



# **Jasper City Schools**

## **Library Media**

### **Program Manual**

**2018-2019**

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### **Vision Statement**

The vision of Jasper City Schools Library Media Program is to foster academic excellence and create an environment that encourages an intrinsic love of reading and lifelong learning for all students.

### **Mission Statement**

The mission of Jasper City Schools Library Media Program is to support the state and district curricula, increase student achievement, encourage reading, and create lifelong users of information through leadership, collaboration, quality resources, and current instructional technologies.

### **Philosophy and Beliefs**

1. School libraries are essential to the development of learning skills.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. The definition of information literacy has become more complex as resources and technologies have changed.
5. Technology skills are crucial for future employment needs.
6. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable individuals to learn on their own.

### **Goals and Objectives**

1. To select and retain highly qualified media specialists who are knowledgeable of library media resources and services, state and district curricula, instructional technology, and effective teaching strategies.
2. To provide opportunities for growth through professional development as well as state and district conferences/meetings.
3. To collaborate with faculty and staff for effective instructional teaming.
4. To provide quality services and resources in appropriate quantities to meet the objectives of the state and district curricula.
5. To provide continuous evaluation and revision of the media program to reflect curricular changes, current educational trends, and instructional technology.
6. To promote intellectual freedom through a broad selection of resources
7. To provide diverse resources to encourage reading for information and enjoyment.
8. To support critical reading and thinking through media literacy instruction.
9. To assist patrons in acquiring research skills for accessing, analyzing, and evaluating instructional resources.

## LIBRARY BILL OF RIGHTS

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

## LITERACY STANDARDS

### Web Resources & Crosswalked Standards

Refer to Jasper City Schools Webpage - <http://www.jasper.k12.al.us/content/188>

**American Association of School Librarians (AASL) & CCRS ELA & Science & Technical Standards - Curriculum Crosswalks:**

#### [Kindergarten AASL / CCRS Crosswalk](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for Kindergarten.

#### [AASL/CCRS Crosswalk - 1st grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 1st grade.

[AASL/CCRS Crosswalks - 2nd grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 2nd grade.

[AASL/CCRS Crosswalks - 3rd grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 3rd grade.

[AASL/CCRS Crosswalks - 4th Grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 4th grade.

[AASL/CCRS Crosswalks - 5th Grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 5th grade.

[AASL/CCRS Crosswalks - 6th Grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 6th grade.

[AASL/CCRS Crosswalk - ELA 7th grade.](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 7th grade.

[AASL/CCRS Crosswalks - 8th Grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 8th grade.

[6-8 Literacy Standards in Science and Technical Subjects](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Literacy Standards for Grades 6-8 Science and Technical Subjects

[AASL/CCRS Crosswalks - 9th Grade ELA](#)

This document shows the alignment of the Library Media 21st Century Learner Standards to the Alabama College and Career Ready Standards for 9th grade.

[American Association of School Librarians \(AASL\)](#) - [www.ala.org/aasl](http://www.ala.org/aasl)

**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.

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## **Challenged Materials**

### **Procedures for Formal Review of Materials**

The Jasper City Board of Education agrees with the Freedom to Read statement from the American Library Association, as stated below:

“Now as always in our history, reading is among our greatest freedoms. We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.”

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 complainant’s completed form (*Request for Formal Review of Library Materials*), the principal will request review of the challenged material by the School Media Review Committee within fifteen (15) working days, and will notify the District Library Media Coordinator and the Superintendent that such review is being made. 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.

3. The principal shall inform the library/media specialist, the Superintendent, and the District Library Media Coordinator of the complaint. The challenged material will be in the possession of the School Media Review Committee during the review procedure.
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 the 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 Superintendent and the District Coordinator of Library Media Services.
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:

- |                                     |                                |                              |
|-------------------------------------|--------------------------------|------------------------------|
| <input type="checkbox"/> Book       | <input type="checkbox"/> Video | <input type="checkbox"/> CD  |
| <input type="checkbox"/> Periodical | <input type="checkbox"/> DVD   | <input type="checkbox"/> Kit |
| <input type="checkbox"/> Pamphlet   | <input type="checkbox"/> 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?

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

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

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6. What is your recommendation concerning this material?

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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?

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\_\_\_\_\_  
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: \_\_\_\_\_

Purpose:

1. What is the purpose, theme or message of the material? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_
3. Are any questions/elements of the story an integral part of a worthwhile theme or message? Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_

Content:

1. When factual information is part of the story, is it represented accurately?  
Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_
2. Are concepts presented appropriate to the ability and maturity of the potential reader?  
Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_
3. Do characters speak in a language true to the period and section of the county in which they live? Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_
4. Does the material make a significant contribution to the history of literature or ideas?  
Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_
5. Are the illustrations realistic in relation to the story?  
Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_

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/Recommendations:

Signatures of Advisory Review Committee Members:

## **LIBRARY MEDIA PROGRAM**

The library media program provides open, flexible, and equitable access to 21st Century materials with information as a primary function of the library media program. The program supports intellectual access to information and ideas for 21st Century learning, physical access to information and resources for learning, and flexible, open access to archived, current, and new resources to meet the learning needs of the school community.

**Refer to standards and guidelines in the ALSDE – Alabama School Library Media Handbook for 21<sup>st</sup> Century Learners:**

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

### **Acquisitions & Selection**

The school's library media center strives to implement, enrich, and support the educational program of the school. The school library media center offers instructional and informational resources for all 21<sup>st</sup> Century learners to meet the goals of the school curriculum and enhance student achievement.

To this end, the library media program provides the following: (1) materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served; (2) Materials that will stimulate growth in factual knowledge, literary appreciation, and ethical standards; (3) Materials on opposing sides of controversial issues so that young citizens may develop the practice of critical analysis of all media.

Selection of materials should involve parents, principals, teachers, supervisors, students, and library media specialists. The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally-trained library/media center personnel.

Each item purchase is considered on the basis of the following: overall purpose, timeliness of permanence, importance of subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, format and price.

### **Advocacy**

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

### **Budgets and Funding**

The school library media specialist collaborates with the local school district/system and administrators to ensure that funds are budgeted to maintain the library media program.

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

## Cataloging

### **Classification Procedures for Books**

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

### **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.

## Circulation

Circulation of print and non-print resources will be managed for the patrons of the Jasper City School System through the Destiny web-based library management system.

## Collection Development

Collection Development is defined as the planned purchase of materials in various formats to match the instructional and research needs of the campus within the current fiscal environment and resource sharing opportunities. The heart of a library is its collections. The buildings house them; the library personnel acquire and manage them and teach users how best to access and use them.

### **Processing**

The school's library media program utilizes the Collection Guidelines outlined in *Alabama's School Library Media Handbook for the 21<sup>st</sup> Century Learner*, 22-23 (Appendix E).

### **Weeding**

In order to maintain a collection that meets the needs of the learning community, weeding is essential. LMC weeding guidelines should include the rationale and established criteria for weeding.

#### **SUGGESTED COPYRIGHT DATE CHART FOR WEEDING**

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

### **Copyright/Fair Use**

The library media specialist provides and posts copyright information for all users of the library media center. Copyright/fair use information is also posted in appropriate locations throughout the school. The library media specialist will provide copyright information for faculty members annually.

Copyright Notice to Post on Copiers and Video Recorders: The copyright law of the United States governs the making or reproductions and the performance of copyrighted material; the person using this equipment is liable for any copyright infringement.

### **Donations and Gifts**

The Jasper City Schools library media programs gladly accept monetary gifts, as well as donations. Items bought or obtained are subject to the same criteria as those items acquired through the regular selection process.

### **Position Statement on the Confidentiality of Library Records**

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

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

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

\*ALA Policy 52.4 (see below), 54.16

### **Purchases with Local Funds**

Each library media specialist will confer with the local school principal or bookkeeper regarding proper procedures for managing expenditures with local funds. Any money generated by the library media specialist through book fairs, donations, etc., will be used to enhance library programs at the discretion of the library media specialist. All purchases must be approved by the school principal.

## **Scheduling**

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use.

Weekly schedules that list whole-class and small-group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use through the year.

In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need. The library media center may also be scheduled for individuals, groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources.

## **SUGGESTED End of Year Guidelines**

An inventory of all library holdings will be conducted annually. A holdings summary report should be submitted to the district library media coordinator by the last day of school.

Library books will be due 3 full weeks before the last day of school.

In order to allow the library media specialist to collect a materials and complete an annual inventory, no classes will be scheduled for the library for the last two (2) full weeks of school.

## **Internet Safety/Acceptable Use Guidelines**

### **Introduction**

It is the policy of the Jasper City School System to provide technology resources, including Internet access, to its students and employees in order to more fully support the System's mission statement and to meet educational and instructional goals set by the system and the state. It is the intention of the Jasper City School System that all technology resources will be used in accordance with any and all school/system policies and procedures as well as local, state, and federal laws and/or guidelines governing the usage of technology and its component parts. Additionally, it is implied that all students and employees of the Jasper City School System will use the provided technology resources so as not to waste them, abuse them, interfere with or cause harm to other individuals, institutions, or companies.

- All technology resources, regardless of purchase date, location, or fund, are subject to this policy.
- All users of Jasper City School System resources, including visitors to the system, are expected to comply with these measures.
- All students and staff must have the appropriate Acceptable Use Policy on file with the system prior to use. Permission is not transferable, and therefore, may not be shared.
- All visitors must have the permission of school staff in order to access the Internet. In the process of logging onto the system's network, visitors will agree to abide by all school and system policies.
- The policy will be displayed in each school media center and computer lab. A copy of the policy will be available in each school's office.
- Any questions about this policy, its interpretation, or specific circumstances shall be directed to the System Technology Coordinator before proceeding.
- Violators of this policy will be handled in a manner consistent with comparable situations requiring disciplinary and/or legal action.
- The administrators of each school will be responsible for establishing specific practices to enforce this policy at individual schools.

### **Technology Protection Measure**

The system will utilize an Internet filtering system that will protect adults and minors from access to visual depictions that are obscene, including child pornography. With respect to Internet access by minors, the filtering system will also protect against access to materials harmful to minors. "Harmful to minors" is defined as any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole, appeals to a prurient interest in nudity, sex, or excretion
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.



The filtering software will filter all incoming Internet sites based on both URL (web site name) and IP address. Adult staff members may request a review of filtered sites. URLs and IP addresses may be added to the filtered list by the System office in cases where the filtering system may not have accurately identified an inappropriate site as defined above. In addition, adults who are engaged in bona fide research or need access to blocked sites for other lawful purposes, may request a temporary release of specific sites at specific workstations to complete their work.

### **Monitoring of Online Activities**

1. All teachers are expected to preview any Internet sites they plan to incorporate into classroom or library presentations to further ensure its safety and suitability.
2. All students are expected to have a signed Acceptable Use Policy on file in order to access the Internet.
3. All minor students are expected to also have a signed Parent Permission Form on file in order to independently access the Internet.
4. All students must have specific permission from their teacher in order to access the Internet for each session.
5. Teachers or another responsible adult staff member will supervise all students, regardless of age, while on the Internet at all times.
6. The filtering software used by the system may also be used to monitor Internet activity, as needed.

### **Electronic Communication**

#### **Electronic Mail**

The Jasper City School System provides access to electronic mail for all employees, class accounts upon request and, on a limited basis, for secondary students. Access to e-mail is to be used for educational and instructional activities.

- All e-mail content is implicitly understood to be representative of the author's individual point of view and not that of the school or school system.
- All e-mail generated on System equipment or using a Jasper City Schools' e-mail account is the property of the school district and may be reviewed and deleted as needed to ensure network integrity, confidentiality, and student safety. E-mail created or received using the System e-mail account should not be considered private.
- The use of web-based or non-school issued email accounts by students is not permitted.
- E-mail accounts may not be used for:
  - Sending or attempting to send anonymous messages;
  - Purchasing, selling or advertising products or services;
  - Sending mass e-mails;
  - Posting or forwarding other user's personal communication without the author's consent;
  - Spreading viruses;
  - Spamming;

- Hacking of any type;
- Engaging in any other unlawful activities;
- Contacting strangers or communicating with unknown individuals or organizations.

### **Other Forms of Electronic Communication**

Students are not permitted to use instant messenger type programs and chat without the express permission and direct supervision of their teacher. In these cases, such communication is to be used only for purposes that serve to support curriculum.

### **Web Page Posting**

Students may not use technology resources operated by the school system to post information or graphics to personal web pages on the Internet. All users wishing to post pages or information on to the System's web site must obtain prior permission to do so from the Technology Coordinator.

When posting information to school or system web pages, the following rules must be followed:

- Pictures and other personally identifiable information should only be used with permission in writing from the parent/guardian of the student involved. Only first name and last initial of students may be used. No full names should be used.
- Student posting of personal information of any kind is prohibited. Personal information includes: home and/or school address, work address, home and/or school phone numbers, full name, social security number, etc.

Infringement of copyright laws, obscene, harassing or threatening materials on web sites are against the law and are subject to prosecution.

### **Downloading of Materials from the Internet**

Students may not download files of any type without the specific permission of their supervising teacher. Under no circumstances will students be permitted to download graphic, video, or audio files in any format that violate the letter or intention of this or any other school/system policy.

### **Limitations of Liability**

Jasper City Schools makes no guarantee that the functions or the services provided by or through the District's Network System will be error-free or without defect. Jasper City Schools will not be responsible for any damage suffered by the user, including but not limited to, loss of data or interruptions of service. Jasper City Schools will not be responsible for any financial obligations arising from the unauthorized or inappropriate use of the system.

**JOB DESCRIPTION**

**JASPER CITY SCHOOLS**

**POSITION DESCRIPTION 1048**

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**TITLE:** Media Specialist

**QUALIFICATIONS:**

1. Minimum of Master's Degree
2. Media Specialist Certification
3. Such alternatives to the above as the Board may find appropriate and acceptable

**JOB GOAL:** To provide a well organized, functioning media center environment in which teachers and students can take full advantage of available resources.

**REPORTS TO:** Principal and Director of Accountability Programs

**EXPECTED WORKDAY:** 8 Hours

**FSLA:** Exempt

**PERFORMANCE RESPONSIBILITIES:**

1. Operates and supervises the media center.
2. Evaluates, selects and requisitions new media center materials.
3. Assists teachers in the selection of books, and other media center materials.
4. Maintains software and hardware equipment pertinent to the overall operation of the media center.
5. Maintains the media center to ensure it is an engaging and organized learning environment for students.
6. Arranges frequently changing book-related displays and exhibits likely to interest the media center patrons.
7. Inventories all materials and equipment.
8. Provides instruction to students in library skills and literature development.
9. Participates in required staff meetings.
10. Prepares and administers the media center budget
11. Assists in daily duties, which may include car/bus duty, extra-curricular duties, or other school activities.

**TERMS OF EMPLOYMENT:** 9 Month Contract

**EVALUATION:** Performance of this job will be evaluated in accordance with Board's policy on Evaluation of Professional Personnel.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Library Media Needs Assessment Survey**

- 1. The library media center plays an important role in the educational program at the school, and serves as a center for learning and researching.**
- 2. Resources for the library media center are carefully chosen to reflect student needs, and the resources are of high quality.**
- 3. The media budget for books, audio-visual materials, computer software, and equipment is adequate to meet my students' needs.**
- 4. The Library Media Specialist maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.**
- 5. The Library Media Specialist regularly communicates with the staff about programming and resources using a variety of methods.**
- 6. The media center curriculum plays an important part in the total educational program at the school.**
- 7. The media center is adequately available for my use, whole class use, and individual or small group student use.**
- 8. The media specialist helps me and my building meet our instructional objectives.**
- 9. Please list the best characteristic(s) of your school's library media program:**
- 10. Please list the way(s) the library media program could be improved to better serve you and your students.**

**\*Numbers 1-8 Response Choice:** Strongly Agree, Agree, Neutral, Disagree, Strongly disagree