Lauderdale County School System

Library Media Policy/Procedure Manual

Spring, 2024

Approved 1/31/24

Vision Statement

Serving all grade levels, ages and content areas, the program has a unique outlook on the needs and abilities of all members of the school's learning community. That perspective makes the school library media program a natural hub for bringing students, teachers and library media specialists together to create exemplary and innovative curricula.

Mission Statement

The library media programs support the school and school system's instructional program to improve student learning and student achievement. This mission is accomplished by providing instruction to foster and inspire interests in reading, viewing, and using information and ideas.

Philosophy/Objectives

The library media center promotes and encourages a love of reading.

Materials and services offered should inspire students to develop a balanced cultural life and learn to be free and reasoning individuals. Materials selected are from all forms of media according to interests, vocabulary, maturity and ability levels of all stakeholders served. The library media center attempts to actively involve each student in the program, which reflects current trends in education and technology as well as interaction with staff and community.

Orientations

The library media center can provide orientation for students, faculty, staff and volunteers. This program introduction allows the library media specialist and library staff the opportunity to promote the many services and activities that the library media center offers. The goal of these orientation sessions is to promote collaboration and to increase program effectiveness and student achievement.

Student Orientation

The Library Media Specialist tailors orientation to the age and grade level of the school's population. Student information may include information on the following topics:

- Circulation procedures
- Appropriate conduct in the Library Media Center (LMC)
- An overview of the use and care of books and other print material, audiovisual and computer software, computers, and other equipment
- Lost and damaged book fees
- Chromebook usage, fees, etc…
- Adherence to copyright law
- Internet access and Lauderdale County School System (LCSS) Acceptable Use Policy (Board Policy, Parent/Student Handbook)
- Special programs & resources offered by the LMC
- Emergency drill procedures.

Faculty/Staff/Volunteers Orientation

The Library Media Specialist will arrange opportunities each school year to provide orientation for the faculty, staff, and volunteers.

Selection Policy

Selection Objectives

School library materials will be selected by the Lauderdale County School System (LCSS) to support and enrich the educational program of the school. Materials will serve both the breadth of the curriculum and the needs and interests of the faculty and students. It is the obligation of LCSS to provide for a wide range of abilities and to respect the diversity of many differing viewpoints.

Library materials are defined as all electronic, print, and non-print resources, excluding textbooks, used by students and teachers for the district's educational program.

Criteria for Selection

The following general selection criteria will apply to all materials, including electronic, print, and non-print resources.

1. The library media specialist responsible for making decisions about acquiring materials.
2. Library materials shall be appropriate for the subject area and for the ages, emotional development, ability levels, learning styles, and social development of the students for whom the materials are selected.
3. Library materials shall meet the needs and interests of the students and faculty.
4. Library Media Specialists will place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of each school library.
5. Library materials will be considered for the contribution made to the breadth of representative viewpoints on controversial issues.
6. Selection of materials is an on-going process which should include the removal of materials no longer appropriate to the school's needs.
7. Materials which are gifts to the library shall be evaluated for inclusion into the collection according to the same criteria mentioned above.

Circulation Policies

Faculty and Staff

Faculty and staff may check out both print and non-print material for classroom instruction as needed. Limits will not be placed on teachers unless several classes have concurrent needs. Exceptions might be those materials in heavy demand, or too important for lengthy circulation. An overdue notice will be sent to each person with an “outstanding” obligation(s). Obligations regarding lost or damaged materials not taken care of in a timely manner will be referred to the building principal.

Students

The number of books and the length of time a student may check out books/materials will be set by each school. Generally, the length of time is two weeks. Exceptions may be made for additional titles to be circulated for special circumstances such as research projects.

Materials that are damaged beyond normal wear and tear or lost must be paid for. Borrowers will pay a fee for the replacement of the material. Cash or check in the correct amount should be made payable to your school library and should be sent to the media center. All payments will be documented and a receipt will be made. Questions regarding damaged or lost books should be directed to the Library Media Specialist.

Fair Use and Copyright Laws

Fair use allows for the use of copyrighted works for purposes of criticism, comment, news reporting, scholarship, or research. Libraries are permitted to make reproductions of copyrighted works for preservation and replacement purposes. And under copyright law, libraries can aid in the transformation and reproduction of copyrighted works for users with disabilities. As libraries advocate for user rights and access to information, it's crucial to continue to address the emerging challenges posed at the intersection of technology, society, and law.

Library Website/Social Media

Library websites for each school shall be updated/reviewed monthly and will be uniform in the following information:

- Library Media Specialist-Bio-minimum of name, email address and phone ext.
- Vision/Mission Statement (Developed by library media specialists)
- Student/Teacher Resources-Houses all links and sites useful to the library
- Library Schedule
- Etc…

Library Media Specialists are free to add any other events, activities, books of the week, etc. to their school library website. The use of other methods of social media shall follow all school and board policies and procedures.

Advocacy and Public Relations

The success of the library is dependent upon a commitment to an effective advertising and marketing plan that reaches the school and the community. (Internal/External)

- Internal public relations include: providing programs and services for students and teachers; maintaining bulletin boards and displays; using fliers, announcements, book talks, activities/competitions, and motivating teachers and students to use the library.
- External public relations include: ensuring that the school board, potential donors, grant award decision makers, etc. are aware of the programs available in the school. Statistics along with program information developed to enhance curriculum and/or use of the library should be made readily available to these groups. Communication of information related to the contribution these activities make to the success of the school and the students should be a priority to foster support of these groups as well as the learning community.

Collection Maintenance

Inventory

An inventory of all books/materials/equipment will be taken annually and kept on file.

Weeding

Weeding of books is a year-round operation. As materials needing to be discarded are found on the shelves or turned in by students, they should be taken out of circulation immediately. If the material is pulled by an aide or volunteer, the Library Media Specialist will check it before discarding.

Two methods of weeding may be utilized. One method is the CREW (Continuous Review of Evaluation Weeding) method. The CREW method is as follows: In general, consider for discard books that are:
● Unattractive in appearance because of yellowed paper, fine print, etc.
● In poor condition (ragged binding, torn or dirty pages, etc)
● Seldom circulated
● With old copyright dates that render the book outdated in content, use, or accuracy
● Duplicated with several copies of titles no longer in demand
● Textbooks, except those single copies that have reference value
● Title in sets with the same binding, by standard authors, that should be replaced by good reprint editions
● Books superseded by new or revised editions
● Books of passing interest at the time of publication such as travel and biographies of persons who were known in their generations but not likely to be of interest again.

A second method of weeding is the MUSTIE acronym:
MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and make it a prime candidate to be discarded:

- M = Misleading (and/or factually inaccurate)
- U = Ugly (worn and beyond mending or rebinding)
- S = Superseded (by a truly new edition or by a much better book on the subject)
- T = Trivial (of no discernible literary or scientific merit; usually of ephemeral interest at some time in the past)
- I = Irrelevant to the needs and interests of your community
- E = The material or information may be obtained expeditiously elsewhere through interlibrary loan, reciprocal borrowing, or in electronic format.

Discarding Books
When books are to be discarded the barcode is removed. The school identification stamp is to be marked out. The record is then deleted. Disposal of discarded materials will be left to the discretion of the library media specialist.

Discarding Audio-Visual, Multimedia, Computer Hardware

Audio-Visual, Multimedia, Computer Hardware is to be discarded according to district technology guidelines. Contact the Technology Department for guidelines.

Challenged Materials

Procedure for Addressing Challenges of Instructional or Library Materials

If a challenge is made about instructional or library materials, the following procedure will be applied:

1. The challenge will be made to the local school principal.
2. The principal will provide the challenger with a copy of the procedure for reconsidering materials. The reconsideration form will be completed and returned to the principal.
3. Completed forms will be forwarded to the Superintendent.
4. A committee will be appointed to:
    a. Review the reconsideration form
    b. Read or view the challenged material in its entirety

    c. Check general acceptance of the material by reading reviews and consulting authoritative lists, agencies and professional organization which may provide valuable information to the committee
    d. Meet to discuss the material and prepare a recommendation report
    e. Send a copy of the recommendation report to the Superintendent for review.
5. The committee will be composed of:
    a. Local School Library Media Specialist
    b. Local School Parent
    c. Local School Grade Level Teacher
    d. Local School Principal
    e. Central Office Curriculum Director (High School or Elementary)
6. The Superintendent will inform the challenger in writing of the decision within 5 days of receiving the committee report.

Board Policy 7.14: Selection of Instructional Materials and Materials for the School Libraries, original adopted date of 03/20/2019, states the following:

> The Superintendent is authorized to develop criteria for approval by the Board for selection of materials (other than textbooks) that are used in conjunction with student instruction and for circulation in school libraries. The Superintendent is further authorized to develop a procedure for review of objections to instructional and library materials.

REQUEST FOR RECONSIDERATION (CHALLENGE) OF INSTRUCTIONAL OR LIBRARY MATERIALS

Type of Material (Book, Video, etc.)_____
Fiction _____ Nonfiction _____

Title_____

Author_____

Request initiated by_____

Address_____

Telephone_____

Email_____

Challenger represents:
_____Individual
_____Organization (Please specify)_____

1. Where in the school is the material/book located?_____
2. Did you read or view the entire material/book?_____
   If no, what parts?_____
3. Have you read or obtained any reviews from professional journals or organizations that support your challenge of this material?_____
   If yes, please attach copies.

4. Are you aware of the purpose of using this material?_____
5. To what in the material/book do you object? And Why? Please be specific. Cite pages.
   _____
   _____
   _____
   _____
   _____

6. For what age group would you recommend this material/book?_____

7. What positive points are in this material? _____
   _____

8. In place of this material, what would you recommend to be of equal or superior quality for the educational purpose intended? _____
   _____

9. What would you like done about this material/book?
   _____Do not assign it to my child
   _____The material be placed at another grade level
   _____Withdraw it from all students

_____ _____
Signature of Challenger Date

Please return this form to the Principal of the local school

CHECKLIST FOR COMMITTEE'S CONSIDERATION

Type of Material (Book, Video, Etc.) _____
Fiction _____ Nonfiction _____

Title of Material _____

Author _____

A. PURPOSE
   a. What educational purpose does the material provide?
      i. Instructional_____
      ii. Recreational_____
   b. Is the purpose accomplished? Yes___No____

B. CONTENT
   a. What is the theme or message of the material?
      _____
      _____
   b. What age/grade level is intended? _____
   c. Are the concepts presented appropriate to the ability and maturity level of the potential readers? Yes___No___
   d. When factual information is part of the story, is it presented accurately? Yes___No___N/A___
   e. Are the illustrations appropriate to the subject age levels? Yes___No___
   f. Is there preoccupation with sex, violence, cruelty, brutality, or aberrant behavior that would make this material inappropriate for elementary students? Yes___No___: for junior high students? Yes___No___: for high school students? Yes___No___
   g. If there is use of offensive language, is it appropriate to the purpose of the text for elementary students? Yes___No___: for junior high students? Yes___No___: for high school students? Yes___No___

Additional Comments: _____
_____

Recommendation: _____
_____

Signatures of the Committee: 1. _____ **2.** _____
3. _____ **4.** _____ **5.** _____

Date:_____

Library Enhancement Funds

Library enhancement materials must be acquired in accordance with Section 16-13-231 Appropriations Bill. The law reads as follows:

> The Foundation Program allowance for classroom instructional support shall be determined by multiplying a uniform amount times the number of teacher units allowed in Section 16-13-232. The uniform amount shall include allowances for library enhancement, classroom materials and supplies, professional development, and technology.

(a) For purposes of this section, classroom instructional support means all elements of classroom instructional support as provided in the Foundation Program, with the exception of textbook funds, as specified in Sections 16-6B-10 and 16-13-231, including, but not limited to, library enhancement, student materials, professional development, technology, common purchases, and other classroom instructional support approved by the State Board of Education.

All funds allocated in the Foundation Program for library enhancement, student materials, technology, professional development, and common purchases shall be spent only for the purpose for which they were allocated. Library media specialists shall be consulted in budgeting all library enhancement funds.

(b) The procedures for ordering, and the regulations applying to, classroom instructional support shall be as follows:

(1) BUDGET COMMITTEE. Each school shall have a budget committee. The committee shall be composed of five members consisting of four teachers and the school's principal, or the principal's designee. The teachers on the committee shall be elected annually by secret ballot by majority vote of the teachers voting at each school. The budget committee shall propose a budget for classroom instructional support, excluding student materials. The proposed budget shall be consistent with the latest plans for professional development and technology developed at the local school level by the principal and faculty and submitted by the local board of education to the State Superintendent of Education pursuant to Section 16-13-231(b)(1)e. The proposed budget shall outline common purchases and shall specify the common items which may be purchased. The proposed budget shall also specify the amount to be allotted for each teacher, if applicable. Any funds allocated by the Legislature for student materials shall be given directly to each teacher as specified in the allocation for use directly in his or her classroom as determined exclusively by the teacher. The committee shall elect a chairperson from among its membership. The committee shall also elect a secretary from its membership who shall be responsible for keeping minutes of the meetings of the budget committee and actions taken to approve the budget during the secret balloting process. The committee may form advisory subcommittees from teachers at the various grade or department levels, or both levels.

(2) APPROVAL BY TEACHERS. The proposed budget from the budget committee shall be submitted to the teachers at an annual meeting. Before any part of any proposed budget is implemented, the teachers at the school, through a majority vote of those voting, shall approve the proposed budget utilizing a secret balloting process. Teachers shall have at least two work days to review the proposed budget before a vote is taken. Any proposed budget which does not receive approval shall be returned to the budget committee for reformulation, taking into consideration the teachers' recommendations offered at the school's annual meeting at the beginning of the school year or at a spring meeting at the end of the scholastic year, or both. If the proposed budget is not approved, the budget committee shall submit another proposed budget for review and consideration by the teachers, and this procedure shall continue until such time as the teachers approve a budget utilizing the procedures of this section. A report on the budget which is approved by a majority vote of the teachers voting shall be transmitted to the local superintendent on uniform forms provided by the State Department of Education.

(3) DUTIES OF LOCAL SUPERINTENDENT. The local superintendent shall submit a notarized affidavit to the State Superintendent of Education. The affidavit shall certify that all funds allocated for classroom instructional support have been properly spent and that all legal requirements have been properly observed and implemented. On the affidavit, the superintendent shall certify the amount of monies expended at each school, delineating the amounts spent for collective purchases and the amounts received by the teachers at each school. The local superintendent

shall take care to ensure that each teacher employed is able to order and receive his or her allocation of classroom instructional support during each year as provided in this section.

(4) TIMELINESS. Any or all of the funds for classroom instructional support shall be made available to each teacher before December 1. The teacher may order, in whole or in part, his or her allocation anytime during the applicable fiscal year. It is the intent of the Legislature that teachers should have their full allocation of classroom instructional support as soon in the school year as possible in order to promote learning.

(5) PERMISSIBLE EXPENDITURES. Monies allocated for classroom instructional support may be spent for classroom instructional support purposes only, to be used either by classroom teachers or students in each teacher's respective classes. It shall be permissible to expend these monies on instructional equipment and electrical equipment which is actually utilized with students in the teacher's classroom. Funds provided per school for common purchases shall be expended according to the decisions of the local school budget committee.

All monies allocated and expended shall be consistent with the latest plans for professional development and technology developed at the local school level by the principal and the faculty and submitted by the local board of education to the State Superintendent of Education pursuant to Section 16-13-231(b)(1)e.

(6) COMPETITIVE BIDS AND VOUCHERS. Each local board of education may purchase classroom instructional support in bulk pursuant to the state competitive bid law. The board may also authorize each school or individual teachers to purchase materials and supplies, instructional equipment, and electrical equipment for classroom instruction by the voucher system, with no one item exceeding the sum of seven thousand five hundred dollars ($7,500). The local board shall establish and require proper accounting procedures and safeguards for purchases by the voucher system.

(7) POLICIES AND PROCEDURES. Policies and procedures shall be developed and implemented to ensure that each teacher receives his or her full allocated amount for classroom instructional support in conjunction with the approved budget in a timely manner after each order is placed. Procedures and policies utilized and adopted to implement this section shall be established and determined prior to the beginning of the school year by each local board with recommendations from the organization representing the majority of employees as provided in Section 16-1-30.

(8) UNSPENT FUNDS. Any funds appropriated for classroom instructional support but not expended according to this section by the end of each fiscal year shall revert to the Education Trust Fund.

(9) PRORATION. In the event proration of the Education Trust Fund is declared by the Governor, each local school system shall nevertheless insure that at least 80 percent of its allocation per teacher for classroom instructional support shall be expended according to this section. No portion of a teacher's classroom instructional support money shall be withheld until and unless the Governor officially declares proration of the Education Trust Fund.

(10) TRANSFER WITH TEACHER DISALLOWED. Classroom instructional support monies are to be expended on behalf of students at a specific school and are not transportable with the teacher if the teacher is transferred to another school.

(11) EXAMINERS OF PUBLIC ACCOUNTS. All expenditures for classroom instructional support and related documents by each county and city board of education shall be subject to audit by the Examiners of Public Accounts.

(12) COLLATERAL REFERENCES. References to “instructional supplies” contained in Section 16-6B-10 shall be understood to be the same as “student materials.”

(13) Any other provision of this section to the contrary notwithstanding, the budget committee of a school may propose the expenditure of up to one hundred dollars ($100) from the student materials allotment of the school to supplement the common purchases funding appropriated by the Legislature, subject to the approval of the teachers as provided in subdivision (2). When the first annual Education Budget Act after October 1, 2005, appropriates the minimum sum of two hundred dollars ($200) per Foundation Program unit for common purchases, this subdivision becomes inoperative and may not be utilized in subsequent fiscal years.