Library Media Specialist
Information Handbook

Division of Instructional Support
Dr. Pamela T. Henson, Director of Instructional Support

Dr. Alan T. Lee, Superintendent
PREFACE

The school library media program focuses on creating a community of lifelong learners. Student learning is the core of the library media program and it shapes the function of the school library media specialist. The school library media specialists collaborate with teachers to enhance classroom learning. They also promote a love of reading both in and out of the classrooms.

The school library media specialist today focuses on the process of learning rather than dissemination of information. Information literacy—the ability to find and use information—is the keystone of lifelong learning. The library media program combines effective learning and teaching strategies and activities with information access skills. In this century, a strong school library media program is even more essential in helping its students acquire skills they will need to harness and use information for a productive and fulfilling life.

The school library media specialist uses information literacy standards for student learning to create and maintain a program for a broad learning community—students, teachers, administrators, parents, and the neighborhood—that will support lifelong learning (Information Power: Building Partnerships for Learning, Edition 1998).
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REVISED May 2011
COMMITTEE STATEMENT

This handbook is designed to serve as a guide and provide pertinent information for library media personnel in the Baldwin County Public Schools. Its purpose is to facilitate some uniformity of operation without demanding conformity, since individual schools vary greatly in size, composition of student body, and library media staff. Revisions and updating will be ongoing as changes in state and system requirements and new needs arise.
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LIBRARY

MEDIA

PROGRAM
Baldwin County Board of Education

Mission Statement

The mission of Baldwin County Public Schools is to prepare life-long learners who are responsible, productive, caring citizens. Our highly qualified, effective staff will teach a challenging, relevant curriculum in an environment that is safe and conducive to learning.
Library Media Mission Statement

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by:

- providing intellectual and physical access to materials in all formats
- providing instruction to foster competence and stimulate interest
- working with other educators to design learning strategies to meet the needs of individual students

The school library shall be an instructional media center serving the media specialist, and shall offer a comprehensive program of library services. Library media resources are available to students and teachers through a systematically developed collection within the school and through access to resources outside the school. The media specialist plans and works cooperatively with teachers in providing library services and library instruction to students. The media specialist shall serve as a resource person, working cooperatively with teachers and students on reading guidance for individuals and groups and making available curricular materials.

Contact Vicky Cook for information about Media Specialists in our school system.
Goals and Objectives of the Library Media Program

• To provide a pleasant, creative and safe learning environment
• To facilitate the use of information in a variety of formats
• To take an active role in supporting curriculum and providing materials which meet a variety of learning styles
• To empower students to be independent and proficient life-long learners
• To instill an appreciation of reading by assisting students with literary selection
• To create media literate consumers by providing students with research strategies to develop critical thinking
Roles and Responsibilities of the School Library Media Specialist

- **As teacher**, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations—particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff—both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

- **As instructional partner**, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.

- **As information specialist**, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical use of information available in these and in more traditional tools.

- **As program administrator**, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

Information Literacy Standards for Student Learning

The following information literacy standards for student learning are reprinted from Chapter 2 in *Information Power Building Partnerships for Learning* and are used with the publisher’s permission.

**Information Literacy**
- **Standard 1:** The student who is information literate accesses information efficiently and effectively.
- **Standard 2:** The student who is information literate evaluates information critically and competently.
- **Standard 3:** The student who is information literate uses information accurately and creatively.

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

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

Professional development is an essential and continuous function of successful careers in public education. Continuous professional development opportunities for library media specialists include the following:

1. County library media staff meetings

2. Faculty meetings

3. Local faculty in-service sessions sponsored by the library media specialist

4. Academic and/or curriculum committee meetings

5. Other in-school committee meetings

6. Professional organization meetings
   - Local
   - Regional
   - State
   - National

7. Reviewing proposals

8. Graduate courses

9. National Board Certification
Policy for Selection and Review of Library Materials

It is the policy of the Baldwin County Board of Education that while the selection of material housed within the school should involve many people representing all phases of the school community, the ultimate responsibility for the selection of these materials shall rest with the principal.

The Baldwin County School Board recognizes the right of persons to express objections to library materials which they deem inappropriate. When a request for formal review of materials is made, guidelines issued by the superintendent shall be followed.
The Baldwin County School Board Policy states the following provisions:

# 745 Media/Instructional Materials

- The system shall house for distribution appropriate media and instructional materials to extend that which is available in the local school media centers.

- Curriculum personnel shall prepare and distribute a catalogue of materials and a listing of specialized services available. Materials shall be updated through periodic supplements as materials and equipment are added to the inventory.

- It shall be the responsibility of the Division of Curriculum and Instruction to develop (1) criteria for the selection of materials and equipment, (2) criteria for discarding material from the collection, and (3) procedures for formal review of materials.

# 746 Local School Media Centers

- Each local school shall maintain a media center, which shall provide a variety of supplementary instructional materials and equipment geared to the needs of the students served.

- The local school center shall also house materials designed to enhance the professional development of staff members within the school.

# 747 Selection and Review of Library Materials

- While the ultimate responsibility for the selection of library materials housed within the school shall rest with the principal, individuals representing various segments of the school community may be involved.

- The board recognizes the right of persons to express objections to the materials which they deem inappropriate. When requested, formal review of materials shall be conducted within guidelines issued by the superintendent.
Procedures for Selection and Review of Library Materials

I. Introduction

School library media programs implement, enrich, and support the educational programs of our schools. It is the policy of the Baldwin County Board of Education to provide a wide range of library material on all levels of difficulty, with diversity of appeal, and with different points of view.

II. Responsibility for Selection of Materials

The Board of Education is legally responsible for all matters relating to the operation of the schools.

The selection of materials should involve many people, including the library/media specialist, teachers, students, supervisors, administrators, parents, and other community persons. The responsibility for coordinating and recommending the selection and purchase of library and instructional materials is delegated to the certified library/media personnel employed by the school board. The library/media personnel should inform the principal of any material that may be potentially controversial. A committee will be assembled at each school to review books and materials that appear to be potentially controversial. This committee is charged with the responsibility of:

1. Reviewing the material and making a recommendation to the principal concerning its purchase.

2. Making appropriate designations as to which students would have access to the material if purchased.

However, the ultimate responsibility for selection of materials housed within the school rests with the principal in accordance with board policy.
III. Objectives of Selection

In order to assure that the school library media program is an integral part of the educational program of each school, the selection of materials is based on the following objectives:

1. To provide materials that will enrich and support the curriculum as well as personal needs of the clientele, taking into consideration their varied interests, abilities, maturity level and learning styles.

2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

3. To provide a background of information which will enables pupils to make intelligent judgments in their daily life.

4. To provide materials on opposing sides on controversial issues so that young citizens may develop with guidance the practice of critical analysis of all media.

5. To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage.

6. To place principles above personal opinion and reasons above prejudice in the selection of materials of the highest quality in order to assure an appropriate and comprehensive media collection.

7. To promote the enjoyment of reading as a leisure time activity.
IV. Criteria for Selection of Instructional Materials

Needs of the individual school based on a knowledge of the curriculum and of the existing collection are given first consideration.

Requests from faculty and students are considered.

Materials for purchase are considered on the basis of:
1. Overall purpose
2. Timeliness or permanence
3. Importance of the subject matter
4. Quality of the writing and production
5. Readability and popular appeal
6. Authoritativeness
7. Accuracy of content
8. Reputation of the publisher or producer
9. Reputation and significance of the author, artist, composer, etc.
10. Format and price

V. Procedures for Selection

It is recommended that the certified library/media personnel consult with a selection committee and/or the faculty in order to facilitate the following:

1. Evaluation of the existing collection
2. Assessment of curricular needs
3. Solicitation of recommendations for acquisition
4. Review of recommendations, when appropriate, to assure that the materials are listed in a reputable, professionally prepared selection aid.
5. Viewing selection as an ongoing process, which includes removal of materials no longer appropriate, and the replacement of worn/damaged materials still of educational value.
6. Judging donations by the same criteria used in selection of materials.
7. Acquisition of multiple items of outstanding and much-in-demand media.
8. Acquisition of subscription materials by the same criteria as used in selection materials.

VI. Criteria for Discarding Material from the Collection

The item has not been circulated in the last three (3) years and is at least ten (10) years old or is no longer relevant to the collection.

The item's physical condition is such that it is no longer useful or aesthetically pleasing.
VII. Procedures for Formal Review of Materials

The Baldwin County School Board supports principles of intellectual freedom inherent in the First Amendment of the constitution of the United States and expressed in the Library Bill of Rights and the School Library Bill of Rights. The School Board recognizes the right of persons to express objections to library materials which they deem inappropriate.

When a request for formal review of materials is made, the following procedures should be followed:

1. The principal shall inform the complainant of the selection procedures, request that the materials in question be returned to the library, and make no commitment. The complainant will have reasonable access to the material, and will be given appropriate information as to the procedure that should be followed. (See following section Request for Formal Review of Library Materials.)

2. Upon receipt of the complaints completed form (Request for Formal Review of Library Materials), the principal requests review of the challenged material by the School Media Review Committee within fifteen (15) working days, and notifies the Division Superintendent for Curriculum and Instruction and the Superintendent that such review is being made. The challenged material will be in the possession of the School Media Review Committee during the review procedure. The complainant may request to address the School Media Review Committee but may not be present for the committee’s deliberations.

3. The principal shall inform the library/media specialist, the Superintendent, Division Superintendent for Curriculum and Instruction and the appropriate supervisor of the complaint. A local committee appointed by the principal, with the assistance of the library/media specialist, will serve as the School Media Review Committee to determine the disposition of the material. For complaints received at the elementary level, the School Media Review Committee will consist of the principal, the school library/media specialist, a classroom teacher and two parents. At the middle and secondary levels, two students may be added to the committee. The complainant may know the make up of the committee but may not be a committee member.
4. The School Media Review Committee will:

   a. Read and examine referred materials.

   b. Check general acceptance of the materials by reading reviews.

   c. Weight values and faults and form opinions based on the materials as a whole and not on passages taken out of context.

   d. Meet to discuss the material and to prepare a report on it using appropriate checklist as a guide for discussion. (See section Checklist for School Media Review Committee's Review for Library Materials.)

   e. Retain or withdraw challenged materials based on the decision of the School Media Review Committee.

   f. File a copy of the report in the school principal's office and the Superintendent's office within ten (10) working days following that decision.

   g. The School Media Review Committee will notify the complainant in writing of its decision within ten (10) working days following that decision. A copy of the report will be included with the decision. A copy of the decision will be sent to the Division Superintendent of Curriculum and Instruction and the Superintendent.

5. The decision of the School Media Review Committee may be appealed to the Superintendent. This request for appeal must be presented in writing to the Superintendent within ten (10) working days of notification from the School Media Review Committee.

6. The Superintendent will review the challenged material and respond in writing to the complainant within fifteen (15) working days. A copy of the Superintendent's decision will be sent to the members of the School Media Review Committee.
Request for Formal Review of Library Materials

School: __________________________________________

Please check type of materials:

( ) Book  ( ) Video  ( ) CD
( ) Periodical  ( ) DVD  ( ) Kit
( ) Pamphlet  ( ) Audio Cassette  ( ) Other

Title: __________________________________________

Author: _________________________________________

Publisher or Producer: ____________________________

Request initiated by: ______________________________

Telephone: __________________ Address: __________________

City: __________________ State: _______________ Zip: __________

Before the following questions are answered, it is recommended that the complainant read, view, or listen to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. Please sign your name to each additional sheet.

1. Have you read, viewed, or listened to this material in its entirety? Yes___ No____
   What do you understand to be the theme or purpose of this material?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. To what in the material do you object? (Please be specific, cite pages, film sequence, etc.)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
3. What do you feel might be the effect on a student using this material?

______________________________________________________________

______________________________________________________________

4. For what age group would you recommend this material?

______________________________________________________________

______________________________________________________________

5. Is there anything good in this material? Please comment.

______________________________________________________________

______________________________________________________________

6. What is your recommendation concerning this material?

______________________________________________________________

______________________________________________________________

7. Would you care to recommend other school library material on the same subject and format that would be more appropriate for this age level?

______________________________________________________________

______________________________________________________________

Signature of Complainant ___________________________ Date __________

Please return completed form to the school principal.
CHECKLIST FOR FORMAL REVIEW OF LIBRARY MATERIAL
FICTION AND OTHER LITERARY FORMS

Title:

Author:

A. PURPOSE
1. What is the purpose, theme or message of the material?
   How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?
   Yes  No  For Adults?  Yes  No
   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?  Yes  No  N/A

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements,
   and problems of various minority groups?  Yes  No  N/A

5. Are any questions/elements of the story an integral part of a worthwhile theme or message?
   Yes  No

B. CONTENT
1. Does a story about modern times give a realistic picture of life as it is now?
   Yes  No  N/A

2. 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?  Yes  No

3. When factual information is part of the story, is it represented accurately?
   Yes  No  N/A

4. Is prejudicial appeal readily identifiable by the potential reader?  Yes  No

5. Are concepts presented appropriate to the ability and maturity of the potential reader?
   Yes  No

6. Do characters speak in a language true to the period and section of the country in which they live?
   Yes  No  N/A
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents the chief character or any of the minor characters?  [ ] Yes  [ ] No
8. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate for children?  [ ] Yes  [ ] No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?  [ ] Yes  [ ] No  [ ] N/A
10. Is the material free from derisive names or epithets that would offend minority groups?  [ ] Yes  [ ] No  Young Adults?  [ ] Yes  [ ] No
11. Is the material well written or produced?  [ ] Yes  [ ] No
12. Does the story give a clearer understanding of human behavior without stressing differences of class race, color, education, religion or philosophy in any adverse way?  [ ] Yes  [ ] No
13. Does the material make a significant contribution to the history of literature or ideas?  [ ] Yes  [ ] No
14. Are the illustrations appropriate and in good taste?  [ ] Yes  [ ] No  [ ] N/A
15. Are the illustrations realistic in relation to the story?  [ ] Yes  [ ] No  [ ] N/A

C. REVIEWS

1. Source of reviews
   [ ] Favorably reviewed  [ ] Unfavorably reviewed

2. Does the title appear in one or more reputable selection aids?  [ ] Yes  [ ] No
   If answer is yes, please list titles of selection aids.

Additional Comments:

Recommendation by Advisory Review Committee for Treatment of Challenged materials

Signature(s) of Advisory Review Committee Member(s)
LIBRARY ENHANCEMENT FUNDS
BUDGETS

GENERAL INSTRUCTIONS

The Foundation Bill 95-314 states “The library enhancement appropriation shall be for K-12 Public School Library/Media Centers…Not less than of the above appropriation is to be expended for books. Other expenditures may include:

1. Book binding
2. Repair
3. CD-ROMs
4. Computer Software
5. Computer Equipment
6. Cataloging
7. Audio-Visual Materials
8. Newspapers
9. Magazines
10. Recordings
11. Video tapes / DVD’s

The Accountability Bill 95-313 states “Library enhancement funds must be budgeted for all teachers based on the rate appropriated per teacher unit by the legislature in the foundation program.” This bill then quotes the above statement from the Foundation Bill.

1. By law each school must submit a budget for the expenditures of library enhancement monies.
2. All faculty members will be given the opportunity for input; therefore, the budget must be developed and approved in a faculty meeting.
3. The faculty, librarian and principal of each school shall cooperatively develop a budget for the purchase of library enhancement expenditures, and by a majority vote of the faculty, approve a budget for the school.
4. Each teacher must sign that they have participated in the budget process.
5. After the budget has been developed, each teacher should vote by secret ballot. Ballots should then be counted and filed in the school office for examination by state auditors.
6. A minutes of the meeting with the results of the vote should be taken, a copy filed in school office and a copy forward with the budget and other supporting documents to the central office, Attention: Jean McCutchen
ACQUISITIONS

One of the functions of the library media center is to provide a sufficient number of quality print and non-print materials to serve the varying needs of students and faculty. In selecting items to be purchased, the library media specialist should be knowledgeable about the overall instructional program, consult recognized selection resources such as The School Library Journal and solicit recommendations from students and staff. These collected resources, and the equipment necessary to access them, become the base from which the media program operates. The adequacy of this base directly impacts the effectiveness of the total program. The final decision is vested in the library media specialty to assure that the library has a well-balanced collection

CRITERIA FOR SELECTION OF RESOURCES

Content considerations include how it relates to the curriculum, the existing collection and the needs and values of the community. Items for purchase are evaluated on the basis of:

- Learning needs of the school population
- Importance of subject matter in the course of study
- Meeting accreditation requirements
- Appeal and appropriateness to student’s reading abilities
- Reliability of producers and publishers
- Format, price, and durability
- Availability of MARC records and processing options
Placing the Order:

Purchases made with state allocations must be submitted on a Library Enhancement purchase order form. Purchases made with local school money should be made on a local purchase order form. Complete purchase orders with the following considerations:

- If order form includes overage, write this statement: “Do not exceed the total listed in the totals column on this page.”
- Order library bound editions of books when possible.
- Lists and form may be attached to the purchase order rather than typing the list on the form.
- Take advantage of order preparation offered by vendors.
- Make a photocopy of the purchase order.
- Library Enhancement PO numbers are assigned by the Central Office.
- Maintain a file of orders and actions relating to them.
- Follow local routing procedures.

Receiving Procedures:

The following steps should be taken when the order is received:

- Check packing slip against materials received and purchase order.
- Note any deficiencies or defects and notify vendor.
- File packing list with purchase order and notes.
- If order is complete, initial and date the invoice.
- Business office will send an invoice for a signature and verification of date the order was received.
MINIMUM COLLECTION GUIDELINES


RECOMMENDED CORE REFERENCE COLLECTION

A core is a minimum collection of standard information sources needed for student research.

<table>
<thead>
<tr>
<th>General Encyclopedias</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abridged Dictionary</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Unabridged Dictionary</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>Thesaurus</td>
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<tr>
<th>Special Dictionaries</th>
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<td><strong>Science</strong></td>
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<td></td>
<td><strong>Foreign Phrases</strong></td>
<td></td>
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<tr>
<td>Almanacs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Periodical Index</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Book of Quotations</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Atlases</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Gazetteer/Geographical Dic.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Poetry Index</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biographical Sources</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Historical Atlases</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Style Manual</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Congressional Dictionary</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>News Digest</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Parliamentary Handbook</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>US Statistical Abstract</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Occupational Outlook Handbook</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Statesman’s Yearbook</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Historical Statistics of the US</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Literature Handbooks</td>
<td>-</td>
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</tr>
</tbody>
</table>

22
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 Headings* for subject authority.

Format: BOOKS

The following designations should be used in classifying books:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>852 tag subfields</th>
<th>CALL NUMBER DESIGNATIONS</th>
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</thead>
<tbody>
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<td>EASY</td>
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<td>3 letters (upper case) of author's last name</td>
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<tr>
<td>FICTION</td>
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<td>FIC</td>
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<tr>
<td></td>
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<td>3 letters (upper case) of author's last name</td>
</tr>
<tr>
<td>STORY COLLECTION</td>
<td>h i</td>
<td>SC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 letters (upper case) of author's last name</td>
</tr>
<tr>
<td>COLLECTIVE BIOGRAPHY</td>
<td>h i</td>
<td>920</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 letters (upper case) of author's last name</td>
</tr>
<tr>
<td>INDIVIDUAL BIOGRAPHY</td>
<td>h i</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 letters (upper case) of bio’s last name</td>
</tr>
<tr>
<td>NONFICTION (000-999)</td>
<td>h i</td>
<td>DEWEY #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 letters (upper case) of author's last name</td>
</tr>
<tr>
<td>REFERENCE</td>
<td>k h i m</td>
<td>REF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DEWEY #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 letters (upper case) of author's last name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Volume # or Year</td>
</tr>
<tr>
<td>PROFESSIONAL</td>
<td>k h</td>
<td>PRO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DEWEY #</td>
</tr>
<tr>
<td>Format</td>
<td>k</td>
<td>h</td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>PAPERBACKS</td>
<td>PBK</td>
<td>DEWEY #</td>
</tr>
<tr>
<td>BIG BOOK</td>
<td>BB</td>
<td>DEWEY #</td>
</tr>
</tbody>
</table>

*Process paperbacks at your discretion.*

Label spine with call number at least one inch from the bottom and cover it with a protector. Be consistent in your library media center.

Attach the barcode and protector to the front of the book. Be consistent in your library media center.
CLASSIFICATION PROCEDURES FOR NON-BOOK MATERIALS

A unified approach of treating print and non-book materials is recommended. Non-book materials should be classified according to the Dewey Decimal Classification System. The following symbols are recommended for use in classifying non-book material.

**NOTE:** Two or more media will be designated as a Kit. The call number is in the 852 k (Prefix)

### Format: AUDIOVISUAL

<table>
<thead>
<tr>
<th>CAS</th>
<th>Cassettes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDR</td>
<td>CD ROM – Microcomputer Programs</td>
</tr>
<tr>
<td>DVD</td>
<td>Digital Versatile Disc</td>
</tr>
<tr>
<td>FILM</td>
<td>Motion Picture (16mm)</td>
</tr>
<tr>
<td>FSS</td>
<td>Filmstrip (only type of media)</td>
</tr>
<tr>
<td>GAM</td>
<td>Games</td>
</tr>
<tr>
<td>KIT</td>
<td>Kit</td>
</tr>
<tr>
<td>LDC</td>
<td>Laser Disc</td>
</tr>
<tr>
<td>MOD</td>
<td>Model</td>
</tr>
<tr>
<td>MCD</td>
<td>Music CDs</td>
</tr>
<tr>
<td>PIC</td>
<td>Picture</td>
</tr>
<tr>
<td>REA</td>
<td>Realia</td>
</tr>
<tr>
<td>REC</td>
<td>Records</td>
</tr>
<tr>
<td>SLI</td>
<td>Slides and Microscope Slides</td>
</tr>
<tr>
<td>SWC</td>
<td>Software/Computer File</td>
</tr>
<tr>
<td>TOY</td>
<td>Toys, Puppets, etc.</td>
</tr>
<tr>
<td>TRA</td>
<td>Transparency</td>
</tr>
<tr>
<td>VCT</td>
<td>Video Tape Recording</td>
</tr>
</tbody>
</table>

Sample call number for a video tape recording:  
VCT  Prefix  
510  Main  
SEV  Cutter  3 letters of author’s last name

### Format: SERIALS

<table>
<thead>
<tr>
<th>PER</th>
<th>Periodicals, Magazines &amp; Microfilms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample call number for a periodical:  
PER  Prefix  
HIG  Main  3 letters of title

*Highlights for Children*
CLASSIFICATION PROCEDURES FOR EQUIPMENT

LMC equipment should be housed in a central location and easy accessibility for checkout to all teachers and students.

The following abbreviations should be used in the local holdings 852 tag and as a Prefix:

Format: EQUIPMENT: EQ Collection

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVC</td>
<td>Audiovisual Cart</td>
</tr>
<tr>
<td>CAM</td>
<td>Camera</td>
</tr>
<tr>
<td>CAP</td>
<td>Cassette Player</td>
</tr>
<tr>
<td>CAR</td>
<td>Cassette Recorder</td>
</tr>
<tr>
<td>CDP</td>
<td>CD Player</td>
</tr>
<tr>
<td>CPU</td>
<td>Computer/Laptops</td>
</tr>
<tr>
<td>DCAM</td>
<td>Digital Camera</td>
</tr>
<tr>
<td>DVDP</td>
<td>Digital Versatile Disc Player</td>
</tr>
<tr>
<td>FSP</td>
<td>Filmstrip Projector</td>
</tr>
<tr>
<td>LCDP</td>
<td>LCD Projector</td>
</tr>
<tr>
<td>LDP</td>
<td>Laser Disc Player</td>
</tr>
<tr>
<td>LSS</td>
<td>Listening Station</td>
</tr>
<tr>
<td>OHP</td>
<td>Overhead Projector</td>
</tr>
<tr>
<td>OPP</td>
<td>Opaque Projector</td>
</tr>
<tr>
<td>PDA</td>
<td>Personal Digital Assistant</td>
</tr>
<tr>
<td>PRI</td>
<td>Printer</td>
</tr>
<tr>
<td>PRS</td>
<td>Projection Screen</td>
</tr>
<tr>
<td>SCAN</td>
<td>Scanner</td>
</tr>
<tr>
<td>SFSP</td>
<td>Sound Filmstrip Projector</td>
</tr>
<tr>
<td>SLP</td>
<td>Slide Projector</td>
</tr>
<tr>
<td>SMB</td>
<td>Smart Board</td>
</tr>
<tr>
<td>TEL</td>
<td>Television</td>
</tr>
<tr>
<td>TRI</td>
<td>Tripod</td>
</tr>
<tr>
<td>TVCR</td>
<td>TV/VCR Combo</td>
</tr>
<tr>
<td>VCAM</td>
<td>Video Camera (Camcorder)</td>
</tr>
<tr>
<td>VCR</td>
<td>Video Cassette Recorder</td>
</tr>
<tr>
<td>VTM</td>
<td>Video Title Maker</td>
</tr>
</tbody>
</table>

*Use the district’s property number assigned as your barcode number if available.
### PERCENTAGE OF BOOK COLLECTION PER DEWEY CLASSIFICATION

<table>
<thead>
<tr>
<th>Dewey Number</th>
<th>Subject</th>
<th>Percentage K-6</th>
<th>Percentage 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099</td>
<td>General Works</td>
<td>2-5</td>
<td>6-8</td>
</tr>
<tr>
<td>100-199</td>
<td>Philosophy</td>
<td>.5</td>
<td>1-2</td>
</tr>
<tr>
<td>200-299</td>
<td>Religion</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>300-399</td>
<td>Social Science</td>
<td>5-10</td>
<td>10-15</td>
</tr>
<tr>
<td>400-499</td>
<td>Languages</td>
<td>.5</td>
<td>2-5</td>
</tr>
<tr>
<td>500-599</td>
<td>Pure Science</td>
<td>10</td>
<td>5-10</td>
</tr>
<tr>
<td>600-699</td>
<td>Useful Arts</td>
<td>10</td>
<td>5-10</td>
</tr>
<tr>
<td>700-799</td>
<td>Fine Arts</td>
<td>5</td>
<td>5-10</td>
</tr>
<tr>
<td>800-899</td>
<td>Literature</td>
<td>5</td>
<td>5-10</td>
</tr>
<tr>
<td>900-900</td>
<td>History, Geography</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>FIC</td>
<td>Fiction</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>Easy books, Picture Books</td>
<td>20-25</td>
<td></td>
</tr>
</tbody>
</table>
PROCESSING OF MATERIALS

A well-organized collection is the first step toward providing effective library media services. To insure this, the library media center should practice a uniform method of processing materials. A detailed procedure is outlined for the processing of books, followed by a simplified flow chart of the process.

A. Processing Print and Non-Print Materials
   1. Check new books against the purchase order and the company’s invoice or packing slip.
   2. Indicate books received and discrepancies on all copies.
   3. If the book is faulty, notify the vendor.
   4. Stamp the book with the library media stamp. Also stamp books with Title stamp if purchased with federal funds. Stamp the following places:
      i. Inside back and front cover
      ii. Title page
      iii. Bottom of secret page
   5. Assign classification number or check given number.
   6. Record call number in the book.
   7. Assign barcode number to book.
   8. Label spine with call number.
   10. Label with Accelerated Reader information.

B. Periodicals
   1. Receiving: A record should be kept of all periodicals as they are received. Missing numbers can then be readily identified. Upon receiving a periodical, a check should be placed on the periodical record under the month of the periodical. If the periodical is a weekly, the date of the periodical should be placed under the month rather than a check.
   2. Processing: Each issue of a periodical should be stamped with the ownership stamp in at least three places.
C. Audiovisual Materials/Equipment

1. Complete processing should include the following:
   a. Check equipment against purchase and the company’s packing slip
   b. Stamp with the school’s name
   c. Add item into computer database system or accession book noting the following:
      • Type of equipment
      • Brand name
      • Company
      • Date received
      • Serial number
      • Model number
      • County property number (if equipment price equals or exceeds $500.00)
      • Source of funds
   d. Assign call number
   e. Label item with inventory number

2. Back-up copies of software programs, audio books, etc. should be made at this point if permission for copying has been given by publishers. Failure to adhere to copyright policy could involve the person violating the copyright and the school system in a lawsuit.
CIRCULATION PROCEDURES

1. **Reference Materials**—may be circulated overnight with permission of the library media specialist.

2. **Circulating Books**—regular books should usually be circulated for a period of one or two weeks.

3. **Renewals**—should be granted on all regular loans, but a limit to the number of renewals should be set. The book must be presented for renewal each time, and any fines incurred must be paid.

4. **Circulation Information**—Information should be distributed that contains specific directives pertinent to the operation of that particular library, such as hours when the library should be open, policies regarding overdue fines, lost and damaged materials, regulations for the use of all library materials, and other items needed to clarify for the student and teacher the overall library policies.

5. **Recording Circulation of Print and Non-Print Materials**—Circulation reports should be printed annually. Cards for the day’s circulation should be kept together filed proper sequence if done manually.

6. **Overdue Books**—An attitude of responsibility should be emphasized to the students concerning the importance of returning materials on time. Overdue notices should be printed and sent in a timely manner.

7. **Overdue, Damaged or Lost Fines**—The amount charged for overdue books, damaged or lost library materials is determined by county guidelines. When a student transfers, a receiving school may be contacted for assistance in recovering the book or money.

8. **Monies Collected**—Monies collected through the library should be deposited into the library account. These funds should be used to purchase library materials.

9. **Circulation Period**—The length of circulation period is determined by the size of collection, number of borrowers, and the way in which material is to be used.

10. **Circulating Audiovisual Materials and Equipment**—Audiovisual materials and equipment may be circulated through the use of check-out sheet, log, card file or database system.

11. **Magazines**—If space if available, magazines should be available at all times to be used for reference. Therefore, magazines should be circulated only at the discretion of the library media specialist.
GENERAL LIBRARY/MEDIA CENTER PROCEDURES

Suggested Fine Procedure (Elementary)—It is recommended that there be no overdue fine charge.

Other Assessed Charges (Elementary)—It is recommended that a replacement cost be charged for lost books. A processing fee of a maximum of $5.00 may be charged to cover the cost of barcodes, labels, handling, etc. Charges for damaged books may also be assessed.

Suggested Fine Procedure (Secondary)—It is recommended that there be a $.10 per day fine for overdue books. The fine will be assessed each day, and may include weekends and holidays until a ceiling of $8.00 has been reached.

Other Optional Assessed Charges (Secondary)—There can be a $.75 charge for handling lost books turned into the library. These are books found on campus and turned into the librarians. For lost books, the replacement cost of the book plus $2.00 for handling is proposed. Charges for damaged books may be assessed.

Other Fine Penalties—Students may not check out additional books until all fines are paid.

Lost Book Penalties—While students cannot be denied access to the library, the privilege of checking out books is to be relinquished until lost books are returned or paid for.

Sick Room Students—It is recommended that students who are too ill to attend PE classes not be sent to the library.

Classes in the Library—It is recommended that no class (study hall, driver’s ed, or content area) be held in the library.

Make-up Tests in the Library—It is recommended that students not be sent to the library for the purpose of making up missed tests.

Number of Students Per Period in Library—A maximum capacity number should be set for each library. The exact number will depend upon the size of the facility and the number of librarians present.

Use of Library by Total Class Groups—When an entire class utilizes the library for an assignment, the classroom teacher will accompany them and remain during the class period.

No Make Up Days—When a class misses its scheduled library time, there will be no make-up days.
**Additional Secondary Procedures**

**Disruptive Students**—Students who are seriously disruptive will be dealt with in the following manner:
1\(^{st}\) Offense: Sending teacher notification of disruption.
2\(^{nd}\) Offense: Student denied access to library.
3\(^{rd}\) Offense: Student denied access to library for the semester and reported to principal.

**Library Passes**—All students entering the library should have an initialed pass permitting them access. Each student should have an assigned task for coming to the library.

**Vocational Education Student**—It is recommended that vocational education students who miss the bus not be sent to the library.

**Library Science Class**—The number of library science students per period should be limited to five (5). Three (3) is the recommended number of students per period per librarian.
Notes:
**Weeding**

Weeding is not a once-a-year project, but a continuing process throughout the school year. Be sure to check circulation history on questionable AV material before discarding. Keep a running tally or file of discarded items. The annual report requests the number of books and the number of AV materials withdrawn by the end of the school year.

1. Consider weeding the following:
   a. Badly damaged print and non-print materials
   b. Old editions replaced with newer copyright editions
   c. Outdated or discriminatory materials (sexists, stereotypes, etc)
   d. Titles that are no longer popular and never circulate
   e. Duplicate copies that no longer circulate

2. Consider NOT weeding:
   a. Any item which is out of print and may be occasionally used.
   b. Items of historical value in the school or local community.
   c. If your library does not meet SACS accreditation.
   d. Classics

3. After you have removed the item from the shelves or storage area:
   a. Remove record from the computer.
   b. Mark the cover or container as discarded.
   c. Withdrawn books may be destroyed, given away, sold or recycled.

**Some Specific Weeding Criteria:**
(Unless stated, follow general weeding criteria.)

**General Works:**
- Replace one set of encyclopedia every five years.
- Almanacs and yearbooks are replaced with newer editions.

**Philosophy and Religion:**
- Most books do not become outdated.

**Geography:**
- Books in this area can quickly become outdated.

**Economics, Sociology, Political Science:**
- Retain primary works.
Education:
- Retain biographical materials.

Music, Art:
- Most books do not become outdated.

Literature and Language:
- Retain criticism of classic titles.
- Keep multiple copies of classic literary works.

Pure Sciences:
- Remove older materials when newer materials are available that provide better explanations.

Mathematics:
- Retain classics.
- Normally withdraw older editions when superseded by new ones.

Computer Science
- Materials in this area become outdated quickly.
- Withdraw older editions when superseded by new ones with new explanations.

Astronomy, Physics, Chemistry:
- Retain titles that are regarded as “landmark” in the area.
- Retain works of significant historical or literary value.

Medicine:
- Monitor changes in disease diagnosis and treatment.
- Discard older editions when superseded by new ones.

Agriculture:
- Discard older editions when superseded by new ones.

Technology:
- Withdraw materials when newer editions are published or newer material provided better coverage and treatment except auto and appliance repair manuals, cookbooks, and books on guns, clock etc.
INVENTORY

Hand Count

1. Materials should be arranged on the shelf in Dewey Decimal order.
2. Match the barcode number to the shelf-list printout.
3. Be sure to check the missing books against the books still in circulation.
4. When a book has been missing three years, it is recommended the title be considered lost and withdrawn from the collection.

Computer Inventory

1. All schools should have an electronic management system capable of accepting the barcodes and tallying the count of missing barcodes and then printing out the titles of missing items.
2. Reconcile inventory reports and take a collection snapshot.
3. Print out collection statistics report.
4. Send library inventory record, collection statistics report and audiovisual report to County Supervisor and Principal.

Audiovisual Equipment/Software Inventory

1. Count each category of equipment/software.
2. Prepare damaged equipment to send for repair.
3. Clean equipment.
Library Inventory Record

School _______________________________ School Year _______________

Enrollment/May _______________ Number of Faculty Members __________

Library Media Specialist/s ____________________________________________

___________________________________________________ _____________

Aide ______________________________________________ ______________

Hours _____________ to _____________

Total number of books on hand at end of year _______________________

Number of books on hand per student, based on student enrollment ______

Inventory – check method used:

__________ shelf-list

__________ hand count

__________ Athena*

__________ other ___________________

Complete the Library Media Program Improvement Questionnaire and Audiovisual Equipment Inventory

Attach a copy of the circulation usage statistics August-May from Atrium
Inventory Summary Report:
1. Choose ‘Reports’ from Menu Bar.
2. Choose ‘Statistical Reports’ from drop down menu.
3. Choose ‘Holdings Summary’ from the list.
   a. This will create a ‘Holding by Item Report Class’ report.
   b. Reload the report by clicking on the ‘Reload’ button at the top of the page to update your inventory.
   c. Make sure that a 0 appears on ‘Have’ column of the ‘Undefined’ line.
      • If a number appears, click on the word ‘Undefined’ in blue letters.
      • A list of books will appear; click on the word ‘Review’ in blue letters to pull up book information.
      • Click on the book title in blue letters from the Review Item window.
      • Look for the word ‘Undefined’ in the item description. It will probably be in the area of ‘Item Report Class’, ‘Item Circulation Class’, ‘Age Group’, ‘Physical Location’, or ‘Material Type’. Select the correct category from the drop down menu.
      • Now go back to the beginning and choose ‘Reports’. Follow the steps again, making sure to ‘Reload’ your report to clear the undefined line.
4. Choose ‘Printable Version’
5. Print 3 Copies; one for your Principal, one for Vicky, and one for yourself.

Circulation Statistics from Atrium (this year it will only include Jan. – May):
1. Choose ‘Reports’ from Menu Bar.
2. Choose ‘Statistical Reports’ from drop down menu.
3. Choose ‘Circulation by Item Report Class’.
   a. Change the starting date to either the first day of school or the first day back after Christmas break.
4. Choose ‘Printable Version’
5. Print 3 Copies; one for your Principal, one for Vicky (there is a way to Export this report as Text, but since the other must be printed, they might as well print this one too), and one for yourself.

This year, you will need to pull up the first part of the year’s circulation statistics from Athena. For Athena, it is the ‘Usage Statistics’ report.

Atrium and IT Services back up the servers daily but, for those that would like to have a saved file of their library catalog, you can export your records to your library workstation.

1. Go to ‘Catalog’ on the Menu Bar and choose ‘Export MARC Records’ from the drop down menu.
2. Click ‘Filter’ and then ‘Generate List’ in the new window, if you don’t want to limit your export.
3. Click ‘Export Queued Records’ and allow them to generate a report – may take a few minutes.
4. Once it has completed, a new window will appear asking if you want to save the file – choose ‘Save’.
5. Another window will open, asking where to save or automatically choosing “My Documents” – click ‘Save’.
6. Depending on the size of your file, you may be able to copy it to a flash drive, burn it on a CD, or just leave it on your workstation as a backup copy for your own piece of mind.

You can also export MARC Records from the Accession List and the List of Titles Report.
1. Go to ‘Reports’ on the Menu Bar and choose ‘List of Titles’ or ‘Accession List’ from the drop down menu.
2. Click on ‘Generate Report’ in the new window. If you only want certain records saved to your computer, then you can filter the list.
3. Once the report appears, you can either choose to ‘Export MARC Records’ or ‘Export Report as Text’.
4. Choose to ‘Save’ each time you are asked so that the file will be saved to your workstation.
Contact Information

Elementary (K-6th)
Julie Jackson
jsjackson@bcbe.org
Linda Noble
Lnoble@bcbe.org

Secondary (7th - 12th)
Mike Merold
Mmerold@bcbe.org

Loxley Central Office Satellite
1091 B Ave.
Loxley, AL 36551
251-972-8550
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FLEXIBLE SCHEDULING
The student-centered library media center program requires flexible and equitable access to information and resources to support student learning and to support curriculum instruction. Flexible scheduling requires a collaborative effort in planning between the teacher and the library media specialist. Flexible scheduling "is an organization for instruction, allowing for varying class sizes within and among courses, and providing for instructional groups that meet within and among courses, and providing for instructional groups that meet at varying frequencies and for varying lengths of time…" (The Facts on File Dictionary of Education, Edition 1988).

Essential to a successful flexible schedule is collaborative planning between the library media specialist and the teacher to develop curriculum based library media activities that provide student-centered learning and classroom related activities. Monitoring of flexible schedule and careful record keeping will assure that all students are engaged in library media activities routinely.

Use of flexible scheduling:
Follows recommended national guidelines:
• Ties library media center use to classroom objectives;
• Allows students and teachers to use the library media center and its resources as needed;
• Provides access for use of library media center as a learning laboratory;
• Provides a student-centered environment that promotes independent learning while meeting the individual reading needs of the student; and
• Provides developmentally appropriate activities for all students.

There are many scheduling variations that can be used. Flexible scheduling can be used throughout the day, everyday; part of each day; with only a few classes; several days a week; or as needs are determined by the library media specialist and the teachers.

BENEFITS OF FLEXIBLE SCHEDULING
STUDENT BENEFITS:
• Having access to materials and equipment when needed
• Having personal attention from the library media specialist
• Having opportunities to interact with students of various ability levels
• Having opportunities to work independently
• Having timely instruction in relevant information skills
• Having access to print and non-print circulation
• Developing an appreciation for lifelong reading
TEACHER BENEFITS:
- Being able to meet individual needs of students
- Being able to vary classroom activities
- Having students use a greater variety of print and non-print resources
- Having access to resources and equipment for instruction, as needed
- Planning instructional and curriculum goals with library media specialist
- Being able to concentrate on student-centered learning

PRINCIPAL BENEFITS:
- Having a learning program that develops independent learners
- Having a program that encourages student responsibility
- Fostering and encouraging professional cooperation
- Having a library media center that enhances school curriculum goals and needs
- Encouraging the widest possible use of information resources and services by making them available throughout the school through remote access in the library media center
- Using school-owned resources to the fullest extent

LIFELONG LEARNING
Library media specialists and teachers collaborate, to ensure that students will become effective users of information. Students' ability to think critically increases as they have more opportunities to locate, interpret, analyze, evaluate, and communicate ideas and information. When these opportunities are integrated throughout the curriculum, students develop a practice that will translate into lifelong learning strategies.
Baldwin County Public School System
Copyright Policy

The Baldwin County Public School System acknowledges that federal law states that it is illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Penalties may be imposed for unauthorized copying of audiovisual or printed materials, and computer software, unless the copying or using conforms to the “fair use” doctrine.

The Baldwin County School System encourages its staff to share learning by making proper use of supplementary materials. Copyright and the notion of intellectual property was written into the Constitution of the United States to promote learning and the useful arts and was designed to be supportive of the work of educators.

It is the responsibility of the employees of the Baldwin County School System to abide by the copying procedures and obey the requirements as set by the law. Copyright requirements should not be violated in order for employees to perform their duties.
The Constitutional Provision Respecting Copyright

The Congress shall have Power ... To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries

(United States Constitution, Article I, Section 8)

What Is Copyright?

Copyright is a form of protection provided by the laws of the United States (title 17, U. S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

What is Fair Use?

It is not an infringement of copyright to make short quotations from a work for purposes of criticism, comment, teaching, scholarship, or research. 17 USC §107. However, every quotation must be clearly identified with the name of the author and the source of the quotation.

In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

In order to apply copyright laws, there are several rules of Fair Use that should be applied when asking if one is staying within copyright guidelines and laws. These tests are for Brevity, Spontaneity, and Cumulative Effect.
**Brevity**

The copying meets the tests of brevity described in the following guidelines:

- a. With respect to poetry, "brevity" is deemed to mean a complete poem if less than 250 words and if printed on not more than two pages or, if from a longer poem, an excerpt of not more than 250 words.
- b. With respect to prose, "brevity" is deemed to mean either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. These limits are not violated by the completion of an unfinished line of a poem or of an unfinished prose paragraph.
- c. With respect to illustrations, "brevity" is deemed to mean one chart, graph, diagram, drawing, cartoon or picture per book.
- d. With respect to "special" works (i.e., certain works that combine language with illustrations, sometimes intended for children, and that fall short of 2,500 words in their entirety), "brevity" is deemed to mean an excerpt comprising not more than 10% of the words found in the text itself.

**Spontaneity**

The copying meets the tests of spontaneity as described in the following guidelines:

- a. The copying is at the instance and inspiration of the individual who orders or makes the reproductions or phonorecords to be prepared and distributed.
- b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission from the owner of the copyright.

**Cumulative Effect**

The copying meets the cumulative effect tests described in the following guidelines:

- a. The copied material will be used in only one course offered in the school in which copies are made;
- b. Not more than one short poem, article, story, essay or two excerpts may be copied from works by the same author, nor more than three from the same collective work or periodical volume, during the same term;
- c. Not more than nine instances of such multiple copying shall be made for any one course during the same term;

**Copyright Resources**

**Copyright and Fair Use Guidelines for Teachers.** A chart designed to inform teachers of what they may do under the law. Located under handy chart.  

**Copyright Law of the United States.**  
[www.copyright.gov](http://www.copyright.gov)

**Copyright Resources.** Downloads with .pdf that will need Acrobat Reader to print or read. On this page are resources for **Copyright, Information Literacy, SchoolhouseVideo, Media & Multimedia**, and more.  
ADMINISTRATIVE WORKSTATION POLICY

Applies to anyone who uses any computer connected to the administrative side of the BCBE Wide Area Network

I realize that the Baldwin County Board of Education is providing me with an administrative workstation that is to be used to complete administrative tasks, to access up-to-date information and resources directly related to my job responsibilities, and to communicate with other professionals in an efficient, timely manner. I am aware of and agree to abide by the following restrictions and regulations concerning my computer:

• NO substitute, family member or student – NO ONE(!) – is to use my workstation for any reason. This includes student aides, student office helpers, leadership students, computer and tech lab assistants and ALL other students.

• My user ID and password are issued for my protection and to ensure the security and integrity of the network. I will safeguard these at all times and take every precaution to ensure that they are not compromised. I will not use anyone else’s password, nor will I share my password.

• If I leave my classroom or office for any reason, I am to lock the workstation (press control+alt+delete and then choose “Lock Computer”) or turn it off properly – not just turn off the monitor or minimize all windows. This will prevent my information from being viewed by unqualified persons.

• I will not install software on my workstation without approval from my principal or supervisor and for which I cannot show a proof of purchase or licensing documentation. Documentation of license(s) must be available upon request. I recognize that the ability to download a program from the Internet does not necessarily give me the legal right to install that program on my computer.

• I recognize that computer viruses can be passed from one computer to another through infected media (disks, CDs, “flash drives,” etc.), so I will exercise caution and will not allow student disks to be placed in my workstation.

• I realize that a virus may be introduced via an attachment to an email and will exercise proper caution in this regard.

• I recognize that submitting my e-mail address to non-work related sites, replying to “spam” (unsolicited commercial e-mail), and clicking on “pop-up” advertisements may make my workstation vulnerable to malicious software and the receipt of more spam, and I will, therefore, avoid such actions.

• I will not download Internet screen savers, use my workstation as a radio or jukebox to listen to Internet broadcasts, or view video streaming broadcasts or video files that do not have a direct relation to the curriculum.

• I will not damage or mistreat equipment or facilities under any circumstances.

• I will not employ the network or PC for personal business unrelated to the mission of the school or the performance of my job.

• I will not write, send, download, forward, or display obscene, threatening, harassing, pornographic or otherwise offensive messages or pictures, including time-wasting chain letters, election-related, or politically oriented e-mails.
• If I need to distribute information to many or all BCBE employees (e.g. a school sale), I will e-mail the information to the Communications Department (Terry Wilhite - twilhite@bcbe.org) for proper dissemination.
• I will not use the equipment or network for any illegal activities, including the violation of copyright laws and software piracy.
• I will not trespass into anyone else's folders, documents, or files.
• I will not disclose anyone else's personal information (e.g., address, phone number, or confidential information), including and especially that belonging to students, community members and families, or fellow employees.
• I understand that it is my responsibility to back-up my personal files that I have saved to the hard drive of my workstation. In the event my hard drive must be replaced or reformatted, my workstation will be returned to its original state (operating system, virus protection, Microsoft Office, and any other applications appropriate for my job such as STI or McAleers).
• I understand that e-mail, messages, or files that are created, modified, transmitted, received, or stored on system equipment are NOT private, nor are they my personal property.
• I understand the technical staff may remotely access and control my administrative workstation for diagnostic, corrective, upgrade/installation, and/or other procedures. This may allow them to view my computer's files, history, and email.

Consequences
1. Violation of these policies could result in my workstation, the school's local area network, and/or the system's wide area network malfunctioning or being rendered useless.
2. Violation of any of these policies could result in the loss of my computer and Internet privileges.
3. Violation of any software licensing agreement by me may result in fines and/or litigation from the software publisher and/or vendor; I will be solely responsible for these fines. (The district will render all reasonable assistance to law enforcement for the investigation and prosecution of persons who have used the district’s resources for a criminal purpose or in a criminal manner including illegal installation of software.)

My signature below is evidence that I have read the BCBE Internet Safety and Acceptable Use Policy (available at www.bcbe.org under IT Services’ “Documents and Forms” section) and the Administrative Workstation Policy and I agree to use my administrative workstation and all associated equipment and information in a manner consistent with these guidelines. Further, I am aware of the possible consequences that could result in the event that I violate any of these guidelines.

__________________________________________
(Printed Name) (Signature)

__________________________________________
(Date) (School/Office/Division Name)

Local school or central office administration is responsible for the enforcement of this policy and for the distribution of these forms to faculty and staff members. Store the completed forms for each employee in the local school personnel files.
Laptop / PC Tablet Acceptable Use Policy*

This policy supplements the Baldwin County Board of Education (BCBE) Acceptable Use Policy and Administrative Workstation Policy. (Click here or visit www.bcbe.org, choose IT Services, Documents & Forms to view the policies.)

All users (i.e. administrators, central office personnel, staff, teachers, and students) are required to adhere to the policy’s terms and conditions when operating a BCBE laptop or PC tablet. IT Services reserves the right to restrict and/or terminate the use of the portable device, if these terms and conditions are violated.

Listed below are the required terms and conditions for proper acquisition and operation of a BCBE laptop or PC tablet.

I. Purchasing Requirements
   A. The proposed purchase should be discussed with your school’s technician(s) from IT Services to ensure there are no hidden barriers or restrictions to its functioning properly in the school environment and to understand the intended use of the device.
      o For classroom usage, laptops are typically configured generically (no Outlook/e-mail) for the student side of the network. They often serve as check out machines, in portable labs, or in tandem with an LCD projector.
      o If the laptop or tablet is assigned to a single administrator, it typically replaces the existing PC. Administrators should not need a dedicated laptop and dedicated PC.
   B. All laptop and tablet purchases, regardless of the funding source, MUST be routed through IT Services for approval. Click here (or visit www.bcbe.org, choose Resources and then Purchasing Guidance) to see if the funds you’re using to purchase the device require it come from a BCBE bid. (Note: IT Services reserves the right to refuse certain brands or devices due to poor performance and/or being a threat to our network.)
   C. All portable device orders should be delivered to IT Services (1071 B Avenue; Loxley AL 36551) for software installation and configuration by your school’s technician for the agreed-upon use of the device (item IA above).

II. Hardware/Software Issues
   A. Users should NOT install or change hardware/software components unless the installation or change has been approved by the IT Services technician that serves your school or office (to ensure compatibility and reliability).
   B. Back up your data regularly (to a thumbdrive or CD) due to the risk of hard disk failure with laptops and tablets, and keep all software installation CDs. IT Services is NOT responsible for data loss on portable devices.

III. Personal Use
   A. Laptops and PC tablets should not be used for personal activities. If the device is taken home or to a hotel, it should only be used in a standalone manner (e.g., creating Word docs or Powerpoint presentations) or for work related internet activities. Personal or entertainment related browsing is prohibited; this often introduces spyware and viruses to the device which then threatens the integrity of the BCBE network and other BCBE devices.
   B. BCBE portable devices are NOT to be loaded with personal software, including internet service provider software (e.g., AOL, Netzero, Earthlink, etc. dialers or broadband software) or non-BCBE e-mail accounts.
   C. Making laptops/tablets available for off-site usage is at the school or administrative department’s discretion.

IV. Donated, Free (e.g., give away programs), or Personal Laptops or PC Tablets
   A. IT Services must approve any and all donated, free (e.g., with the purchase of a textbook), or personal laptops or PC tablets before a school accepts them. This protects the school and our network, ensures the school understands what the device will and won’t provide, and highlights any hidden costs (e.g., license costs).
   B. No personal laptop or PC tablet is allowed. It must first be donated to the school/district and tagged accordingly.
   C. IT Services is not able to support any donated portable devices.

V. Physical Damage/Storage
   A. Employees are responsible for the safe handling, storage, and security of their portable devices.
   B. Portable devices should be secured in a locked office, classroom, or classroom office when not in use.

C. Avoid storing portable devices in a vehicle because of the increased chance of theft and extreme temperatures.

* IT Services recommends maintaining a hardcopy of this document in the bag of all laptops and PC tablets.

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BALDWIN COUNTY PUBLIC SCHOOL SYSTEM
Acceptable Use and Internet Safety Policy
Updated August 8, 2007

A. Background
Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the right to receive information. Such rights extend to minors as well as to adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

That right, however, when exercised using the Internet access provided by the Baldwin County Public School District, carries with it responsibilities and obligations as expressed in this Acceptable Use and Internet Safety Policy (AUP). The National Center for Educational Statistics (NCES) of the U.S. Department of Education defines an acceptable use policy as follows: “A policy designed to limit the ways in which a computer or network can be used. AUPs usually include explicit statements about the required procedures, rights, and responsibilities of a technology user. Users are expected to acknowledge and agree to all AUP stipulations as a condition of system use and should be certified on the AUP by the user's signature.” Many of the guidelines contained in the NCES publication Safeguarding Your Technology have been included in this AUP.

The provisions of the Children’s Internet Protection Act (CIPA) have been taken into consideration and incorporated into this AUP. The act requires that a district have a policy in place that addresses Internet safety for minors and adults and that a public meeting is conducted to seek community input on the policy. The act also requires that a technology protection measure be implemented with respect to any of the District’s computers with Internet access. Other provisions require that student Internet use be monitored and that “hacking” or unauthorized access to the district network, as well as, the revelation of personal information about students be addressed. The act further requires that users be prevented from accessing visual depictions that are obscene, child pornography, or harmful to minors. CIPA requirements have been addressed through a public meeting that was held on April 17, 2001. Other requirements are being met by the District’s subscription to a filtering service for all computers on the District Wide Area Network (WAN). Schools using Digital Subscriber Line (DSL) or dial-up access to the Internet are required to install filtering software on all computers with Internet access. Other CIPA requirements are being addressed through monitoring measures and guidelines and responsibilities as outlined in this document.

The District Technology Committee has been authorized to develop guidelines for the use of the Internet that are in accordance with District policies, including the student disciplinary code.

B. Philosophy
The Baldwin County Public School District supports the use of technology resources including district wide access to the Internet in an effort to improve student learning, increase critical thinking skills, develop life-long learning skills, and improve administrative tasks.
C. Responsibilities for Internet Access and Other Technology Resources

District network and Internet users are responsible for appropriate behavior online, just as they are in a classroom or other areas of the school or central office. The same general rules for behavior and communications apply. Access to any and all technology resources is a privilege, not a right, and is provided for administrative and educational purposes. The term “educational purposes” includes use of the network for classroom activities, professional or career development, and research. The following responsibilities will ensure ethical, efficient, and legal use of the network and other technology resources:

1) **The Superintendent**, or his designee, will serve as the coordinator to oversee the use of the district network resources, including the Internet.

2) **The Division of Information Technology Services** (IT Services) will:
   a) assist the District Technology Committee in developing and updating the AUP.
   b) disseminate materials to schools.
   c) cooperate fully with local, state, and/or federal officials in any investigation concerning or relating to any illegal activities conducted through the district network.
   d) promote the idea that all Baldwin County personnel with access to the Internet must read the AUP and sign the Administrative Workstation Policy.

3) **The Division of Human Resources** will:
   a) ensure that all new employees receive a copy of the Administrative Workstation Policy in their employment packet.

4) **The Division of Instructional Support** will:
   a) provide guidance to teachers and schools in the identification of Internet resources (and other technology products and services) appropriate for instructional use.
   b) assist the District Technology Committee in developing and updating the AUP.

5) **All divisions will**:
   a) maintain a file of signed copies of Administrative Workstation Policy forms for all division employees.

6) **Principals**, or their designees, will:
   a) ensure the appropriate use of the Internet by students, faculty, and staff.
   b) serve as the building level coordinator for the use of network resources.
   c) interpret the AUP at the building level.
   d) ensure that all school employees, including new employees, with access to the Internet read the AUP and sign the Administrative Workstation Policy.
   e) ensure that teachers receive proper training in the use of the network and the requirements of this policy.
   f) establish a system to ensure adequate supervision of students using the network.
   g) ensure that a current Pupil’s Responsibility Handbook is provided to all students, including new admissions.
   h) maintain a file of Alternative Activities for the Internet Use forms as described in the Acceptable Use and Internet Safety Student Guidelines in the Pupil’s Responsibility Handbook.
   i) ensure that copies of the full AUP are available in the school office and library for review by interested parents or individuals in the community.
7) **Teachers** will:

   a) select and review age appropriate material relevant to course objectives.
   b) review materials and sites students will access to determine the appropriateness of the material contained on or accessed through the site.
   c) provide guidelines and resources to assist students in research activities.
   d) assist students in developing skills to distinguish fact from opinion and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.
   e) monitor/supervise use of the Internet by being actively involved with the students when they are participating in online activities.
   f) provide alternative assignments for students who have *Alternative Activities for the Internet Use* forms on file at the school.

8) **Parents** will:

   a) review and discuss with their child the Pupil’s Responsibility Handbook.
   b) complete the *Alternative Activities for Internet Use* form and return to the school if the parent does not want the child to have access to resources on the Internet.

9) **All Users** (students, teachers, administrators, and staff) will adhere to guidelines for use as listed in Section F of this policy. **District employees are expected to adhere to and enforce Board policies and administrative procedures.**

**D. Filtering**

The District subscribes to an enterprise level content filter to block inappropriate material including specific Uniform Resource Locators (URLS), Internet Protocol (IP) addresses, as well as inappropriate Internet “popup ads”. All school and office computers connected to the District network are protected by ISP-provided Internet content filter. Schools accessing the Internet through dial-up or DSL must provide software such as Net Nanny 4.0, CyberPatrol, or Norton Internet Security to ensure the user’s traffic is properly filtered and protected. Any requests for DSL, dial-up or broadband service at a BCBE location must be approved by IT Services. BCBE users are prohibited from accessing the Internet without a content filtering measure being in effect. Further, students are prohibited from accessing the Internet without teacher or administrator supervision.

Should a teacher encounter a blocked site that is necessary for educational purposes, a request to reclassify the site can be made by clicking the link on the “Restricted Access” page and following the directions provided. If a user encounters a site that is inappropriate and should be blocked, please notify IT Services for review and appropriate action.

**E. Monitoring**

Students utilizing District Internet access must have the permission of and must be supervised by the Baldwin County Public School District’s professional staff. Student use of the Internet must be directly related to teacher specified objectives. Teachers are to be directly involved with the students when they are participating in online activities. In addition, the District has purchased software that will enable the technical support staff to trace Internet usage.
F. Guidelines for Internet Access and Other Technologies

The following guidelines will govern the use of Internet access and other technologies in the District:

1. All use of the Internet must be in support of instructional or administrative activities and consistent with the purposes of the Baldwin County Public School District.

2. District officials will determine whether specific uses of the network are consistent with this acceptable use policy.

3. Any activity that occurs on equipment provided by the District IS NOT PRIVATE and can be monitored by administrators, or in the case of student users, monitored by teachers. These activities include messages (e-mail and chat), files created or modified, transmitted, received, or stored on any District equipment.

4. Student users must sign-in legibly on the appropriate log or register (i.e. a seating chart or log for an individual computer) in the classroom, lab, or media center each time they use the network.

5. Students may participate in chat room activities ONLY under the direct supervision of a teacher.

6. The guidelines listed below should be followed by all users of the district network, Internet, and e-mail:

**Network**

- Users will report any technical problems encountered online to the School Technology Coordinator.
- Users should not engage in the following prohibited network activities, which may be either illegal or inappropriate:
  - violate any local, state, or federal statute, such as engaging in any illegal act, unauthorized access, including so-called “hacking,” and other unlawful activities such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
  - access inappropriate text files or files dangerous to the integrity of the network.
  - install illegally copyrighted software on district equipment.
  - use the network for commercial or for profit purposes, as well as use the network extensively for personal and private business.
  - use the network for product advertisement or political lobbying.
  - seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, as well as misrepresent other users on the network.
  - destroy, modify, or abuse hardware, software, or other advanced technologies.
  - use the network for malicious purposes, such as using the network to develop programs that harass other users or infiltrate a computer or computing network and/or damage the hardware and/or software components of a computer or computing network. This includes, but is not limited to, the uploading or creating of computer viruses.
  - seek to gain unauthorized access to the resources on the network. This includes attempting to log in with another person’s account or accessing another person’s files.
  - provide to a person a password for an account which the person is not authorized to use.
Internet
• Users who accidentally encounter inappropriate material should report the access immediately to the teacher, or, if encountered by a teacher, to the school technology coordinator, who should contact IT Services to request that the site be blocked.
• Users should not engage in the following prohibited Internet activities, which may be either illegal or inappropriate:
  • access visual depictions that are obscene, child pornography, or harmful to minors.
  • plagiarize works accessed on the Internet, violating copyright law, or otherwise using the intellectual property of another individual or organization without permission.
  • browse randomly [a.k.a. “surfing”] Internet sites without an instructional purpose. Students will use Internet equipment only for school-related activities with teacher permission.
  • use Internet games, including MUDs (Multi User Domains) and IRCs (Internet Relay Chats).
  • use vulgarities, threatening or any other disrespectful or inappropriate language (also applies to e-mail).
  • reveal your personal address or phone number or reveal the personal address or phone number of others (also applies to e-mail).

E-mail
• Users should check their e-mail frequently, respond promptly, and delete unwanted messages promptly. Important e-mail messages should be placed in appropriate folders and e-mails older than 90 days should be deleted.
• Users should be aware that e-mail IS NOT PRIVATE and should be considered as PERMANENT in the sense that the user cannot really delete it from the system.
• Employees subscribing to listservs (automated electronic “mailing list” system for sending and receiving email among a group of people with common interests) must monitor their communications each school day and delete the mail from the personal mail directory to avoid excessive use of file server hard disk space.
• E-mail is provided for administrators, faculty, and selected staff. Although student e-mail is not allowed, teachers may request a class account that can be used for instructional projects that involve the use of e-mail.
• Users should not engage in the following prohibited e-mail activities, which may be either illegal or inappropriate:
  • (in the case of student users) subscribe to listservs.
  • post chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message - to a large number of people. Do not reply or forward this type of e-mail. If you are receiving a number of inappropriate e-mails or spam, please alert IT Services with an e-mail to your zone technician.
  • send or post hate mail, harassment, discriminatory remarks, and other antisocial behaviors.
  • send mail to all or large numbers of BCBE email users without obtaining permission to do so from the Office of Communications.

G. Penalties for Violations
Any violation of District policies and procedures by any person accessing the Internet through District resources may result in loss of district provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved. Penalties will be based on the severity and frequency of the offense. Users may appeal a penalty following appropriate procedures defined in District policy.
All Users
1. The progression of penalties may involve, but not be limited to, increasing periods of time that access to the network will be denied.
2. Violations involving illegal activities or network security will result in severe penalties including denial of access for one or more years. If the conduct violates local, state, or federal law, the District will cooperate with those authorities.
3. Violations that result in a cost for repair or replacement of equipment or data will result in a fine to recover the cost. Access to technology will be denied until the fine is paid.

Students
1. Violations could result in the student’s removal from a class or lab.
2. Other consequences such as detention, suspension, or expulsion may be applied in accordance with the Pupil’s Responsibility Handbook.

Employees
Violations by District employees could result in the loss of the employee’s computer and Internet privileges and/or commensurate disciplinary action potentially up to and including termination, depending on the magnitude of the violation or neglect.

Notice: This policy and all its provisions are subordinate to local, state, and federal statutes.
Acceptable Use and Internet Safety Student Guidelines

Internet Policy: Request for Alternative Activities

The Baldwin County Public School System recognizes the value and necessity of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. Under staff supervision, students may search the Internet for expert resources and participate in various distance-learning activities. If a parent does not want his/her child to have access to Internet resources, the parent may request alternative activities by completing this form and submitting it to the principal at his/her child’s school.

To Parents:
If you wish your child not have access to the internet and receive alternative activities as described above instead, complete this form and return it to your child’s principal. This form must be completed each time your child enters a new school.

I prefer that my child not have access to the Internet for the following reasons:

______________________________________________________________________________

Please provide ____________________________with alternative activities that will allow him/her to meet the requirements of his/her classroom assignment.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Principals should notify teachers of the child named above when a signed Request for Alternative Activities form has been submitted. Copies of forms should be maintained in the school office.
Overview of Technology Tools and Policies

Internet Access and Policies: Our school adheres to the Acceptable Use and Internet Safety Policy (AUP) prescribed by the Baldwin County Board of Education (BCBE). This policy is available for review from the BCBE website (www.bcbe.org) in the “District Policies and Documents” section (or enter AUP in the “Search” field). A hardcopy may also be sent home at the beginning of each school year for all parents and students to review.

Please note that every student is assumed to have permission to use Internet resources. Should a parent/guardian desire his/her child not have access to Internet resources, the parent/guardian must complete a request for alternative activities. This request form must be submitted to the school office and is available on the BCBE website (www.bcbe.org, type Alternative Activities in the “Search” field).

Students who do not follow the AUP’s guidelines while using any school computer may have their Internet privileges revoked for the remainder of the year in addition to other more serious consequences.

STI Home: STI is the student information system that tracks student progress throughout the school year. A quick link to “STI Home” is on the school website. From here, students and parents may check grades and attendance at any time with the proper username and password. This username and password combination is provided at the beginning of the year by the school’s registrar office and provides visibility to grades and attendance information specific to that student.

Website: Our official school website (<school website URL>) is a subset of the Baldwin County Board of Education website (www.bcbe.org). As such, it adheres to the policies of BCBE. One such policy pertains to posting student photos or student work on the school website. Please review and complete the “Internet Publishing Guidelines and Permission Form” distributed by the school or available for download from the BCBE website (www.bcbe.org, enter Internet Publishing in the “Search” field).

NotifyMe: Students and parents are encouraged to sign up for “NotifyMe”, a service provided within our school’s website. “NotifyMe” subscribers are able to receive critical announcements from the school or the district via e-mail, as well as any regular communications done at the school’s discretion. E-mail addresses are validated and stored remotely without being made available to anyone. You may subscribe to any school’s notifications by clicking the “NotifyMe” icon on that school’s official website.
Dear Parent(s)/Guardian(s) of a K-8 student:

Our school’s web page is a valuable tool in communicating events, awards, and general news. At times, we may want to recognize student accomplishments or post exemplary student work for a global audience to view. Schools typically publish information to the school website similar to events one finds in the local newspaper.

The following guidelines will govern these web site posts:

1. K-8 Students’ Images*: Students with a signed permission form in place can have their image posted to the school website in a photograph or video in one of two manners:
   - Photos of individual K-8 students or groups of 4 or fewer students are permissible only if no names are used and the appropriate signed permission form is in place.
   - Group shots of 5 or more K-8 students can be posted with use of first and last names provided the student names are listed in an order inconsistent with the photo (e.g., list student names alphabetically instead of “from left to right”) and the appropriate signed permission forms are in place.

   Thus, if no permission form is in place for a K-8 student or the form is marked “No”, the student’s image* can not be posted to the school website. (*If a student’s face is not visible or distinguishable, permission is not required as the “image” is more generic.)

2. K-8 Students’ Names: Permission forms are not required to list first and last names of K-12 students in text only articles on the website. Student names are used in recognition of awards or distinctions.
   - We typically don’t name students when depicting generic school scenes.

3. K-8 Students’ Works/Creations: A permission form must be in place to publish a student’s work from class (e.g., a poster or drawing) to the school website. Use of the student’s name is governed as stated above.

Please check the appropriate box below related to each of the three guidelines posted above. This form should be completed and returned to your child’s school. Your decision can be changed at any time upon your in-person request to the school. This form will need to be completed again if/when your child moves to a different local school. If a form is not on file for your child, the assumed “values” default to the most stringent (i.e., “No”, “Yes”, and “No” respectively to the questions below).

**Yes**  **No**

☐ ☐ I grant permission for photographs or video of ______________________________ to be published on the school web page according to the guidelines outlined above.

☐ ☐ I permit ______________________________’s name to be used in text-only articles on the site.

☐ ☐ I permit the class work of ______________________________ to be published on the school web page according to the guidelines outlined above.

Parent/Guardian Name (Please Print): ____________________________________________

Signature of Parent/Guardian: ____________________________________________ Date: __________
Dear Parent(s)/Guardian(s) of a High School student:

Our high school’s web page is a valuable tool in communicating events, awards, and general news. At times, we may want to recognize student accomplishments or post exemplary student work for a global audience to view. Schools typically publish information to the school website similar to events one finds in the local newspaper.

The following guidelines will govern these web site posts:

1. High School Students’ Images*: Permission is not required to post photographs or video of 5+ high school students in which students’ names are not listed. With a signed permission form in place, first and last names of a student can be used in an article with a corresponding photograph or video, but should be limited to a particular award, distinction, or event. (*If a student’s face is not visible or distinguishable, permission is not required as the “image” is more generic.)

2. High School Students’ Names: Permission forms are not required to list first and last names of K-12 students in text only articles on the website. Student names are used in recognition of awards or distinctions. We typically don’t name students when depicting generic school scenes.

3. High School Students’ Works/Creations: A permission form must be in place to publish a student’s work from class (e.g., a poster or drawing) to the school website. Use of the student’s name is governed as stated above.

Please check the appropriate box below related to each of the three guidelines posted above. This form should be completed and returned to your child’s school. Your decision can be changed at any time upon your in-person request to the school. This form will need to be completed again if/when your child moves to a different local school. If a form is not on file for your child, the assumed “values” default to the most stringent (i.e., “No”, “Yes”, and “No” respectively to the questions below).

**Yes**  **No**

☐ ☐ I grant permission for photographs or video of ________________________________ to be published on the school web page according to the guidelines outlined above.

☐ ☐ I permit __________________________’s name to be used in text-only articles on the site.

☐ ☐ I permit the class work of ________________________________ to be published on the school web page according to the guidelines outlined above.

Parent/Guardian Name (Please Print): __________________________________________

Signature of Parent/Guardian: ___________________________ Date: __________________
The Baldwin County Public School System recognizes the value and necessity of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the Baldwin County Board of Education encourages the responsible use of computers, computer networks including the Internet, and other electronic resources in support of the mission and goals of the Baldwin County Public School System. Please review the following Acceptable Use and Internet Safety Student Guidelines with your child. Under staff supervision, students may search the Internet for expert resources and participate in various distance-learning activities. If you do not want your child to have access to Internet resources, you must request alternative activities by contacting the administration at your child’s school. Students are expected to use these resources responsibly and according to the guidelines outlined in the District's complete Acceptable Use and Internet Safety Policy (AUP). The AUP is available for review by all parents, guardians, and other members of the community either on request from the school office or library or for download from the BCBE website (www.bcbe.org – under “District Policies & Documents”).

The following statements guide acceptable use of district technology and Internet resources by all students:

1. Students will use Internet equipment only for school-related activities with permission from the teacher or library media specialist.
2. Students will not use equipment or facilities in a way that is inconsistent with the general rules of conduct that govern student behavior. Be polite. Use appropriate language.
3. Student users will sign-in legibly on the appropriate log or register (e.g., a seating chart or log for an individual computer) in the classroom, lab, or media center each time they use the Internet.
4. Students will not damage or mistreat equipment or facilities under any circumstances. This includes trying to “fix” plugs, cables, or other parts of the equipment.
5. Students will not intentionally misuse computer resources.
6. Students will not employ the network for personal financial gain or commercial purposes.
7. Students will not engage in practices that threaten the integrity of the network (e.g., knowingly downloading files that contain a virus).
8. Students will not create, use, send, download, or display obscene, threatening, harassing, or otherwise offensive messages or pictures, including pornography.
9. Students will not use the equipment or network for illegal activities, including the violation of copyright laws and/or intellectual piracy.
10. Students will not load or copy any software to or from district equipment.
11. Students will exercise care when using any password and maintain security as appropriate.
12. Students will not trespass into or in any way alter anyone else’s folders, documents, or files.
13. Students will not disclose anyone’s personal information (e.g., address, phone number, or confidential information), including their own or that belonging to a fellow student, community members and families, or staff member.
14. Students are advised that, to maintain system integrity and ensure responsible use, files/communications can be monitored. Activities done on District equipment are not private and will be within the plain view of and available to teachers, administrators and other students. Activities include messages, Web pages visited, files created or modified, transmitted, received or stored on any District equipment.

Students who violate any of the above conditions will be subject to the suspension or termination of their Internet privileges and possibly other computing privileges, as well as other disciplinary action in accordance with District policies and procedures as well as proceedings under civil and/or criminal law, if such has been violated.

Revised June 2006

Please cut on dotted line and return

Acknowledgement/Signature Statement for 2006-2007

I have read the following or had the following read to me:
1. Letter to Parents concerning Alabama Code 16-28-12 (1975) and school related responsibilities.
2. Parental Notification of the Early Warning Truancy Prevention Program and Student Conduct Intervention Program (SCIP).
3. It’s the Law!
4. Code of Student Conduct, which includes Classification of Violations and Sanctions.
5. Pupil Responsibilities and Conduct Standards
6. Sexual Harassment Policy
7. Acceptable Use and Internet Safety Student Guidelines

Printed Name of Student: __________________________ Signature of Student __________________________
School Name: __________________________ Grade: ________ School Year: ________
Printed Name of Parent (Guardian): __________________________ Signature of Parent (Guardian) __________

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Filtering of Internet Content for Baldwin County Public Schools

Updated: June 2006

Filtering Facts

Reminder: Content filtering is required by CIPA (federal law). It is not an option.

How does the filtering service work?

The content filter BCBE employs is tailored for the education market.

BCBE chooses which particular categories are or are not blocked, but does not choose to which category a site is assigned. Examples of categories include forums (blocked), educational music/audio/video (not blocked), news (not blocked), entertainment music/audio/video (blocked), webmail (blocked), blogs (blocked), among many others.

The “Restricted Access” page lists the category of the site that is being blocked (see below).

BCBE has control over the blocking and unblocking of sites.

We can quickly block or unblock almost any URL, provided there is a legitimate need to do so. We cannot block or unblock a site only for specific users, user types, or locations/schools. We hope to have this functionality soon.

What you will see if blocked…

If you access a site that is blocked, you will see on your screen the type of message at right.

What to do upon getting “blocked”

If the site has legitimate educational value and is appropriate for our students, click the link to have the site reviewed for possible unblocking.

Then, fill out the form (give your email address and the reason the page should be unblocked) and click the “Send for review” button. IT Services will review and notify you of our decision.

If you reach a site that is currently available but needs to be blocked...

Copy the URL and send it to Jeremy King or Mike Johnson along with an explanation. We will review the site and take appropriate action – as quickly as possible - and inform you of our action.

Not every site you can’t reach is blocked by the filter.
If the message on the screen says “The page cannot be found,” (see screenshot)

![Screenshot of a page that cannot be found]

the message is probably not due to the filter, but because:

- You typed the URL incorrectly.
- The web server for the page is down.
- The author has changed the name of the page or the site has been removed.

Your Internet access has been disrupted.

**Filters are not perfect. There will always be sites not blocked by the filter that need to be, and sites blocked that should not be.**

The ultimate responsibility will continue to reside with the student to abide by the rules set forth and with the teacher to supervise (within reason) the use of the computers within the school.

Filename: FAQ - Content Filter.doc 6/6/2006 4:08 PM
The Alabama Virtual Library Card Issue Manual

For K-12 School Library Media Centers

Using technology to provide access to academic resources beyond the school day.

AVL Helpdesk
avlhelpdesk@asc.edu
or
OTI Assistance
oti@alsde.edu

Alabama State Department of Education
Office of Technology Initiatives
5351 Gordon Persons Building
P. O. Box 302101
Montgomery, AL 36130-2101
334-242-9594
IMPORTANT POINTS FOR PLANNING

The Alabama Virtual Library K-12 Card Issue Manual will provide information about proper procedures for issuing Alabama Virtual Library (AVL) cards through the school library media center. In the past, students obtained AVL cards through the public library. Many students already possess cards, but others are not aware that the cards provide a way to access the resources of the AVL outside of the school day. This access to the resources of the AVL is only one of the ways that the use of technology allows students to continue classroom research and project work from home computers, public libraries, or any location in Alabama where there is an Internet connection.

Alabama Virtual Library cards will now be available through the school library media center as a service to K-12 students in Alabama. Library media specialists will have primary responsibility for issuing AVL cards in the schools. In schools where there is additional staff in the library media center or other qualified personnel, the responsibility may be delegated. The person issuing the cards should be a responsible adult, not a student, because of the exposure to confidential information. Students must not be given access to or input information into the online form. There has been an effort to provide flexibility in the administering of this program so that busy library media specialists can continue to serve their students.

Points to Remember:

- Alabama Virtual Library resources are only to be used by the citizens of Alabama.
- System and student passwords and other confidential information cannot be shared.
- Student confidentiality relating to personal information should be protected at all times.
- Cards are to be issued only to the students and staff in K-12 schools.
- Parents, relatives, and members of the community may obtain cards from the public library.
- Students attending college in Alabama may obtain cards from the college they attend.
- The issuing of AVL cards is an additional service provided to K-12 students through the school library program. It should be scheduled into the school day and made available to students, but not interfere with student instruction.

Alabama Virtual Library cards are issued to individual users and contain unique computer-generated passwords. These cards allow all citizens to use AVL resources at any time and still meet the vendor security criteria. The student information online entry form uses the school name and address, rather than personal addresses, for ease of entry and as an additional student security measure.

There are a few items that should be considered before cards are issued. Use the enclosed checklist as a guide and add items of your own. System coordinators may wish to call together a committee of the persons responsible for issuing cards and ask for input, or they may wish to decide the best approach and communicate the procedures to the responsible persons.

It is important to clearly define procedures before cards are issued and communicate the procedures to everyone concerned so that the card issuing goes as smoothly as possible. It is also important to make sure that any time a new person is appointed as a card issuer that they are properly trained and aware of the confidentiality of the information they will be handling.
CHECKLIST FOR MATERIALS AND PLANNING

Materials Needed:
- ✔️ Alabama Virtual Library blank card
  **Blank cards should be kept in a secure place in the system office or school depending on how they are distributed.**
- ✔️ Permanent Pen
- ✔️ **Peel and stick address labels (optional)**
- ✔️ **Software or application for making labels (optional)**
- ✔️ A computer connected to the Internet

Planning Checklist for the Library Media Specialist

- ✔️ How will cards be distributed in your school once they are received from the Library Media Coordinator?
- ✔️ Who will be responsible for keeping up with blank cards in the school and how will they be secured?
- ✔️ How will lost cards be replaced?
- ✔️ Will there be a charge to replace a lost card?
- ✔️ How will students be able to find out what their password is if they misplace or lose their card?
- ✔️ What will be the procedure for renewing expired cards in the school?
- ✔️ What are the guidelines for denying students access to the AVL when a card is misused?
- ✔️ If card issue procedures are changed, how will changes be communicated to the students, teachers, and staff?
- ✔️ How will students be notified that cards are available in the school?
- ✔️ How will parents be notified that this service is available to the students?
- ✔️ How will teachers and staff be notified that this service is available to them?
- ✔️ Will there be only one person appointed in your school or more than one who can issue cards?
- ✔️ Who will be responsible for making decisions about the card issuing in your school?
- ✔️ How will new people who are allowed to issue cards in your school be trained?
- ✔️ Will cards be issued at any time during the school day or will card issue hours be predetermined by the library media specialist?
- ✔️ Will cards be issued to all students in the school or available upon request?
- ✔️ How will students be encouraged and educated to use cards?
- ✔️ How will passwords be protected in your school?
SIGNING IN TO THE SECURE AVL WEBSITE

Connect to the Internet through a browser or dial-up connection. Type the address https://www.avl.lib.al.us/cgi-bin/students/student.cgi in the address bar (see Figure 1).

**Figure 1 – Entering URL Address**

**TIP**
Don’t forget to type the “s” after http. The “s” indicates a “secure” site. Be sure that the address is typed *exactly* as it appears in Figure 1. Press “Enter” or click on “Go”.

**TIP**
If there is a problem logging into the secure site, check to make sure the address is typed correctly. Obtain additional technical assistance by emailing the Alabama Virtual Library helpdesk (avlhelpdesk@asc.edu).
ENTER NETWORK PASSWORD

The Enter Network Password window will appear (see Figure 2). This is the box that allows entrance to the AVL secure site where AVL cards may be issued to students. Each school system has a unique User Name and Password. The User Name and Password should be kept in a secure place and should not be given to anyone except the person(s) responsible for issuing the cards.

**TIP**
All schools within a system share one administrative password. This allows access to student data between schools and throughout the system. When students move from one school to another in the system, records can be accessed and information does not have to be entered multiple times.

Enter: User Name

**TIP**
Administrator passwords should be given to responsible persons by the system Library Media Coordinator.

Press: “Tab” key

Enter: Password (exactly as it was given to you)

**TIP**
Passwords must be entered in ALL CAPITAL letters or they will not work.

Click: OK

![Figure 2 – Enter Network Password Window](image-url)
The Alabama Virtual Library Remote Users Information window will appear (see Figure 3). This is the window where student information will be entered. Autaugaville School will be used as the example system in this manual.

**Entering Information**

Information must be entered in the required fields (those marked with a red asterisk). You may choose to add information in the other fields. The amount of information entered, other than the required fields, is left up to each system or school.

**TIP**

It is a good idea to consider the type of information to enter in the fields by collaborating with other library media specialists in your system. One of the reasons for making this determination is for consistency of information if students move from one school to another in the same system, such as elementary to middle or middle to high school. If all schools are entering data in a consistent manner, the information can follow the student from one school to another without alterations as long as he/she is in the school system. This is a time saver for the library media specialist.

Another consideration for being consistent is the ability to search the student database. The AVL student information form is set up so that the database can be searched by First Name, Last Name, Zip Code, Grade, or Student ID. If information is left out of a field, the searching capability for the field is eliminated for that particular information.

![Figure 3 – Remote User Information](image-url)
ADDING A NEW USER

Under the heading “Add A New User” is a list of the fields that can be filled with student information. They are: School*, First Name*, Middle Initial, Last Name*, Suffix (Jr., II, etc.), Student ID, Zip Code, Grade, and User Status (see Figure 4).

**TIP**
The fields marked with an asterisk are required fields and must contain information.

**Information Fields**

**Figure 4 – Add A New User**

**School**: For each system there is a drop-down list of schools. Point and click on the arrow at the end of the field and the school list will drop down. *Required Field

Point and click on the school of choice in the drop-down list and the school name automatically appears in the “School” field.

**TIP**
All schools in a system are listed in the drop-down list. The program is set up to recognize the User Name and Password and customize the list for the system. If schools are closed or new schools are opened, the school system will need to notify the Office of Technology Initiatives (oti@alsde.edu) or the AVL helpdesk (avlhelpdesk@asc.edu) so that schools can be deleted from or added to the list (see Figure 4).
**TIP** Each time when the “Add A New User” window opens, the “School” field will contain the name of the last school chosen. This prevents having to point and click on the school name every time new students are added. If for some reason the school name does not appear, simply drop down the list and click on the correct school name.

**First Name**: Enter the student’s first name. *Required Field

**TIP** This field will hold 30 characters.

**Middle Initial**: Enter a middle initial if applicable.

**TIP** This field will hold 1 character.

**Last Name**: Enter the student’s last name. *Required Field

**TIP** This field will hold 30 characters.

Last names such as McCrany-Morgan, von Schmidt, O’Neil are typed in with correct spaces, hyphens, apostrophes, etc.

**Suffix (Jr., II, etc.):** Enter suffix if applicable.

**TIP** This field will hold 5 characters.

**Student ID**: Enter Student ID if applicable.

**TIP** This field will hold 30 characters.

Some schools may wish to use the last four digits of a student’s social security number, or systems may decide to assign their own range of numbers for each school. If a range of numbers is assigned, they should not overlap from school to school. **Do not use entire social security numbers for student ID.** Social security numbers are confidential and cannot be published.

**Zip Code**: Enter student’s zip code if applicable.
**Grade:** Enter student's grade by pointing and clicking to the grade on the drop-down list.

![Add A New User](image)

**Figure 5 – Grade Level**

**TIP**

All teachers, staff, and administrative personnel are grouped under “Staff” on the drop-down list.

**User Status:** Enter *User Status* by pointing and clicking on the drop-down list (see Figure 6).
**Figure 6 – User Status**

**TIP**

The words “Access Granted” always appear in this field (default) unless “Access Denied” status is selected from the drop-down list for reasons such as card abuse. When adding a New User, the default status will be used, (see Figure 6).

**TIP**

The “Access Denied” status can be chosen for reasons such as a violation or abuse of policies governing use of the Alabama Virtual Library resources or cards. This is also the choice that can be used when a student moves out of the system, graduates, or for any other reason that card use is denied.

**TIP**

When students graduate from high school, they will be expected to obtain an Alabama Virtual Library card from the public library or from an Alabama college where they attend. Remember, this resource is available only to the citizens of Alabama.
COMPLETED SCREEN

If information is entered in all fields, the screen will look like Figure 7.

When all appropriate fields have been filled (see Figure 7), click the Submit button.
REMOTE AUTHENTICATION INFORMATION

The Alabama Virtual Library Remote Users Information window contains the information that will be displayed after a new user is added to the database and will be placed on the back of the Alabama Virtual Library Card (see Figure 8).

*UserId* and *Password* must be printed on the card exactly as it appears in the authentication information. Mistakes in spelling will invalidate the card and users will not be able to gain access to the AVL website.

![Figure 8 – Remote Users Information](image)

Print the *UserId* and *Password* legibly in the appropriate spaces on the back of the AVL card. A computer label containing the information can be made and attached to the back of the card. Procedures for replacing lost cards will be determined by the school systems or individual schools.

---

**TIP**

Many labeling programs create a label list that can be used as a reference for students who lose cards. Student information from the Remote Users window may also be printed on paper and kept.

**TIP**

Retention of *UserId* and *Password* are strictly confidential and not to be given to unauthorized persons.
DUPLICATE ENTRIES WHEN ADDING A NEW USER

There may be instances, when adding a new user, that students have exactly the same name. It is unlikely that this will occur very often, however the system is set up to handle duplicate entries. When this occurs and the name is already in the database, the window below will appear when Submit is clicked (see Figure 9).

![Figure 9 – Duplicate User Names](image)

The following users of your library have the same name as the person you are registering. Please make sure you are not replicating an entry. If this does not create a duplicate entry, click on the Create as New User button at the bottom.

To edit or update the existing record, click on the user name. To exit this process and return to the main registration window, click on the Add New Users link on the left side menu.

<table>
<thead>
<tr>
<th>Userid</th>
<th>Name</th>
<th>School ID #</th>
<th>Zip</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>jimmynb</td>
<td>Jimmy Buffet</td>
<td>0015</td>
<td>35401</td>
<td>4</td>
</tr>
<tr>
<td>jimmynb</td>
<td>Jimmy Buffet</td>
<td>0015</td>
<td>35401</td>
<td>4</td>
</tr>
</tbody>
</table>

Create As New User

Figure 9 – Duplicate User Names

All records containing the name (Jimmy Buffet) will appear. If at this point another new user with the same name is being added to the database, click on Create As New User. If this is a mistake, simply close the window or click on Add New Users on the left side of the window and continue adding new student names. When Create As A New User is selected, any time a search is performed and students have the same name, all of the students possessing the name will appear (see page 16).

**TIP**

This feature helps prevent the issue of two passwords to one student. Clicking on the Userid names will allow changes and updates to be made on any of the names on the list.
DUPLICATE ENTRY PASSWORDS

This window displays the information for a new user (the third name added in our example) with the duplicate name of Jimmy Buffet (see Figure 10). Notice that the password and other information are different from the passwords issued to the other students with the same name in Figure 9.

TIP

Even if all of the information in other fields is the same, when a new user with a duplicate name is created, a different password will be generated by the system.

Figure 10 – New User UserID & Password
ADDITIONAL HELP

On the left of the student information fields is a list containing items that perform a variety of functions to assist the library media specialist in obtaining information or performing searches. They are: Home, Search for New User, Add New Users, and Help (see Figure 11).

Home: Clicking on the word “Home” will open the Alabama Virtual Library homepage.

Search for New User: Clicking on this phrase brings up the window (Figure 11) that allows searching for individual cardholder information in a variety of ways.

SIMPLE SEARCHING

If the cardholder’s name is known, type in the Last Name, tab down to the next field, and type in the First Name (see Figure 11).

Figure 11 – Search for User
USING THE DROP-DOWN LIST

Figure 12 – Search for User- Drop-Down

Point and click on the drop-down list to search for a student by First Name, Last Name, Zip Code, Grade, or School ID (see Figure 12).

TIP

This is the reason that it is important to determine how information will be entered into the student information fields before cards are issued. If the decision was made to enter information into all fields, then searching can be accomplished in a variety of ways. Less information can mean a more restrictive search capability. Multiple search capability is especially useful when there is a large student population in the school.
ADVANCED SEARCHING FROM THE DROP-DOWN LIST

Searching can be further qualified by using the *Then by:* drop-down list. Using this drop-down list can help narrow the search for a user. The *Then by:* drop-down list permits searches by *Last Name, Zip Code, Grade, School ID.*

![Figure 13 – Advanced Search for a User](image)

After making search choices, click *Search.*
UPDATING OR CHANGING USER INFORMATION

This window allows student information to be changed or renewed.

Click: On the name in bold print (Buffet) in the Userid box to make changes, updates, or renewals. When there are duplicate names, as in Figure 14, check carefully to make sure it is the correct student record that is being changed, updated, or renewed. The normal view of this screen usually contains only one student record.

Figure 14 – Updating User Information

After clicking on the name in the Userid box, changes, updates, and card renewals can be made (see Figure 14).

Make any necessary changes.

Click: Submit.

Renewals
To renew an expired card for an additional year,

Click: Renew

TIP
Students are automatically notified 30 days before a card expires when they access the AVL website. Students are then responsible for getting the AVL card renewed in the school library.
User Information Display

Add New Users: Clicking on this phrase is a quick way to access the form for adding new users. It is another way of making the addition of new users easy.

Help Me: Clicking on this phrase will give information for the AVL helpdesk, updates, and a Q&A for patron problems.

Statistics: There are two categories of statistics available.

**Total Users:** Reflects the total number of cards that have been issued.

**Total Accesses:** Reflects the total number of times a card has been used to access the AVL. (Example: One person uses a card 11 times. All 11 accesses are included in the total.)
OPENING AND END OF YEAR CLOSING

Checklist for Closing the Center

1. Book circulation will end approximately two weeks prior to the last day students attend school.

2. Teachers should be requested in April to return to the library media center all library materials and equipment which they no longer need. At the first of May, a similar request should be made. During the month of May, the LMS should present teachers with a list of materials which they have not returned.

3. All library A/V equipment should be returned prior to the last week of school. The LMS should accommodate teachers who request equipment after this time.

4. Prepare work orders for summer maintenance

5. Prepare equipment to be sent out for repair and cleaning.

6. Reconcile purchase orders and financial records.

7. Label large boxed for collection and summer mail.

8. Cover and secure equipment. Computers should be attended as prescribed by IT Services.

9. Books and materials should be inventoried during the last two weeks of school, if an inventory has not been taken at an earlier date.

10. Inventory and annual report should be directed to the appropriate personnel.

11. The principal should be made aware of book shortages or other problems. If teachers wish to keep materials to use in the summer, the principal should approve.

12. Copies of delinquent fines and lost books list should be placed on file in the school office.

13. Access to research and reference material should be made available to students until the latest possible date.

14. Final closing date for all library services will begin approximately two weeks before the last day of school, but will be at the discretion of the principal. *Please contact my office with any questions.

It is strongly suggested that access to libraries be limited during the summer months. Often this cannot be avoided because of inservice activities, repairs being made, etc.

The library should be open and ready for student access on the first day of school if at all possible.

* Depending on the school size and having everything prepared for the first day of school the next year, it is necessary to close the majority of services of the library. The librarians are currently 9 month employees.
LIBRARY AIDE JOB DESCRIPTION

Position: Library Aide  
Supervisor: Library Media Specialists or Director  
Location: Specific Library in the district

Qualifications:

- One year of post high school education  
- Prior library experience preferred  
- Ability to work as a member of the team  
- Good people skills  
- Good organizational skills  
- Effective student management skills  
- Basic technology skills

Purpose of the Position:

The purpose of the Library Aide position is to have someone to assist the Library Media Specialist in operating an effective library/media center.

Job Performance Responsibilities:

- Maintains organization of print and non-print materials and resources  
- Answers reference questions and assists students and teachers  
- Assist patrons in locating and using materials and equipment  
- Maintains a positive student climate in the library-media center  
- Circulates and repairs materials  
- Fully functional in the library management software used to maintain adequate records regarding use of materials and resources  
- Scheduling the use of equipment  
- Assisting with inventory and weeding procedures  
- Filling teacher requests for media and assist in processing new book orders  
- Shelving media and keeping shelves in order  
- Assisting with overdue, lost, and damaged media  
- Prepares forms, bulletins, and letters pertaining to library media center functions  
- Operate various software programs  
- May train and review the work of student workers and volunteers  
- Work with students to maintain an orderly atmosphere  
- Maintain an attractive appearance of the LMC