



**PHENIX CITY
PUBLIC SCHOOLS**

District Library Media Policy

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Mission

The mission of the Phenix City Schools library media program is to help students become lifelong learners, help teachers teach, and ensure that students and staff are effective users of ideas and information.

Vision

As an integral part of the SACS process, the Phenix City Schools library media program strives to achieve excellence. We will exceed national, state, and local standards and become the center of teaching and learning in each school by providing access to high quality resources and services.

Philosophy

Teaching and Learning

Education is not teaching students to read, write and do math. We believe that education is teaching students to be successful citizens and effective members of society. Reading, writing and math are an important part of education, but these components are not the crux. All teaching, from kindergarten through college, should be aimed at ultimately producing a self-sustaining citizenry that is able to cause society to continue, and ultimately make society better.

We believe that instruction in the academic subjects (reading, mathematics, science, etc.) should be taught explicitly and separately, so that children will have a fundamental understanding of these building blocks of knowledge. We also believe that the subjects should be integrated with each other, as they are in the real world. This allows students to gain an understanding that these subjects are not exclusive of one another, but are symbiotic in nature. The academic subjects are the bricks and mortar, and when put together they make up the sprawling building of knowledge.

All children are able to learn. All children cannot learn at the same pace, or learn the same amount, but all children can learn. We believe that teaching should be aimed at making each student the best that he or she can be. We believe that with encouragement, patience and persistence, every student can surpass their previous achievements.

Need for Information Literacy, Skills and Access

In order to be transmissible, information must be recorded. In order to be accessible, recorded information must be organized. In order for information to be useable, a person must have an understanding of how the information is organized. Information skills are teachable skills that most people are able to learn. As with core subjects, information skills should be taught exclusively and implicitly so that students will have a fundamental understanding. They should be integrated with the academic subjects so that students will gain an understanding of how to use them to gain access to the information that they require to be successful in society.

Students should not only be taught how to access the information they may need, but should have actual access to the information. Students should not be restricted access by intention, by oversight, by mental coercion, by physical limitation or by ignorance. Library media specialists should ensure that equitable access is provided to all students.

The library media specialist should be at the forefront in the effort to teach students the information skills they require, as well as providing access to information for students that enhance their learning opportunities.

Collaboration and Leadership

With the Philosophy of Teaching and Learning in mind, it is the responsibility of the library media specialist not only to teach information skills and provide access to information, but also to teach students how to function successfully in society.

While information skills are important, they are utilitarian skills and serve no purpose if acquired solely for the sake of having those skills. They must be used to access information for the sake of gaining knowledge and understanding of other areas of study.

The symbiotic nature of the academic subjects, including information skills, demands that they be taught in an integrated manner. Since the academic subjects are taught in the regular classroom, it is the responsibility of the library media specialist to initiate and drive collaborative teaching with the subject area teachers. The library media specialist should work collaboratively with the learning community in order to plan learning experiences that are in line with the subject area curriculum that is currently being taught in the regular classrooms. This allows the students to be more immersed in their subject area studies, as well as use information skills for a purpose by accessing information pertinent to their subject area studies, ultimately causing them to gain a greater knowledge and understanding. This also allows the students' knowledge and understanding of the academic subjects to become greater than if taught and learned in isolation. Teaching all subjects integrated with each other and in line with the classroom curriculum for the ultimate goal of creating successful, functioning members of society should be the aim of the school library media specialist.

Technology

Successfully functioning members of society are able to effectively use the resources available to them. Students should be taught using both commonplace and cutting edge resources. Faculty and staff should be able to acquire the information that students need via commonplace and cutting edge resources. The library media specialist should be at the forefront of ensuring this is being accomplished, and promote 21st century learning skills in students, faculty, and staff.

Managing a Planned Library Media Program

The ultimate goal of the library media program should be to create successful, functioning members of society. In order to do this, the library media specialist must be aware of changes in society that affect the skills and knowledge required to function successfully in society. The

library media program must be solidly oriented to this goal, but able to change with societal needs in order to accomplish the goal.

The library media specialist should be aware of the goals and objectives of the overall educational program and have in place a system for addressing those needs so that the library media program will be a support, a supplement, and an enhancement to the educational program.

Goals and Objectives

Each Library Media Specialist will have the following program 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 keep routines of circulation at a minimum so all use of resources is facilitated.
4. To encourage teachers to discuss curriculum objectives and suggest resource needs to implement the curriculum.
5. To inform teachers and students of new materials as received.
6. To cooperatively plan with teachers for the integration of information skills into each area of the curriculum.
7. To encourage a love of reading, the appreciation of literature, and the continuing use of libraries for pleasure reading and lifelong learning.
8. To assume responsibility for orientation of all students to the policies and procedures of the media center.
9. To maintain adequate policies and procedures to assure both intellectual access to current information and ideas in all formats, including emerging information and instructional technologies.
10. To provide or assist in the preparation and presentation of learning experiences which enable students to acquire informational skills necessary to be lifelong learners.

The primary objectives of the library program of the Phenix City Schools will be to provide materials and experience:

- to implement, enrich and support the philosophy and curriculum
- to develop reading skills
- to encourage literacy
- to encourage discrimination in choice of materials
- to instruct in use of media
- to instruct in the development of information literacy and problem-solving skills
- to instruct in the ethical and responsible use of information and ideas
- to provide the most current information available in a format appropriate to the learner

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.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

Access to Resources and Services in the School Library Media Program: An Interpretation of the *Library Bill of Rights*

The school library media program and the *Library Bill of Rights* play a unique role in promoting intellectual freedom. The school media program serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. In addition, school library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Although the educational level and curricular needs of the school necessarily shape the resources and services provided by a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are

consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used should make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program will provide resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005.

Literacy Standards

AASL Standards for the 21st Century Learner

The American Association of School Librarians (AASL) Standards for the 21st Century Learner offers a vision for teaching and learning to guide our profession. Phenix City Schools adopts the following standards:

- Reading is a window to the world.
- Inquiry provides a framework for learning
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards describe how learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

Challenged Materials

Although care is taken to select valuable materials for student and teacher use, occasional objections to a selection may be made by the public.

The following procedures apply to all complaints whether they are from students, parents, school personnel or other citizens.

If a complaint is made:

- The complaint should be referred to the principal of the school from which the material was received.
- The complainant is invited to submit in written form his/her objection to the material on the form entitled *Request for Reconsideration of Educational Materials*.
- The media advisory committee of the local school will examine the materials. The chairperson of the media advisory committee will have the material available for examination. The committee members will read or view the material in its entirety and examine reviews of the material. The appropriate Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials will be completed and submitted to the superintendent and the complainant.

The superintendent or the complainant may reject the recommendation of the media advisory committee. In that case the superintendent will appoint a review committee. The review committee will consist of a principal, three parents from school media advisory committees, a media specialist, and a faculty member. None of the members of the review committee will be from the school where the complaint originated. A chairperson will be elected and examination of the material will be made. After examination of the material in question, the appropriate checklist for School Media Advisory Committee's Reconsideration of Instructional Materials will be completed. The Superintendent will present the report to the complainant and the chairperson of the school media advisory committee from which the complaint originated.

The complainant has the right to appeal any decision to the Board of Education for the final review.

Citizen's Request for Reconsideration of Instructional Material

Author/Producer _____ Type Material _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____

Complainant represents _____ himself/herself
_____ (name organization) _____
_____ (identify other group) _____

1. To what in the material do you object? (Please be specific; cite pages or examples.)
2. What do you feel might be the result of reading this book or viewing this material?
3. For what age group would you recommend this material?
4. Is there anything good about this material?
5. Did you read or view the entire material? What parts?
6. Are you aware of the judgment of this material by critics?
7. What do you believe is the theme of this material?
8. What would you like your school to do about this material?
____ do not assign it to my child
____ withdraw it from all students as well as from my child
____ send it back to the media advisory committee for reevaluation
9. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Signature of Complainant

(Adapted from NCTE The Students' Right to Read, 1962)

Checklist for School Media Advisory Committee’s Reconsideration of Instructional Material

Title _____

Author/Producer/Composer _____

Type Material: Audiovisual () Printed () Nonfiction () Fiction ()

A. Purpose

1. What is the purpose, theme or message of the material? _____

How well does the author/producer/composer accomplish this purpose? _____

- | | Yes | No | N/A |
|---|-----|-----|-----|
| 2. If the story is fantasy, it is the type that has imaginative appeal and is suitable for children? | () | () | () |
| For young adults? | () | () | () |
| If both are marked no, what age group would you recommend? _____ | | | |
| 3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? | () | () | () |
| 4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? | () | () | () |
| 5. Are any questionable elements of the story an integral part of a worthwhile theme or message? | () | () | () |

B. Authenticity

1. Is the author/producer/composer 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	Yes	No	N/A
1. Does the material promote the educational goals and objectives of the curriculum of the Phenix City Schools?	()	()	()
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 continuities?	()	()	()
2. Does this material present information not otherwise available?	()	()	()
3. Does this material give a new dimension or direction to its subject?	()	()	()
4. Does a story about modern times give a realistic picture of life as it is now?	()	()	()
5. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?	()	()	()
6. When factual information is part of the story, is it presented accurately?	()	()	()
7. Is prejudicial appeal readily identifiable by the potential reader?	()	()	()
8. Are concepts presented appropriate to the ability and maturity of the potential readers?	()	()	()
9. Do characters speak in language true to the period and section of the country in which they live?	()	()	()
10. Does the material offend in some special way any special interest or minority group?	()	()	()
11. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?	()	()	()
12. If there is use of offensive language, is it appropriate to the purpose of the text for children?	()	()	()
Young adults?	()	()	()
13. Is the material free from derisive names and epithets that would offend minority groups?	()	()	()
Children?	()	()	()
Young adults?	()	()	()
14. Is the material well written or produced?	()	()	()

Copyright/ Fair Use

Phenix City Schools will make every effort to adhere to the provision of the copyright law (Public Law 96-517) as it relates to the making of photocopies and the use of non-print resources such as music, videotapes, and computer software. The school library media program and all school staff members have a moral and legal obligation to obey the copyright law.

A. Photocopies of Printed material

Scanners and copiers within the school should be labeled as directed by law:

Notice: The copyright law of the United States (Title 17, U.S. Code) governs the making of photocopies of copyrighted material. The person using this equipment is liable for any infringement.

B. Computer software

The ethical and practical problems caused by software piracy will be taught in all schools in the District (or in all computer classes in school).

Employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:

“that such a new copy or adaptation is created as an essential step in the utilization of a computer program in conjunction with a machine and that it is used in no other manner, or that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.”

The media center will upon receipt of software make one disk copy of the program (if backup not supplied with purchase). The original will be stored in an off-sight location. The "copy" will be clearly labeled with a copyright notice and affixed with the following label:

SOFTWARE PROTECTED BY COPYRIGHT 17 U.S.C. SEC. 101

UNAUTHORIZED COPYING IS PROHIBITED BY LAW

Only the copy will be circulated to faculty and students.

All software is limited to building use.

When possible, computer programs will be protected to discourage illegal copying. When software is to be used on a disk sharing system, efforts will be made to secure this software from copying.

All licensing agreements will be honored.

Illegal copies of copyrighted programs may not be made or used on school equipment.

All purchase orders for educational software will include the caption:

PURCHASE IS ORDERED FOR MEDIA CENTER

CIRCULATION AND PATRON USE

The media specialist of each school is designated the primary individual at that site who may sign license agreements for software. (Each school using the software also should have a signature on a copy of the software agreement for local control.)

The legal or insurance protection of the District will not be extended to employees who violate copyright laws.

The principal of each school site is responsible for establishing practices that will enforce this policy at the school level.

C. Video Recordings

In-classroom use is permissible under the following conditions:

- the performance must be by instructors (including guest lecturers) or by pupils; and
- the performance is in connection with face-to-face teaching activities
- and the entire audience is involved in the teaching activity
- the teaching activities are conducted by a non-profit education institution
- the performance takes place in a classroom or similar place devoted to instruction
- the videotape is lawfully made
- the person responsible has no reason to believe that the videotape was unlawfully made.

No videotape may be copied without the written permission of or a license agreement with the producer/copyright holder.

Videotapes not owned or rented by the media center and which are currently available for rent or purchase may not be shown on closed circuit television unless the school has written authorization for such use from the copyright holder.

All videotaping off-air by any media center staff will follow the "Guidelines for Off Air Taping." Off-air videotaped programs will be erased at the end of the 10/45day use/preview period when

faculty fail to respond (or respond indicating no further interest in the program) to 10/45-day letters soliciting interest in the program(s).

No programs will be videotaped by the media center from any pay television channel. Programs which have been videotaped at another location will be allowed to be shown in the school only if they meet the above requirements.

Videotapes labeled as "For Home Use Only" are permitted to be used in the classroom if they meet the conditions of Section C.1 above.

Notices will be affixed to video recorders or players used in the school as follows:

VIDEOTAPED MATERIALS ARE PROTECTED BY COPYRIGHT
TITLE 17 U.S.C.SEC.101. UNAUTHORIZED
COPYRIGHT MAY BE PROHIBITED BY LAW

The copyright notice as it appears on the label of a videotape should not be obscured.

D. Films, Filmstrips, Audiotapes, and Slide Programs

No film, filmstrip, audiotape, and/or slide program will be copied without the written permission of the copyright holder.

Films not owned or rented by the media center and which are currently available for rent or purchase may not be shown on closed-circuit television unless the school has written authorization for such use from the copyright holder.

No film, filmstrip, or slide program may be reformatted into videotape format without written authorization from the copyright holder.

E. Copyright Compliance

The media center offers assistance to any patron who wishes to obtain copyright clearance for classroom use. The media center will have available sample form letters for seeking such permissions.

For printed materials, many publishers will supply reprints of single chapters of books or articles from periodicals. The media center will have available a sample form letter seeking information about reprints.

The media center will provide the information produced by the Copyright Clearance Center to facilitate obtaining permission to photocopy serials.

F. Outside Devices

The library media specialist is not liable for any already existing copyright violations on outside devices such as personal Kindles, Nooks, iPads, etc.

G. *Failure to Abide*

Any faculty/staff member/student who does not comply with this policy will lose media center privileges.

Video Use

In addition to considerations under the Copyright/Fair Use section of this policy, sections C through F, the following guidelines will be adhered to by all faculty and staff in relation to video recordings (VHS, DVD, Blu-Ray, video files, etc.).

- A. The building principal will have final authority as to whether a video not owned or rented by the library media center can or should be viewed in the school.
- B. Parents will be notified in writing that a video is to be shown as part of the instructional program in the following instances:
 - At the primary, elementary, or intermediate school level, if the MPAA rating exceeds “G.”
 - At the middle school level, if the MPAA rating exceeds “PG.”
 - At the high school level, if the MPAA rating exceeds “PG-13.”

Parents will be informed of the title of the video, the rating of the video, the reason it carries that rating, and how the video relates to the topic being taught. Parents will be asked for their permission for their student(s) to view the video. Students who do not view the video because of lack of parent permission shall not receive unfavorable grades. An alternate, comparable assignment shall be required in lieu of viewing the video.

- C. Videos shall not be shown in the school for purposes of entertainment (non instructional reasons) unless the school has purchased a Public Performance Site License such as available from Movie Licensing USA. Non instructional reasons for showing a video include, but are not limited to: Family Movie Nights, Before- or After-School programs, Student Rewards, and Holiday Events.
- D. Teachers should submit the following forms to the appropriate individuals at least one week prior to the viewing of the video.



TEACHER REQUEST TO

USE NON-SCHOOL VIDEOS

Teacher _____ Date Submitted _____

Classes in which video will be shown: _____

Title of video/DVD _____ Date to be shown: _____

Rating of video/DVD _____ Length of time to be used _____

This video will be used as part of my instructional program and will be shown only to my class. A legitimate copy will be used. It will not be shown for entertainment purposes.

Objective(s) being taught _____

Reason for using the video: _____

Return this form completed and signed to the Principal's Secretary one week before you plan to show the video. The Principal's Secretary will have the Principal sign the document. The form will be returned to you in your mail box.

Teacher's Signature

APPROVED _____ Principal's Signature

NOT APPROVED _____ Principal's Signature

Parental Video Permission Form

Parents,

A teacher utilizes many instructional tools to interest students and enhance learning. The audiovisual format lends itself well to those purposes. At times theatrical films can be of great use to illuminate facets not seen in such resources as documentaries. In this class _____ I would like to show _____ on _____. The film is rated _____ by the Motion Picture Association of America. However, I feel that this movie helps me teach the concepts of _____

_____ and that the educational value is sufficient to warrant showing this in class. Students not allowed to view the movie will be given an alternate, equivalent assignment. Please sign and return this form by _____ if you give permission for your child to view this movie.

Sincerely,

Teacher's Signature

My child _____

_____ DOES have permission to watch the video in class.

_____ DOES NOT have permission to watch the video in class.

Parent's signature

Library Media Program

Characteristics of a 21st Century Library Media Program

The Program

- The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library media resources and services.
- Library media resources are available to support the curriculum, meet the needs of the College and Career Readiness Standards, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized by a recognized method and are available in an automated format.
- 21st Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- Library media services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the goals of the school and school system.
- A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibly and safely.

The Professional

- The library media specialist (LMS) is certified, evaluated by state-mandated criteria, and has a plan for professional development.
- The library media specialist collaborates with the learning community to determine collection needs and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted and contains furnishings appropriate in size to the student population.
- The library media center has the infrastructure needed to sustain existing and emerging technologies.

Collection Development

Governing Authority

The Phenix City School Board serves as the governing authority for each Phenix City School Library Media Center. Within the authority of the Phenix City School Board of Education the

responsibility for coordinating selection and purchasing of material is carried out by the local school library media specialist with input from the principal, faculty, students, superintendent and/or designee, and library media committee team members.

Media Advisory Committee

Each school will have a media advisory committee. The basic composition of the committee, as per *Alabama's School Library Media Handbook for the 21st Century Learner*, will be the principal or his/her representative, the media specialist(s), at least one teacher representing each department or grade level, a student, a parent, and a community member. Additional members of the committee may be appointed if necessary, dependent on the size of the school.

The media specialist will be the chairperson of the committee. Activities of the committee may include the following:

- assisting in determining the needs of the media center program
- approving the library media center budget
- developing special media center activities
- interpreting media center policies and procedures to the public
- reconsidering of materials in the collection

Budget

Media Center Budget Proposals are prepared during the first quarter of the school year (prior to Oct 1, the beginning of the school's fiscal year). Each media advisory committee, under the direction of the media specialist, is responsible for preparing the Media Center Budget Proposal for the respective school. Media Center Budget Proposals are then presented to the Campus Budget Committee for review, revision and approval.

Once the Media Center Budget has been approved by the Campus Budget Committee, the school's faculty and administration must vote to approve the LMC Budget.

Media Specialists must follow the purchasing procedures outlined by the district business office. Budget requests are placed on a purchase order to be approved by the campus principal, and then forwarded to the district business office.

Format of Materials

The materials selected and purchased for the library media center will attempt to be the most appropriate available and fit the needs, goals, abilities and interests of the students, faculty, curriculum and learning/teaching styles of the users. The materials will include print and non print materials, audiovisual, computer programs, Internet, equipment and other formats which meet the selection criteria.

Criteria for Selection

The library media center collection is developed with materials and equipment that will be utilized by the administration, faculty and students. Selection of the learning resources reflect a wide range of materials 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. Selection of the learning resources involves many people (administrators, faculty, students and community people) and the responsibility for coordinating the selection of school learning resources and making recommendations for purchases rests with the library media specialist. Faculty and student input are collected and considered along with data resulting from collection evaluations and analyses. Selection is based on school goals, student ability, interest of users and curriculum development. Special attention is given to nonfiction and fiction sections that coincide with the textbook adoption cycle, meet the needs of the College and Career Readiness Standards, and compliment the ARI goals and AMSTI (Alabama Math, Science, Technology Initiative) in math and science. This allows a balanced plan of evaluation of the collection, assessing needs of the collection and weeding of the collection. Selection criteria are used with decision on types and use of integration of technology into the learning environment.

Selection Procedure

A file to aid in selection is maintained and includes:

- specific topic or title requests by faculty/students
- curriculum/reference needs of collection
- replacements for discarded or damaged materials
- professional materials
- recommended titles from reputable sources such as but not limited to Children's Catalog, The Elementary School Library Collection, School Library Journal, School Library Media Activities, Science and Children, Accelerated Reader lists, technology magazines, textbook bibliographies, and professional lists
- recommendation from the budget committee
- input from teacher evaluations
- input from students
- community and parent input

The collection requests/needs list is prioritized and items are purchased as funds become available.

Selection of all instructional materials, print and non-print, will be based upon the following criteria:

- overall purpose
- quality of the writing/production
- timeliness (currency, accuracy and permanence)

- superior format
- authoritativeness
- standards of publisher/producer, availability and cost of technical support
- reputation, significance of author, artist, composer, producer
- readability, popular appeal, age appropriateness, varying levels of difficulty, diversity of appeal and presentation of various points of view
- artistic/literary quality, organization of content, scope of text
- durability and price
- teacher/student requests

Reputable, unbiased, professionally prepared, selection tools will be consulted. If possible a preview of the materials to be purchased will be made.

Before being placed in the Phenix City School Media Center collections, all materials, print or non-print will be carefully examined to determine appropriateness. Inclusion in a collection does not signify that the materials, print or non-print are to be used for instructional purposes without preview. Before classroom use, all materials will be previewed by the teacher to insure that use of the materials will achieve the instructional objectives; for example, media designated K-6 may not be appropriate for some sixth graders.

Because Phenix City School system media center collections may not provide all the materials necessary to meet instructional goals, it is often necessary to obtain materials from other sources. When an employee selects materials to meet the instructional objectives from a source other than a Phenix City School System resource, it will be the responsibility of the employee to see that the principal or his representative is notified in order to receive approval that the material may be used. At least three days notice will be given so as to allow time for preview by the principal and/or his representative. Materials obtained from other sources must be previewed before being used in the classroom.

The following criteria are used in equipment:

- needs of school/faculty and students
- durability
- price
- portability
- ease of operation
- ease of maintenance and repair
- performance standards
- safety
- manufacturer standards, reputation, accessibility
- warranty, technical support

Procedures for selection of equipment and technology hardware are as follows:

- determine need from inventory and usage differences
- check product and prices from a minimum of two companies or state bid list
- select vendor considering price, product availability, customer service, repair, shipment policies and technical support
- examine equipment
- prioritize equipment needs and requisition equipment as funds become available.

Cataloging

Cataloging practices shall be consistent and uniform in all libraries in Phenix City Schools. All bibliographic records for on-line catalogs must be certified as US MARC by the Library of Congress. 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. Processing policy is determined by each local school LMS.

Weeding/Deselecting Of Library Learning Resources

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. A thorough weeding every two or three years is imperative. 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.

How much should be weeded?

The American Library Association suggests that 5% of the collection be weeded annually. An average life of a book in the collection is approximately ten years. Many factors affect this estimate of lifespan, which includes but may not be limited to, political changes, technological advances, heavy use of the volume.

What should be weeded?

- The out-of-date and incorrect. Areas that deserve careful examination are in science, technology, medicine (five years old) and geography (ten years old). With the information explosion in full force, a major concern is that new information, constantly appearing in print and other media, speeds the obsolescence of the nonfiction collection, and necessitates more frequent weeding than may have been common in the past. Another important category for weeding is materials with potentially harmful misinformation such as materials on drugs.

Encyclopedias copyrighted over five years ago are in question. Dictionaries that are twelve or fifteen years old will not include the latest meaning or different meaning of words as our language is constantly changing. Atlases that are ten years old or older will not include the current names of countries. In addition, China has changed the Roman alphabet spelling of all Chinese names and places. Check the atlases carefully to see if misinformation is being spread.

Last year's almanacs may go into circulation for the current year but older yearbooks and almanacs that have been superseded should be removed from the inventory count. However, these may be retained in a storage area for use as a teaching tool in library skills instruction.

- The biased, condescending, patronizing, or stereotyped. These materials can foster negative ethnic and cultural attitudes.
- The worn out or badly damaged. Look for brittle, yellow, dirty pages, fine print, ragged bindings, poor quality pictures, and loose or missing sections. Watch for damaged or

incomplete audiovisual materials - scratched, warped records; mangled tape; missing parts; scratched or torn filmstrips; bent, torn or otherwise damaged study prints or posters.

- The unpopular, unused, or unneeded. These titles are perhaps the most difficult to discard because, in some cases, it is an admission of a poor selection decision on the part of the library media specialist. In other cases, it simply means that reading tastes and interests have changed.

Nevertheless, it is detrimental to keep a collection clogged with deadwood. Check the collection for more duplicate copies of titles than needed and materials that no longer fit the curriculum or the reading and/or interest level of the students.

If an item has not circulated in over five years, perhaps it should be considered for removal.

However, this is not a rule. Many useful items are not frequently circulated.

Process for Weeding/deselecting items

1. Identify items to be weeded according to established criteria
2. Request assistance from subject-area teachers in making decisions. Base the final decision on the overall school curriculum.
3. Withdraw materials from the collection and the computer database.
4. Obliterate marks of ownership and/or mark the items as “discarded.”
5. Physically remove materials. Options include:
 - i. recycle the materials, if possible
 - ii. donate to classrooms or other libraries, if possible
 - iii. discard items.
6. Any material that has been purchased with Title I funds and deselected must be recorded as removed and sent to the Federal Programs Director.

What Items Should NOT be discarded:

- Classics; except when a more attractive edition is available or there are too many copies on the shelf.
- Local and Alabama history unless it can be replaced with new copies.
- School annuals and other publications of this campus.
- Materials that are not subject to rapid change-fairy and folk tales, fiction, biography, fine arts and sports (with the exception of rule books), poetry and literature, languages, religion.

Suggested Retention by Dewey Number

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 guidelines above)
900	5-10 years (Some may differ – almanacs, maps)
Biography	Flexible (Use guidelines above)
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

Although the final decision to withdraw materials from the library media collection is one that is made by the library media specialist, subject area, grade level teachers, and other faculty members may be invited to review the items marked for withdrawal.

Circulation

In order to facilitate the circulation process, the library media specialist should accomplish the following:

- provide materials to patrons
- maintain records of transactions
- notify patrons of overdue materials
- collect fines (if applicable) [does not apply to K-5 students]
- reserve materials for patrons
- ensure equitable access to media center materials to all patrons

Internet Acceptable Use Policy

The Phenix City School District will be offering access to the Internet. To gain access, each student user must obtain parental permission as verified by the signatures on the permission form.

Employees shall sign an Internet Acceptable Use Policy (AUP) form. Parents or guests wishing to use the District's Internet access will also sign the AUP form.

What is the Internet?

The Internet is a global network made up of many smaller contributing networks connecting thousands of computers throughout the world and millions of individual subscribers. Internet access is coordinated through a complex association of government agencies and regional and state networks. While there is an abundance of valuable information, with this access comes the

availability of materials that may not be considered to be of educational value in the context of the school setting.

What is possible?

Through the Internet, users can explore thousands of libraries, databases, museums, and other resources. They can exchange personal communication with other users around the world. While the use of the Internet is primarily instructional in nature, to reach an educational goal some students may find ways to access other materials. Unfortunately some of these resources contain items that are illegal, defamatory, inaccurate, or potentially offensive. Most educators believe the benefits to students from access to the Internet exceed the disadvantages. Parents and guardians of minors are responsible for setting and conveying the standards their children should follow when using these resources. Therefore, the Phenix Board of Education respects each family's right to decide whether or not to apply for access.

How should it be used?

The Internet should be used for research and education through the provision of unique resources and opportunities for collaboration among students, teachers, and administrators. Use of the Internet must support this and be consistent with the educational objectives of the school.

School District Statements for Use

Users are responsible for appropriate behavior while using the Internet. Additionally, users are responsible for their actions while using the equipment and the resources. Use is a privilege, not a right, and may be revoked if abused. Vandalism of equipment or programs will result in disciplinary referral as prescribed by student/employee conduct policies.

The Phenix City School District makes no guarantees, implied or otherwise, regarding the reliability of the data connection or the information. The Phenix City School district shall not be liable for any loss or corruption of data resulting while using the Internet connection.

The Phenix City School District reserves the right to examine all data stored in the machines involved in the Internet link to make sure that all users are in compliance.

No user shall use this Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on the network.

The Phenix City School District condemns the illegal distribution of software, otherwise known as pirating. Any user caught transferring such files through the Internet, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

Finally, all users should keep in mind that when they use the Internet, they are entering a global community, and any actions taken by them will reflect upon the Phenix City School District as a whole. As such, all users must behave in an ethical and legal manner.

What are the privileges and rights of a user?

All users have certain privileges and rights. Infringement of or disrespect to the rights of others may result in the loss of Internet privileges. These rights include:

Privacy—All users have the right to privacy. However, if a user is suspected to be in violation of the guidelines, a system administrator may review communications to maintain system integrity and to ensure that users are using the system responsibly.

Safety—Any user who receives threatening or unwelcome communications shall bring them to the attention of a system administrator or teacher.

Intellectual Freedom—Any statement of personal belief is implicitly understood to be representative of the author's individual point of view and not that of the school.

Inappropriate Materials or Language—No profane, abusive, or impolite language shall be used to communicate nor shall materials be intentionally accessed which are not in line with the rules of exemplary school behavior.

Equal Access—All users will be granted free and equal access within the guidelines of this policy to the Internet. Exploration of the Internet is encouraged relative to the purposes of research and education. No single user shall monopolize the workstations connected to the Internet.

What are the guidelines?

Users will be expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

Be prepared to be held accountable for your actions. Exemplary behavior is expected from all users at all times.

Do notify an adult immediately if you encounter materials that violate the school code of conduct.

Do not use a computer or the Internet to hurt, harass, attack or harm other people or their work.

Do not damage the computer or network in any way.

Do not degrade the performance of the network through the posting of electronic chain letters or other useless information.

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.

Do not install software or download unauthorized files, games, programs, or other electronic media.

Do not violate copyright laws.

Do not use the equipment to intentionally view, send/receive, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages or pictures.

Do not share your password with another person.

Do not reveal personal addresses or phone numbers.

Do not access other users' work, folders, or files.

Do not post or re-post non-academic personal communications without the original author's prior consent.

Do not employ the network for commercial or personal purposes.

Do not use the network for product advertising or political lobbying.

Do not violate the regulations of the service provider.

Do not sign up for non-academic or personal rooms that will generate unsolicited e-mail correspondence to your account.

What are the consequences of misuse by the students?

Students violating the terms of this policy may lose use privilege and/or receive punishment as defined in the Phenix City Schools' Student Code of Conduct.

What are the consequences of misuse by school personnel?

Personnel violating the terms of this policy may lose use privileges, be disciplined and/or terminated.

INTERNET ACCEPTABLE USE POLICY PERMISSION FORM

Date _____

Dear Parents and Students:

The Phenix City School District Internet Acceptable Use Policy is designed to provide guidelines for using Internet in the classrooms, school media center, and computer labs of your school this year. Please take the time to read this policy. If you have any questions about it, please be sure to contact _____ at _____.

This policy must be read and signed both by the student Internet user and a parent/guardian, and then returned to your child’s homeroom teacher. Please return the signed form as soon as possible, since you will not be given access to the Internet until you have agreed to this policy.

Please note that if you violate the terms of this policy, you may lose use privileges and/or receive punishment as defined in the student handbook. It is your responsibility to read and ask questions about this policy.

Your teacher is planning an in-class discussion of this policy after you have had a chance to become familiar with it.

Thank you,

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

I acknowledge that I have read, understand and agree to all terms as outlined in the Internet Acceptable Use 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.

___ My child’s artwork, picture or writing may be published on the World Wide Web, a part of the Internet. We further understand that the work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to us as parents. No home address or telephone number will appear with such work.

___ 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/Guardian’s Signature

Date

Job Descriptions

LEA Classification: Professional Certified Services

LEA Division: Instructional Services

Job Code: IS24/73

Job Title: Media Specialist for Non-Print Services:
Central High School

Qualifications:

1. Possess valid Alabama Teacher's Certificate.
2. Proper endorsement in Library Science.
3. Such alternatives to the above qualifications as the Board might find appropriate and acceptable.
4. Provide own or have access to appropriate transportation to meet job requirements.

Reports to: High School Principal/Media Specialist for Operations

Supervises: Directly supervises students assigned to his/her instructional area and indirectly supervises all students served by the school.

Job Goal: Maintain all audiovisual and other related non-print material/equipment in such a condition of operative excellence that maximum educational use may be made of it at all times.

Essential Duties of the Job:

1. Plan, publish and disseminate policies and procedures related to non-print media utilization.
2. Provide staff development programs related to evaluation, selection and use of non-print material.
3. Promote positive attitudes and positive conduct of all students served by the school.
4. Provide technical assistance to teachers and students in the development/production of original presentations of non-print media. This includes, but is not limited to, transparencies, VCR tapes, and slide/tape presentation.
5. Promote adherence to all copyright laws.
6. Assist teachers in matching format of material to instruction.
7. Develop and disseminates bibliographies of non-print material for student and faculty use.
8. Provide reading/listening/viewing guidance to students.
9. Coordinate video production activities in the school.
10. Coordinate cable or other television transmission and utilization activities in the school.
11. Supervise media presentations in the media center and as requested in appropriate learning areas.
12. Interpret the school's non-print media program and other areas as directed by the principal.

13. Be accessible to students and teachers.
14. In consultation with the media specialist for operations and the high school principal, propose and justify budget requests for non-print media.
15. Seek alternative means of funding for library materials equipment and for innovative programs as well.
16. Ensure effective scheduling of non-print activities within and outside the media center.
17. Coordinate the acquisition of materials from inter-library loan and sources other than normal channels.
18. Supervise paraprofessional staff in the accomplishment of clerical routines such as those listed below:
 - a. Acquisition and mechanical preparation of materials.
 - b. Circulation.
 - c. Assistance to students and teachers.
 - d. Physical upkeep of materials.
 - e. Care of shelves/files.
 - f. Duplicating services.
19. Develop and implement library media program which is applicable and related to desired educational goals, objectives and student outcomes.
20. Maximize efficient use of available funds and provide faculty and students with the best possible materials. The position requires the preparation and administration of a library budget using standard accounting procedures.
21. Supervise and promote library activities which facilitate and enhance learning.
22. Assist students and faculty by cooperating with other schools and local libraries.
23. Maximize library functions by actively recruiting, hiring, training and supervising clerical help, student assistants and volunteers.
24. Initiates contact with faculty and students in promoting and providing library services, resources and guidance.
25. Actively participate in and work with other school personnel in the selection of books, equipment and other library materials which provide the student with the best learning opportunities.
26. Participate in professional growth and development activities including staff meetings and inservice staff development activities as required or assigned.
27. Perform the technical responsibilities required to provide exemplary library service as part of an effective and successful educational facility.
28. Provide input and assistance to other school personnel by actively participating in departmental, faculty, curriculum and special meetings.
29. Assume other reasonable and equitable job-related duties assigned by the immediate supervisor.

Required Knowledge, Skills and Abilities:

1. Good knowledge of content, curriculum, materials and equipment needed by different departments in the school setting.
2. Good knowledge of materials and equipment appropriate for effective teaching and learning.
3. Good knowledge of school's program of studies related to mission goals and organization.

4. Ability to apply knowledge of current research and theory to library facility.
5. Ability to move around the room in order to monitor and assist students.
6. Ability to establish and maintain effective relationships with students, parents and peers.
7. Skilled and effective in oral and written communication.
8. Excellent human relations skills.
9. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high-intensive work environment.
10. Knowledge and skill in the operation of computers and computer programs.
11. Physical ability to handle, move, retrieve and/or deliver large and/or heavy library materials and equipment.

Other Skills and Abilities:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit and stand, and almost continuously walk. The employee is occasionally required to stoop, kneel, reach forward and above the head. The employee will occasionally lift and/or move 50 pounds such as boxes of books and TV/VCR carts. Specific vision abilities required by this job include close vision. The employee regularly interacts with students, staff and parents in addition to meeting multiple demands and deadlines from several people.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet and work is performed indoors.

Terms of Employment:

Length of contract and salary will be established by the Board.

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Professional Personnel

LEA Classification: Professional Certified Services

LEA Division: Instructional Services

Job Code: IS24/71

Job Title: Media Specialist

Qualifications:

1. Possess valid Alabama Teacher's Certificate.
2. Proper endorsement in library science.
3. Such alternatives to the above qualifications as the Board might find appropriate and acceptable.

Reports to: School Principal

Supervises: Directly supervises students assigned to his/her instructional area and indirectly supervises all students served by the school.

Job Goal:

1. To provide all students with an enriched library environment containing a wide variety and range of materials that will invite intellectual growth, and to aid all students in acquiring the skills needed to take full advantage of library resources.
2. To maintain all audiovisual and related equipment in such a condition of operating excellence that maximum educational use may be made of it at all times.

Essential Duties of the Job:

A. Related to Job Goal One:

1. Operate and supervise the media center to which assigned.
2. Evaluate, select and requisition new library materials.
3. Assist teachers in the selection of books and other instructional materials, and makes library materials available to supplement the instructional program.
4. Inform teachers and other staff members concerning new materials the library acquires.
5. Maintain a comprehensive and efficient system for cataloging all library materials, and instruct teachers and students on use of the system.
6. Arrange for inter-library loan of materials of interest or use to teachers.
7. Work with teachers in planning those assignments likely to lead to extended use of library resources.
8. Promote appropriate conduct of students using library facilities.
9. Help students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.
10. Present and discuss materials with a class studying a particular topic, on the invitation of the teacher.

11. Participate at curriculum meetings.
12. Serve as manager of the school computer network.
13. Assist teachers and students in effective use of software programs available on the school network.

B. Related to Job Goal Two:

14. Change arranged book displays and exhibits to pique interest of the library patron.
15. Prepare and administer the library budget, upon approval of the principal.
16. Supervise library aides in the performance of their duties.
17. Participate actively in library and other educational and professional associations on the local, regional, state, and national level.
18. Weed obsolete and worn materials from the library according to existing Board policy.
19. Supervise the clerical routines necessary for the smooth operation of the library.
20. Promote the use of audiovisual instructional materials throughout the school.
21. Organize the storage and handling of audiovisual materials for convenience, availability, and effective use.
22. Keep the principal informed of the needs and services relating to the audiovisual program.
23. Train teachers and aides in the care and operation of equipment.
24. Exercise general supervision over the scheduling of materials for classroom use.
25. Conduct periodic inventories of books, equipment, and materials.
26. In order to maximize student achievement, teachers should be able to assess student abilities as related to desired educational goals, objectives and student outcomes.
27. Develop and implement a program of instruction that meets the individual needs, interests and abilities of students and is consistent with local and state study and curriculum guides.
28. Plan and employ a variety of appropriate instructional learning strategies and activities which are compatible with the physical facility but serve the needs and capabilities of the students.
29. In order to provide a general environment conducive to the learning process, the teacher should be able to manage the behavior of learners in the classroom and participate in the management of student behavior in other parts of the school.
30. Continually communicate to students and parents (either in writing or verbally) instructional expectations, student progress or lack of progress.
31. Continually assess student achievement and maintain appropriate assessment and evaluation documentation for institutional and individual reporting purposes.
32. Actively participate in and work with other school personnel in the selection of books, equipment and other instructional materials which provide the student with the best learning opportunities.
33. Actively participate in and work with other school personnel in planning effective instructional goals, objectives, methods and curriculum.
34. Participate in professional growth and development activities including staff meetings, inservice and staff development activities as required or assigned.
35. Assist in the documentation of student progress by efficiently maintaining and submitting appropriate records and reports.

36. Ensure that the classroom media instructional environment is attractive, healthful, safe and generally conducive to learning.
37. Assume other reasonable and equitable job-related duties assigned by the immediate supervisor.

Required Knowledge, Skills and Abilities:

1. Good knowledge of content, curriculum, methods, materials and equipment of instructional specialty to which assigned.
2. Good knowledge of student growth and development applicable to the grade level assigned.
3. Good knowledge of school's program of studies related to mission goals and organization.
4. Ability to apply knowledge of current research and theory to instructional programs.
5. Ability to plan and implement lessons based on curriculum objectives and the needs and abilities of students.
6. Ability to move around the room in order to monitor student work and behavior.
7. Ability to establish and maintain effective relationships with students, parents and peers.
8. Skilled and effective in oral and written communication.
9. Excellent human relations skills.
10. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high-intensive work environment.

Other Skills and Abilities:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit and stand, and almost continuously walk. The employee is occasionally required to stoop, kneel, and reach forward and above the head. The employee will occasionally lift and/or move 50 pounds such as boxes of books and TV/VCR carts. Specific vision abilities required by this job include close vision. The employee regularly interacts with students, staff and parents in addition to meeting multiple demands and deadlines from several people.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions

of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet and work is performed indoors.

Terms of Employment:

Length of contract and salary will be established by the Board.

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Professional Personnel.

LEA Classification: Professional Classified Services

LEA Division: Instructional Aides

Job Code: AD04-05

Job Title: Media Aide

Qualifications:

1. Possess High School Diploma or equivalent.
2. Ability to type 50 words per minute.
3. Demonstrates aptitude or competence of assigned responsibility.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Reports to: Media Specialist and/or Principal

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

Performance Responsibilities:

1. Types and processes orders, reports, bibliographies, forms, library schedules, letters to publishers, catalog cards, and the like.
2. Orders and receives books selected for purchase by the librarian.
3. Maintains files of catalog cards, vertical file materials, publishers' catalogs, and the like.
4. Assists with the automated circulation process.
5. Assists in the planning and creation of monthly bulletin boards and other appropriate displays.
6. Assists with the collection and accountability of overdue fines.
7. Maintains current inventory of supplies and suggests items for acquisition as needed.
8. Oversees the general neatness and attractiveness of the library and its displays.
9. Helps students locate reference materials and other instructional materials.
10. Reads to small groups of students (in elementary school libraries only).
11. Assists the librarian in maintaining proper student discipline.
12. Makes simple repairs on damaged books and processes more severely damaged books for repair at the bindery.

13. Monitors attendance in the library and keeps attendance records.
14. Readies books for reserve on teachers' requests, and maintains the reserve shelf.
15. Prepares current magazines for shelving and maintains the back-number stacks.
16. Assists in the annual inventory of library materials and the preparation of lists of missing books and books to be discarded.
17. Shelves incoming books.
18. Performs such other tasks as the librarian may from time to time assign.

Other Skills and Abilities:

Ability to operate a typewriter, photocopying machine, and computers. Ability to assume responsibility for supervising students, understand and carry out oral and written instructions. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing.

Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk, sit, and talk or hear. The employee is occasionally required to use hands to finger, handle as to operate office equipment; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to ten pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate to loud. The employee must work with public and other staff, continuously meeting multiple demands from several people.

Terms of Employment:

Nine months: Other contract terms and salary to be established by the Board.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Support Personnel.

Equal Access

Each student shall have regular and frequent access to the library on either an individual or class group basis. This access is facilitated through the use of flexible scheduling in the use of the library media center. Materials include various types of resources which addresses different learning styles. Students have use of the Internet for accessing databases from the Alabama Virtual Library as well as for browsing.

Equipment

All equipment under the control of the library media program will be securely stored in a designated area within each local school. Fixed asset accountability is maintained at the district level.

Record Keeping and Reports

All statistical reports required by administration are available through the circulation software system and can be prepared upon request.

The local library media center will cease operation and close in an appropriate amount of time to allow for proper accounting of all materials and resources at the end of each year. It is the responsibility of the media specialist to collect all appropriate feed/fines accrued at that site. Every effort should be made to resolve textbook/library book fines so as to make a smooth transition of student records.

Donations and Gifts

Acceptance and disposition of gift materials will be based on the criteria for selection. Once received, all gifts become the property of the Phenix City Schools and may not be reclaimed. Disposal, retention, and use of gifts will be left to the discretion of the school officials.

Public Relations and Advocacy

The public relations goals of the Phenix City Library Media Program are:

- To promote stakeholder awareness and active participation in library services and programs
- To develop understanding and support of the library and its role in the learning community.

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.

Services Offered

The library media program consistently provides flexible access to archived, current, and new resources to meet the learning needs of the school community:

The library media program uses a district/system-approved automated management system to enable location of desired resources.

The library media program provides a climate that encourages information access and is conducive to learning.

The library media program provides flexible and equitable access to information, ideas, and resources for learning.

The library media program provides services as well as opportunities to access text, media, current and new technologies to meet the 21st Century learning needs of the school community.

Disaster Preparedness

All precautions will be made to avoid disasters. However, in the rare occurrence of a disaster the local school's disaster plan will be adhered to. In the event of damage to the library media center, materials will be salvaged according to the judgment of the library media specialist and stored in an appropriate location until recovery efforts have been completed.

Evaluation and Assessment

Library media services are evaluated annually by the district/system according to a written program plan based on assessed needs consistent with the goals of the school and school system.

The library media specialist is certified, has a plan for professional development, and is evaluated periodically by appropriate, predetermined criteria as determined by the district.

The LMC uses an approved electronic management system to promote ease of assessment for circulation, resources and to provide accuracy of required recordkeeping.

Pertinent policies (Circulation, AUP, Copyright, and Challenged Materials) are readily accessible for public information, assessment and viewing.

Forty percent management time is allotted daily for the LMS to assess, do required management responsibilities, and collaborate with teachers.

The school LMC collection is exemplary in content, quality, quantity, currentness, age and grade-appropriateness, curricular support, usable condition, diversity in format and subject matter, and adequacy to meet the multifarious information needs of the entire school community.

An online public access catalog of the LMC collection is made available, with multiple stations, based on the assessed needs of the population served.

The LMC program is routinely assessed, involving input from representatives of all segments of the learning community.

New and emerging technologies are assessed routinely to determine feasibility, cost-effectiveness, and relevant support to teaching and learning before adding them to the LMC collection.

The LMS insures that all library records are kept confidential.