

Jasper City *Schools*



Library Media Program Manual

2010

Jasper City Schools
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Above, Lisa O'Mary, library media specialist at Memorial Park Elementary, assists an MPS student.

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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

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.

Copyright ©2000, American Library Association

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:

☐ 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: _____

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:

Recommendation by Advisory Review Committee for Treatment of Challenged Materials:

Signatures of Advisory Review Committee Members:

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.



TECHNOLOGY & LEARNING

Copyright and Fair Use Guidelines for Teachers

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

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

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

Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired (a legal copy, not bootleg or home recording). Copyright works included in multimedia projects must give proper attribution to copyright holder. 	unavailable at a fair price or in a viable format.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose. 	
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes). 	
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Web site. 	
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television. 	

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

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

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

LIBRARY MEDIA PROGRAM

The library media program 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.

SELECTION AND ACQUISITIONS

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 21st 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.

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 21st Century Learner*, 22-23 (Appendix E).

LIBRARY MEDIA CENTER SCHOOL COLLECTION GUIDELINES

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
Automated Management System	<ul style="list-style-type: none"> • Circulation/Cataloging • 1 management computer • Barcode scanner • Online access to materials is available only in the media center 	<ul style="list-style-type: none"> • Circulation/Cataloging • 2 management computers • Barcode scanner • Online access to materials is available in the media center and throughout the school facility • In-hand/palm for remote use and inventory help 	<ul style="list-style-type: none"> • Circulation/Cataloging • 2-3 management computers • Barcode scanner • Online access to materials available in the media center, school facility, and remote sites • In-hand/palm for remote use and inventory help
General Collection: Fiction, Easy and Non-fiction	<ul style="list-style-type: none"> • 10 appropriate and usable books per student in good condition which support the school's instructional program • 2% of the collection is new book purchases 	<ul style="list-style-type: none"> • 11-15 appropriate and usable books per student in good condition which support the school's instructional program • 5% of the collection are new book purchases • Class sets of novels are available for classroom use • Book sets/CD Roms or cassettes are available for classroom use 	<ul style="list-style-type: none"> • 15-20+ appropriate and usable books per student in good condition which support the school's instructional program • 5% of the collection are new book purchases • Average copyright of nonfiction collection (excluding biography) is less than 10 years old • Book sets/CD Roms or cassettes are available for classroom use (new sets are added annually)
Reference Materials: Encyclopedias, Dictionaries, Almanacs, Thesaurus, Atlases, Periodicals, Newspapers, Handbooks: i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References	<p>Library media specialists use needs assessments, professional tools, and curriculum objectives to establish a basic reference collection. Appropriate quantities of materials are determined by:</p> <ul style="list-style-type: none"> • Student enrollment • Demographic data • Instructional program • Information needs 		
Internet Resources	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL may be used) 	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL may be used) • e-books available • Media center Web site available on the school home page for classroom, school and remote site access 	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL may be used) • e-books available • Separate media center Web site available for classroom, school, and remote site access
Electronic Resources	<ul style="list-style-type: none"> • CDs and DVDs available to support the curriculum 	<ul style="list-style-type: none"> • CDs and DVDs available to support the curriculum 	<ul style="list-style-type: none"> • CDs and DVDs available to support the curriculum
Professional Collection	<ul style="list-style-type: none"> • 25-50 professional books • 5 professional magazines 	<ul style="list-style-type: none"> • 50-75 professional books • 5 or more professional magazines • Current list of Web sites for professional development purposes available on media center Web site/school home page 	<ul style="list-style-type: none"> • 75-100 professional books • 10 or more professional magazines • Current list of Web sites for professional development purposes available through media center Web site

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

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.

INTERNET SAFETY/ACCEPTABLE USE (AU) POLICY

Use of the Jasper City Schools (JCS) computer network and the Internet is a privilege granted to students in order to promote their educational development. This privilege comes with the expectation that students will use the system's technology resources in a manner consistent with the system's Mission Statement and instructional goals. Students are responsible for their actions while using the equipment and resources. Exemplary behavior is expected at all times. The term "technology resources," as used in this document, is intended to have a broad interpretation. It includes but is not limited to computers, digital devices, electronic communication devices, network equipment, the Internet, email, software, and online venues such as websites, blogs, and online class management systems. Such access and use is restricted to students who are engaged in bona fide educational activities that serve and are consistent with identified educational objectives and who, by signing an acknowledgement form, agree to abide by all Board policies, rules, and regulations regarding technology use.

In order for the JCS to continue to make its computer network and Internet access available, all students and personnel must take responsibility for appropriate and lawful use of this access. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the Jasper City School System's teachers and other staff will make reasonable efforts to supervise student use of the network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Students are expected to use all technology resources in accordance with this AUP, and all other applicable policies and procedures, as well as local, state, and federal laws and/or guidelines governing the usage of technology and its component parts. This AUP applies to all technology resources owned, leased, operated, or maintained by the Board, regardless of the physical location of the resource or the user. It also applies to all technology resources (regardless of ownership) brought onto school grounds during school hours or functions.

In general, students should only use technology resources under the direction and permission of their teacher. In addition, students will need the specific permission of their teacher in order to:

- Use personally-owned technology while in school. A permission form, including specific instructions and conditions, may need to be signed and additional restrictions may apply.
- Publish information to system, school, or class websites, blogs, wikis, or other online workspaces. When doing so, students are expected to adhere to applicable design requirements, online safety practices, and general rules of good behavior.

This AUP is kept on file at each school. Failure to sign it will disallow a student's privilege to access the system's network and the Internet. Parents of minor students (under the age of 17) may request that their student(s) not be allowed to independently access the Internet by notifying the school principal in writing within fifteen days of the student's first day of attendance each school year. This restriction will apply to the student independently operating any Board technology resource to access the Internet, and does not prohibit the student from viewing Internet sites presented by school personnel or by other students as part of a lesson, or from using Internet-hosted software used by the school. In these cases, school personnel will take appropriate steps to restrict the student from using computers to access the Internet independently. However, it is not reasonable that school personnel can directly supervise every student every minute of the day when they are on the computer.

I understand that any or all of the following sanctions could be imposed if I violate any of the policies and procedures regarding the use of Jasper City Schools Technology Resources, including the Internet.

1. Loss of access
2. Additional disciplinary action to be determined at the individual school in line with existing practices regarding inappropriate language and/or behavior
3. Legal action, when applicable

STUDENT GUIDELINES OF ACCEPTABLE USE POLICY

Students should be prepared to be held accountable for their actions and are expected:

- Not to damage electronic device, peripheral devices, or the system network in any way.
- Not to share my password with others.
- Not to access another student's work, folders, or files.
- Not to change the settings or configuration of any electronic device or network equipment.
- Not to install software or download unauthorized files, programs, apps, games, music, etc.
- Not to use an electronic device or the Internet to hurt, harass, bully, attack or harm other people or their work.
- Not to use the Internet for any illegal or threatening activity or to download instructions on how to perform such acts (i.e. pornography, drug dealing, purchase of alcohol, weapons, gang activities, hacking, etc.)
- Not to violate copyright laws or plagiarize online documents.
- Not to post, view, send, display or download obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages or graphics/pictures.
- Not to use profane, abusive, or impolite language or commensurate graphical depictions to communicate.
- Not to degrade network performance by posting electronic chain letters or other useless information.
- Not to reveal personal addresses, phone numbers, or other personal data via the Internet.
- Not to re post non-academic personal communications without the original author's prior consent.
- Not to use school Internet access for personal profit in any way.
- Not to use school Internet access to make purchases. All costs associated with such purchases will be the sole responsibility of the individual and not that of the school, school system or its employees.

- Not to use school Internet access and electronic device to post information or graphics to personal web pages.
- Not to use school Internet access and electronic device to engage in chat rooms, email, or instant messenger activities unless directly instructed to do by a supervising adult.
- Not to use the school network to distribute confidential information such as test questions/answers.
- Not to attempt access to materials not in line with the rules of school behavior.
- Not to install apps or software which would allow you to bypass the web filters of the Jasper City Schools.
- Not to use personal mobile hot spot while on the Jasper City School campuses.
- Not to take or post photos or video recordings or any persons unless I have the consent of a teacher and **all** persons in the photo or video.
- Not to use messaging services or messaging apps, etc.
- Not to use outside data disks or external attachments without prior approval.
- Not to take any action that violates existing school board policy or public law.
- To notify an adult immediately if he/she encounters materials or activities which violate these guidelines.

STUDENT DISCIPLINE

If a student violates any part of the above policy, the following disciplinary steps will be applied:

- 1st offense – Student(s) will check-in/check-out their iPads from the help desk daily for three (3) weeks.
- 2nd offense – Three (3) weeks of iPad privilege suspension (student still responsible for all required work).
- 3rd offense – Loss of iPad privileges for a length of time determined by the administration and the help desk. Senior students will also lose their senior privilege during this same period. Other disciplinary actions can be taken as deemed necessary and appropriate by the Principal.

INTERNET SAFETY

In an effort to promote and insure students' safety while accessing the Jasper City School System's technology resources, the following guidelines shall be followed:

- A. **General Warning: Individual Responsibility of Parents and Users:** All users and their parents/guardians are advised that access to the electronic network may include potential access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and the Internet and stay away from these sites. Parents and teachers of minors are the best guides to assisting with appropriateness of materials. If a student finds that others are visiting offensive or harmful sites, he or she should report such use to the person designated by the school.
- B. **Personal Safety:** Be safe. In using the computer network and the Internet, never reveal personal information such as home address or telephone number. Students should never use their real last name or any other information that might allow a person to locate them without first obtaining permission of the supervising teacher or parent. Students should never arrange a face-to-face meeting with anyone whom they "meet" on the computer network or the Internet without first obtaining the permission of their parents/guardians. Regardless of the student's age, the student should never agree to meet a person with whom they have only communicated with on the Internet in a secluded place or private setting.
- C. **"Hacking" or Other Illegal Activity:** It is a violation of this policy to use the school system's computer network or the Internet to gain unauthorized access into other computers or computer systems, or to attempt to gain such unauthorized access. Any such use violates state and federal law relating to copyright, trade secrets, and the distribution of obscene or pornographic materials. Use which violates any other applicable law or municipal ordinance is strictly prohibited.
- D. **Confidentiality of Student Information:** Personal identifiable information concerning students may not be disclosed in any way on the Internet without prior permission of a parent/guardian or, if the student is 18 or older, the prior permission of himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities. At no time should a picture of a student be posted on a school-related web site with an identifying name. All student pictures posted to school-related web sites must have the prior permission of parents/guardians before they are posted. Permission to use a student's picture on a school-related web site should be kept on file at each school.
- E. **Active Restriction Measures:** The JCS shall use filtering software and other means to prevent students from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. The filtering software also blocks access to chat rooms. The Jasper City School System will monitor the online activities of students and staff through direct observation and/or technological means to insure that students and staff are not accessing such depictions or any other inappropriate materials. Not to install apps or software which would allow you to bypass the web filters of the Jasper City Schools.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher with the approval of the Technology Coordinator as necessary for the purposes of bona fide research or other educational projects being conducted by students age 17 or younger.

The term "harmful to minors" is defined by the *Communications Act of 1934 (47 USC Section 254 [h] [7])*, as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, 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 lewd exhibition of the genitals; or

- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

LEGAL RESPONSIBILITIES

Technology networks can provide individuals with access to locations in the United States and around the world. Students and parents should be aware that they may be liable for hurtful speech, invasion of privacy, copyright, and other violations in all 50 states and worldwide. The Board of Education will cooperate with any properly executed request from any local, State, or Federal law enforcement agency or civil court.

OWNERSHIP OF RESOURCES AND EXPECTATIONS OF PRIVACY

Network and Internet access is provided as a tool for the students' and staffs' educational purposes. The JCS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All information files shall be and remain the property of JCS and no user shall have any expectation of privacy regarding such materials. All technology resources, including but not limited to, network and Internet resources, accounts, email systems, computers or other devices owned, leased, or maintained by the JCS are the sole property of JCS. Users of school system technology resources have no personal right of privacy or confidentiality with respect to the use or content of such resources. Authorized JCS personnel may, at any time and without prior notice, access, search, examine, inspect, collect, or retrieve information of any kind from the JCS technology resources, including computer or related equipment, files, and data to determine if a user is in violation of any of the Board's policies, rules, and regulations regarding access to and use of technology resources, for or in connection with any other matter or reason related to the safe and efficient operation, maintenance, or administration of the school system, or for any other reason not prohibited by law.

In addition, any device (regardless of ownership) brought onto school grounds by a student is subject to immediate inspection when there is a reasonable suspicion that the contents or recent utilization of the device is in violation of any of the Board's policies, rules, or regulations regarding access to and use of technology resources.

ONLINE BEHAVIOR EDUCATION

All students will receive education about appropriate online behavior, including cyberbullying awareness and response and interacting with other individuals on social networking sites and in chat rooms. This education will be provided through the implementation of the Technology Course of Study, through Internet Safety awareness and education programs at each school, and through additional efforts made by the Students Services and other departments. In addition, educational materials and links regarding cyberbullying as well as safe and appropriate behavior will be placed on the System's website for access by parents and students.

FAILURE TO FOLLOW POLICY

The use of the Jasper City School's computer network and the Internet is a privilege, not a right. Any user who violates this policy, shall at the minimum, have his or her access to the computer network and the Internet terminated, which the school system may refuse to reinstate. A user violates this policy by his or her own action or by failing to report any violations by other users that may come to the attention of the user. Further, a user violates this policy if he or she permits another user to use his or her account or password to access the computer network or the Internet, including any user whose access has been denied or terminated. The school system may also take other disciplinary action in such circumstances.

WARRANTIES/INDEMNIFICATION

The Jasper City School System makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his or her parents/guardians arising out of the user's use of the computer networks or the Internet under this policy. By signing the Acceptable Use Agreement at the beginning of each school year, the user is taking full responsibility for his or her use. In addition, the user takes full responsibility for his/her activities. If over age 18, he/she agrees, or if under 18, the parents/or guardians are agreeing to indemnify and hold the school, the school system, the Data Acquisition Site that provides the computer and Internet access opportunity to the Jasper City School System, and all of the administrators, teachers, and staff harmless from any or all loss, costs, claims, or damages resulting from the user's access to the computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods and services by the user. The user or, if the user is a minor, the user's parents/or guardians agree to cooperate with the school and/or school system in the event of the school initiating an investigation of a user's use or his/her access to its computer network and the Internet, whether that use is on a school computer or another computer outside the Jasper City School's network.

UPDATES

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new and additional registration and account information or to sign a new policy, for example, to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents/guardians) or such new policy must be signed if the user wishes to continue to receive related services.



Above, Britney Mullinax, library media specialist at Walker High School, spends her days helping WHS students with print and technology-based resources.

LIBRARY MEDIA SPECIALIST JOB DESCRIPTION

JASPER CITY SCHOOLS

POSITION DESCRIPTION 1048

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 enter.
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: _____

GIFTS AND DONATIONS

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.

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.

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 materials and complete an annual inventory, no classes will be scheduled for the library for the last two (2) full weeks of school.

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

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 library media center, 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.

ADVOCACY

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional library media specialist 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 library media center includes operating funds for new resources such as the following : books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The library media specialist 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 library media specialist must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.

- The library media specialist should prepare annual reports documenting how each source of funding for the library media center was spent. These documents should be retained for a minimum of three years.
- The library media specialist 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.

PROGRAM EVALUATION AND CONTINUOUS IMPROVEMENT

The library media program will be evaluated annually according to the following plan. Following each annual evaluation, specific improvement steps will be planned to promote continuous improvement in designated areas.

Performance Goal	Actions	Professional Learning	Resources Required	Monitoring and Evaluation	Timeline for Implementation	Evaluation Method	Monitoring	Evidence of Impact
Select and retain highly qualified media specialists.	Mentor interns from accredited graduate media programs.	NA	Media Specialists willing to accept and mentor media interns	Performed by supervising media specialist	Ongoing as opportunities arise	Utilize a locally created checklist of media tasks	Maintain a pool of highly-qualified applicants.	Number of interns hired from this mentoring program
	Provide mentors for newly-hired media specialists.	Training in effective mentoring	Media specialists for supervising media program interns.	Ongoing collaboration	Ongoing as needed	Survey new media specialists' mentoring experience. (Summative)	Media coordinator	Retention of first-year media specialists
Provide opportunities for professional growth.	Schedule meetings for district and grade-level media specialists.	Training to meet varied interests and needs	Duty leave.	Attendance rosters and survey of participants	Quarterly	Attendance rosters and survey of participants	Media coordinator	Refinement of school-based programs based on the dissemination of information
	Provide workshops for media-specific professional development.	Training to meet varied interests and needs	Duty leave Presentation costs	Attendance rosters and survey of participants	Ongoing	Attendance rosters and survey of participants	Media coordinator	Implementation of innovative ideas
	Encourage attendance at state and national level conferences.	Training to meet varied interests and needs	Duty leave. Registration fees Travel expenses	Agenda and program notes	Ongoing	Presentation to colleagues.	Media coordinator	Implementation of innovative ideas

Performance Goal	Actions	Professional Learning	Resources Required	Monitoring and Evaluation	Timeline for Implementation	Evaluation Method	Monitoring	Evidence of Impact
Build effective instructional teaming.	Collaborate with faculty and staff.	Knowledge of state and district curricula	Planning time Flexible schedule (middle/high school) Access to curriculum maps and achievement data.	Calendars Media schedule Minutes from collaboration	Ongoing	Surveys from teaching faculty	School principal	Greater integration of media resources as evidenced in lesson plans
	Dissemination of information regarding media policy and procedures.	Knowledge of national, state, & local policies, laws, and procedures regarding intellectual property	Access to national, state, and local policies, laws, and procedures.	System-level checklists.	Ongoing	Observation of teacher compliance with policies, laws, and procedures	Principal	Adherence to national, state, and local policies, laws, and procedures
Provide quality services and resources.	Build and maintain a curricular-based media collection.	Knowledge of state and district curricula Knowledge of selection tools and vendors	State, local, and school-based budgets.	Summary of media collection, consideration files, and media committee recommendations Media schedule	Ongoing	Circulation and collection reports Collection inventory	All patrons	Increased circulation

Performance Goal	Actions	Professional Learning	Resources Required	Monitoring and Evaluation	Timeline for Implementation	Evaluation Method	Monitoring	Evidence of Impact
Provide continuous evaluation and revision of the media program.	Collaborate through local school media committee members.	Knowledge of state and district curricula Knowledge of selection tools and vendors	State, local, and school-based budgets	Needs assessment and consideration file	Ongoing	Rosters, meeting minutes, and documentation of teacher requests	School principal or evaluating administrator	Addition of new materials to reflect curricular changes and teacher requests Needs assessment summary
	Encourage attendance at state and national level conferences.	Training to meet varied interests and needs	Duty leave Registration fees Travel expenses	Agenda and program notes	Ongoing	Presentation to colleagues	Media coordinator	Implementation of innovative ideas
	Encourage participation in national, state, and local technology conferences.	Training to meet instructional technology interests and needs	Duty leave Registration fees Travel expenses	Agenda and program notes	Ongoing	Presentation to colleagues	Media coordinator	Implementation of instructional technology trends
Promote intellectual freedom.	Create and maintain a broad selection of age-appropriate media resources.	Knowledge of state and district curricula Knowledge of selection tools and vendors	State, local, and school-based budgets	Collection Analysis	Ongoing	Circulation and collection reports	Media specialist and patrons	Increased circulation

Performance Goal	Actions	Professional Learning	Resources Required	Monitoring and Evaluation	Timeline for Implementation	Evaluation Method	Monitoring	Evidence of Impact
Encourage reading for information and enjoyment.	Build and maintain a diverse collection to reflect cultures, abilities, and interests of patrons.	Knowledge of school demographics and student population.	School demographic data and student interest inventory	Circulation data	Ongoing	Attendance rosters Consideration file. Circulation and collection reports.	Media Coordinator. Media Specialist and Patrons.	Increased usage of media center resources. Collection building to reflect student interests.
Support critical reading and thinking through media literacy instruction.	Collaborate with classroom teachers to teach media skills lessons.	Knowledge of media literacy skills	Items in collection and available technology resources	Circulation data	Ongoing	Teacher feedback	Principal Media specialist self-monitoring	Increased student media literacy skills
Develop and refine patrons' research skills.	Collaborate with classroom teachers to teach research skills lessons.	Knowledge of research skills and current reference resources.	Items in collection and available technology resources	Analysis of student products	Ongoing	Teacher feedback	Media specialist	Increased research skills as measured on standardized tests

