

# Walker County Schools Library Media Center Policy and Procedures Handbook



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Lisa Hammack  
Jennifer Jones  
Jeannie Weaver  
Grace Williams  
Ashley Wilson  
Holly Woodley

# Foreword

The Library Media Center is essential to the learning process in every school in the Walker County School System. Our Media Specialists (Librarians) have been trained in best practices for using print and non-print materials to enhance learning opportunities for all of our students. Our Media Specialists collaborate with the teachers to plan and schedule consistent access to the Library Media Center for all of our students. The Library Media Center is often referred to as the “Hub” of the school. This is evident by the constant flow of students who are checking out books, using technology resources, or participating in lessons throughout the day in our Library Media Centers. We encourage all of our stakeholders to read the Library Media Center handbook to better understand our policies, procedures, and standards for learning. We also encourage all of stakeholders to visit our schools to observe the learning and “fun” that takes place in all of our Library Media Centers in the Walker County School System.

Dr. Dennis R. Willingham  
Assistant Superintendent  
Library Media Center Supervisor

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# Mission and Vision Statement

The school library media program is at the core of effective learning and plays a vital role in collaborative planning and curriculum development. Serving all grade levels, ages and content areas, the program has a unique outlook on the needs and abilities of all the members of the school's learning community. That perspective makes the school library media program a natural hub for bringing students, teachers and library media specialists together to create exemplary and innovative curricula. The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual, electronic, and physical access to materials in all formats; by providing instruction to foster competence and stimulate interests in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students.

# **American Association of School Librarians: Standards Frameworks for Learners**

The American Association of School Librarians offers a framework that reflects a comprehensive approach to teaching and learning by demonstrating the connection between learner, librarian, and librarian standards. This framework will be used by all librarians in the Walker County School System.

## **Common Beliefs**

1. The school library is a unique and essential part of the learning community.
2. Qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner's right.
6. Information technologies must be appropriately integrated and equitably available.

# Goals & Objectives of the Library Media Center

The library media center meets the needs of learners in both individual and collaborative settings, enhance learner successes, and promote the use of the library media center and services.

The library media center:

- Provides a curriculum-based, flexibility scheduled, open access learning environment that accommodates all learners.
- Provides an atmosphere that is conducive to student learning.
- Promotes and encourages a love of reading.
- Provides a variety of resources to accommodate the needs of all learners.
- Supports the mission and goals of the school and promotes the development of a curriculum-rich environment.
- Provides technical access and instruction for students, faculty, and staff.
- Incorporates collaborative planning, information literacy, and technology instruction by the library media specialist and teachers.

# Library Bill of Rights

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

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

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

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

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

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

VI. Libraries 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.

## Literacy Standards

The media specialist will become familiar with and utilize the literacy standards as provided by AASL Standards Crosswalks. The media specialist should also reference and utilize Walker County Library Standards. The standards can be found linked below:

AASL Learner Framework

<https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

AASL Crosswalk ISTE

<https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>

AASL Crosswalk Future Ready

<https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>

Walker County Library Standards

<https://docs.google.com/document/d/1fxsyPpaSfX73RA0SIkwQ-iYwbKij32SN3eIxoSA0HY0/edit?usp=sharing>

# Challenged Materials

## Reconsideration Procedures for Challenged Materials

Despite the careful selection of library resources and the qualification of those involved in the selection process, objections to library resources that are deemed offensive or inappropriate may occur. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a library resource.

### Informal Complaint Procedures

Persons with a complaint about library print or digital resources should state their concerns to the school librarian or principal. The librarian or principal will listen attentively to the concerns and attempt to resolve the issue informally. As part of the discussion, the school employee will explain the library's selection policy, selection criteria, diversity of the collection with resources from many points of view, and the selection process. Additionally, each parent/guardian has the right to determine the appropriateness of library resources for their children and should accord the same right to other families.

If the complaint is not resolved informally, the librarian or principal will explain the formal reconsideration process and provide the individual with a copy of the library selection policy with reconsideration procedures and a request for reconsideration of library resources form. If there is concern about multiple items, a separate form must be completed for each item. All complaints to staff members should be reported to the building principal, whether received by telephone, letter, or in personal conversation. No library resources should be removed or restricted from use as a result of the informal complaint.

If the completed and signed formal request for reconsideration form has not been received by the principal within two weeks, the matter shall be considered closed.



## Formal Complaint Procedures

Persons who are concerned about the appropriateness of library resources or are unsatisfied with the response from an informal discussion about a title may choose to make a formal request for reconsideration of the work in question.

The Formal Request for Reconsideration of Library Media Materials Form must be completed in its entirety, signed, and dated by the complainant and delivered to the school's administrator. The administrator will forward the request for reconsideration to the school library media committee (This five member committee consists of the school's principal, library media specialist, teachers, and a parent). Any action taken related to the challenged material must be taken by the reconsideration committee and not by an individual.

At the initial meeting, the principal and committee will review reconsideration committee guiding principles and procedures.

1. A member of the committee should keep minutes.
2. All committee members should fully review the resource (read or view the entire work) before voting.
3. The committee reserves the right to use outside expertise if necessary to help in its decision-making process.
4. The complainant may make an initial verbal presentation about the resource under reconsideration or may choose to share the written form.
5. The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. The committee chair may choose to give committee members time to ask questions.
6. During the initial or subsequent meetings, the committee will make its decision determined by the simple majority to retain, move the resources to a different level, or remove the resource. This will be a secret ballot vote.
7. The committee's written decision will be presented to the complainant, the superintendent of schools, and the school library department director within five school days after the decision is made.

8. Appeals from the complainant regarding the school library media committee's decision will be directed in writing to the Superintendent and the Board of Education within ten days after the formal notification of the decision.

## **Guiding Principles for Reconsideration**

- Libraries have diverse materials reflecting differing points of view, and a library's mission is to provide access to information to all users.
- All library users have a First Amendment right to read, view, and listen to library resources.
- The Library Bill of Rights and the Freedom to Read Statement of the American Library Association can be used as guiding documents.
- Any person has the right to express concerns about library resources and expect to have the objection taken seriously.
- When library resources are reconsidered, the principles of the freedom to read, listen, and view are defended rather than specific materials.
- A questioned item will be considered in its entirety, not judged solely on portions taken out of context.
- Parents or guardians have the right to guide the reading, viewing, and listening of their children but must give the same right to other parents/guardians.
- Questioned items will remain in circulation during the reconsideration process.
- *The reconsideration process should be completed in its entirety and not subverted or ended prematurely, leaving the library open to legal challenge.*

# Formal Request for Reconsideration of Library Media Material

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State/Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Relation to school:  Parent/Guardian     Student     Community Member     Other

Person making request represents:  Self     Group/Organization \_\_\_\_\_

1. Resource on which you are commenting:

Book (e-book)     Movie     Audio Recording     Digital Resource     Game     Other

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

2. What brought this resource to your attention?

\_\_\_\_\_

3. Have you examined the entire resource? If not, what sections did you review?

\_\_\_\_\_

4. What concerns you about the resource?

\_\_\_\_\_

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

\_\_\_\_\_

6. What action are you requesting the committee consider?

\_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

# Reconsideration Committee Report

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Has every member of the committee read the material entirely? If not, why?

Resources consulted: (include policies, articles, reviews etc.)

Reconsideration committee recommends:

- Retain item
- Remove item from circulation
- Restrict use by students
- Place item in another grade level
- Other \_\_\_\_\_

Justification and comments: (include majority and minority positions)

Signatures of Reconsideration Committee Members:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Date:

\_\_\_\_\_

# Copyright Information

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

## **U.S. Code: 17 - Copyright**

<https://www.copyright.gov/title17/>

## **Copyright PDF**

[https://www.xavier.edu/library/about/documents/Copyright\\_9-23-08.pdf](https://www.xavier.edu/library/about/documents/Copyright_9-23-08.pdf)

<https://www.connectsafely.org/wp-content/uploads/qg-copyright.pdf>

# Selection and Acquisitions

## Collection Development

### Philosophy of Selection

The collection of materials will support the curriculum, enrich the educational program and be consistent with the philosophy, vision, goals, and objectives of the school community. Materials selected will meet a variety of general, specific, and technical criteria based on subject areas aligned with the common core standards. In addition, materials are selected based upon age and level of user. The selection of materials should also reflect the diversity of students and author ideas. The school library media center program utilizes the Collection Guidelines as outlined in the *Alabama's School Library Media Handbook for the 21st Century Learner*. (Link provided below.)

<http://www.alsde.edu/sec/isvcs/Library%20Media/Library%20Media%20Handbook.pdf>

### Criteria for Selection

The selection process should include the participation of the media specialist, faculty, and students. Needs of the individual school and community, based on the knowledge of the curriculum, methods, and philosophies of its teachers, and of the existing collection, are given first consideration.

Materials are considered on the following basis:

- Materials need to reflect the needs and interests of students and faculty.
- Materials shall support the curriculum and be consistent with curriculum objectives of specific courses.
- Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials were selected.
- Materials shall be appropriate and reflect high standards of writing/production.
- Materials shall be written/produced by competent and qualified authors/producers.
- Materials shall be selected considering the existing collection and consulting reputable, professionally prepared selection sources as needed.
- Materials shall be selected that avoid stereotyping.
- Materials shall be suitable format, medium, and appearance, and shall be cost effective to be suitable for their intended use.
- Materials shall have aesthetic, literary, or social value.
- Materials will be selected and approved by the library media specialist with input from stakeholders.

## **Responsibility for Selection of Materials**

The Walker County Board of Education is legally responsible for all matters relating to the operation of Walker County Schools. The responsibility for the selection of instructional materials is delegated to the professionally trained media personnel employed by the school system. The trained media specialist will follow proper budget and purchasing procedures as outlined by The Library Appropriations-Code of Alabama 1975

## **Purchasing/Gifts**

The library media specialist is responsible for creating a collection to support instruction, literacy and students' recreational reading. Acquisitions including purchases and donations should follow the procedures listed below:

- A needs assessment should be done annually. The previous year's holdings summary, surveys of students, staff, and/or stakeholders should be consulted. A purchasing rotation plan is recommended to ensure purchases are varied and comprehensive.
- Once needs are determined, the media specialist will meet with the library committee to present needs. The committee will evaluate resources and curriculum needs, as well as reading reviews and staying informed about current trends in purchasing.
- The library's professional staff is responsible for making the final decisions about acquiring material.
- Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.
- Funds generated through fundraisers such as book fairs, donations, and special sales should be used by the media specialist at his or her discretion to enhance library programs.
- Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value.
- All purchases should be approved by the principal and submitted to the school bookkeeper.

## **Weeding**

An annual inventory and collection is the catalyst for good weeding, which yields a better library program. Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, school librarians should develop a collection maintenance plan that includes systematic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection.

Below is an easy to consume brochure about how weeding should be done.

<https://www.cde.ca.gov/ci/cr/lb/documents/weedingbrochure.pdf>  
<http://www.librarygirl.net/2013/10/keeping-your-library-collection.html>

# Cataloging

## **Classification Procedures for Books**

All books in the library media center's collection should be classified according to the latest edition of the Dewey Decimal Classification and Relative Index. Use Sears List of Subject Heading for subject cataloging.

## **Classification Procedures for Non-Book Materials**

A unified approach of treating print and non-print materials is recommended. Non-book materials should be classified according to latest edition of the Dewey Decimal Classification.

# Circulation

Circulation of print and non-print resources will be managed for the patrons of the Walker County School System through the Atrium web-based library management system. Circulations rules for each school will be determined by the library media specialist.

# Storage/Maintenance of Equipment

All equipment and resources will be cataloged following the WBOE procedures at time of acquisition. Inventory of equipment will take place annually following policy as instructed by administration of the school. Deletion or transfer of equipment must be approved and processed according to school and board policies.

# Internet Policy

Walker County School System's Acceptable Use Policy:

<https://drive.google.com/file/d/1i4YuuSOCyFuJTFjJQExq6Jn9qYUYzx32/view>

Employee Use Data Governance for Technology:

<https://drive.google.com/file/d/1i4YuuSOCyFuJTFjJQExq6Jn9qYUYzx32/view>



# Scheduling

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use. Weekly schedules that list whole-class and small-group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use through the year. The library media center may also be scheduled for individuals, groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports using a variety of print and digital resources. In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need.

## Budget Procedures

### Library Enhancement Money

Library Enhancement money is allotted to public schools by the Alabama State Legislature. State guidelines mandate that each school must have a budget committee for planning/budgeting of library enhancement money. State and Federal Law require that administrators, teachers, and library media specialist have input into the budgeting of library enhancement funds. The Library Enhancement Budget Committee must consist of minimum four (4) teachers, the library media specialist, and the principal or his/her designee. The library media specialist shall serve as the chairperson of the Library Enhancement Committee.

The committee will develop a tentative budget that will reflect how and for what the Library Enhancement money will be spent. The library media specialist will present a collection needs assessment based on faculty, staff, and student input. Documentation (minutes) of this planning meeting must be maintained with dated signatures and titles of the committee members involved. This budget is then presented to the school faculty who will then vote whether or not to accept the budget.

Documentation and results of these meetings and elections must be sent to the Financial Office before any of the Library Enhancement money may be spent for the fiscal year.

# Staffing/Job Descriptions/Responsibilities

## Library Personnel

Library Media Specialist: must hold a valid Alabama Teacher Certificate with certification and HQ status in Library/Media. Media specialist's role is one of teacher, manager, and educational consultant and is allotted specified planning time as such.

### Library Media Specialist

#### Duties and Responsibilities:

##### Information Literacy Teacher

- Teaches standards based on lessons in inquiry, research, digital citizenship
- Teaches how to evaluate sources and synthesize information
- Boosts curiosity, critical thinking, academic outcomes

##### Reading Advocate

- Hosts authors, activities and events to nurture a lifelong love of reading
- Promotes wide reading across genres through book talks, read-alouds, reading campaigns
- Matches books to readers

##### Program Manager

- Develops collection, supervises, volunteers, manages library schedule
- Oversees budget, determines fundraising needs to ensure updated collection and vibrant programming
- Serves on leadership teams, as chairperson of the Library Enhancement Committee, manages library communications

##### Resource Curator

- Seeks out and shares new, award winning books, media, digital tools
- Curates inspiring book lists, resource lists, thematic displays
- Discovers enrichment opportunities

##### Innovation Leader

- Teaches standards based lessons in technology
- Teaches creative tools for sharing learning
- Leads future-ready initiatives like personalized learning, hour of code, makerspace
- Stays at the fore of emergent issues in educational tech such as accessibility, privacy, digital ethics

### Equity Champion

- Promotes identity safety and cultural relevance by seeking out books that represent students and families
- Shares stories that deepen global awareness
- Educate about historical injustice, amplify underrepresented voices
- Guides students in considering multiple perspectives

### Event Planner

- Coordinates schoolwide literacy activities, events and fundraisers to enhance learning, collaboration, and community connection
- Leads, supports professional development, parent education, student leadership opportunities

### Wellness Partner

- Nurtures safe, inviting, inclusive community learning space
- Develops social/emotional skills and self awareness through literature, promotes digital wellness
- Fosters growth mindset, expression, problem solving via digital wellness
- Fosters growth mindset, expression, problem solving via digital tools, makerspace

## Library Media Aide

The library media aide is an employee of the Walker County Board of Education. The aide must have an Associate's Degree or have successfully completed the "Work Keys". He/she performs duties in a professional manner and works collaboratively with others. Tasks are assigned by the library media specialist.

### Responsibilities:

- Implements practices and procedures established by the library media specialist.
- Ensures confidentiality of student of student library records.
- Responds to needs of students and teachers.
- Repairs damaged materials.
- Assists in maintaining organization of the library.
- Assists students and teachers in proper use of resources and the library media center.
- Performs other tasks as assigned by the library media specialist.

## **Record Keeping & Reports for End of Year Procedures**

- Inventory will be taken annually. The Holdings Summary and History/Inventory Action Report will be submitted to the library media supervisor.
- Library books will be due three full weeks before the last day of school.
- No library classes will be scheduled the last two weeks of school in order to collect library materials and to take inventory.

## Confidentiality of Library Records

The members of the American Library Association,\* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School librarians are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school librarians are urged to respect the rights of children and youth by adhering to the tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

# Disaster Preparedness

The school library media center may someday be affected by a natural disaster, fire, or an act recognized by the federal government as terrorism. Being prepared ahead of time can help minimize the potential damage, shorten the library's recovery time, and go a long way to helping the student population cope with the aftermath of a disaster.

In the event of a disaster, the library media specialist will follow the school's safety plan. Links for resources to manage the materials in the library center can be found below.

American Library Association

<http://www.ala.org/aasl/awards/beyond-words/preparedness>

American Association for School Librarians

<https://libguides.ala.org/disaster/home>

Conservation Center for Arts and Historic Artifacts

<https://ccaha.org/sites/default/files/attachments/2018-07/technical-bulletin-salvaging-books.original.pdf>