Cleburne County
Library Information Services
Manual
2025 Update

Cleburne County Library Information Specialists
Responsible for the 2025 Update
Elaine Bragg, Cleburne County High School
Kelly McMahan, Ranburne High School
Ricketta Wilson, Cleburne County Middle School
Amber Jackson, Cleburne County Elementary School
Beverly Harlan, Ranburne Elementary School
Duane Harris, Fruithurst Elementary School
Sarah Crenshaw, Pleasant Grove Elementary School

Acknowledgements

Cleburne County Library Information Specialists Responsible for the Original Document

Elaine Bragg, Cleburne County High School
Dionne Barnwell, Ranburne High School
Ricketta Wilson, Cleburne County Middle School
Connie Greenwood, Cleburne County Elementary School
Beverly Harlan, Ranburne Elementary School
Stacy Cofer, Fruithurst Elementary School
Sheila Turner, Pleasant Grove Elementary School

Table of Contents

Mission Statements

Vision/Mission Statement of Cleburne County Schools

The mission of the Cleburne County School System is to provide education of the highest quality that motivates all students to excel, meet their individual needs, and prepare them for the future. The vision of the Cleburne County School System is to foster a community of lifelong learners who demonstrate the knowledge, skills, and values required for productive global citizenship.

Mission Statement for Cleburne County Library Information Programs

While every library serves different schools, our mission remains clearly the same. The library information program is an integral part of the educational institution and functions as an extension of the classroom. The library information program will collaborate with teachers in the implementation of state standards and the school curriculum. The library information program strives to provide the school community with a vast collection of resources on appropriate interest and instructional levels to facilitate the development of learning strategies, critical thinking and research skills, communication skills, and an appreciation of reading for both enjoyment and informational purposes.

Cleburne County Schools' Library Information Programs establish an educational environment in which technology serves a major role, not only in the daily routine of the school library, but as an instructional part of the library program. Students have free and equitable access to a variety of media resources to aid in the advancement of knowledge and help them be successful in their learning experiences. The library information program also provides opportunities to develop college and career readiness skills as they prepare for life's experiences in a global community.

Library 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 that 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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Literacy Standards

The strands emerging from the student to encircle the globe represent digital connection to the world and specify the roles filled by students of today and tomorrow: **Computational Thinker, Citizen of the Digital Culture, Global Collaborator, Computing Analyst, and Innovative Designer**. These titles indicate that digital citizens should not merely connect, but responsibly work together to improve the world. The careful observer notices a sixth ribbon, currently unlabeled to indicate that new and emerging technologies will require openness to future changes.

Recurring Standards for Digital Literacy and Computer Science Course of Study Recurring standards are key practices or concepts that recur at grade levels along the K-12 continuum with progressive complexity. The standards are outlined below.

Safety, Privacy, and Security

1. Identify, demonstrate, and apply personal safety when using digital devices. The safety, security, and privacy of students are essential both physically and digitally. In early grades, this equates to helping students understand the importance of protecting themselves when utilizing digital technologies and responsibly accessing resources. As students mature, the specific ways in which they interact with technology will change. Utilizing passwords to access remote resources, protecting their identity online, and interacting appropriately in online environments are only a few examples of skills students need to master. As students progress to the senior high level, they should develop a greater understanding of how policies and license agreements could threaten their personal identity. Therefore, all Alabama graduates should possess the skills required to mitigate threats from individuals, as well as automated software agents.

Legal and Ethical Behavior

2. Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outlined in school/district rules. It is important for students to demonstrate age-appropriate, responsible use of digital devices and resources. In the early grades, students demonstrate an understanding of their district's acceptable use policy by such actions as giving another author credit for work, identifying examples of cyberbullying, and stating consequences for misuse. Upper elementary students should be able to demonstrate and apply responsible use of computers, devices, and resources. These students should also practice and share an understanding of guidelines for copyright. Students in middle grades may review the school/district rules and advocate for or against policies. As students reach secondary grades, they should be able to apply legal and ethical standards as they utilize digital tools for synthesizing information, utilizing protected content, collaborating, exploring social networks, and developing/presenting original content while adhering to local acceptable use policies.

Impact of Computing

3. Analyze the potential impact of computing. While meant to advance the processes of work, computing heavily impacts our lives. Students need to recognize both the beneficial and harmful effects of computing. At a young age, students can be given a manual task and an automated task to determine which occurs more efficiently. Students can then begin to identify advances in computing that have improved efficiency or allowed innovation. As 9 Alabama Course of Study: Digital Literacy and Computer Science students mature, they can begin to identify the positive and negative impacts of computing. At the secondary level, students should identify economic, social, and cultural influences that affect computational innovation and/or limitations.

Systems

4. Identify and employ appropriate troubleshooting techniques used to solve computing or connectivity issues. Because technology is such a prevalent part of daily life, students must practice basic troubleshooting tasks at an age-appropriate level. Young students can complete simple tasks such as restarting "frozen" devices or notifying a trusted adult when they experience an unexpected response from the device. As students enter upper elementary grades, they should be able to

quit a program when it is responding inappropriately and be able to diagnose simple network connection errors. In middle grades, students will be able to determine if an update is needed for a program or operating system. In secondary grades, students will apply a systematic approach to problem-solving with programs and computer systems.

Collaborative Research

5. Locate, curate, and evaluate information from digital sources to answer research questions. With unlimited access to information, students need to develop the skills to process information. In early grades, teachers support collaborative research as students learn to gather data from a variety of sources and then compare their findings with those of their peers. As students progress in age, research will be less teacher-directed and more student-driven. As students mature, they will be able to identify sources as valid or invalid based on multiple factors such as publication date, location of material, author, supporting evidence, etc. The complexity of data will increase at an age-appropriate level. At the secondary level, students will work cooperatively to access digital sources from a variety of perspectives and media to synthesize and report answers for complex research questions.

Digital Tools

6. Produce, review, and revise authentic artifacts using appropriate digital tools. One goal of the DLCS COS is to produce effective communicators capable of sharing their viewpoints through digital media. With guidance from their teachers, young students will work in a variety of platforms, including word processing, presentations, spreadsheets, and web applications, and progress toward opening their own files and saving them either onto a computer or in the cloud. Students will then progress to selecting appropriate media for communicating information. Secondary students will utilize appropriate technologies for the creation and management of content with due consideration of desired artifacts, content area, and prescribed and logistical limitations.

Reconsideration of Materials

Occasional objections to instructional materials may be made, despite the quality of the selection process. The Cleburne County Board of Education supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the *Library Bill of Rights* of the American Library Association and *Students' Right to Read* of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access materials, and the integrity of the certified library/media personnel must be defended rather than the materials. The procedure for a complaint can be found later in the document.

Copyright and Fair Use

Cleburne County Schools follow the Copyright Act and section 107 that explains fair use as attached:

Sec. 107. Limitations on exclusive rights: Fair use

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include -

1. ***the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;***
2. ***the nature of the copyrighted work;***
3. ***the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and***
4. ***the effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such a finding is made upon consideration of all the above factors.***

The Copyright Act can be accessed at:https://www.copyright.gov/title17/title17.pdf

Staffing

Staffing is determined by the State Department of Education based on each school's earned units. Currently, all schools are staffed with certified library information specialists. The library information specialist reports directly to the principal of his/her assigned school.

Roles of School Library Information Specialist

The scope of responsibilities assigned to the school Library Information Specialist may vary in different schools. School size, grade level, the school instructional program, and size/arrangement of the library facility may necessitate such variation. All curriculum or instructional assignments should support the school library information instructional program.

To ensure a quality program of library information services in each school, the Library Information Specialist:

1. Fosters a lifelong love of learning through appropriate programs, activities, and curriculum
2. Collaborates with faculty to meet the educational needs of a diverse population
3. Facilitates the effective operation of the school library information center
4. Plans and provides grade-appropriate information literacy instruction that supports Alabama's College and Career Readiness Standards
5. Evaluates and selects appropriate materials and resources for the school Library Information Center
6. Manages the School Library Information Center and instruction effectively
7. Establishes and maintains a professional leadership role as the information resource specialist in the school

Scheduling

Schedules for all school Library Information Centers (LIC) are kept on file in the school office and the Library Information Specialist's office each year. Any major revisions in the schedules during the school year are reported to these offices. Maintaining a well-organized collection of materials in good condition; selecting, ordering, and processing materials; keeping necessary records; and performing other administrative and organizational tasks are vital to the effective library program. These activities require time during the school day. The library schedule must incorporate necessary time for administrative and organizational work.

Flexible time for standards-based instructional planning, implementation, and evaluation is necessary to facilitate learning. The Library Information Specialist provides open access for the circulation of a variety of materials and resources to meet the needs of faculty, students, and the community. Students and teachers must have access to the materials at the point of need.

Schedules are determined to best meet the needs of each individual school.

The following position statement from the American Association of School Librarians concerning flexible scheduling is a belief held by the LIS in Cleburne County.

AASL Position Statement on Flexible Scheduling

"The American Association of School Librarians (AASL) supports the position that a responsive school library is fully integrated into the educational program so that learners, families, educators, and school librarians become partners in learning. This integration strengthens the teaching process to ensure learners are active participants who guide and continually assess their own learning. Open access to a quality school library is essential for learners to develop the vital skills necessary

to analyze, evaluate, interpret, and communicate information and ideas in a variety of formats. Inquiry skills are taught and learned within the context of the curriculum and may occur in the classroom, the library, or in a virtual environment with 24/7 accessibility to a wide range of resources, technologies, and services.

The fundamental elements of a responsive school library that enable the school librarian to act quickly and effectively to meet the curricular needs of educators and learners are:

• "flexible, open, unrestricted, and equitable access" (AASL 2018, 56) to the school library and resources on an as-needed basis

• opportunity for school librarians to collaborate as full instructional partners who co-plan, co-teach, and co-assess with classroom educators

• 24/7 access to digital school library resources

The fully integrated library philosophy is best achieved through an open schedule that encourages school librarians to collaborate as full partners with classroom educators to design, implement, assess, and evaluate inquiry lessons. This practice cultivates high-level educational experiences for learners and is the catalyst that makes the integrated library work. The educator brings to the planning process knowledge of subject content and pedagogy. The school librarian also contributes a broad knowledge of pedagogy, as well as culturally relevant and diverse resources, and current and emerging technologies to meet the inquiry and instructional needs of all learners. As instructional partners, the classroom educator and school librarian are able to provide differentiated and adaptable learning experiences to meet the requirements of the curriculum.

An open schedule is responsive to the learning community's needs and provides equitable and flexible access to the school library's learning resources and spaces. "Scheduling of classes should allow flexible, open, unrestricted, and equitable access" (AASL 2018, 56) on an as-needed basis to facilitate just-in-time research, training, and utilization of technology with instruction from the school librarian and the content-area educator. The practice of scheduling classes in the school library on a set schedule to provide educator release or preparation time inhibits

best practice by limiting collaboration and co-teaching opportunities between the school librarian and classroom educator. Learners and educators must be able to visit the school library in person or virtually when needed to collaborate with the school librarian and other learners and educators, use information sources and learning tools, and read for pleasure.

The responsibility for an open, flexible library schedule that is responsive to the learning community's needs must be shared by the entire school community: the local educational agency, district administration, principal, school librarian, educators, the school library support staff, parents, and learners. Position Statement on School Library Scheduling | www.ala.org/aasl/statements

The LOCAL EDUCATIONAL AGENCY endorses the philosophy that the school library is fully integrated into the district's educational program and ensures that responsive scheduling for libraries is maintained in all buildings and at all levels through district-level policies.

The DISTRICT ADMINISTRATION supports the philosophy of responsive scheduling and ensures appropriate staffing levels so that all educators, including the school librarian, can fulfill their professional responsibilities.

The PRINCIPAL creates the appropriate climate within the school by understanding and advocating the benefits of responsive scheduling to the faculty, by monitoring scheduling, and by maintaining appropriate staffing levels, funding, and joint planning time for classroom educators and school librarians.

The CLASSROOM EDUCATOR and the SCHOOL LIBRARIAN work collaboratively to provide differentiated and adaptable educational experiences for learners of all abilities. The collaborative lessons meet curricular requirements and library learning standards through relevant and engaging educational experiences that promote positive use of instructional time.

The SCHOOL LIBRARY SUPPORT STAFF works to maintain daily operations as overseen by the school librarian to allow time and flexibility for the school

librarian and educators to collaborate to provide learners with excellent educational experiences.

The PARENTS advocate for a school library that provides learners with access 24/7. They promote the use of responsive scheduling so their children are able to come to the school library throughout the day to use information sources, read for pleasure, and collaborate with the school librarian, other learners, and educators.

The LEARNERS stress the need for anytime access to their school library to assist them in completing their academic pursuits and exploring their personal interests."

Adopted 09/2011, Revised Sep 2011, Jun 2014, Jun 2019

Materials Selection & Acquisition

In developing each school's collection, the Library Information Specialist must consider the educational needs and wants of his/her own school population. Certain guidelines and criteria are considered when selecting materials. Instructional media and equipment will be selected and used to implement the philosophy and goals of the school and enhance the instructional program. The following criteria are recommended as a guide to selecting the best resources for the library media center:

- Provide stimulus for intellectual growth
- Instill literary appreciation, aesthetic values, and ethical standards
- Contribute to the diversity of the collection
- Appeal to media center patrons
- Lasting importance or significance to a field of knowledge
- Favorable reviews and recommendations from educational professionals and/or resources

Six major factors will always be considered when purchasing or receiving items for the collection. Using PASFAC, an acronym for **p**urpose, **a**uthority, **s**cope, **f**ormat, **a**udience, and **c**ost, all materials must adhere to these factors.

The Library Information Specialist utilizes a variety of means to determine the wants of his/her school population, including, but not limited to, surveys, faculty/student requests, and current trends and interests in the learning community. These materials are acquired using the preceding criteria.

Gift materials will be judged by the criteria listed in the preceding section and should be accepted or rejected based on those criteria. All gifts or donated materials become the property of the school.

Collection Development

The following table from Alabama Guidelines for Exemplary School Libraries is used as a guideline for developing each school's collection.

Performance Rubric – Collection Development

Type of Resource	Developing	Accomplished	Exemplary
Automated Management System	Circulation computer includes software with cataloging and circulation capabilities and a barcode scanner. Online access to materials available only in the library.	Circulation computer includes software with cataloging and circulation capabilities and a barcode scanner. Online access to materials available in the library and throughout the school facility.	Circulation computer includes software with cataloging and circulation capabilities and a barcode scanner. Online access to materials available in the library, school facility, and remote sites.
Print Resources	**Elementary** 5+ appropriate and usable books per student in good condition which support the school's instructional program. **Secondary** 2+ appropriate and usable books per student in good condition which support the school's instructional program. **Both** 2% of the collection are new book purchases. The collections include materials that support all student needs.	**Elementary** 6-10+ appropriate and usable books per student in good condition which support the school's instructional program. **Secondary** 3-5+ appropriate and usable books per student in good condition which support the school's instructional program. **Both** 5% of the collection are new book purchases. The collection supports the school curriculum. Class sets and novels are available for classroom use. The collection reflects the interests of students and community. Collections include materials that support all student needs.	**Elementary** 11-15+ appropriate and usable books per student in good condition which support the school's instructional program. **Secondary** 6-8+ appropriate and usable books per student in good condition which support the school's instructional program. **Both** 5% of the collection are new book purchases. The collection supports the school curriculum. Class sets and novels are available for classroom use. The collection reflects the interests of students and community. Collections include materials that support all student needs.
Digital Resources/Databases	Research databases are available for student and teacher use. eBooks are not available for student and teacher use. The collection includes digital materials that support all student needs.	Research databases are available for student and teacher use. eBooks are available for student and teacher use. The collection includes digital materials that support all student needs.	Research databases are available for student and teacher use. eBooks are available for student and teacher use. The collections include materials that support all student needs. eBooks and audiobooks are available for student and teacher use.

Deselection of Resources

Selection is an ongoing process which must include the removal, i.e., weeding of materials deemed no longer appropriate and the replacement of lost, worn and damaged library materials still of educational value at the discretion of the Library Information Specialist. The LIS will consider the budgetary constraints and/or available resources when "weeding" the collection. A tool for weeding is using the **MUSTIE** approach.

M = Misleading; factually inaccurate

U = Ugly; book is worn and torn, in disrepair
S = Superseded by a new edition
T = Trivial; of no real discernible merit
I = Irrelevant to the needs and interests of your community
E = Elsewhere available

Suggested Copyright Date Chart for Weeding

Suggested Copyright Date Chart for Deselection

Dewey Classification	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 and medical titles may be sooner.)
700	5-10 years
800	Flexible
900	5-10 years (Some may differ - almanacs, maps)
Biography	Flexible
Fiction	Depends on circulation use (Award winners & classics will differ)
Audio and Video	Condition, content, and format will determine

(Adapted from MUSTIE)

Procedure for Reconsideration of Materials:

1. Inform the complainant of the selection procedure and make no commitments.
2. Request the complainant to submit a formal "Request for Reconsideration of Instructional Materials."
3. Inform the superintendent and other appropriate personnel.
4. Keep challenged materials on the shelves during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee within 30 working days, and notifies the superintendent that such a review is being done. The review committee is appointed by the principal with the

concurrence and assistance of the certified media specialist, and includes media professionals, a representative from classroom teachers, one or more parents, and one or more students.

6. The review committee takes the following steps after receiving the challenged materials:
    a. Reads, views, or listens to the material in its entirety.
    b. Checks general acceptance of the material by reading reviews and consulting recommended lists.
    c. Determines the extent to which the material supports the curriculum.
    d. Completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material"- Judging the materials for their strength and value as a whole and not in part.
7. Present written recommendations of the review committee to the superintendent and the school board.
8. The board will provide a ruling after adequate time to review the material.
9. Retain or withdraw the challenged materials as mandated by the decision of the school board.
10. Additional challenges to the said title under the questions will only be considered after a time period of four years.

Request for Reconsideration of Instructional Materials

School _____
Title of Material _____
Media Format _____
Author or Producer _____

Request initiated by:

Name _____
Address _____
Telephone _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach an additional sheet. (Please sign your name to each additional attachment.

1. To what in the material do you object? (Please be specific, cite pages, and explain your objections.)

_____
_____
_____

2. What do you believe is the theme or purpose of this material?

_____
_____
_____

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

_____

4. Is there anything good in this material? Please comment.

_____
_____

5. In the place of this material, would you care to recommend other material which you consider to be of equal or superior quality for the educational purpose intended?

_____

6. What would you like your media center/school to do about his material?
   a. Do not assign it to my child.
   b. The material should remain on the shelf, but I will ask my child not to borrow the material.
   c. Withdraw it from all students, as well as my child.

_____ _____
Signature of complainant Date

Checklist for School Staff's Reconsideration of Instructional Material - Fiction and Other Literary Forms (sample)

Title_____Author_____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?
   _____
   _____
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? ___Yes ___No: for young adults? ___Yes ___No. If both are marked No, for what age group would you recommend?
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? ___Yes ___No
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ___Yes ___No
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? ___Yes ___No

B. Content

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

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? ___Yes ___No

3. When factual information is part of the story, is it presented accurately? ___Yes ___No

4. Is prejudicial appeal readily identifiable by the potential reader?
___Yes ___No

5. Are concepts presented appropriate to the ability and maturity of the potential readers? ___Yes ___No

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

7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? ___Yes ___No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?
___Yes ___No; young adults? ___Yes ___No

9. If there is use of offensive language, is it appropriate to the purpose of the text for children? ___Yes ___No; young adults? ___Yes ___No

10. Is the material free from derisive names and epithets that would offend minority groups? ___Yes ___No; children? ___Yes ___No; young adults?
___Yes ___No

11. Is the material well written or produced? ___Yes ___No

12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? ___Yes ___No

13. Does the material make a significant contribution to the history of literature or ideas? ___Yes ___No

14. Are the illustration appropriate and in good taste? ___Yes ___No

15. Are the illustrations realistic in relation to the story? ___Yes ___No

Additional comments:

_____

_____

_____

_____

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials:

_____

_____

_____

_____

Date_____

Signature of Media Advisory Review Committee

_____