Media Specialist's Handbook

Richmond County Board of Education
Dr. Kenneth Bradshaw, Superintendent
Revised August 2023

Contents

Mission and Philosophy

The Mission of the Richmond County Public School System is to build a world class school system through education, collaboration and innovation.

This philosophy extends to each school's individual media center, with each center's purpose being service to its students, faculty, staff and administration, based on the school's stated instructional needs and objectives as enumerated in their school improvement plan.

Goals

The goals of the Richmond County Media Program is to provide

1. A highly qualified Media Specialist at every school
    a. Media Specialists with a Media Specialist support certificate
    b. On-going professional learning for all Media Specialists
    c. Opportunities for Media Specialists to obtain Endorsements
2. Equitable access to up to date resources to every student
    a. Instructional materials that will stimulate growth in factual knowledge, literary appreciation, ethical standards and aesthetic and moral values
    b. Information that will enable students to make intelligent, informed decisions in their daily lives
    c. Technology options for all students, as well as print and non-print materials, in their quest for knowledge
    d. Materials on opposing views of controversial issues so students, with guidance, may develop skills necessary for critical reading, thinking, and listening
    e. Materials representative of many religious, ethnic and cultural groups and their contributions to our mutual heritage
3. Dynamic instruction
    a. A balanced literacy approach to reading instruction
    b. Helen Ruffin Reading Bowl, Student Media Festival, and Combining Voices Poetry Contest
4. A culture that nurtures reading and learning
    a. Flexibly scheduled Media Centers
    b. Clean, organized, and safe Media Centers
    c. Collaborative culture that emphasizes joint determination by Media Specialists and Teachers to ensure the use of Media Center resources and services that support classroom instruction

Media Programs

State Standards for Media

A brief synopsis of the Georgia Department of Education standards is as follows:

- Each school will have a media center.
- Media centers built after January 1, 1982 must contain the nine functional areas as required in <u>A Guide for Planning and Construction of School Facilities in Georgia: Media Center Facilities.</u>
- Media specialists are assigned to schools based on FTE counts.
- Schools less than base-size must have as a minimum of one half-time media specialist; the media center must be opened with adult supervision during the entire instructional day. ☐ Schools base-size or larger will have a least one full-time media specialist.

The Georgia Department of Education, the Georgia Accrediting Commission and the Southern Association of Colleges and Schools standards will be followed for collection requirements. These standards include:

- An elementary/middle school media center must have a actively curated collection with a **minimum** of 10 books per student and other materials suitable for use in a sound instructional program.
- A high school media center must have a actively curated collection with a **minimum** of 10 books per student and other materials suitable for use in sound instructional program.
- For schools over 800 students the following formula will apply:

Students	Collections
801 – 1,000	8,000 volumes + 6 volumes per student in excess to 800 students
1,001 – 1,500	9,200 volumes + 5 volumes per student in excess to 1,000 students
1,501 – 2,000	11,700 volumes + 4 volumes per student in excess to 1,500 students
2,001 – And above	13,700 volumes +3 volumes per student in excess of 2,000 students

- The materials collection shall include periodicals appropriate for and related to the interest of the students. Periodicals may be electronic.
- Non-print materials shall be provided as indicated by the needs of the instructional program and in accordance with expenditures.
- All materials shall be cataloged using the standard Dewey Decimal System and using the MARC format.
- Circulation records shall be kept for the purposes of evaluating student use of the media center.
- Each student shall have regular and frequent access to the media center on both an individual and class group basis.
- The media collection shall be weeded annually to remove materials that are badly worn or out of date.

- There shall be evidence that students have continual access to use books and other learning materials.
- There must be accessibility of the media center for both individual students and groups simultaneously throughout the instructional day during each day of the year. To this end, the center should be available for students and teachers to use according to instructional need rather than to a predetermined schedule.
- To insure maximum use of school media resources, the center must be open every day that school is in session. The center should not be closed to facilitate meetings or testing programs. It is recommended the center accommodate students before and/or after the school day.
- Insuring accessibility during the inventory process may require some temporary alteration in the hours of operation, or in the availability of materials for circulation, or the level of services provided to students and staff. Such modifications should be approved by the school administrator and announced in advance, but should not include closing the facility.

160-4-4-.01 MEDIA PROGRAMS Code IFBD

(1) REQUIREMENTS

   (a) Each local board of education shall adopt a media policy that

   1. Provides for the establishment of a media committee at the system level and each school.

   2. Requires development of procedures for the school system and for

   (i)   Selecting materials locally,

   (ii)   Handling requests for reconsideration of materials,

   (iii)   Considering gifts of instructional resources

   (iv)   Using non-school owned materials,

   (v)   Complying with copyright law,

   (b) The local school superintendent shall appoint a system media contact person to serve as a liaison to the department.

   (c) Each school shall have a media center staffed by media personnel in accordance with Rule 160-5-1-22 Personnel Required and shall develop processes to implement system media policy and procedures. The following shall be included in school media program implementation.

   1. A plan for flexibly scheduled media center access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need.

   2. A media committee that makes recommendations and decisions related to planning, operation, evaluation and improvement of the media program. This committee shall annually evaluate media services and develop a multi-year media plan for budget and services priorities.

   3. Collaborative planning that includes joint determination by media specialist and teachers to ensure use of media center resources and services that support on-going classroom instruction and implementation of the state-adopted curriculum.

Authority O.C.G.A. &20-2-167; 20-2-168(B); 20-2-182(F); 20-2-184.
Adopted: May 14, 1998   **Effective: June 15, 1998**

Building Media Committee

Each school unit will have a Building Media Committee. This committee will be composed of administrative, instructional and media personnel, parents, students, and community representatives.

The Building Media Committee will meet as often as needed or as required to meet the school's needs.

The committee is charged with making recommendations for the media program in the school concerning:

1. Long- range program goals for all types of media used by the instructional program 2. Budget priorities
3. Reconsideration of materials
4. Operational procedures
5. Copyright adherence policies, including appointing an individual responsible for providing copyright information and obtaining copyright clearance where necessary
6. Program evaluation, including expansion and deletion of services
7. Policies for disposition of gifts
8. Policies for the use of non-school owned materials in the classroom
9. Mechanism for the use of information sources outside the school
10. Assist the media specialist in evaluating and prioritizing requests from the faculty and students for additions to materials in the media collection

The Media Specialist shall be responsible for organizing and working with the Building Media Committee.

The Media Specialist shall be guided by, but not limited to, the suggestions of the Building Media Committee. It is, and shall remain, the Media Specialist's responsibility to order all print, non-print and audio-visual materials and equipment to ensure a balanced collection is available for instructional use in the media center.

Budget Priorities

The school level media priorities are contingent on allocation of funds.

Funds for print and non-print materials are allocated according to FTE counts. It is the responsibility of the Media Specialist to use these funds to enhance the instructional program of the school based on sound library principles with input from the Building Media Committee, the faculty and staff, and the students. To this end, these funds must be spent on Media materials. Media materials are those instructional materials including print, non-print, periodicals, online databases, supplies, and equipment that are critical to the support and enhancement of the school Media Program. These materials are housed in and circulated through the library media center.

Each media center is expected to have a minimum of 10 books per student based on the school's FTE count. Weeding of the collection must be a part of budget priorities so out of date, worn, and damaged materials are replaced in a timely manner. Analysis of the collection should be done yearly to assure the significance of the collection relative to the instructional program needs of the school.

Funds for the Media Program will be dispersed through the Curriculum and Instruction Department. The school Media Specialist should consult with the school Principal and the Building Media Committee as to the selection of materials for purchase based on established priorities and the identified needs of the school.

The Media Specialist is expected to order materials for the school Media Program based on recommendations from the Building Media Committee and with the approval of the school administrator. Orders should be turned in by the advertised deadline every year.

Selection of Materials for the Media Center

The volume of materials available; **print, non-print, audio-visual and software**; makes a wise selection of appropriate materials increasingly important. Changes in curriculum and teaching strategies make it especially important that good selection policies be followed by the Media Specialist to ensure a balanced collection.

Selection policies shall include:

1. Providing materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students.

2. Providing materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Providing material, which will enable students to make intelligent judgments in their daily lives.
4. Providing materials on opposing sides of controversial issues so students may develop, under guidance, the practice of critical reading and thinking.
5. Providing materials on many religious, ethnic and cultural groups and their contribution to our heritage.
6. Placing principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the media center.

All Media Specialists shall use industry standards and recognized reviewing instruments to assist in the selection of all materials for the media center. The following is a partial list of recognized standard resources:

Senior High Core Collection
Middle and Junior High Core Collection
Children's Core Collection
Basic Book Collection for Elementary Schools
School Library Journal
Booklist
Media and Methods
Horn Book
Bulletin of the Center for Children's Books

To ensure the Media Center Collection is appropriately curated, the Media Specialist shall:
- Perform an annual collection analysis.
- Propose an annual budget plan.
- Maintain a three year collection development plan.

Author Requests

From time to time, authors will contact the school or district office requesting their works to be placed in our Media Center Collections. The Media Specialists shall apply the same selection process to these materials as with any other materials considered for adoption into the Media Center Collection.

If an author petitions district-level personnel with a request to include their works in our Media Center Collections, the Media Program Specialist shall:
- Review the work.
- Solicit input from Media Specialists.

- Approve/Disapprove work for inclusion into the Media Center Collections (Approval DOES NOT compel a school to purchase the work. Selection of materials is a local decision by the Media Specialist).

Selection of Instructional Equipment

The following criteria should be considered when purchasing instructional equipment:

- Needs assessment – Does the school need the item being evaluated?
- Portability – Is the equipment easy to handle?
- Cost – Does the item compare favorably with similar brand items? It the price reasonable?
- Operation – Is the machine easy to operate or does it take extensive training?
- Maintenance and repairs – Is it easy to clean? Can minor adjustments be made easily? Are replacement parts readily available at reasonable cost?
- Manufacturer/Dealer – Does the manufacturer make the item primarily for school use? Is the manufacturer reputable and is the dealer reliable? Will the manufacturer or dealer extend warranty service?
- Warranty and guarantee – What is the warranty for this item? Is an extended warranty available? Is it on-site or must the item be sent off for repairs? If so who is responsible for shipping and handling?
- Service – Are repairs and emergency services readily available?
- Standards – Are there any standards recommended on the national, state or local levels?

Duties and Responsibilities of a Media Specialist

The Media Specialist is expected to meet professional standards and certification. Within the school setting he/she will be expected to be responsible for the following:

- Implementing media policies and standards in line with state and local policies and procedures
- Creating and fostering a climate that motivates effective utilization of media facilities, resources and services
- Maintain a neat and orderly media center and materials collection
- Ordering materials for the collection in a timely and approved manner
- Processing materials in a timely and recognized manner
- Understands and is responsible for the automated media system used by the county
- Maintaining accurate records of media center as requested
- Completing and turning in reports as required
- Setting policies and procedures for the operation of the media center
- Preparing a Media Center Handbook detailing the policies and procedures to be followed by students and faculty and presenting it to them
- Cataloging all materials and equipment by assigning Dewey Decimal call numbers and supervising their data entry into the automated system
- Teaching library and reference skills to students
- Teaching information literacy skills
- Acting as the "copyright adviser" for the school and obtains copyright clearances when appropriate
- Acting as "reconsideration of materials" contact person for the school
- Coordinating the Building Media Committee
- Meeting with faculty, individually and as a group, to discuss the instructional needs of the students to aid in the identification of materials to support the curricular needs of the school
- Cooperative planning with individual teachers to meet their needs and those of their students
- Supervising Internet use and access within the school
- Maintaining awareness of new developments in instructional technology and providing this information to the administrators, faculty and students
- Seeking opportunities to increase professional skills through reading, study and staff development

Accessible Media Centers

State Standards requires school media centers to operate on an open and flexible schedule. Open concept includes:

- The media center is **open** to individual students, small groups of students and faculty **at all times.**
- Cooperative/collaborative planning between the Media Specialist and teachers shall help optimize utilization of the available resources.
- Large group activities shall be planned and scheduled by the teacher for varying times, and lengths of time, to fit a particular curricular need. **Teachers are not to schedule the same block of time week in and week out.**
- It is Richmond County policy that the teacher remains with his/her class.
- Richmond County schools shall operate using the open concept, with the media center existing to serve the learning needs of the students and the staff of the school.
- Hours of operation before and after school **ARE** necessary to fulfill an open concept mandate.
- Yearly closing of the media center for periods of time at the beginning and end of the school year **IS NOT** permitted. While checkouts may be limited for the purpose of inventory, the center must stay open for student and faculty use.
- Conducting meetings in the media center at any time during the school day is permissible **only** so long as the center is not closed to student use.
- Rigid scheduling of classes **IS NOT** considered consistent with this policy and is not to be used in Richmond County schools.

Organization and Processing of Materials

Cataloging and processing of print, non-print media and instructional equipment shall follow the USMARC format and the Dewey Decimal System.

The media specialist shall permanently mark all items with the school identification and a barcode.

All materials must be ordered barcoded and with full MARC records whenever possible. Any materials not purchased this way must be barcoded and manually entered into the automated system. It is the media specialist's responsibility to order and keep on hand barcodes for this purpose.

Media Center Equipment

- All equipment purchased by the Richmond County School System is the property of the Richmond County School System.
- The Richmond County School System will follow the specific purchasing and inventory guidelines required by various grants, programs and funding sources.
- It is the responsibility of those using the equipment to safeguard it and (if applicable) to back up all information stored on it.

Processing
- All equipment delivered to the school must be processed into an inventory system.
- The record in the inventory system must include the serial number, purchase order number, description, and other important information about the equipment.
- Expendable equipment will not be barcoded (i.e. USB drives, mice, etc.).
- Equipment will be cataloged at the location for which it was purchased and will remain in that location unless transferred with the appropriate approval.

Circulating
- Individuals using equipment must have it checked out to them.
- Equipment must be returned to the location from where it was checked out for it to be checked back into the inventory.
- Any individual transferring to a new location or leaving the Richmond County School System shall return all equipment and materials in order to clear his/her record.

Inventorying
- Collections must be inventoried annually.
- Individuals not returning equipment or materials will be subject to paying replacement costs for the missing items.
- In the event of theft of equipment, a police report must be filed.

Equipment Cataloging Procedures

The Information Technology (IT) department is responsible for ordering, inventorying, and tagging all computers, laptops, interactive whiteboards and other "large" technology purchases. It may be necessary for the Media Specialist to inventory smaller pieces of equipment such as digital cameras, student response devices, document cameras, etc. In these cases, the Media Specialist should abide by the following guidelines:

Title Format and Information (add new Title records ONLY IF one does not already exist)

The bulk of information in the bibliographic records for equipment will be carried in the title field. The format for the title is as follows:

> Descriptor: Manufacturer, Model
>
> For example: Computer: Dell, OptiPlex 780

In some cases, a sub-descriptor may be added.

> For example: Calculator, graphing: Texas Instruments, TI-82

Descriptor List

Please see the approved 3 letter descriptor list for equipment

Call Numbers

The format for equipment call numbers is as follows:

> EQ *XXX* (where *XXX* is the three letter equipment descriptor)

Other Information

All other information regarding the specific piece of equipment will be recorded in the copy record. This information includes serial numbers, Dell service tag numbers, funding source information, price, and any local notes.

Categories (Copy Records)

Copy records must include AT LEAST the category "Equipment."

Each part of any whole is identified with the school identification, equipment call number and a barcode number.

> Example 1: a computer – monitor, CPU, keyboard and mouse will be marked with ONE (the same) barcode number and circulated as one unit.
>
> Example 2: a kit – contains books, big books, charts and tapes will have each piece marked with ONE (the same) barcode number and be circulated as a whole unit.

Equipment Call Numbers

All equipment call numbers begin with EQ, followed by a space, then the descriptor.

<u>Equipment</u>
<u>Descriptors</u>

Calculator	CAL
CD Player	CDP
Computer	COM
Digital Camera	CAM
Digital Video Camera	DVC
Document Camera	DOC
DVD Player	DVP
Interactive Whiteboard	IWB
LCD Projector	LCD
Listening Center	LIS
Microphone	MIC
MP3 Player	MP3
P.A. System/Sound Equipment	PPA
Printer	PRN
Scanner	SCA
Student Response Device (Activotes)	SRD
Television	TVN
Tripod	TRI
Video Microscope	VMC
Web Camera	WCM
Video Tapes	VHS
Cassettes	CAS
Music CD's	CDM
Computer Disks	CDR or COM
Maps	MAP
Kits	KIT

Categories are to be used to group copies for specific purposes. Multiple categories can be attached to a record to enable a bibliography of all Erate/Grant items for Erate/Grant items for a specific year.

Suggested Categories

CTAE
ESOL
Georgia Book Awards
Gifted
Grant
Movies

Network Printer	
Reading First	
Special Education	
Stand-Alone Printer	
Televisions	
Title 1	

Suggested Materials Call Numbers

In an attempt to unify the variety of call numbers used, it is suggested that the following format be followed:

Fiction Books	F or FIC	Magazines	MAG
Easy Books	E	Book Bags	E BB OR Dewey Number BB
Story Collection	SC	Big Books	E BIG OR Dewey Number BIG
Biography	B, 92, or 921	Paperbacks	PB
Reference	REF	Professional	PRO

The call number tag needs to be in **front** of the Dewey number where applicable.

Weeding

Materials shall be weeded when they become dated, worn out, marked unattractively or unusable. An analysis of collection use and needs should be done in conjunction with weeding to ensure that materials are replaced when still necessary and not replaced if they are of no real value to the instructional program.

The Media Specialist is responsible for weeding materials and unusable equipment from the media center. Building and maintaining a collection calls for careful planning of which weeding is a large part. *Continuous reassessment and analysis, of both program priorities and the appropriateness of the collection, insures an adequate response to changing programs, populations and opportunities.*

When considering items for weeding, particular attention should be given to any materials dealing with the sciences and geography due to the rapid changes in these fields. If a book has an historic value, even though the information is no longer applicable, then the book can be retained but should be kept in a separate area so the students will recognize its historic nature.

The media specialist shall go through the collection at least once a year with an eye to weeding materials that meet the above criteria. Any item not circulated **from three (3) to five (5) years** should be considered for weeding.

If the item in question cannot be repaired, if it has become brittle and discolored or its content is no longer useful, it should be discarded.

All discarded materials shall be properly disposed of:

- Withdraw the item from the collection by deleting it from the system.
- Remove all barcodes and markings identifying the school.
- Keep some type of record of the item; its disposition and the reason for removal.
- Dispose of the materials(s) in an appropriate manner.
    - Textbooks – After removing all school identifiers, request pickup for disposal by textbook warehouse.
    - Library Books – After removing all school identifiers, request pickup for disposal by the Maintenance Department.
    - Audio-visual materials (damaged, scratched, or broken) – throw out.
    - Equipment – fill out the appropriate paper work and have the principal notify the Maintenance Department that the school has items for discard and arrange for a pickup. (See office personnel at your school, i.e. bookkeeper, secretary)

Lost and Damaged Library Books, Materials and Equipment

The following guidelines for charging student fees, fines and charges should be considered:

- Media Specialists will determine the amount charged for lost or damaged library books, materials and equipment using the Instructional Materials guidelines.
- A minimum of $1.00 shall be charged for damages. Damaged barcodes should be charged as damage to the book.
- Lost books should be charged according to cost.
- If a student owes money for lost or damaged books, materials or equipment, the student's parents are to be notified by overdue slip, lost book notice and or bill for damages.
- Students withdrawing owing money for lost or damaged books, materials or equipment should have the amount owed and the item written on the withdrawal slip. If the student transfers within Richmond County, the administrator is to accept the student and attempt to collect the amount owed.
- Richmond County Board of Education policy states that all money collected from a student shall be receipted. A receipt record shall be kept of all money collected for lost and damaged items. The money shall be turned into the school bookkeeper and an office receipt given. The office receipt should be kept with the receipt record. The office receipt and media center receipt books should balance.

Fines – Library Materials

It is up to each individual media specialist and school to decide whether fines will be charged for overdue materials. If fines are charged, they should not be punitive but be used as a means of recovering media center materials in a timely manner.

Gifts

A policy for the acceptance of gifts and their ultimate disposition should be a part of the Media Center's Handbook.
The Building Media Committee should develop policies consistent with system policies which clearly define what types of gifts are desirable and make decision concerning their disposition.

While gifts are generous, they must be judged in light of their benefit to the school's instructional program. Gifts should be accepted only if they add to the strength of the media center's collection.

Record Keeping and Reports

It is important that there be consistency in record keeping and that there be clearly designated file in each media center. To this end, the following procedures should be followed by all media specialists:

1. There should be Book Order folders, clearly marked for each school year, containing the following:
   - Copies of all book/periodical orders for the year
   - **Attached**, signed and dated copies of invoices and/or packing slips for each order.
   - Vendor(s)/account number(s)/barcode ranges
2. There should be a media center report folder, clearly marked for each school year, containing the following:
   - A final, computer generated "Dewey Report" for the year, taken the last week for school, before counters are cleared for the year. On the bottom, all nonbook call numbers and their amounts should be listed, added and the total subtracted from the Total Collection count. This figure should then be divided by the FTE count from the first 20 day attendance period of the school year to obtain your "booksper student" count.
   - ll BOY and EOY reports mared clearly by year.
   - Lists of next in series barcode numbers.
3. If school is/has been awarded grant money (such as Title IID), there should be:
   - Award letter with ordering stipulations
   - Actual order form with any amendments made
   - All copies of receiving slips, purchase order's and packing slips
4. Capital Assets folder

Exit Requirements

Prior to retirement, leaving the school system or moving from one school to another within the system, the media specialist shall:

1. Make an appointment with the system Media contact for an exit interview.
2. Verify that the above-mentioned items are in place, clearly marked and readily accessible to the new person

Exit Checklist of Record Keeping and Reports

It is important that there be consistency in record keeping and clearly designated files in each media center. The following procedures should be followed:

1. **Book Order Folders:**
   a. An allotment letter
   b. Copies of all book orders for the year
   c. Attached, signed and dated copies of invoices and/or packing slips for each order.
2. **Media Center Report Folder:**
   a. A password list of the following:
      - Deepfreeze Console Machine
      - Deepfreeze unlock password for school
      - Follett Titlewave (if you are new you will need to call Follett to get your own password)
      - Destiny
   b. General Schedule
   c. Daily Duties and Responsibilities
   d. Technical notes for this school
   e. What has been ordered
   f. What needs to be considered for reorder
   g. Goals for the next school year
   h. Where things are
3. **Lists of next-in –series barcode numbers for vendors**
4. **SUMMER PROCEDURES:**
   a. Deep Freeze Console are to be left on.
   b. Computers must be disconnected from wall and each piece must be labeled
   c. Any computer that has an open work order sent into the IT Department must remain in the room and clearly marked (Need Repair) and what the problem is

Previewing Materials

Media specialists are discouraged from agreeing to preview materials.

Reconsideration of Materials

In a democracy, opinions differ, and occasionally there may be criticism of the most carefully selected materials. In the case of a complaint, the following procedures shall be followed:

- The complainant will file the complaint, in writing and on the approved form, with the school administrator. (See Appendix B)

- The school administrator will refer the complaint to the Building Media Committee to consider the validity of the complaint. After reviewing the complaint, the committee will read, watch or listen to the material in question and write an answer to the complaint, detailing their opinion of the item in question in a timely manner.
- The Building Media Committee will meet with the complainant to discuss the item and try to reach an amicable and acceptable decision of the issue.
- A written report of all actions taken by the Committee will be sent to the school's Principal.
- If the complainant does not accept the decision of the Committee at the local school level, the complaint shall be referred to the County Committee. The County Committee shall follow the same procedure and make recommendations.
- If the complainant does not accept the decision of the Richmond County Media Committee, the ultimate decision will be the responsibility of the Board of Education.
- The appropriate form shall be the Form for Reconsideration of Materials found in the Appendix. Copies of this form should be kept on hand to give to anyone approaching the principal, teacher or media specialist with a complaint.

Instructional Programming

The following guidelines shall be considered for the use of instructional programming in the classroom:
The Media Specialist, in conjunction with the Building Media Committee, shall have a written Instructional Programming policy as part of the school's Media Center Handbook.

Georgia Public Broadcasting

http://www.gpb.org/public/education

Discovery Education

- Discovery Education is provided free to each school, department and teacher by Georgia Public Broadcasting
- Discovery Education is the largest and most current digital video library available today. Discovery Education provides award-winning content in all subject areas and the videos are correlated to your state standards.

The Media Specialist is responsible for troubleshooting the distribution system in the school. Amplification of the signal throughout the school is the school's responsibility. Repairs and replacement of modulators for electronic distribution are the school's responsibility.

Music

All music contained in the Media Center's collection should be free of explicit lyrics and subject matter. Music should not contain violent or gang related lyrics or subject matter.

Videos/Movies

All videos or movies contained in the Media Center's collection should be directly related to the curriculum. The movie rating must be appropriate to the grade level where the movie is being shown. For any movie with a PG-13 or R rating, a parental permission note must be sent home. Students must not be penalized for not being able to watch a movie in which they did not receive parental permission to watch. For example, *Shindler's List* is rated "R" but is sometimes shown when the Holocaust is taught. This movie should only be shown in a high school setting and when it directly relates to the curriculum. Most movies in the Media Collection should be rated "G."

Software

Software is different from other purchases because it can require licensing and support. Often, it is intangible and web-based. It is extremely important that all software purchases be approved by the Richmond County School System for:

1. Alignment with the Georgia Performance Standards (Instructional Software)
2. The learning styles of students (Instructional Software)
3. Evidence of effectiveness
4. Total cost of ownership
5. Manufacturer support
6. Compatibility with the RCSS network (including bandwidth and hardware requirements)

Instructional Software Guidelines

Individual schools or teachers should not use software unless it has met approval. Schools, Departments or employees requesting specific software must submit a Software Evaluation Form. This form will be reviewed by the appropriate subject area Coordinator or Director. After the Director or Coordinator approves the form, it will be submitted to the Technology Department to determine network compatibility. After receiving approval from both Curriculum and Technology, the school, department or employee can proceed with ordering.

Support Software Guidelines

Departments, Schools or Individuals requesting support software must have the approval of the Information Technology Director. This type of software must not duplicate services of other software and must meet network specifications.

Software Management

Licensed software must only be added to the machine for which it is purchased. All software is copyrighted and RCSS complies with the Federal Copyright Laws so software may not be duplicated except for backup and archival purposes.

Only properly licensed and/or registered software will be loaded on RCSS-owned computers. Software acquired at RCSS expense shall not be copied onto any non-County computer unless specifically authorized by the license agreement.

Schools and Departments shall establish a permanent file that documents the right to use each copy of software loaded on a RCSS computer.

Every computer purchased must purchase licenses for software – this includes antivirus and office productivity software.

There are different types of licenses:

a) *Site License* - under a site license, usually a designated quantity of individual computers are allowed to use a copy of the software.
b) *Network License* - a network license is based on a maximum number of concurrent users.
c) *CPU License* - a CPU license is generally for just one specific computer. A copy is usually allowed to be made for back-up purposes.

Computer, Software, Equipment Documentation, and Passwords

A file of all information regarding each computer in the school should be kept in the media center. The media specialist should also keep an accurate record of all passwords needed to access any computer or piece of software in the school. Technical assistance can be more easily rendered if the user manual for the piece of equipment, computer or software is available. Technical assistance cannot be rendered if passwords to networks or pieces of software are not available to the technology specialist and technicians.

Copyright issues

Copyright Law of US (Title 17) http://www.copyright.gov/title17

- The media specialist is expected to act as a "copyright advisor" for reproduction and use of copyrighted print, non-print and electronic information.
- Two good resources are **Copyright: A Guide to Information and Resources, 3rd Edition** by Gary H. Becker and/or www.copyright.gov .
- The media specialist should include common copyright issues in the media handbook and should ask for time to address the faculty on this issue at least once a year.

- The Copyright Law allows Library photocopying under Section 107 Fair Use when meeting the follow criteria: o Purpose and character of use o Nature of the work o Amount and substantiality of the portion used o Effect upon the potential market of the work

- Reference Hall Davidson Site, (http://www.halldavidson.net)
- Reference Becker, Copyright: A Guide to Information and Resources, Chapters 2 and 3 for complete use interpretations.

Loan of Computers and Other Electronic Equipment

Computers and other electronic equipment are often loaned to teachers and students during the year and over the summer. Suitable policies for accountability and care of the equipment should be in place at the school level.

The Technology Department **strongly** discourages lending computers that are attached to the school's LAN (local area network). This is due to the problem encountered when trying to reattach them to the network. Therefore, it is suggested **ONLY** stand-alone computers be considered for circulation.

Check out procedures listed below are recommended.

- Borrowers must sign for all equipment checked out. (See Appendix C)
- Any materials damaged or not returned will be repaired and/or replaced at cost to the borrower.

1. It is the borrower's responsibility to:
   - Insure the equipment is in working order when it is checked out
   - Return the material by the due date
   - Return the material in working order
   - Provide Police Report should the equipment be stolen or destroyed by fire
2. It is the lender's responsibility to:
   - Make sure the materials are returned on time
   - Insure the equipment is in working order within 1-2 working days of its return by inspecting it. This ensures the equipment has not been damaged, remains virus free and is in proper working order.
   - If materials were previously networked, reattach to the network and restore all network settings

Repair of Instructional Technology/Equipment

Requests for repairs on computers and other equipment shall be submitted, on the proper form, to the Informational Technology Department. Requests will be handled by the technology specialist and technical repair staff.

In some cases, the school will be responsible for the repair of equipment (example, overhead projectors, laminators, poster makers). Local repair should be contracted by the Principal or the Media Specialist with the Principal's approval.

Surplus Equipment Procedure

<u>Definition of a Surplus Computer</u> – A surplus computer is not modern by State standards and does not meet Richmond County School System repair or donation requirements.

<u>Summary</u>– Computers or other equipment that are deemed as surplus in the school will be written up on a Surplus Property form and picked up by Maintenance. The serial number and condition of equipment must be recorded on this form. This equipment should be removed from Destiny.

Surplus computers that fall into a category where they have just been removed from the modern computer list will be taken to a participating CTAE Computer Technology teacher. CTAE Teachers will be taught how to reformat all hard drives. CTAE classes will learn how to use parts from surplus machines to create machines that work. Students will reload Windows and Open Office (free suite of programs equivalent to Microsoft Office). Once students have restored a computer to working order, it will be tagged for the Surplus Computer program. The computers will be given to parents at the 100% poverty level schools after the parents have participated in a training program.

APPENDIX A:
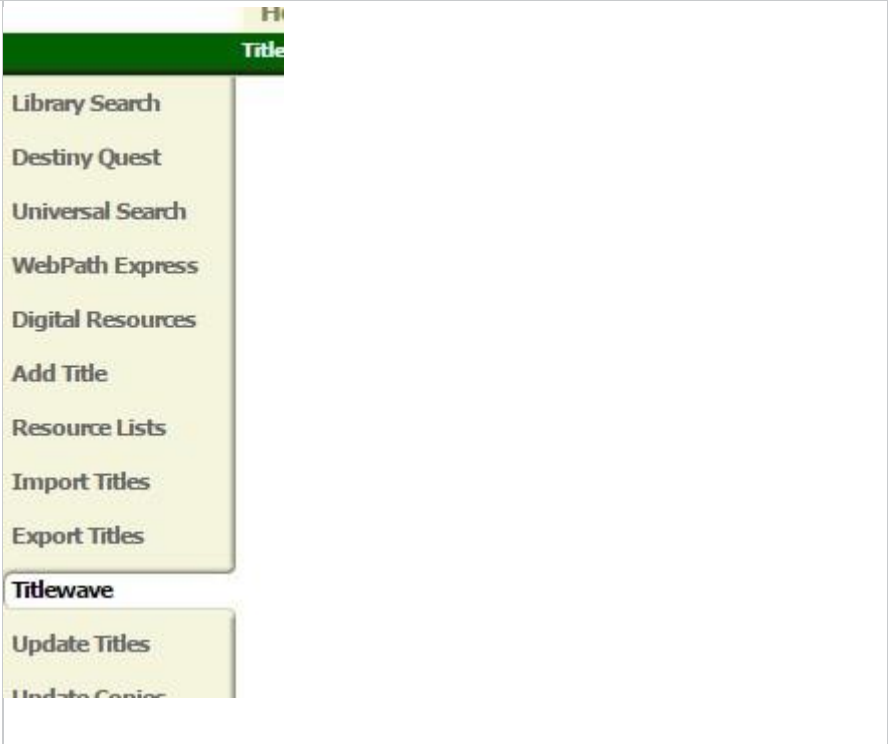
MEDIA CENTER

BEGINNING OF YEAR REPORTS

1. Information Sheet
2. Building Media Committee
3. Collection Analysis
4. Budget Report
5. Media Program Plan
6. Media Program Handbook

Report	Due	How to Submit
Information Sheet	**July 27**	https://docs.google.com/a/rck12.org/forms/d/1PNxOztSQjTgwQjryAV XGgo8rKZIIMmyV2s5BYexEpv8/viewform
Building Media Committee	**August 31**	https://docs.google.com/a/rck12.org/forms/d/1BDitnXJuy222xzwNdf 4MdujAeGGM2cLnqPYfbGULi7E/viewform
Collection Analysis	**August 31**	https://docs.google.com/a/rck12.org/forms/d/11ceLkvhBGQyvNOaDZ h7ifLIHZVsBZM3fBwG-BzdxMtI/viewform 1. Submit printer-friendly version (from Titlewave) to your principal.
Collection Development Plan	**August 31**	Use the Collection Development Plan Template found in the Media Specialist Notebook (OneNote) 1. Print a copy of the form. 2. Sign and date the copy. 3. Obtain your principal's signature. 4. Pony to Curriculum Department, attention : Tracie Livingston
Budget Report	**August 31**	https://docs.google.com/a/rck12.org/forms/d/1- QPHs2SXhsqqpUEKngXozD0jymeYip5IauETZ5K_HNU/viewform 1. Print the PDF copy of the report that will be emailed to you. 2. Sign it. 3. Obtain your principal's signature. 4. Pony it to the Curriculum Department, attention: Tracie Livingston

Media Program Plan	**August 31**	Use the Media Program Plan Template.
		Save the Media Program Plan and Share it with Tracie Livingston using Office 365.
		a. Please use this naming convention for your document: mppBAY.doc (mpp + 3 letter code for your school in CAPS).
		Print a copy of the form.
		Sign and date the copy.

		Obtain your principal's signature. Pony to Curriculum Department, attention: Tracie Livingston
Media Handbook	**August 31**	https://docs.google.com/a/rck12.org/forms/d/1npY9lQt1x4uky8Q0epmiPsX29VMbXvmoKtrj0XVaXY/view

How to Run a Collection Analysis (Titlewise)

Log into Destiny. Click the Catalog tab.	Home Dashboard **Catalog** Circulation Reports Back Office **Titlewave**
Click the Titlewave link in the navigation menu.	H **Title** **Library Search** **Destiny Quest** **Universal Search** **WebPath Express** **Digital Resources** **Add Title** **Resource Lists** **Import Titles** **Export Titles** **Titlewave** **Update Titles** Update Copies
Click Submit to upload your collection for analysis. After Destiny sends the complete MARC file to Titlewise, Destiny creates a job summary containing a link to the analysis report. To navigate to the link, click on the Back Office tab and the Job Manager link.	To upload your collection for analysis, click ➡ Submit Home Dashboard Catalog Circulation Reports **Back Office** Manage Patrons

After the entire MARC record has been analyzed, go back to the Catalog tab. Click the Titlewave link in the navigation menu. Click Titlewave Library & Classroom Solutions. This will redirect you to titlewave.com.	Home Dashboard **Catalog** Circulation Reports Back Office **Titlewave**
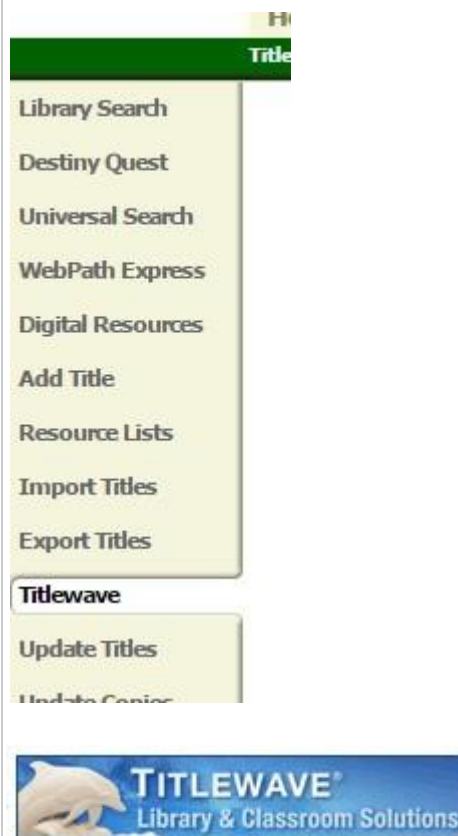
	Title Library Search Destiny Quest Universal Search WebPath Express Digital Resources Add Title Resource Lists Import Titles Export Titles **Titlewave** Update Titles Update Copies **TITLEWAVE®** Library & Classroom Solutions
Hover over Collection Development and click on Titlewise Collection Analysis.	**For the Library** Support current trends, timely topics, award winners and more. **Classroom & Curriculum** Support for the Common Core, guided reading and more. **eBooks & Digital** Everything you'll need for the twenty-first century library **State Resources** State awards, curriculum standards and local interest **Collection Development** Powerful online tools and analysis designed just for the library Collection Development **TitleWise Collection Analysis** Last updated on 05/11/2016 **Advanced Search** All of Titlewave Books eBooks Audiovisual Sets, Series and State Lists Batch by ISBN, UPC or FLR No.

| Use the information from this report to:
 1. Submit the Collection Analysis Report.
 2. Complete the Collection Development Plan.
 3. Complete the Media Budget Proposal. | |

Budget Proposal

Before crafting a budget proposal:
1. Complete a collection analysis.
2. Complete a collection development plan.
3. Review curriculum and other priorities with your Media Committee.

School:
Date:
Media Specialist:
Date of Collection Analysis completion:
Date of Collection Development Plan submission:
Date of Media Committee Meeting:

Broad budget area	Projected Purchases	Rationale	Cost estimates
Books and Periodicals ☐ List key areas for collection development as outlined in the Collection Development Plan			
Supplies • Processing and repair materials • Office supplies • Display materials • Security strips • Spine labels • Other			

Software/Subscriptions • AR • Gale Virtual Reference Library ☐ Othe r			
Equipment			

☐ Equipment to be used in the Media Program Plan.
     o Computers
     o Tablets o Cameras
     o Printers o Other			

Repair and Maintenance ☐ Reserve a portion of your budget for repair of Media Center equipment.			
Other ☐ List other budget priorities that do not fit in other categories.			

Principal Signature: _____   **Date:**_____

Media Specialist Signature: _____   **Date:**_____

Building Media Committee

State requirements:

Code: IFBD
160-4-4-.01 Media Programs Requirements

2. A media committee that makes recommendations and decisions related to planning, operation, evaluation and improvement of the media program. This committee shall annually evaluate media services and develop a multi-year media plan for budget and services priorities.

District guidelines:

1. The Building Media Committee should consist of:
    a. The Media Specialist
    b. A school administrator
    c. At least three teachers
    d. At least one student
    e. At least one parent
    f. At least one community member/partner

2. The Building Media Committee should meet at least once a semester (twice a year).

3. The Building Media Committee should discuss
    a. Program planning
    b. Budget priorities

Collection Development Plan

Collection Development Worksheet Media

Center Mission Statement:

_____

_____

_____

_____

_____

Student Analysis (what do you know about your students?):

_____

_____

_____

_____

_____

_____

_____

Collection Analysis Completed (circle one):   Yes, Date: No, estimated date of completion: Based on the Collection Analysis, which dewey classification ranges will be assessed?

_____

Media Committee Meeting date(s):

Connect and Share (list the methods used to inform the community of media center resources and services):

Three Year Resource Plan

Year	Dewey Classification Assessed	Standards Alignment	Areas for Purchase	Estimated Cost

Media Specialist: Date:

Media Program Plan Template

The Media Program Plan is a comprehensive document designed to help the Media Specialist develop and implement a highly effective media program. This plan focuses on the four components of a highly effective school library program (*Standards for the 21st Century Learner*, 5).

These components are:
1. A highly qualified school librarian (media specialist)
2. Equitable access to up-to-date resources
3. Dynamic Instruction
4. A culture that nurtures reading and learning

Component 1: Highly qualified media specialist		
SMART GOAL		
Action Step	**Date**	**Monitoring**
Component 2: Equitable access to up-to-date resources		

SMART GOAL		
Action Step	**Date**	**Monitoring**

Component 3: Dynamic Instruction

SMART GOAL		
Action Step	**Date**	**Monitoring**

Component 4: A culture that nurtures reading and learning

SMART GOAL		
Action Step	**Date**	**Monitoring**

Media Specialist: _____   Date:_____

Principal:_____   Date:_____

END OF YEAR REPORTS

1. Annual Circulation Report
2. Library Inventory
3. Textbook/Library Fine History

Report	Due	How to Submit
Annual Circulation Report	**May 10**	Follow these steps to run the Collection Statistics Report in Destiny: 1. Log into Destiny. 2. Go to the Reports tab. 3. Go to Library Reports. 4. Choose 'Collection Statistics - Historical'. 5. Enter the appropriate dates (the first day of school through the day you run the report). 6. Show Summary Only. 7. Leave Call Numbers blank. 8. Increment by Dewey by 100s. 9. Choose All Circulation Types. 10. Run report. Use information in the report to fill in the form: https://docs.google.com/a/rck12.org/forms/d/1Vc-rg4u-c7ajqTLICFnEvDSSApRj31hGjtuLOMITyZM/edit

| Library Inventory | May 1 | Follow these steps to do your library inventory:
Start the inventory 1.Log into Destiny.
2.Go to the Back Office tab.
3.Go to Inventory.
4.Click Start New.
5.Fill in the following fields:
Inventory Name (example, 2016-2017 SY)
Leave call number fields BLANK
Choose ALL CIRCULATION TYPES
Enter the date for the first day of school in the "date unaccounted for" box.
6.Click OK.

Begin Scanning
Scan all library items. Some items may be in classrooms. If you still have computer inventory in Destiny, scan them.

You can check the status of the inventory by going to: Back Office > Inventory
Click on the % complete link.

Submit Report |
| | | Once you have scanned all the library items you can find, submit this form to notify the Media Program Specialist that you are finished. DO NOT CLICK THE FINALIZE BUTTON!!!

The Media Program Specialist will review your inventory and either FINALIZE it or email you if there are any concerns. |

Fine History	May 10	Follow these steps to do the fine history report: You will do one for library fines and one for textbook fines on TWO SEPARATE REPORTS. 1.Log into Destiny. 2.Go to Reports. 3.Go to Patron Reports. 4.Click Fine History. 5.Check the box for Library Materials (or Textbooks). 6.Select the dates for the fiscal year (July 1 – June 30). 7.Go to Report Manager. 8.Click 'View' for each Fine History report. 9.Print as PDF and email to Tracie Livingston.

APPENDIX B:

MEDIA CENTER

FORMS

Web Filtering Form

The Web Filtering Request form should be submitted electronically at the following web address:
http://tinyurl.com/rcboewebrequest

Web Filtering Request Form

The Richmond County School System has a web filter in place to protect our students from any website that is obscene or harmful to minors. This compliance with the Children's Internet Protection Act and our own Internet Acceptable Use policy allows us to filter a variety of categories such as pornography, hate groups, cults, etc. Sometimes, inadvertently, a site is categorized incorrectly. If a website should be blocked because of inappropriate content or if a website needs to be unblocked, please fill out the following request form.
* Required

School Name *

Name of Person Submitting the Form (should be a Principal or Media Specialist) *

Email address *

Select one of the following: *

○ Urgent Block

○ Block

○ Unblock

Website that needs to be blocked or unblocked - please include entire address or URL: *

Short explanation for the need to block or unblock this site. *

Request to Show School Videos

Must be submitted **one week (1)** prior to date of use to allow for scheduling.

TITLE OF VIDEO_____

SOURCE OF VIDEO_____

RELATIONSHIP TO CURRICULUM_____

_____

DATE I WISH TO SHOW THE VIDEO   _____

I request the above listed video for use in my classroom for the above stated educational reason.

TEACHER: _____   DATE:_____

Request to Show Non-school Videos

Must be submitted **two weeks (2)** prior to date of use to allow for previewing.

TITLE OF VIDEO_____

SOURCE OF VIDEO_____

RELATIONSHIP TO CURRICULUM_____

_____

DATE I WISH TO SHOW THE VIDEO   _____

I request the Building Media Committee preview the above listed video with the intent that it be used in my classroom for the above stated educational reason.

****

_____Approved

_____Disapproved

DATE _____

PRINCIPAL_____

Form for Reconsideration of Media

Media consists of all types of print and non-print materials.

Type of media

Name of item

Publisher and/or Author_

Complainant's Name

Address

           Street   City   State   Zip

Telephone (Home)   (Work)

_____

2 How was the item acquired (Assignment, free selection, from a friend, etc.)

Complainant represents

_____Him/her self

_____Organization (Name)

_____Other Group (Identify)

1. Did you read, view or listen to the complete item: Yes _____ No _____
3. It the item _____
   part of a series? If yes, did you read, view or listen Yes _____ _____

   No to the set or series? Yes

   No

4. What is objectionable regarding the item and why? (Be specific)

5. Were there good sections included in the item?   Yes   No_____

     If yes, please list them:

_____

_____
_____

_____

Form for Reconsideration of Media – Page 2

6. What do you feel might be the result of using this material?

_____

_____

7. What do you believe is the theme of the material?

_____

8. Did you locate reviews of this item Yes   No   _____

     If yes, please cite them: _   _____

     If no why not?   _____

9. Did the review(s) substantiate your feelings? Yes   No   _____

10. Is there any educational merit to the item? Yes   No   _____

     If yes, what do you feel would be the approximate grade level(s)   _____

11. How do you see the item being utilized in an educational program?

_____

12. List the person(s) with whom you have discussed this item.

Name _____ Title/Occupation_____

Address_____

13. What were their reactions and/or opinions? _____

_____

14. What do you suggest be done with the item in question?   _____

_____

15. What do you suggest be provided to replace the item in question?   _____

_____

Signature of Complainant: _____

Date: _____

Stolen or Missing Equipment

Richmond County Board of Education
MEMORANDUM

_____

TO: **ALL MEDIA SPECIALISTS FROM:**

                    TRACIE LIVINGSTON

Stolen or Missing Equipment

Please fill out the information below any time there is equipment missing or stolen from your media center.

School_____Date_____

Item_____

Grant Funded? Yes or No (Circle one) Year Purchased_____ Price_____

Purchase Order   _____   No.   Brand Name of Equipment ____

Model Number _____ Serial Number_____

53

Location of equipment when stolen _____

Additional Information _____

_____

_____

_____

_____

_____

_____

Media Specialist Signature _____

Loan of Equipment Form

Richmond County Board of Education
Loan of Equipment

Date_____   Return date

It is the borrower's responsibility to:
- Make sure the equipment is in working order when it is checked out.
- Return the material by the due date.
- Return the material in the same condition in which it was received.
- Provide Police Report should the equipment be stolen or destroyed by fire.

Please include current replacement cost (CRC) and list each piece of equipment separately.

Model	Make	Serial #	Current Replacement Cost
Computer			$
Monitor			$

Other equipment _____ $

** Deep Freeze should be installed on all instructional computers. Deep Freeze is set up to go into a maintenance mode from 11:00 pm to 5:00 am. Please understand that you <u>will not</u> be able to use your computer during this time.

Name and signature of Borrower _____   _____
<p style="text-align:center">(please print)   (signature)</p>

School authorized signature _____
<p style="text-align:center">(Principal/Assistant Principal or Media Specialist)</p>

rev 4/16/15

Internet Safety Curriculum

INTERNET SAFETY CURRICULUM

In compliance with CIPA, each school is required to address the following topics with students:

- Access by minors to inappropriate material or sexting

- Safety and security of minors when using email, blogs, other direct communications, or social networks

- Unauthorized access, including "hacking" and other unlawful activities by minors

  Online.

- Unauthorized disclosure, use and dissemination of personal information regarding minors also defined as personal safety

- Measures designed to restrict minors' access to materials harmful to minors

- Cyberbullying

The Media Specialist will teach Internet Safety skills to all students in conjunction with Information

Literacy skills.

Technology Contract

The Richmond County School System believes in using technology in conjunction with teacher-directed activities. The use of technology is a privilege – not a right. The failure of any user to follow these procedures will result in the loss of privileges or other appropriate disciplinary actions.

- Students will be responsible and will follow all rules set forth in the Richmond

  County Acceptable Use Policy.

- Students will not damage hardware or download unauthorized software.

- Students will not disable or attempt to bypass filtering or monitoring software.

- Students will use technology for instructional purposes only.

- Students will be responsible for saving and maintaining the privacy of their own account or work.

- Students who intentionally damage or take technology equipment must pay full repair or replacement cost.

School Name: _____   Teacher Name: _____

I agree to follow the Acceptable Use Policy and the rules of this contract. I agree to use technology in a responsible way to further my education.

Student Signature: _____

Printed Student Name: _____

Date: _____

I have read and understand the Student Acceptable Use Policy and this contract. I give my consent for my child to use technology in the Richmond County School System.

Parent Signature: _____

Printed Parent Name: _____

Date: _____

Internet Acceptable Use Policy

It is the policy of the Richmond County Board of Education that employees and students should be furnished educational opportunities and resources to have access to Internet-based instructional programs and administrative services. The primary purpose and mission of the Richmond County Board of Education is to educate students to become lifelong learners and productive citizens in the 21st Century. Technology plays a role in this mission by providing quality programs, information and learning activities along with support and

services to improve student learning and enhance instructional and administrative effectiveness. The instructional use of interactive computer and web-based technology will prepare students for the future. Technology includes computer hardware, software, local and wide area networks and access to the Internet. Due to the complex nature of these systems and the magnitude of information available via the Internet, the Richmond County Board of Education has adopted procedures regarding acceptable use to ensure that the technology users share in the technology resources in an effective, efficient, ethical and lawful manner. Particular attention should be given to ensuring that students are not granted access to anything other than educational and instructional materials and resources.

The Richmond County Board of Education is committed to: (a) preventing user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) preventing unauthorized access and other unlawful online activity; (c) preventing unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) complying with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. Each user must follow the Richmond County School System Internet Acceptable Use Procedures found in the Richmond County Board of Education Code of Student Conduct and Discipline.

Procedures have been adopted to address Internet safety, which include:

(a) Access by minors to inappropriate matter on the Internet and World Wide Web
(b) Safety and security of minors when using electronic mail, instant messaging, chat rooms and other forms of direct electronic communcations
(c) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online
(d) Unauthorized disclosure, use and dissemination of personal information of minors
(e) Restricting minors' access to materials harmful to them

The Superintendant is authorized to designate certain persons in the School System who will be allowed to disable the blocking or filtering measure placed on the computer system during the use by an adult to enable access for bona fide research or other lawful purposes.

Procedures - Internet Acceptable Use

The Acceptable Use Procedures apply to all students, faculty, staff, employees and visitors (both adults and minors) of the Richmond County School System. All users of the district wide area network and/or other electronic informational services must maintain strict compliance with all applicable ethical and legal rules and regulations regarding access. The school system reserves the right to monitor, access, and disclose the contents of any user's files, activities, or communications.

Availability of Access:

The Internet will be available to users for instructional and administrative purposes. The electronic information available to users does not imply endorsement by the Richmond County Board of Education. The use of the network is a privilege, not a right, and misuse will result in disciplinary actions, including cancellation of those privileges.

Security:

Users must maintain appropriate passwords to obtain access to the network. Login information, user names, and passwords are confidential and it is the responsibility of the user to safeguard that information. Passwords should be at least 8 characters and should contain a number and a capital letter. No user should login with another user's information.

While the Internet is an extremely valuable tool for educational research, information is accessible that may not be appropriate according to community, school, or family standards. The Richmond County Board of Education provides an Internet filtering system which blocks access to a large percentage of inappropriate sites. Specifically, as required by the Children's Internet Protection Act, visual depictions of material deemed obscene or child pornography, or any material deemed to be harmful to minors will be blocked by the web filtering system. Even though most objectionable sites are blocked, various entities create new inappropriate sites daily. If a questionable site or information is encountered, the same should be reported to the school's Media Specialist or to the Media and Instructional Technology Department. Staff members in Media and Instructional Technology will make every effort to block the site as quickly as possible.

Internet Safety:

Internet safety is a great concern of the Richmond County Board of Education. It shall be the responsibility of all educators of the Richmond County School System, including administrators, instructional supervisors, principals, teachers, media specialists, technology specialists, guidance counselors, instructional paraprofessionals and any other personnel having access to the online computer network for instructional purposes, to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act (CIPA), as much as is practical.

A series of age appropriate Internet Safety courses will be taught to all students in the Richmond County School System to provide education on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, safety and privacy, as well as cyberbullying awareness and response. School personnel have the discretion to provide such other training or to implement such other curricula, provided that such training or curricula meet the requirements of CIPA, as may be amended from time to time. Any suggested topics or proposed curricula are intended as a guideline and in no way replace or diminish the professional judgment and discretion of the administrators or school personnel implementing this policy.

The following will be considered inappropriate uses of the Richmond County School System Technology Network, which list is not exhaustive and includes but is not ljmited to:

A. Posting, publishing, sending or creating materials or communications that are defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal, or engage in any other type of behavior which constitutes bullying or harassment of any kind, or is in violation of the Code of Ethics for Educators, the Code of Student Conduct and Discipline, State law or federal law NOTE: Students who engage in such activity off campus and create a material disruption of school operations shall be subject to penalties for bullying and harassment contained in the Code of Student Conduct and Discipline as well as criminal charges, if applicable.
B. Accessing, sending, creating or posting materials or communications that could be inconsistent with the district's educational needs and goals
C. Using the network for financial gain, advertising or commercial activity
D. Transmitting any material in violation of any United States or State law or regulation
E. Posting anonymous or forging electronic mail messages or altering, deleting or coping another user's email

F. Using the school's computer hardware or network for any illegal activity such as copying or downloading copyrighted software, music or images, or violation of copyright laws
G. Downloading, installing, or playing any unauthorized program or content (even that created at home) on any school's computer or network
H. Purposely bringing any hardware on the premises or loading any software that is designed to damage, alter, destroy or provide access to unauthorized data
I. Attempting to vandalize or disassemble any network or computer component including the attempt to alter network or computer configuration
J. Gaining access or attempting to access unauthorized or restricted network resources or the data and documents of another person
K. Sending spam through email
L. Using the network while access privileges have been suspended
M. Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies

Employee Responsibilities:

- Employees must use good judgment and keep all passwords protected. Do not post a list of user names and passwords where they may be seen by students or others.
Never email user names and passwords to unknown sources. The Richmond County School System Information Technology Department will never ask for passwords by email.
- When leaving a computer, always log off so to prevent unauthorized access to files or email.
- Students should always be supervised while using the Internet, computers, handheld devices or electronic resources.
- Email accounts are provided for professional use only. Email should not be used for personal gain or business related activities. Broadcasting of unsolicited messages is prohibited. All employees must request permission from the building administrator before sending any messages to an entire building's staff.   Permission has to be granted from the Superintendent or designee to send messages to "All Users" in the system.
- If an employee brings a personal computer or handheld device, he/she must fill out a form to put the device on the network. The computer or device must have updated antivirus software.   The device must be virus free and must not contain any unauthorized or inappropriate files.
- Employees may not download any unauthorized software onto Richmond County School System computers.
- Employees will use system-supported technology, including, but not limited to,Web 2.0 or equivalent resources (wikis, blogs, online collaborative environments, etc.) for educational use only and will refrain from accessing inappropriate information.
- Employees must follow the Code of Ethics for Educators, as well as any other applicable laws or regulations.
- Employees shall act in good faith to enforce the operation of technology protection measures while school computers with Internet access are being used.

Parent Responsibilities:

- Parents should read through the entire Internet Acceptable Use Policy and Procedures and discuss Internet safety with their child.
- Parents not wishing for their child's picture, video clip or name to be featured on Richmond County School System websites should see the school's Media Specialist to fill out an online Opt Out form.

Student Responsibilities:

- Students should not use the Internet for purposes other than instructional assignments related to the curriculum.
- Students will use system-supported technology, including, but not limited to,Web 2.0 or equivalent resources (wikis, blogs, online collaborative environments, etc.) for educational use only and will refrain from accessing inappropriate information.
- Students must follow teacher directions for Internet related assignments.
- Students must heed prohibitions and Internet Safety rules.
- Students should participate in any and all training as instructed by school personnel.
- Students will follow all applicable rules related to Internet, computer or digital device use contained within the Student Code of Conduct and Discipline and sign that they have read the policy and procedures of the Richmond County School System and agree to abide by the same. ☐ Students should take precautions when using the network.

For Internet Safety, Students Are Reminded They Should:

- Never provide last name, address, telephone number, or school name online to someone they do not know.
- Never respond to and always report any messages that make the student feel uncomfortable or that are from an unknown origin.
- Never send a photo of themselves or anyone else without the permission of a parent. ☐   Never arrange a face-to-face meeting with someone they met online.
- Never open attachments or files from unknown senders. ☐   Always report any inappropriate sites observed.

Usage of Mobile Devices and/or Personal Computers

The use of mobile devices or personal computers on campus is a privilege that the school grants to students who are willing to assume the responsibilities outlined in the Richmond County Acceptable Use Policy and Procedures. This usage policy also applies to the mobile devices checked out by the school and the RCSS Mobile Device/BYOT Agreement must be signed by the student and parent. All guidelines in the Richmond County Board of Education Acceptable Use Policy and Procedures continue to apply when a student brings a personal laptop computer or other mobile device for use on campus.

CIPA DEFINITION OF TERMS:

Technology Protection Measure. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
   a. Taken as a whole and with respect to minors, appeals to prurient interest in nudity, sex, or excretion;

b. 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

c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Minor: Under Federal law, the term "minor" is defined as "an individual who has not attained the age of 17 years" (pursuant to 47 U.S.C. § 254(h)) and "any person under the age of eighteen years" (pursuant to 18 U.S.C. § 2256). For purposes of this policy, however, the term "minor" shall apply to any student properly attending a school within the Richmond County School System.

Sexual Act; Sexual Contact. The terms "sexual act" and "sexual contact" have the meanings given such terms in 18 U.S.C.§ 2246.

Failure to follow the Acceptable Use Policy violates the requirements as set forth by the Official Code of Georgia and the Children's Internet Protection Act (CIPA)

Copyright Notice Samples

For general posting and use:

NOTICE

Warning Concerning Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials.

Under certain conditions specified by law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction in excess of "Fair Use", that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

For Posting on all copiers

NOTICE

Media Specialist Evaluation

A comprehensive school library media program is multi-faceted and designed to be continuously evaluated and modified to align with curriculum. The Media Keys Evaluation System (MKES) aligns with the AASL (American Association of School Libraries) Standards for 21st Century Learners as well as the ALA/AASL 2010 Standards for Initial Preparation of School Librarians.

Primary Purpose of the Media Specialist Keys Effectiveness System

The primary purpose of MKES is to:

- Optimize student learning and growth.
- Improve the quality of school library programs and services by ensuring accountability for the effectiveness of the certified library media specialist.
- Ensure there is a defined standard of practice in library media centers and improve evaluator understanding of the role of the library media specialist.
- Contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for improvement through productive library media specialist performance appraisal and professional growth.
- Implement a performance evaluation system that fosters collaboration between the professional library media specialist and his/her evaluator to promote self-growth, program effectiveness, and improvement of job performance.

Media Specialists will receive a formative and summative evaluation each year on the following Performance Standards:

1. Instructional Leadership
2. Instructional Partnership
3. Role of Reading
4. Information and Technology Literacy
5. Effective Practices for Research
6. Program Planning and Administration
7. Positive Learning Environment
8. Collection Development
9. Professionalism
10. Communication

Media Specialist Evaluation Scale

For use during formative and summative evaluations.

Indicate the level of implementation for each Standard and write the score for that Standard in the column to the right. Make any recommendations for improvement in the column to the right of the Standard. Total the scores for each Standard at the bottom.	
Performance Standard 1: Instructional Leadership *The media specialist fosters the success of all students by serving on decision-making teams in the school, providing professional development, and contributing to a shared vision of teaching and learning that leads to school improvement.*	Comments:

Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 1 Score:
Performance Standard 2: Instructional Partnership *The media specialist collaboratively plans instruction and develops the media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.*				**Comments:**
Lever IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 2 Score:**
Performance Standard 3: Role of Reading *The media specialist promotes reading as a foundational skill for learning, personal growth, and enjoyment.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 3 Score:**
Performance Standard 4: Information and Technology Literacy *The media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 4 Score:**
Performance Standard 5: Effective Practices for Research *The media specialist teaches and models developmentally appropriate best practices for learning and research.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 5 Score:**
Performance Standard 6: Program Planning and Administration *The media specialist develops and implements a strategic plan and vision for continuous improvement of the media program and to support the learning goals of the school community.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 6 Score:**
Performance Standard 7: Positive Learning Environment *The media specialist provides a well-managed, safe and welcoming environment that includes flexible and equitable access to physical and digital resources, is conducive to learning, and encourages respect for all.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 7 Score:**
Performance Standard 8: Collection Development *The media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 8 Score:**
Performance Standard 9: Professionalism *The media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 9 Score:**
Performance Standard 10: Communication *The media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning.*				**Comments:**
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	**Standard 10 Score:**
				Total Score:

**Overall
Rating**

Indicate the overall rating based on the total score above.	
Exemplary: Total Score of 27 – 30 with NO Needs Development or Ineffective Ratings (A score of 27-30 with a Needs Development or Ineffective results in an overall rating of Proficient.)	
Proficient: Total Score of 17 – 26 with NO Ineffective Ratings (A score of 17-26 with an Ineffective results in an overall rating of Needs Development.)	
Needs Development: Total Score of 8 – 16	
Ineffective: Total Score of 0 – 7	

Media Specialist Signature   Administrator Signature   Date