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.

4. 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.

Opening the Library

1. The library collection should be available for circulation at the earliest possible date.
2. Library Media Specialists may need one to two weeks at the start of school to complete administrative tasks. Therefore, library instructional lessons will begin after completion of these tasks.

End-of-Year Closing

Checklist for Closing the Center:

1. Book circulation will end two weeks prior to the last instructional day.
 - a. Books and materials should be inventoried during the last two weeks of school, if an inventory has not been taken at an earlier date.
 - b. Library media specialists should not be tasked with student supervision during this time.
 - c. Final closing date for all library services, including library classes, will begin two weeks before the last instructional day of school.
2. Teachers should be instructed to return all library materials and equipment which they no longer need in April and again in May. During the month of May, the LMS should present teachers with a list of materials which they have not returned. All library A/V equipment should be returned prior to the last week of school. The LMS should accommodate teachers who request equipment after this time.
3. Prepare work orders for summer maintenance.
4. Reconcile purchase orders and financial records.
5. Store equipment in a secure location. Follow IT Services guidelines for electronic equipment.
6. Coordinate with bookkeepers to apply fines to student financial accounts. It may be helpful to provide a lost book list during summer for books returned during that time.
7. It is strongly suggested that access to libraries be limited during the summer months. If use of the LMC during summer cannot be avoided, it should be left in the same order it was found.