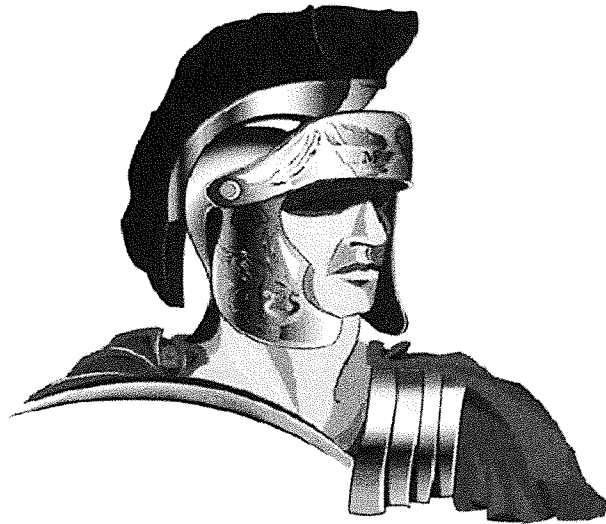


Muscle Shoals City Schools



Library Media Center Policy and Procedures Manual

Adopted by the

Muscle Shoals City School Board

March 19, 2012

Policy & Procedure Manual

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Goals and Standards

Introduction and Philosophy

Introduction

The library media policy manual has been assembled by the Muscle Shoals City school library media center personnel. It is intended as a guide in implementing policies and procedures. This policy manual is followed by appendices that apply background, law, forms, and other pertinent information about the library media program. It is designed to aid the librarians in the school system in the daily operation of the facility as well as reinforce the curriculum by providing a variety of resources in multiple formats which enhance classroom activities.

A. Vision

The library media specialists are an integral part of the education process and support the schools' and district's vision and mission.

B. Belief Statement

The Muscle Shoals City Board of Education believes that the school library media center is a fundamental part of the educational program. This requires the full integration of the library media program into the curriculum; a working partnership among administrators, teachers, and parents; and the serious commitment of each of those partners to the value of universal and unrestricted access to information and ideas.

C. Mission

The mission of the Muscle Shoals City Schools (MSCS) library media program is to support the school's instructional program and to improve student learning and student achievement. This mission is accomplished by:

- ensuring learners will be able to independently inquire, think critically, and to gain, create, and share knowledge
- providing real and virtual access to appropriate, high-quality resources and services both during and after the school day
- participating in curriculum development and the design of learning activities
- facilitating professional development for the learning community

Goals

1. To have knowledge of the curriculum taught at each grade level so relevant resources can be selected.
2. To provide an effective teaching and learning center that is an extension of the classroom for teachers and students
3. To encourage teachers to discuss curriculum objectives and suggest resource needs to implement the curriculum.
4. To inform teachers and students of new materials as received.
5. To cooperatively plan with teachers for the integration of information skills into each area of the curriculum.
6. To encourage a love of reading, the appreciation of literature, and the continuing use of libraries for pleasure reading and lifelong learning.
7. To assume responsibility for orientation of all students to the policies and procedures of the media center.
8. To maintain adequate policies and procedures to assure access to current information and ideas in all formats, including emerging information and instructional technologies.
9. To provide or assist in the preparation and presentation of learning experiences which enable students to acquire information skills necessary to be lifelong learners.

Library Bill of Rights

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 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.

A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

Information Literacy Standards for Student Learning

The Information Literacy Standards for Student Learning provide a conceptual framework and broad guidelines for describing the information-literate student. The standards consist of three categories, nine standards, and twenty-nine indicators. The three categories and nine standards are as follows:

Information Literacy

1. The student who is information literate accesses information efficiently and effectively.
2. The student who is information literate evaluates information critically and competently.
3. The student who is information literate uses information accurately and creatively.

Independent Learning

4. The student who is an independent learner is information literate and pursues information related to personal interests.
5. The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
6. The student who is an independent learner is information literate strives for excellence in information seeking and knowledge generation.

Social Responsibility

7. The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
8. The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
9. The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

<http://www.ala.org/ala/newspresscenter/news/pr2004/august2004/k12informationliteracy.cfm>

Policies and Procedures

Challenged Materials

The Muscle Shoals City Board of Education supports the principles of intellectual freedom as articulated in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights. The media center provides a resource center of instructional materials to enhance the total educational program. Library media specialists have a professional responsibility to be inclusive, not exclusive, in the development of their collection. Procedures should not unjustly exclude materials even if offensive to the library media specialist or the users. As stated in the Library Bill of Rights Article 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."

A balanced media collection reflects the diversity of all materials. Selection of materials for the collection should follow professional standards, established selection policy, and review procedures.

The Muscle Shoals City Board of Education recognizes the right of persons to express objections to library materials that they deem inappropriate. If a complaint is made, the following procedure should be followed:

1. Inform the complainant of the selection procedures, request that the material in question be returned to the library, and make no comment.
2. Invite the complainant to submit a formal "Request for Reconsideration of Materials" form (see Appendix A) and give appropriate information about the procedures to follow.
3. Inform the principal and other appropriate personnel.
4. Challenged materials will remain on the shelves during the reconsideration process.
5. Upon receipt of the completed form, the principal requests a review of the challenged materials by the school-wide Library Media Center Advisory Committee within fifteen working days. Each school's Library Media Center Advisory Committee is appointed by the principal and will include the school's principal or assistant principal, at least two representatives from classroom teachers and other faculty members, and one or more parents. If the challenged material is at the middle or secondary level, the committee will also include one or more students. Also, there should be one member of the community at large on this committee. The complainant may know the makeup of the committee but may not be a committee member.

6. The review committee will take the following steps after receiving the challenged material:
 - Read, view or listen to the material in its entirety. (Examine the material as a whole, not passages pulled out of context).
 - Check general acceptance of the material by reading reviews of the challenged material.
 - Weigh the values and faults and form opinions based on the material as a whole and not on passages taken out of context, keeping in mind the selection criteria, relevance to the curriculum, and the educational philosophy of the school.
 - Meet to discuss the material and complete the appropriate “Checklist for Materials Review Committee’s Reconsideration of Instructional Media Materials” (copy of form attached).
 - Make a recommendation on the retention or withdrawal of the challenged material and send the recommendation to the principal, the superintendent, and the president of the Board of Education.
7. The superintendent or his/her designee will inform the complainant of the recommendation of the review committee within ten working days of the decision.
8. The Superintendent will take this recommendation to the Board of Education for their approval/rejection.
9. Retain or withdraw the challenged item in accordance with the final decision.
*Cross-Refs: Library Bill of Rights, American Library Association
Freedom to Read, American Library Association*



Copyright and Fair Use Guidelines for Teachers

TECHNOLOGY & LEARNING

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.halldavidson.net

More detailed information about fair use guidelines and copyright resources is available at www.techlearning.com

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen. 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are

<p>Video (for integration into multimedia or video projects)</p>	<ul style="list-style-type: none"> • Videotapes • DVDs • Laserdiscs • Multimedia encyclopedias • QuickTime Movies • Video clips from the Internet 	<ul style="list-style-type: none"> • Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<p>unavailable at a fair price or in a vi format.</p> <ul style="list-style-type: none"> • The material must be legitimately acquired: a legal copy (not bootleg) or home recording. • Copyright works included in multimedia projects must give proper attribution to copyright holder.
<p>Music (for integration into multimedia or video projects)</p>	<ul style="list-style-type: none"> • Records • Cassette tapes • CDs • Audio clips on the Web 	<ul style="list-style-type: none"> • Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> • A maximum of 30 seconds per musical composition may be used. • Multimedia program must have an educational purpose.
<p>Computer Software</p>	<ul style="list-style-type: none"> • Software (purchased) • Software (licensed) 	<ul style="list-style-type: none"> • Library may lend software to patrons. • Software may be installed on multiple machines, and distributed to users via a network. • Software may be installed at home and at school. • Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> • Only one machine at a time may use the program. • The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. • Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
<p>Internet</p>	<ul style="list-style-type: none"> • Internet connections • World Wide Web 	<ul style="list-style-type: none"> • Images may be downloaded for student projects and teacher lessons. • Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> • Classroom resources may be posted only on a password-protected mediated site. They may not be archived. Think of it as a dynamic bulletin board for enrolled students. • Any resources downloaded or uploaded must have been legitimately acquired.
<p>Television</p>	<ul style="list-style-type: none"> • Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) • Cable (e.g., CNN, MTV, HBO) • Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> • Broadcasts or tapes made from broadcast may be used for instruction. • Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> • Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.) • Cable programs are technically not covered by the same guidelines as broadcast television.

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

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

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

Library Media Program

The library media program strives to create a learning atmosphere where students can reach their individual potential while being introduced to the information skills necessary to become lifelong learners. The program is based on the assumption that information skills should be integrated into the total curriculum. The library media program reflects the philosophy, goals, and educational objectives of the Muscle Shoals Board of Education.

The library media program is the only school program that links students and teachers with information resources. The library media program has a special role in the school. That role involves three central ideas: collaboration, leadership, and technology. The library media specialist collaborates with students and teachers to analyze, locate, and use information. The library media specialist functions as a partner with teachers to guide students to develop information skills needed for success in life. The library media specialist provides leadership in acquiring and evaluating resources. Leadership is also provided locating, accessing, and evaluating information with both students and faculty. The library media specialist works in an environment that has been profoundly affected by technology: therefore, he or she must maintain skills that can both deliver quality information found through technology and promote the ethical use of that information.

By incorporating input from the entire staff and focusing on the experiences of the students, the library media program aims to provide both physical and intellectual access to resources in all formats. These resources should support the curriculum and expose students to a variety of ideas, opinions, and cultures, thereby promoting good citizenship.

The library media center should be the heart of the school. It should function as the information center supporting integrated, interdisciplinary, and school wide learning experiences.

Type of Resource	Basic	Advanced	Exemplary
Automated Management System	<ul style="list-style-type: none"> ·Circulation/Cataloging ·1 management computer ·Barcode Scanner ·Online access available only in the Media Center 	<ul style="list-style-type: none"> ·Circulation/Cataloging ·2 Management computers ·Barcode scanners ·Online access available in media center and throughout school ·In-hand/palm for remote use and inventory help 	<ul style="list-style-type: none"> ·Circulation/Cataloging ·2-3 management computers ·Barcode Scanner ·Online access available in media center, school facility, and remote sites ·In hand/palm for remote use and inventory help
General Collection: Fiction, Easy, and Nonfiction	<ul style="list-style-type: none"> ·10 appropriate and usable books per student in good condition which support the school's instructional program ·2% of the collection is new book purchases 	<ul style="list-style-type: none"> ·11-15 appropriate and usable books per student in good condition which support the school's instructional program ·5% new purchases ·Class sets of novels/book sets/CDROMS/cassettes available for classroom use 	<ul style="list-style-type: none"> ·15-20+ appropriate and usable books per student in good condition which support the school's instructional program ·5% new purchases ·Average copyright of nonfiction collection (excluding biography) is less than 10 years old ·Book sets/CD ROMS/cassettes are available for classroom use-new added annually
Reference Materials:Encyclopedias, Dictionaries, Almanacs, Thesaurus, Atlases, Periodicals, etc.	Library media specialist use needs assessments, professional tools, and curriculum objectives to establish a basic reference collection. Appropriate quantities of materials determined by student enrollment, demographics, instructional program, and needs		
Internet Resources	<ul style="list-style-type: none"> ·List of websites that support the curriculum ·Databases available (AVL) 	<ul style="list-style-type: none"> ·List of websites that support the curriculum ·Databases available (AVL) ·e-books available ·Media center website available on school home page for classroom, school, and remote access 	<ul style="list-style-type: none"> ·List of websites that support the curriculum ·Databases available (AVL) ·e-books available ·Separate media center website available for classroom, school, and remote access
Electronic Resources	·CDs and DVDs available to support curriculum		
Professional Collection	25-50 professional books 5 professional magazines	<ul style="list-style-type: none"> ·50-75 professional books ·5 or more professional magazines ·Current list of websites for professional development purposes available on media center website/school home page 	<ul style="list-style-type: none"> ·75-100 professional books ·10 or more professional magazines ·Current list of websites for professional development purposes available through media center website

Selection and Acquisitions

The library media specialist will make decisions regarding the purchase of materials in accordance with board policy. Faculty and student requests will play an important part in building a vital collection. Any member of the faculty, staff, or student body may request that a book be added to the collection by presenting a completed request to the library media specialist. Requests will be considered according to the funds available and the need for material. Teachers will also be asked to complete a wish list each school year and submit this list to the library media specialist. The wish lists will be used to aid in material selection, particularly the selection of materials for students with special needs.

Whenever possible, the following factors should be considered in the selection:

- Qualification of the author in the subject field
- Scope and authority of the subject matter
- Availability of materials on the subject
- Timeliness or permanence of the material
- Quality of writing
- Reputation of publisher
- Price

Priority for materials to be purchased is given to those materials which directly meet curricula need. This includes items needed for class assignments and materials that are referenced in textbooks.

Basic tools for aiding in the selection of library materials include:

- Booklist
- School Library Journal
- Books in Print
- ALA and other library associations' recommendations
- Titles that have been awarded the Newbery, Caldecott, Coretta Scott King, and other distinguished awards

Collection Development

Selection of Library Learning Resources

Statement of Policy

The policy of the Board of Education of Muscle Shoals City Schools is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

Objectives of Selection

For the purposes of this statement of policy, the term "library learning resources" will refer to any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Library learning resources include books, supplementary reading and informational materials, videos, globes, kits, maps, DVDs, periodicals, pictures, and CD recordings.

The primary objective of library learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional library staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and with the presentation of different points of view.

To this end, the Board of Education of Muscle Shoals City Schools affirms that it is the responsibility of its professional staff:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives;
- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
- To place principle above personal opinions and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

Responsibility for Selection of Learning Resources

The Board of Education delegates the responsibility for the selection of library learning resources to the professional library staff employed by the school system. While selection of library learning resources involves many people (administrators, teachers, students, community persons, resource center personnel), the responsibility for coordinating the selection of library learning resources and making the recommendation for purchase rests with the professional library personnel.

Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

1. Library learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
2. Library learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Library learning resources shall meet high standards of quality in:
 - presentation
 - physical format
 - educational significance
 - readability
 - authenticity
 - artistic quality and/or literary style
 - factual content
4. Library learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
5. Library learning resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society; and to make intelligent judgments in their daily lives.
6. Library learning resources shall provide information on opposing sides of controversial issues so that users may develop - under guidance- the practice of critical analysis.

The selection of library learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views. Library learning resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

Procedures for Selection of Library Learning Resources

In selecting library learning resources, professional library personnel will evaluate available resources and curriculum needs and will consult professional review sources, such as: *Bibliographies* (latest edition available, including supplements): *The Best in Children's Books*, *Children's Catalog*, *Elementary School Library Collection*, *Junior High School Catalog*, *Senior High Core Collection*, *Reference Books for School Libraries*, *Subject Guide to Children's Books in Print* and other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

Current reviewing media such as the *American Association for the Advancement of Science (AASA) Science Books and Films*, *Bulletin of the Center for Children's Books*, *Booklist*, *Horn Book*, *Kirkus Reviews*, *School Library Journal*, *Wilson Library Bulletin*, and other sources will also be consulted, as appropriate. Whenever possible, the actual resource will be examined.

Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate. Gift materials or donations shall be judged by the criteria outlined and shall be accepted or rejected based on those criteria.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
(adapted from the Georgetown Independent School District)

Weeding/Deselecting Of Library Learning Resources

MUSTIE Guidelines for Collection Weeding and Inventory

Why weed?

Removing obsolete, worn, and inappropriate materials from the library media center is both desirable and necessary. A search of the collection for information must provide a rewarding experience for the student and teacher. When there is only one useful item among a shelf full of books, they will soon tire of the hunt. Weeding out obsolete, ugly, and inaccurate materials will give the library media center a reputation for reliability in the opinion of its users.

Weeding gives the library media center an attractive appearance. Students take better care of a library media center that appears well kept. On the other hand, nothing inspires less regard for property than unsightly, worn out materials. Does the library really need a larger room, more shelving or storage or are the shelves and cupboards stuffed with dead, useless materials? If the shelves are filled with dated, unattractive books and unnecessary multiple copies, it is difficult to present a good case for a budget increase.

Weeding is essential to collection maintenance. Keeping materials just to increase the collection count, or because weeding is a difficult, time-consuming job is self-defeating. Weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school library media center.

Who does the weeding?

The person who does the best job of weeding is the one who has a thorough understanding of the existing collection, of the school's curriculum, of the various units taught in all classrooms, and of the reading interests and levels of students. The library media specialist is this person. In highly specialized areas where the library media specialist is uncertain about some materials, the classroom teachers should be consulted for their opinions.

When should the library media specialist weed?

Weeding every year maintains the quality of the library. The American Library Association (ALA) suggests that 5% of the collection be weeded annually. If the library media specialist waits until the collection is so deteriorated that large quantities of materials must be discarded, he or she may be hindered by administrative apprehensions. Also, the teachers may be so attached to the old, familiar materials that the library media specialist will have difficulty explaining and justifying the disappearance of outdated favorites. Some library media specialists prefer to examine the collection on an informal basis as time permits. Keeping a record of which area was weeded, and when, is necessary.

4.5 Deselection of Resources

In order to maintain a collection that meets the needs of the learning community, weeding is essential. LMC weeding guidelines should include the rationale and established criteria for weeding. Items that are weeded should be disposed of as indicated in the system library media policy and procedures manual.

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

- M = Misleading; factually inaccurate
- U = Ugly; book is worn and torn, in disrepair
- S = Superseded by a new edition (almanacs, etc.)
- T = Trivial; of no real discernable value
- I = Irrelevant to the needs and interests of your community
- E = Elsewhere available

SUGGESTED COPYRIGHT DATE CHART FOR WEEDING (Adapted from MUSTIE)	
DEWEY #	SUGGESTED YEARS TO RETAIN
000	2-10 years (Computer books age faster)
100	5-8 years
200	2-10 years (Difficult to weed because of religion)
300	5-10 years
400	3-10 years
500	5-10 years (Science books may differ)
600	5-10 years (Technology titles may be sooner)
700	5-10 years
800	Flexible (Use MUSTIE)
900	5-10 years (Some may differ – almanacs, maps)
Biography	Flexible (Use MUSTIE)
Encyclopedias	5 years (AVL online versions available)
Almanacs	3 years
Periodicals	3 years for printed (AVL online versions available)
Fiction	Depends on circulation use (Award winners & classics will differ)
Audio & Video	Condition and content will determine
CDs/DVDs	Check for format changes

4.6 Challenged Materials

Occasionally, materials in the library media collection may be challenged as inappropriate. The library media specialist prepares for this event with a collection development policy which addresses challenged materials. The American Association of School Librarians has information to aid in the development of a collection development policy addressing challenged materials:

<http://www.ala.org/ala/aasl/aaslproftools/resourceguides/intellectual.cfm#challenges>

Guidelines for Cataloging and Processing Materials

Cataloging

All the steps necessary to prepare an item for check out are included in the following procedural practices for Muscle Shoals City Schools Library Media Centers. Cataloging practices shall be consistent and uniform in all libraries in MSCS. All bibliographic records for on-line catalogs should be US MARC records. Subject headings shall be assigned from Sears List of Subject Headings.

Processing

Processing includes all the steps necessary to prepare media for use. The process used should follow standard library practices, be an easily followed routine, and be performed in a routine manner.

Proper procedure for processing materials:

- Unpack the box and check to be sure the order reconciles with the items listed on the packing slip before your purchase order is sent to the business office for payment.
- Check for manufacturing defects (bad binding, text upside down, etc.). Set aside any defective books to be returned later.
- Check off each book on the invoice packed with the books on your original titles list to make sure the order is complete as stated on the invoice.
- Note any missing titles. Attach the invoice/packing list to your order copy and return it to central office to be paid.
- Stamp books with school library name in the following locations: front inside cover, back inside cover or use your site-based standard.
- Attach any unattached barcode labels vertically on the front of the book or use your site based standard.
- Print and affix spine labels (if not included in your order) to spine near the bottom of the book then cover with a label protector. Spine labels can be printed from InfoCentre.
- Upload new catalog records into library cataloging database. Each librarian is encouraged to purchase MARC records at the point of sale from the vendor or use InfoCentre's MARC record download feature.

Organizing and Maintaining Materials and Equipment

Ready access to library materials should be a major objective for Muscle Shoals City Schools. For the book and audiovisual materials collections, the Dewey Decimal system is used to classify items. Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained throughout the library collection.

Maintaining Records of Materials

The library staff should maintain an inventory of books, audiovisual materials and equipment and report it to administration as required. If a full inventory of all library items cannot be completed each year, every other year will suffice.

Equipment

Each item of equipment should be barcoded and entered into a computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded on the local record. All equipment items should be marked with MSCS school name, serial number and barcode number with a permanent marker or preferably with an engraver and permanent marker.

Circulation Policies and Procedures

New technologies have taken information delivery to new levels in the classroom and in media centers. The emerging standard of electronic bibliographic records via library management software greatly enhances the accessibility of all facets of the library media center's collection. OPAC (Online Patron Access Catalog) stations have magnified the ability of students to locate all needed materials within the collection. Internet searches bring current information not yet in bound formats to the fingertips of all individuals.

Because of its importance in providing easy access to all library media materials, the library media center develops policies governing these activities. Written procedures for the circulation of media materials enable all students and teachers to use materials and/or equipment both at school and at home. Procedures must ensure maximum access. Muscle Shoals City Schools has provided software that allows for home access to school library catalogs. The introduction of electronic books allows students to use some library materials from home. Links to the OPAC should be provided on system and school websites.

The following circulation guidelines should be considered:

1. Equipment, material, and books should be readily accessible.
2. Equipment and materials should be updated to meet advanced technology.
3. The library media center's resources and equipment should be arranged simply and made readily available for students and teachers.
4. The library media center's rules, regulations, and policies should be included in the school handbook for easy access by students and parents.

Each library media specialist will establish check-out procedures suitable for individual school situations. At the elementary school level, check-out will begin after proper training by the media specialist has taken place. Readiness for check-out will be determined collaboratively between

the media specialist and the classroom teacher. Each library media specialist will establish circulation dates regarding holidays (Thanksgiving, Christmas, Spring Break, etc). Circulation of books will begin as deemed appropriate by the library media specialist after the opening of school and may cease two weeks prior to the closing of the school year.

Faculty and Staff

- Teachers may check out or reserve materials as needed.
- Materials may be borrowed for a one month time period. Any extended time should be arranged with the Media Specialist.
- The policies and procedures Manual for Muscle Shoals City Schools will be explained to all faculty and staff of each school.

Lost/Damaged Books

Students must pay for all damaged (beyond reasonable wear) or lost materials. Students will be charged a minimum of \$10.00 for lost paperbacks or \$20.00 for lost hardbound books. Fees may be adjusted according to the policies of each individual school. Fines will be charged for overdue books at Muscle Shoals High School, as determined by the Media Specialist and the Principal.

Monies Collected

All monies collected for damaged or lost materials should be placed in the library fund or account by the school's secretary/bookkeeper and designated for library purposes. An official MSCS receipt must be written for all lost books, monetary donations, and book fair deposits.

Audio-visual Material and Equipment

Where possible, especially in elementary schools, equipment and materials may be checked out to individual teachers or to departments for large blocks of time. Check-out files and/or management software should reflect this procedure. Equipment which is moved on carts should be secured and moved only with adult supervision.

Reference Materials

Teachers and students following the policies and procedures appropriate to each individual school may check out reference materials.

Renewals and Reserves

Books and materials may be reserved or renewed at the request of a student or teacher and according to the policies appropriate to each individual school.

Classification

Books in the media center collection are to be classified according to the latest editions of The Abridged Dewey Decimal Classification System. The latest edition of Sears List of Subject Headings is used for subject headings assigned to items in the media center. Audiovisual materials may be organized according to the Abridged Dewey Decimal Classification or a different numerical system.

Circulation Policy

All MSCS Media Centers are open before and after school for student use. Students may use the library during these times or at any time during the school day when their schedule permits. The following rules apply when students check-out library materials.

- Books may be kept for a 7 to 14-day period. Books may be renewed for an additional 7 to 14-day period. Books may be returned before the date due but are considered overdue if returned later than the date stamped on the date-due stamp. Students at Muscle Shoals High School are charged a late fee of 5 cents per day per item for overdue materials. Overdue materials must be returned and overdue fines must be paid each semester before students will be allowed to take exams.
- Reference materials may be checked out for overnight use.
- Students will be charged a minimum of \$10.00 for lost paperbacks or \$20.00 for lost hardbound books.

Acceptable Use of Internet

Muscle Shoals City Schools offer access to the Internet as a resource for instruction. The primary purpose for Internet use is to provide access to materials that complement the instructional program. Unfortunately, there are ways to access inappropriate materials. We respect each family's right to decide whether to apply for access. To gain access, the parent/guardian and student will be required to sign a written consent form prior to being allowed access to the Internet.

A staff member will supervise Internet use and will review communications to maintain system integrity and to determine that students are using the system responsibly. However, students are responsible for appropriate behavior while using the Internet. Any material, written or pictorial, accessed on the Internet must conform to established school policy and cannot be obscene or contain profane or abusive language. Vandalism of equipment or programs will result in punishment as defined in school policy.

All users will abide by the following guidelines:

1. Be accountable for your actions. Appropriate behavior is expected from users at all times.
2. Notify an adult immediately if you encounter materials that violate the Code of Conduct or school handbook.
3. Do not use the Internet to hurt, harass, attack, or harm other people or their work.
4. Do not damage the computer or network in any way.
5. Do not degrade the performance of the network through the posting of electronic chain letters or other useless information.
6. Do not use the Internet for illegal activities, i.e. threats, instructions on how to perform an illegal act, child pornography, drug dealing, purchase of alcohol, gang activities, etc.
7. Do not install software or download unauthorized files, games, programs, or other electronic media.
8. Do not violate copyright laws.
9. Do not view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages, or pictures.
10. Do not share your password with another person.
11. Do not reveal personal addresses or phone numbers.
12. Do not access another student's work, folders, or files.

Violation of this policy will result in loss of Internet access at school and other disciplinary action.

Muscle Shoals City Schools offers access to the Internet as a resource for instruction. The primary purpose for Internet use is to provide access to materials that complement the instructional program. Unfortunately, there are ways to access inappropriate materials. We respect each family's right to decide whether to apply for access. To gain access, the parent/guardian and student will be required to sign a written consent form prior to being allowed access to the Internet.

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DESCRIPTOR TERM: ACCEPTABLE USE OF
INTERNET

MSC FILE: JCDA

4. Do not damage the computer or network in any way.
5. Do not degrade the performance of the network through the posting of electronic chain letters or other useless information.
6. Do not use the Internet for illegal activities, i.e. threats, instructions on how to perform an illegal act, child pornography, drug dealing, purchase of alcohol, gang activities, etc.
7. Do not install software or download unauthorized files, games, programs, or other electronic media.
8. Do not violate copyright laws.
9. Do not view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages, or pictures.
10. Do not share your password with another person.
11. Do not reveal personal addresses or phone numbers.
12. Do not access another student's work, folders, or files.

Violation of this policy will result in loss of Internet access at school.

APPROVAL DATE:

November 10, 1997

BOARD PRESIDENT:

Ronald R. Bowd

BOARD SECRETARY:

Jim Douglas

Muscle Shoals City Schools
Acceptable Use of Internet Permission Form

Dear Parents and Students:

Board Policy JDCA, Acceptable Use of Internet Policy, is designed to provide guidelines for using the Internet in the classroom, school media center, and computer lab of your school. Please read the enclosed policy. If you have any questions, please contact your school principal.

The permission form must be read and signed by both the student and a parent/guardian and then returned to your child's homeroom teacher. Students will not be allowed Internet access until the signed permission form has been returned.

Please note that if you violate the terms of Board Policy JCDA, you will lose Internet privileges. *It is your responsibility to read and understand the policy.*

Please return this form to your teacher as soon as possible.

I acknowledge that I have read Board Policy JCDA. I understand and agree to all terms as outlined in the Acceptable Use of Internet Policy. I further understand that this agreement will be kept on file at the school for the academic year in which it was signed.

_____ My child may use E-mail and the Internet while at school according to the rules outlined.

_____ I would prefer that my child not use E-mail and the Internet while at school.

Student's Name (Printed)

Parent/Guardian's Name (Printed)

Student's Signature

Parent or Guardian's Signature

Date

Scheduling

Each media center, with the exception of MSHS, provides a weekly schedule for classes to visit the library. The schedule allows flex time for open access to the library media center. MSHS offers flexible scheduling. All MSHS faculty and staff have access to the Media Center, Media Lab, and Access Lab calendars through Google Calendars and schedule their classes on a first come, first served basis.

Storage/Maintenance of Equipment

Each item of equipment should be barcoded and entered into a computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded on the local record. All equipment items should be marked with school name, serial number, and bar code number with a permanent marker or preferably with an engraver and permanent marker.

Record Keeping and Reports

Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to library materials. For the book and audiovisual materials collections, the Dewey Decimal system is used to classify items. Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained throughout the library collection.

Maintaining Records of Materials and Equipment

Circulation statistics need to be maintained and reported to administration as required. The library staff should maintain an inventory of books, audiovisual materials and equipment and report it to administration as required. If a full inventory of all library items cannot be completed each year, every other year will suffice.

Disaster Preparedness

Communication

Librarians will maintain open communication between each other in order to provide assistance and support as needed.

Record Keeping

Librarians will maintain multiple copies of important records in order to retrieve information in the event of a disaster. Suggestions include saving documents on H drives, removable devices, and home computers.

Important records may include the following documents:

- Processing supplies and vendors
- Circulation records
- Inventory records
- Personal inventory

Materials Management

In coordination with Central Office personnel, access to resources for salvaging, moving, and storing library materials will be provided to affected library media centers.

Personal Assistance/Community Resources

The Library Media Supervisor/Contact Person at Central Office will maintain a list of community resources and volunteer organizations, as well as communicate offers to provide assistance to affected library media centers. A procedure will be established that includes materials provided for the safe recovery, transport, and storage of salvageable resources. A Buddy System that pairs librarians of different schools will be established so that the affected librarian can receive expertise, support, and assistance in a time of need.

After a Disaster

Document

- Once it is safe to enter the building, make a preliminary tour of all affected areas. Wear protective clothing.
- Do not move objects or collections without documenting their condition.
- Use a digital camera to record conditions of collections and structure. Make sure images clearly record damage. Supplement with better quality photos when necessary.
- Make notes and voice recordings to accompany photographs.
- Assign staff to keep written records of contacts with insurance agents and other investigators, and staff decisions on retrieval and salvage.
- Make visual, written and voice records for each step of salvage procedures.

Assess Damage

- Notify insurance representative or risk manager. You may need an on-site evaluation before taking action.
- Make a rough estimate of the type of materials affected and the extent and nature of damage. A detailed evaluation can slow recovery now.
- Look for threats to worker safety or collections. Determine status of security systems.
- Look for evidence of mold. Note how long the materials have been wet and the current inside temperature and relative humidity.

Retrieve and Protect

- Leave undamaged items in place if the environment is stable and area secure. If not, move them to a secure, environmentally controlled area.
- If no part of the building is dry, protect all objects with loose plastic sheeting.
- When moving collections, give priority to undamaged items and those on-loan from other organizations. Separate undamaged from damaged items.
- Until salvage begins, maintain each group in the same condition you found it; i.e., keep wet items wet, dry items dry, and damp items damp.
- Retrieve all pieces of broken objects and label them.
- Check items daily for mold. If mold is found, handle objects with extreme care and isolate them.
- Establish priorities by groups of materials, not item-by-item. Focus first protection efforts and salvage work on:
 - Vital institutional information; employee and accounting records, accession lists, shelf list and database backups
 - Items on loan from individuals or other institutions
 - Collections that most directly support the institution's mission
 - Collections that are unique, most used, most vital for research, most representative of subject areas, least replaceable or most valuable

- Items most prone to continued damage if untreated
- Materials most likely to be successfully salvaged

6.8 LIBRARY MEDIA PROGRAM ADMINISTRATION EVALUATION FORM

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<p>Certified Library Media Specialist (LMS) is assigned to the Library Media Center (LMC) full-time with support staff based on the Local Education Agency (LEA) Earned Unit Breakdown</p>	<ul style="list-style-type: none"> • Certified Library Media Specialist is assigned to the Library Media Center full time • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC based on the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> • Certified Library Media Specialist is assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> • 1 + Certified Library Media Specialists are assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown
<p>School districts/systems provide sufficient funding for the purchase and maintenance of the resources for the Library Media Center (LMC)</p>	<ul style="list-style-type: none"> • The LMC meets the minimum basic collection requirements as stated in this document guidelines • Funding is set for basic maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> • The LMC meets the collection requirements for an advanced library collection as stated in this document guidelines • Funding is set for advanced maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> • The LMC meets the collection requirements for an exemplary library collection as defined in this document guidelines • Funding is set for exemplary maintenance and upgrades for technology and equipment
<p>The LMS manages the financial, staff, and physical resources of the LMC efficiently</p>	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection 	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection • Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented 	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection • Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented

6.10 SUGGESTED LIBRARY MEDIA FACILITIES EVALUATION FORM

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<ul style="list-style-type: none"> • The library media center is arranged to: <ul style="list-style-type: none"> – Accommodate flexible access by classes and individual students – Perform basic functions of a curriculum integrated library media program – Provide a climate conducive to learning and student achievement – Provide equitable access to information and resources within the school, community, and global networks 	<ul style="list-style-type: none"> • Shelving and furniture are age appropriate • Arrangement of the LMC supports use by a minimum of one class and individual students • Space arrangement includes specific areas for: <ul style="list-style-type: none"> – Circulation – Large group use – Small group use – Individual research – Use of technology – Leisure reading – Library management – Storytelling area for elementary students – Displays • The LMC is neat and well organized • There is an atmosphere of welcome and productivity • The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 • The LMC is equipped with temperature and humidity control accommodations have been integrated effectively 	<ul style="list-style-type: none"> • Shelving and furniture are age appropriate • Shelving accommodates growth • Arrangement of the LMC is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one or more classes, small groups, and individuals • Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> – Circulation – Large group use – Small group use – Individual research – Use of technology – Viewing – Production – Communication activities – Leisure reading – Library management – Storytelling area for elementary students – Displays – Professional area – Wiring/Network – Storage • Various methods of display, furniture selection and room treatments are utilized to provide an atmosphere of welcome and productivity • The LMC is neat and well organized • The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 • The LMC is flexibly designed and exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement • The LMC is equipped with temperature and humidity control • Lighting and electrical accommodations have been integrated effectively 	<ul style="list-style-type: none"> • Shelving and furniture are age appropriate • Shelving accommodates growth • Arrangement of the LMC is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one or more classes, small groups, and individuals • Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> – Circulation – Large group use – Small group use – Individual research – Use of technology – Viewing – Production – Communication activities – Leisure reading – Library management – Storytelling area for elementary students – Displays – Professional area – Wiring/Network – Storage • Various methods of display, furniture selection and room treatments are utilized to provide an atmosphere of welcome and productivity • The LMC is neat and well organized • The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 • The LMC is flexibly designed and exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement • The LMC is equipped with temperature and humidity control • Lighting and electrical accommodations have been integrated effectively

**EDUCATEALABAMA
TEACHER SELF ASSESSMENT**

Teacher: _____

Date: _____

School System: _____ School: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
Standard 1: Content Knowledge					
1.1	Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills				
1.2	Activates learners' prior knowledge, experience, and interests and uses this information				
1.3	Connects curriculum to other content areas and real-life settings to promote retention and relevance				
1.4	Designs instructional activities based on state content standards				
1.5	Instructional accommodations, modifications, and adaptations meet the needs of each individual learner				
Documentation					
1.1					
1.2					
1.3					
1.4					
1.5					
Additional Comments:					

Teacher: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
Standard 2: Teaching and Learning Environment					
Standard 2a: Organization and Management of the Learning					
2a.1	Classroom organization/management built upon expectations and research-based strategies for positive behavior				
2a.2	Creates a climate that promotes fairness and respect				
2a.3	Creates a safe, orderly, and stimulating learning environment that engages and motivates learners				
Standard 2b: Using Instructional Strategies to Engage Learners					
2b.1	Develops challenging, standards-based academic goals for each learner				
2b.2	Engages learners in developing and monitoring goals for their own learning and behavior				
2b.3	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies				
2b.4	Creates learning activities that optimize each individual's growth and achievement within a supportive environment				
Standard 2c: Assessment of Learning					
2c.1	Uses formative assessments to provide specific and timely feedback and to adjust instruction				
2c.2	Uses summative assessments to measure learner attainment of specified learning targets				
2c.3	Maintains evidence and records of learning performance to communicate progress				
2c.4	Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes				
Documentation					
2a					
2b					
2c					
Additional Comments:					

Teacher: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
Standard 3: Literacy					
Standard 3a: Oral and Written Communication					
3a.1	Demonstrates standard oral and written communications and uses appropriate communication strategies				
3a.2	Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate				
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources					
3b.1	Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension				
3b.2	Integrates narrative/expository reading strategies across the curriculum				
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas					
3c.1	Teaches problem solving which requires mathematical skills within and across subject areas				
3c.2	Communicates mathematical concepts, processes, and symbols within the content taught				
Standard 3d: Utilizes Technology					
3d.1	Identifies and integrates available emerging technology into the teaching of all content areas				
3d.2	Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency				
Documentation					
3a					
3b					
3c					
3d					
Additional Comments:					

Teacher: _____

Evaluator: _____

Level of Practice

Use the EDUCATEAlabama Continuum provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
Standard 4: Diversity					
Standard 4a. Cultural, Ethnic, and Social Diversity					
4a.1	Develops culturally responsive curriculum and instruction in response to differences in individuals				
4a.2	Communicates in ways that demonstrate sensitivity to diversity and individual differences				
4a.3	Demonstrates and applies an understanding of how cultural biases can affect teaching and learning				
Standard 4b. Language Diversity					
4b.1	Enables learners to accelerate language acquisition by utilizing their native language and background				
4b.2	Guides second language acquisition and utilizes English Language Development strategies to support learning				
4b.3	Differentiates between learner difficulties related to cognitive/skill development and those related to language learning				
Standard 4c: Special Needs					
4c.1	Recognizes characteristics of exceptionality in learning; appropriate interventions				
4c.2	Develops and maintains inclusive learning environments that address the needs of exceptional learners				
Standard 4d: Learning Styles					
4d.1	Helps students assess their own learning styles and build upon identified strengths				
4d.2	Designs learning experiences that engage learning styles and multiple intelligences				
Documentation					
4a					
4b					
4c					
4d					
Additional Comments:					

Teacher: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
Standard 5: Professionalism					
5.1 Collaborates with stakeholders to facilitate student learning and well being					
5.2 Engages in ongoing professional learning to move practice forward					
5.3 Participates as a professional learning community member in advancing school improvement initiatives					
5.4 Promotes professional ethics and integrity					
5.5 Complies with local, state, and Federal regulations and policies					
Documentation					
5.1					
5.2					
5.3					
5.4					
5.5					
Additional Comments:					

Areas for Action: 1.

2.

Additional Comments:

EDUCATEAlabama
 PROFESSIONAL LEARNING PLAN School Year 20____-20____

Educator: _____

Position: _____

Directions: This plan should result from conversations based on a combination of a self-assessment utilizing the EDUCATEAlabama Continuum provided, the Collaborative Summary Report (CSR), and subject area/grade level/schoolwide student achievement goals. It should focus on the knowledge and practices that would assist the educator in achieving the professional learning needed to progress to higher levels of teaching practice found on the Continuum. The plan usually should address no more than two indicators, providing time for deep learning to occur in both areas. The indicators chosen should be prioritized based on agreed upon needs.

Goal 1 Focus	Proposed Action Steps, Activities, and Outcomes	Timelines
Standard/Indicator		
End of PLP Cycle Reflection and Impact on Personal Practice and Student Learning		
Additional Educator/Evaluator comments		
Goal 2 Focus	Proposed Action Steps, Activities, and Outcomes	Timelines
Standard/Indicator		
End of PLP Cycle Reflection and Impact on Personal Practice and Student Learning		
Additional Educator/Evaluator comments		

We agree upon the Goals, Action Steps, Activities, Proposed Outcomes and Timeline Listed.

 Educator Date Evaluator Date

Signatures indicate we have discussed the Reflection and Impact described.

 Educator Date Evaluator Date

Budget and Staffing

Budgeting Procedures

The school library media specialist will collaborate with the administrators to ensure that funds are budgeted to maintain the library media program in accordance with the Muscle Shoals City Schools Board Policy.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the Library Media Center (LMC) includes operating funds for new resources such as:
books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The Library Media Specialist (LMS) must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.
- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the Alabama Library Media Online (ALMO) Web page: www.alex.state.al.us/librarymedia
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed. These procedures can be found on the ALMO Web page.

Library Enhancement Funds/Acquisition Process Guidelines

Alabama Code 16-1-8.1 states that classroom instructional support includes all components as provided in the Foundation Program with the exception of textbook funds. These funds include, but are not limited to library enhancement, classroom materials and supplies, professional development, technology, and other classroom instructional support approved by the State Board of Education.

All funds allocated in the Foundation Program for library enhancement, technology, and professional development shall be spent only for the purposes for which they were allocated. Media specialists shall be consulted in budgeting all library enhancement funds.

The procedures for ordering and the regulations applied to classroom instructional support shall be as follows:

- Each school should elect annually a three to five member library budget committee by secret ballot. Members are determined by majority vote of all teachers at the school.
- The committee elects a chairperson and secretary. The secretary keeps minutes of meetings and actions taken to approve budget by secret ballot.
- The library budget committee develops a proposed budget for materials and supplies, instructional software, periodical subscriptions, and books.
- The committee must submit the budget to the faculty at yearly meeting.
- The budget should be submitted to the Finance Director by the principal.

Local Funds

Local funds include monies received from sources such as book fairs, lost/damaged book fees, overdue fines, donations, fundraisers, etc. These funds may be budgeted and spent as the librarian deems appropriate. No budget committee is required; plus, the restrictions on spending that exist for the library enhancement funds do not apply. The processes for placing an order are the same as those for spending state money. Purchase orders must be submitted and approved before the items are actually ordered.

Staffing/Job Descriptions/Responsibilities

Administrators' Responsibilities

Administrators have the responsibility of ensuring successful school library media programs and also maintaining a safe and equipped library media center. Their active engagement and support is a vital element to the success of the library media program. Administrator responsibilities include the following:

- Hiring certified media specialists
- Assigning earned media units as provided by the Local Education Agency (LEA) Unit Breakdown
- Understanding the competencies needed for an effective library media specialist (LMS)
- Understanding the role of the school library media specialist in the educational setting
- Supporting the work of a Library Advisory Committee
- Ensuring funds are expended according to the Alabama Code
- Utilizing discretionary funds to enhance the LMC's resources and programs
- Ensuring the appropriate maintenance of the library media center, including the physical space, furnishings, and technology infrastructure
- Encouraging students, teachers, and parents to provide input into the development of the collection
- Supporting efforts to keep the collection current, which includes print, nonprint, and electronic resources
- Encouraging teachers to plan differentiated learning activities collaboratively with the library media specialist
- Supporting the establishment and maintenance of an automated catalog system
- Ensuring that technology resources are sufficient for teacher and student use
- Providing resources for the maintenance and upgrade of technology
- Including the library media specialist in the development of the school technology plan
- Ensuring that the library media specialist provides instruction in the ethical and safe use of technology and the Internet
- Collaborating with the library media specialist to develop schedules that facilitate open and flexible access
- Ensuring that the library media specialist and library staff follow job descriptions as developed by LEA in board policy and according to certification of LMS
- Ensuring that the library media specialist and teachers have time to collaborate in planning curriculum activities which integrate inquiry, 21st Century learning standards, and technology into the school curriculum

- Communicating the scheduling policy to the staff, ensuring that the library media specialist has 40% of their instructional week reserved for management responsibilities
- Planning periodic assessment of the LMS and library media program, using state-approved evaluations [Educate Alabama when available]
- Encouraging participation and securing financial support for the library media specialist to participate in local, state, regional, and national professional development
- Ensuring that the library media specialist provides professional development opportunities for teachers

Teacher Responsibilities

The active participation of teachers is essential to a successful library media program. Responsibilities of the teachers include the following:

- Collaborating with the LMS to plan and schedule library research units
- Collaborating with the LMS to design and co-teach instructional units
- Collaborating with the LMS to provide opportunities for students to have equitable and frequent access to the library media center and its resources at the point of need
- Collaborating with the LMS to develop and implement school-wide reading initiatives
- Serving on the Library Advisory Committee
- Providing information to help align the collection to the classroom curriculum
- Requesting materials related to specific units and areas of the curriculum
- Sharing the needs and interests of the students
- Sharing student work for display in the library media center
- Collaborating with the LMS to establish high quality Web sites for student use
- Using the library media resources effectively
- Communicating the value of the library media center and respect for the library media center to students
- Collaborating with the LMS to ensure student participation in special programs in the library media center, such as book fairs and author visits
- Co-teaching the ethical and safe use of technology with the LMS
- Participating in professional development opportunities offered by the LMS

Library Media Specialist's Responsibilities

A library media specialist has a unique role in the school setting. Responsibilities of the library media specialist include the following:

- Collaborating with teachers to plan and implement instructional units integrating the resources of the library media center with the classroom curriculum
- Participating in school curriculum planning meetings
- Providing instruction and resources to reach diverse student needs
- Providing access to available appropriate resources such as digital, visual, print, and technological materials
- Implementing the use of technology, both in library media program management and instruction
- Ensuring students have access to the library media center at the point of need for class-related research, individual investigation, independent reading, and personal inquiry
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction
- Providing a welcoming and respectful climate in the library media center
- Developing and implementing reading initiatives to motivate and engage each student in independent reading
- Providing professional development for teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction
- Developing a scheduling policy which provides open and flexible access for all students and teachers
- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System
- Maintaining fair and consistent circulation and use policies
- Developing a policies and procedures manual, approved by the local board of education, for the library media center
- Documenting, reporting, and maintaining records of use of library media center resources
- Working with technology personnel to maintain working and up-to-date computers, internet access and other technology peripherals
- Staying current on the latest technologies and their use for teaching and learning
- Managing library staff and volunteers
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library media advisory committee, and industry trends
- Ensuring that library enhancement funding is allocated and spent each year according to

Alabama Department of Education procedures and policies

- Maintaining budget and expenditure records
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders
- Attending local, state, or national professional development workshops and meetings
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page)
- Developing an ongoing advocacy program for the library media center
- Arranging the library media center for variety of uses by large groups, small groups, and individuals
- Promoting use of the library media center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school

Muscle Shoals City Schools ***Job Description***

Title: Library Media Specialist

Job Goal: To help students become users of ideas and information in order to contribute to their development as mature, able, responsible members of society and to provide for student and teacher utilization of a comprehensive program of library media skills and services.

Reports To: Principals

Supervises: Students and assigned personnel

Performance Responsibilities:

1. Determines individual, class, and school needs.
2. Establishes programs objectives and plans learning experiences.
3. Develops and implements policies and procedures for library media management.
4. Implements activities using a variety of techniques that utilize instructional time to meet objectives.
5. Organizes media and equipment to provide accessibility for users.
6. Establishes and maintains standards of student behavior to achieve a functional learning atmosphere.
7. Exhibits positive human relations skills.
8. Evaluates the program and/or student progress.
9. Communicates with parents/guardian, colleagues, and community groups.
10. Demonstrates proficiency in written or oral communication.
11. Maintains and submits records and reports.
12. Adheres to school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
13. Engages in personal professional growth and demonstrates professional ethics and leadership.

Muscle Shoals City Schools
Job Description

Title: Media Aide

Qualifications: At least a high school diploma or its equivalent
Experience in the use of computer technology

Job Goal: To help provide a well-organized, smoothly functioning library/media center in which teachers and students can take full advantage of available resources.

Performance Responsibilities:

1. Prepare and circulate media including videos, computer software, books, and other materials as directed.
2. Produces and processes orders, reports, bibliographies, forms, library schedules, correspondence, and other materials as needed.
3. Shelves incoming materials.
4. Enters information into computer for reference, circulation, and financial purposes.
5. Maintains files such as shelf list, vertical file material, and publisher catalogues.
6. Labels, pastes, collates, stamps, cleans, mends, and prepares materials for circulation.
7. Sorts and distributes newspapers, periodicals, and mails as directed by the librarian.
8. Assists in placing and receiving phone calls.
9. Assists the librarian in processing materials.
10. Assists in the yearly inventory of materials and preparation of lists of missing materials and materials to be discarded.
11. Helps to maintain statistical, circulation, and inventory records.
12. Assists with arranging meetings, programs, and conferences held in the library.
13. Assists with housekeeping duties and arranging current displays and bulletin boards.
14. Assists with technology to meet the learner's needs such as using software programs, Office 95, scanner, Internet, and CD's.
15. Maintains a high level of ethical behavior and confidentiality of information about students.
16. Participates in in-service training programs as recommended.
17. Dresses professionally and exhibits evidence of ethical conduct.
18. Assists in any other way the librarian or administration deems necessary.

PR and Advocacy

Public Relations

All media centers encourage parent and community involvement.

Advocacy

Encouraging Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional LMS needs to provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.

Advocacy Tools

The American Association of School Librarians (AASL) provides an advocacy toolkit on the Web site. It also refers to the School Library Campaign of ALA's @ your library. www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm.

Also, a library media Web page or Web site can be the virtual face of the LMC. The information needs to be clear and kept up to date. Items found on the page may include mission statement, links to Web sites, database access, library media news, book reviews, unit projects, recommended titles, and hours of circulation. Show what you are accomplishing in your LMC!

Services/Activities Offered

- Each media center hosts book fairs during the school year.
- McBride, MSMS, and MSHS media centers offer Gaggle student e-mail accounts with access to digital lockers.
- All elementary schools, MSMS, and MSHS media centers offer the STAR reading assessment.
- The Accelerated Reader program is offered to students in first through twelfth grades.
- MSMS and MSHS offer (book) clubs to encourage reading.

Appendix

Appendix A

Request for Reconsideration of Library Media Center Materials

School _____

Please check type of material

Book Software

Periodical Audio

Video Other (please specify) _____

Title _____

Author or Producer _____

Request initiated by _____

Telephone _____ Email _____

Address _____

City _____ State _____ Zip _____

Do you represent a group or organization? Yes No

If so, please identify the name and address of the organization:

The following questions are to be answered after you have read, viewed, or listened to the library media material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Be specific. Cite pages, etc.)
2. What do you believe is the purpose or theme of this material?
3. What do you feel might be the result of a student using this material?
4. For what age group would you recommend this material?
5. Are you aware of judgments concerning this work by critics and/or experts in the field?
6. Do you have any positive thoughts about the material?
7. What would you like for the school to do about this work?
8. What other library media material of the same subject and format would you recommend?
9. Do you wish to make an oral presentation to the committee?

Signature

Date

Appendix B

Checklist for Materials Review Committee's Reconsideration of Instructional Media Material: Fiction

Title _____

Author _____

A. Purpose

1. What is the purpose, theme, or message of the material? Does the author / producer / composer accomplish this purpose? _____
 2. If the material is fantasy, is it the type that has imaginative appeal and is suitable for children? _____ For what age group would you recommend the material? _____
 3. Will reading, viewing, or listening to the material result in more compassionate understanding of humans beings? _____
 4. Does the material offer an opportunity to better understand and appreciate the aspirations, achievement, and problems of various minority groups? _____
 5. Are any questionable elements of the material an integral part of a worthwhile theme or message? _____
-

B. Content

1. Does material about modern time give a realistic picture of life as it is now? _____
2. Does the material 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? _____
3. When factual information is part of the material, is it presented accurately? _____
4. Is prejudicial appeal readily identifiable by the potential reader? _____
5. Are concepts presented appropriate to the ability and maturity of the potential reader? _____
6. Do characters speak in a language true to the period and section of the country in which they live? _____
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either chief character or any of the minor characters? _____
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____
9. If there is offensive language, is it appropriate to the purpose of the text for children? _____ For young adults? _____
10. Is the material free from derisive names and epithets that would offend minority groups? _____ Children? _____ Young adults? _____
11. Is the material well-written or produced? _____
12. Does the material give a broader understanding of human behavior without stressing

differences of class, race, sex, education, religion, or philosophy in any adverse way? _____

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

14. Are the illustrations appropriate and in good taste? _____

15. Are the illustrations realistic in relation to the story? _____

C. Reviews

1. Source of review? _____

2. Favorable or unfavorable review? _____

3. Does this title appear in one or more reputable selection aides? _____

4. List the aides in which it appears:

Additional Comments:

Recommendation by Committee:

Committee Members' Signatures:

Date:

Appendix C
Checklist for Materials Review Committee's
Reconsideration of Instructional Media Material: Nonfiction

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material? _____

2. Is the purpose accomplished? _____

B. Authenticity

1. Is the author competent and qualified in the field? _____

2. What is the reputation and significance of the author and publisher/producer in the field? _____

3. Is the material up-to-date? _____

4. Are information sources well documented? _____

5. Are translations and retellings faithful to the original? _____

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum? _____

2. Is it appropriate to the level of instruction intended? _____

3. Are the illustrations appropriate to the subject and age levels? _____

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____

2. Does this material present information not otherwise available? _____

3. Does this material give new dimension or direction to its subject? _____

E. Reviews

1. Source of review? _____

Favorably reviewed? _____ Unfavorably reviewed? _____

2. Does the title appear in one or more reputable selection aids? If yes, please list the titles of the selection aids.:

Additional Comments: _____

Recommendation of Media Committee: _____

Committee Members' Signatures:

Date:
