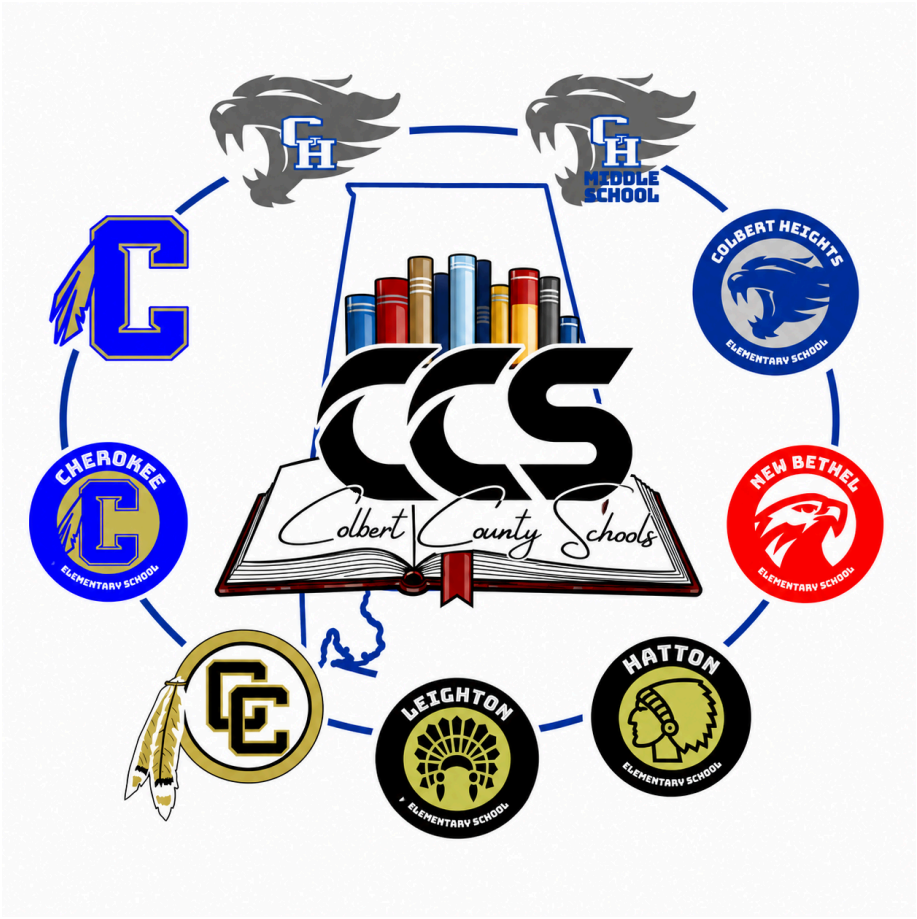
Colbert County Schools

School Library Handbook

Policies and Procedures



Approved by the
Colbert County Board of Education

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Colbert County Schools

SCHOOL LIBRARY VISION AND MISSION STATEMENT

Vision

In collaboration with the school's learning community, Colbert County School Libraries serve as a central hub for teaching and learning by providing equitable access to high-quality collections, digital resources, and instructional technologies and by extending services beyond the school library's four walls and the traditional school day.

Mission

The mission of the school library program is to support the school's instructional program to support student learning, literacy, and academic achievement. This is accomplished by:

1. Ensuring learners can independently inquire, think critically, and gain, create, and share knowledge.
2. Providing real and virtual access to appropriate, high-quality resources and services during and beyond the instructional day.
3. Participating in curriculum development and the design of learning activities.
4. Facilitating professional development for the entire learning community.

PHILOSOPHY AND BELIEFS OF THE SCHOOL LIBRARY PROGRAM

The school library is a learner-centered environment and an essential extension of the classroom. The program adopts the nine foundational common beliefs of the American Association of School Librarians (AASL):

1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology competencies are essential for college, career, and civic readiness.
5. Equitable access is a key component of education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The expansion of information demands thinking skills that enable individuals to learn independently.
8. Learning has a social context.
9. School libraries are essential to developing lifelong learners and information-literate citizens.

GOALS AND OBJECTIVES OF THE SCHOOL LIBRARY PROGRAM

Goals

- **Access:** Provide flexible access to library resources and services for individuals and groups.
- **Curriculum Support:** Align collections with the curriculum to encourage research and pleasure reading.
- **Organization:** Maintain resources in an automated format using recognized methods.
- **Information and Technology Integration:** Ensure future-ready skills are integrated with all subjects to provide a foundation for lifelong learning.
- **Evaluation:** Implement services based on data analysis and annual needs assessments.
- **Ethics:** Teach learners to seek diverse perspectives and use information responsibly and safely.
- **Collaboration:** Partner with learning communities to determine collection needs and protect intellectual freedom.

CCS Specific Objectives

- **Resource Diversity:** Provide access to information that features diversity in perspective, format, and interest.
- **Instructional Collaboration:** Plan activities with teachers to help students achieve classroom instructional objectives.
- **Literacy Advocacy:** Join the learning community in encouraging students to read, view, and listen for enjoyment.
- **Welcoming Learning Environment:** Administer a program that provides a welcoming environment promoting intellectual and personal growth.

AMERICAN LIBRARY ASSOCIATION

LIBRARY BILL OF RIGHTS

Colbert County Schools recognizes the principles expressed in the American Library Association's Library Bill of Rights while administering its school library program in accordance with Alabama law, State Board of Education requirements, and local Board policy.

- Library resources should be provided for the interest, information, and enlightenment of all members of the community and should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting diverse points of view on current and historical issues.
- Libraries should challenge censorship in fulfilling their responsibility to provide information and enlightenment.
- Libraries should cooperate with individuals and organizations concerned with resisting the abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries that provide exhibit spaces and meeting rooms should make such facilities available on an equitable basis.
- All people possess a right to privacy and confidentiality in their library use, and libraries should protect personally identifiable information and library-use data.

For the complete Library Bill of Rights and related interpretations, visit the American Library Association website.

Colbert County Schools is committed to providing students with equitable access to library resources, information services, and literature that support curriculum, literacy, inquiry, and lifelong learning.

SCHOOL LIBRARY INTEGRATION AND ENRICHMENT PROCEDURE

Implementing the school library program is a shared responsibility among the school librarian, teachers, and administration.

Component	Teacher Responsibility	Responsibilities of the School Librarian
Unit Development	Determines how library resources contribute to unit and student achievement.	Searches for and matches resources to specific topics and skill needs.
Student Needs	Identifies special needs, interests, and abilities requiring accommodation.	Assembles and groups materials in a logical sequential order to meet those needs.
Instruction	Orients students to the specific contribution of library resources to the learning plan.	Serves as an instructional partner through direct instruction and collaborative teaching.
Coordination	Pre-plans with the librarian for class, group, or individual use of the library.	Collaborates to adapt curriculum for technology integration and literacy.

COLLECTION DEVELOPMENT

School Library Advisory Committee

The School Library Advisory Committee shall consist of the following members and be jointly chaired by the principal and the school librarian. **Mandatory Members:**

- Department/grade-level representation
- At least one student
- At least one parent
- At least one community member

Selection and Acquisitions

Final responsibility for the professional selection of library materials is delegated to the certified school librarian, subject to Board policy and administrative procedures.

- **Criteria:** Based on actual and potential need, curriculum support, and diverse points of view.
- **Procedures:** Evaluate the existing collection and consult the Advisory Committee. High standards of excellence in validity, timeliness, and user appeal are required.

Dewey Retention and Deselection Table

Suggested Retention Guidelines for Library Materials

Dewey Class	Subject	Suggested Years to Retain
000	Generalities	2 - 10 years
100	Philosophy & Psychology	5 - 8 years
200	Religion	2 - 10 years
300	Social Sciences	5 - 10 years
400	Languages	3 - 10 years
500	Natural Sciences	5 - 10 years
600	Technology/Applied Science	5 - 10 years
700	Arts and Recreation	5 - 10 years
800	Literature	Flexible
900	History & Geography	5 - 10 years
Biography		Flexible
Fiction		Based on circulation/ Award status
Audio and Video		Condition and Content

Disposal: Mark through ID, delete MARC record, label as "**DISCARD**," and remove barcode.

LIBRARY MATERIALS PROCEDURAL GUIDELINES

A. Access and Scheduling The school library program operates on a flexible scheduling model that provides students and staff with equitable access to library resources and instructional services at the point of need.

- **Flexible Access:** The library is a welcoming, accessible learning environment where individuals, small groups, and classes can visit to collaborate, conduct research, and enjoy recreational reading.
- **Instructional Scheduling:** While students in Pre-K through Grade 2 may benefit from fixed scheduling to build routine, the primary focus is on flexible time blocks that enable the school librarian and teacher to co-teach inquiry-based lessons at the point of need.

B. Circulation Procedures Library materials are the property of the Board and should be used responsibly. To promote a vibrant reading culture, the library follows these standards:

- **Student Circulation:** Individual schools may establish circulation limits appropriate for their grade levels while encouraging broad student access to library resources.
- **Staff Circulation:** Employees may check out materials for a period of one month.
- **Equipment:** Checkout periods for digital devices and equipment vary based on instructional needs and align with district technology procedures.

C. Lost and Damaged Materials

- **Fees:** Borrowers are responsible for the replacement cost of any lost or damaged materials, plus a cataloging fee to cover processing.
- **Privileges:** Borrowing privileges may be reduced or suspended for students with delinquent materials. These privileges may be reinstated at the discretion of the school librarian once materials are returned or fees are paid.

Donations and Gifts

Gifts must meet selection criteria. Once accepted, they become the property of the Colbert County Board of Education. The selection and deselection of "in-kind gifts" must follow the same professional selection criteria as purchased materials.

Storage and Maintenance of Equipment

The School Librarian maintains the library equipment inventory. For repairs, the librarian submits a technology work order to the Technology Department.

Disaster Preparedness and Collection Salvage

A. Prevention and Environmental Control In accordance with the *2024 Alabama Guidelines*, the school library shall be maintained as a controlled environment to protect the district's investment in materials and technology:

- **HVAC Standards:** The district shall make reasonable efforts to maintain environmental controls year-round (including holidays and summer) to prevent moisture buildup and protect inventory from environmental damage.
- **Maintenance Schedule:** The School Librarian shall work with the Maintenance and Technology Departments to ensure a regular inspection of the facility's infrastructure.

B. Emergency Response Protocols In the event of a disaster (water damage, fire, or storm), the following steps must be taken within 48 hours or as soon as practical to prevent the development of mold and permanent loss:

1. **Survey & Team:** Immediately survey the extent of the damage and assemble the school's emergency management response team.
2. **Clearance:** Prioritize clearing passageways strewn with wet debris to enable safe recovery efforts.
3. **Print Recovery:** For wet books, insert absorbent paper towels every 20-25 pages. Use fans to maintain constant air circulation until the materials are dry to the touch.
4. **Hardware Recovery (Tablets/Laptops):** Wipe the exterior of the device. Do not attempt to power on the device. Contact the Technology Department immediately for a professional moisture assessment and repair.
5. **Digital Media:** Blot moisture from DVDs/CDs and air-dry with the case open.

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCE

PROCEDURE

Selection and reconsideration of library materials shall be conducted in accordance with Board Policy 7.13 (Adopted July 23, 2025), which authorizes the Superintendent to develop selection criteria and procedures for reviewing objections.

- **Informal Procedure:** Efforts must be made to resolve objections through discussion. The principal will inform the complainant of the selection procedures and request that the materials in question be returned to the principal during this stage. No materials shall be withdrawn from general use at this level.
- **Formal Procedure:** If informal efforts fail, a "Request for Reconsideration of Library Resource" form must be submitted to the principal.
- **Advisory Review Committee:** The principal appoints a committee (principal, school librarian, two teachers, one parent, and one student, if appropriate). The complainant shall not be a member of this committee.
- **Committee Action:** The committee must assess "general acceptance" by referring to available reviews and examining the material as a whole. A recommendation must be made within 15 school days.

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCE

REQUESTOR INFORMATION

Initiated By: _____ **Date:** _____

Address: _____

_____

Representing:
☐ **Self**
☐ **Organization:** _____

_____

MATERIAL BEING QUESTIONED

Title: _____

Author: _____

Format:
☐ **Book**
☐ **Audio**
☐ **Digital Resource**
☐ **Other:** _____

_____

BASIS FOR REQUEST

1. Have you read or viewed the entire material?
☐ **Yes**
☐ **No**

2. To what specific parts of the material do you identify concerns?
(Please cite pages, chapters, sections, timestamps, or other relevant references.)

_____

_____

_____

3. What do you believe might be the educational impact of reading or viewing this material?

_____

_____

_____

4. Describe any educational, literary, artistic, or other value you see in this material.

5. What professional reviews, critiques, or evaluations of this material have you read?

6. For what age group, if any, would you recommend this material?

7. What do you believe to be the primary theme, purpose, or message of this material?

REQUESTED ACTION

Please indicate the action you recommend:

☐ **Do not assign or provide this material to my child**

☐ **Withdraw this material from use by all students**

☐ **Refer this material to the Review Committee for evaluation and recommendation**

Signature: _____

Date: _____

For District Use Only

Date Received: _____ **Received By:** _____

Review Committee Referral: ☐ **Yes** ☐ **No** **Date Referred:** _____

Final Determination: _____ **Date of Final Action:** _____

COPYRIGHT AND FAIR USE

The Colbert County School District supports compliance with United States copyright law, 17 U.S.C. § 107 (Fair Use), and recognizes the educational benefits provided by the Fair Use doctrine.

Fair Use permits limited use of copyrighted materials without permission from the copyright owner when the use supports teaching, scholarship, research, criticism, commentary, or other educational purposes. Whether a particular use qualifies as Fair Use depends on consideration of the following four factors:

1. **Purpose and Character of the Use**
    - Educational, nonprofit, and transformative uses are more likely to qualify as Fair Use.
2. **Nature of the Copyrighted Work**
    - Use of factual or published works is more likely to qualify as Fair Use than use of highly creative or unpublished works.
3. **Amount and Substantiality**
    - Only the amount reasonably necessary to accomplish the educational purpose should be used. Copying an entire work generally requires permission unless another exception applies.
4. **Effect on the Market**
    - The use should not substitute for the purchase of the original work or negatively affect the copyright owner's ability to market or sell the work.

Employees are responsible for evaluating Fair Use before reproducing, distributing, displaying, performing, or adapting copyrighted materials. When Fair Use does not apply, permission from the copyright owner or an appropriate license must be obtained.

COPYRIGHT AND FAIR USE GUIDANCE FOR TEACHERS

Teachers may use copyrighted materials in support of curriculum and instruction when such use complies with copyright law, licensing agreements, and district policies.

Printed Materials

- Teachers may make limited copies of excerpts for classroom instruction when the use qualifies as Fair Use.
- Materials should be directly related to instructional objectives.
- Repeated use of the same copied material from semester to semester may require permission.
- Copying workbooks, consumable materials, standardized tests, or answer sheets is prohibited unless specifically authorized by the publisher.

Images and Illustrations

- Images may be used in classroom instruction, student projects, presentations, and learning management systems when permitted by Fair Use or licensing terms.
- Copyright notices, creator attribution, and source information should be included whenever available.
- Public domain and openly licensed resources are encouraged.

Video and Multimedia

- Teachers may display lawfully acquired videos and media during face-to-face classroom instruction when the use is directly related to teaching activities.
- Streaming services, DVDs, and digital media must be used in accordance with their license agreements and terms of service.
- Videos may not be shown solely for entertainment, reward, or recreational purposes unless permitted by the applicable license.

Software and Digital Resources

- Software, applications, databases, and digital resources must be used in accordance with license agreements.
- The number of users may not exceed the number of purchased licenses.
- Unauthorized copying, installation, sharing, or distribution of software is prohibited.

Additional Guidance

Questions regarding copyright, Fair Use, licensing, or digital resource use should be directed to the school librarian, instructional technology department, or designated district administrator.

DIGITAL CITIZENSHIP AND TECHNOLOGY GOVERNANCE

Use of Information Technologies & AI Policy Integration

The school librarian serves as an instructional partner and leader in the district technology plan, designing professional learning for emerging technologies to improve student engagement.

Restricted Access: Access to generative artificial intelligence (AI) platforms by students may be restricted or blocked in accordance with district technology policies, instructional needs, and network security requirements.

Mandatory Citation: Students shall follow district procedures regarding the acknowledgment and citation of AI-assisted work. They are responsible for verifying and validating all AI-generated content and must be prepared to provide independent evidence to support AI claims.

Internet Acceptable Use Policy (AUP)

Per Board Policy IFBED, users must not:

1. Hurt, harass, or harm others.
2. Damage computers or the network.
3. Post electronic chain letters.
4. Engage in illegal activities.
5. Install unauthorized software.
6. Violate copyright laws.
7. Use obscene or disrespectful language.
8. Share passwords.
9. Reveal personal addresses/phone numbers.
10. Access others' work or files.
11. Re-post personal communications without consent.
12. Use the network for non-educational personal gain.
13. Bypass district internet filtering.

Internet Acceptable Use Policy & Digital Citizenship

A. Access and Ownership of Technology Resources

- **Conditional Access:** Access to and use of district technology resources—including computers, the internet, network storage, and email—is a privilege restricted to users engaged in bona fide educational and administrative activities. All users must sign an "Acceptable Use Agreement" to abide by Board policies.
- **Ownership and Privacy:** All technology resources, including network resources, email systems, and devices, are the sole property of the Board. Users have no personal right of privacy or confidentiality regarding the use or content of these resources.
- **Right to Search:** Board personnel may, at any time and without prior notice, access, search, examine, and inspect any files or data on Board equipment to ensure policy compliance or for the safe operation of the school system.

B. Legal Compliance and Filtering In accordance with the federal **Child Internet Protection Act (CIPA)** and Alabama's **Freeing our Classrooms of Unnecessary Screen for Safety Act (FOCUS Act)**, the district implements the following:

- **Filters:** In accordance with the Children's Internet Protection Act (CIPA), the district employs technology protection measures that block or filter access to visual depictions that are obscene, constitute child pornography as defined by federal law, or are harmful to minors. Additional filtering may be implemented to support instructional goals, network security, and compliance with Board policy.
- **Content Restrictions:** Internet access is limited to age-appropriate subject matter and materials.
- **Social Media:** Students are strictly prohibited from using social media, except as authorized by instructional staff for educational purposes.

C. Safety, Security, and Prohibited Activities To ensure the safety and security of students, the following activities are prohibited:

- **Unauthorized Access:** "Hacking" or any other unauthorized access to computer files, sites, databases, or equipment is strictly forbidden.
- **Personal Information:** The unauthorized disclosure, use, or dissemination of personal information regarding minors is prohibited. Access is barred to any software or website that exposes students to the disclosure of their personal information.
- **Education Mandate:** The school library program will provide instruction to minors on appropriate online behavior, including interacting with others on social networking websites and awareness and response to cyberbullying.

D. Limitation on Liability The Board makes no warranties that technology services will be error-free and will not be held responsible for any damage users may suffer, including loss of data or interruption of service.

[Reference: 47 U.S.C. §254(h) and (l); Ala. Act 2025-386]

For questions, contact the Executive Director of Technology or the Network Administrator.

Alabama Virtual Library (AVL)

The AVL provides access to high-quality digital databases. Remote access is available for all students and faculty.

Media Release Form

The district Media Release Form is provided annually during student registration.

Recommended Learner Outcomes (Grades K-12)

Information Literacy & Digital Citizenship Integration *Legend: I=Introduce, D=Develop, A=Apply*

Integration Legend: I = Introduce | D = Develop | A = Apply

Outcome	K-2	3-5	6-8	9-12
Information Literacy				
Research Participation	I	D	D	A
Vetted Databases (AVL)	I	D	D	D/A
AI Verification & Validation	**O/I**	**I/D**	**D**	**A**
Multimedia in Presentations	I	D	D/A	A
Crediting Sources/Citations	I	D	D	D/A
AI Acknowledgment & Citation	**O/I**	**I**	**D**	**A**
Evaluating Source Bias/Credibility	O	I	D	D
Digital Citizenship				
Safe/Legal Technology Use	I	D	A	A
Educational Fair Use/Ethics	I	D	D	A
AI Bias & Discrimination Awareness	**O**	**I**	**D**	**A**

Note on Assessment: In accordance with the **Exemplary Performance Rubric**, the School Librarian shall emphasize connections to the classroom curriculum and maintain evidence of student growth in these specific competency areas

SCHOOL LIBRARY LEARNING ENVIRONMENT AND OUTREACH

The Board recognizes the school library program as an essential component of the district's instructional program.

- **Flexible Scheduling:** Allows access at the point of need for optimum learning.
- **Management Mandate:** Per 2024 State Guidelines, the School Librarian is granted 40% unencumbered management time. This time must be provided in increments of at least 30 minutes and protected to ensure effective service.

Advocacy and Outreach

A. Instructional Leadership The School Librarian serves as an instructional leader dedicated to enhancing the literacies of all members of the school community. This involves a proactive role in instructional design, technology initiatives, and schoolwide policy creation to ensure the library remains a vital center of learning.

B. Strategic Communication and Publicity To promote a culture of literacy and inquiry, the librarian creates strategic publicity in various formats, including websites, newsletters, social media, and emails. These communications focus on:

- Promoting library and information literacy skills.
- Highlighting emerging technology initiatives.
- Fostering community engagement and support for reading.

C. Community Outreach and Partnerships The library program thrives through strong collaborative relationships. The School Librarian actively develops partnerships with:

- **Families and Caregivers:** Building a bridge between school and home literacy.
- **Local Community:** Engaging with nonprofits, businesses, and government agencies.
- **External Libraries:** Collaborating with public and higher education libraries to expand student resources.

D. Strategic Advocacy. In alignment with state standards, the librarian serves as a primary advocate for the library program, engaging community, state, and federal stakeholders to garner support and resources necessary for the program’s growth and sustainability

Reading Promotion and Enrichment Services

- **Programs:** To meet state benchmarks, the library may offer quarterly programming. Examples of reading promotion activities include but are not limited to First Chapter Fridays, makerspace activities, reading challenges, and author studies.
- **Personalization:** Librarians use **s**tudent interest surveys and one-on-one advisory discussions to match individual readers with high-quality, diverse resources

BUDGETING PROCEDURES

A. Legal Compliance and Committee Structure In compliance with **Act 99-389** and the **Code of Alabama (§16-13-232 and §16-1-8.1)**, the budget for library enhancement shall be developed through a collaborative and transparent process:

- **Budget Committee:** Each school shall maintain a five-member budget committee consisting of the principal (chairperson) and four teachers elected annually by secret ballot.
- **Election and Minutes:** One member of the committee is responsible for maintaining sign-in sheets and minutes of budget committee meetings, including actions taken during the secret balloting process.
- **Approval Process:** The proposed budget for library enhancement shall be presented to all teachers at an annual meeting and approved by secret ballot (majority vote) prior to implementation.

B. Exemplary Budget Development To meet the state's highest professional standards, the budgeting process shall follow these Exemplary benchmarks:

- **Librarian Leadership:** While state law requires the librarian to be "consulted," an exemplary program encourages the school librarian to play a leadership role in developing the budget, using collection data and stakeholder input to drive purchasing recommendations.
- **Strategic Alignment:** The annual budget must be explicitly aligned with a multi-year library strategic plan and serve as an expression of the school's collective priorities.
- **Strategic Use of Multiple Funding Sources:** The librarian and administration shall strategically braid multiple funding sources (state allocations, Title I, and local funds) to ensure the library remains a vital center of learning.

C. Expenditure and Deadlines

- **Appropriate Use:** Funds shall be used for books, binding, repair, digital databases, computer software/hardware, and other materials that support the instructional program.
- **Full Allocation:** All state allocations for library enhancement must be spent in full each fiscal year. Every reasonable effort should be made to fully utilize allocated library enhancement funds within the applicable fiscal year.
- **Deadlines:** To allow for invoice clearance before the end of the fiscal year, all purchase orders should be approved by the district-set deadline.

D. Recordkeeping and Accountability

- **Stewardship:** The school librarian shall adhere to the Alabama Educator Code of Ethics and maximize the positive impact of school funds through judicious use.
- **Long-Term Documentation:** Records of expenditures and financial reports shall be maintained over multiple fiscal years to provide evidence of compliance and to produce progress reports for the library program.

STAFFING, JOB DESCRIPTIONS, AND PROFESSIONAL STANDARDS

A. Professional Qualifications and Mandates

Each school in the Colbert County School System shall maintain a school library under the direction of a state-certified school librarian. In accordance with the *2024 Alabama Guidelines for Exemplary School Libraries*, the following administrative standards apply:

- **Management Time:** To ensure effective program administration, the school librarian is guaranteed 40% of their contract week for unencumbered management responsibilities (e.g., weeding, cataloging, and budgeting). This time must be provided in increments of at least 30 minutes and protected from non-library-related tasks.
- **Evaluation:** The school librarian shall be evaluated using a tool specific to the unique roles of the profession rather than a general classroom teacher rubric.

B. Performance Responsibilities The school librarian fulfills five essential roles to improve student learning and achievement:

1. Educator

- Empowers students to become critical thinkers, enthusiastic readers, and skillful researchers.
- Helps students develop habits of independent reference work and research skills.
- Counsels students with special reading interests or unusual intellectual needs.
- Provides instruction in copyright, fair use, and the ethical use of technology and AI.

2. Leader

- Operates and supervises the school library to which they are assigned.
- Serves as an advocate for the library through school and district communications.
- Attends professional development to stay abreast of new trends and issues.
- Develops and implements schoolwide reading initiatives and motivational programs.

3. Information Specialist

- Evaluates, selects, and requisitions new library materials based on actual and potential need.
- Maintains a comprehensive, efficient system for cataloging and organizing all materials.
- Systematically weeds obsolete, damaged, and worn materials from the collection using the **MUSTIE** and Dewey Retention standards.
- Ensures access to diverse resources, including decodable texts for Grades K-3 and specialized formats for students with disabilities.

4. Instructional Partner

- Collaborates with teachers to plan assignments that lead to extended use of library resources.
- Assists teachers in selecting books and supplemental instructional materials.
- Informs faculty concerning new acquisitions and curriculum-aligned resources.
- Works with the Technology Department to integrate digital skills and AI ethics into the curriculum.
- Serves as a key leader in supporting core reading programs based on the science of reading.

5. Program Administrator

- Prepares and administers the school library budget in accordance with state law.
- Supervises library aides, volunteers, and student assistants.
- Supervises the clerical routines and maintenance necessary for smooth operation.
- Arranges for frequently changing book-related displays and exhibits.

PROGRAM MANAGEMENT, EVALUATION, AND ACCOUNTABILITY

Assessment and Program Evaluation

A. Annual Program Review The school library participates in a comprehensive annual evaluation with input from the Library Advisory Committee and school stakeholders to ensure it effectively meets the needs of the learning community.

B. Program Evaluation Indicators Program evaluation is based on the following state benchmarks:

- **Strategic Goals:** Progress toward 2–3 annual goals explicitly aligned with a multi-year plan.
- **Collection Relevancy:** Data-driven evidence that resources are current and meet the diverse needs of all learners.
- **Mandate Compliance:** Strict adherence to the state-guaranteed 40% unencumbered management time.
- **Impact Reporting:** The creation of "reports of progression" documenting program growth over time.

C. Professional Evaluation of the Librarian Librarians are evaluated using a tool specific to the profession, assessing performance across the five core roles: Educator, Leader, Information Specialist, Instructional Partner, and Program Administrator

Record Keeping and Reports

Circulation, financial, and library enhancement records must be kept on file for seven years, ensuring that evidence is maintained over multiple fiscal years to facilitate the creation of reports of progression that document the growth and impact of the school library program.

ACCESSIBILITY AND ADA COMPLIANCE

A. Specialized Formats and Inclusion The school library program establishes and maintains processes for considering the unique and specific needs of all patrons. To ensure equitable access for every student, the library shall:

- Provide specialized formats, including accessible digital formats, for students with visual or hearing impairments.
- Maintain a collection of texts in languages other than English to support diverse linguistic needs.
- Curate a variety of formats, including print, e-books, and audiobooks, to support diverse learning needs and preferences.

B. Alabama Literacy Act Compliance In accordance with the Alabama Literacy Act for students in Grades K-3, the school librarian must:

- Ensure an adequate collection of decodable texts is available to support students' acquisition of foundational reading skills.
- Provide these foundational resources for all students, including those with special needs or those who speak languages other than English.

C. Physical Accessibility and Accessible Design The school library must be an inviting and accessible learning environment that is physically accessible to all students, faculty, and community members.

- **Shelving:** All wall shelving must be securely attached and ADA-compliant. For "Exemplary" status, the library should be designed and arranged to support accessibility and future collection growth.
- **Furnishings:** All tables, chairs, and seating must be of appropriate size, design, and construction for the specific school population to accommodate a variety of learning and inquiry activities.
- **Facility Design:** The library should prioritize traffic patterns that flow along perimeters to ensure unobstructed access to resources for individuals with mobility aids

FULL APPENDICES (A-E)

Appendix A: Policy IA Recognition of students as the most valuable resource; commitment to intellectual and civic growth.

Appendix B: National Reading Programs

- **National Children's Book Week:** 3rd week in November.
- **National Library Week:** 3rd week in April.
- **Teen Read Week:** 3rd week in October.
- **Banned Books Week:** 4th week in September.
- **Read Across America:** March.

Appendix C: Possible Promotional Events

- **Book Fairs**
- **School Library Month:** April.
- **International School Library Day:** 4th Monday in October.

Appendix D: Technology Resources ALMO, eLearning Alabama, AVL, Learn 360, GritsOnline.

Appendix E: Important Links ALEX, ALA, AASL, PBS Teachers, National Board for Professional Teaching Standards.

REFERENCES

School Library Vision and Mission Statement

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