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Introduction

A library is not a luxury but one of the necessities of life.
~Henry Ward Beecher

Mission Statement of the Parma City School District
The district will educate, nurture and graduate engaged students who are critical thinkers and problem solvers prepared to communicate, collaborate and contribute to a global society.

Philosophy and Goals

Excellence and Beyond
- Implement the Ohio Improvement Plan (OIP) through the collection of data, studying of trends, implementation of continuous improvement plans, evaluation of results, documentation and marketing progress
- Engage students through research-based differentiated instructional practice of results, documentation and marketing progress
- Continue to update the skills of all staff in order to meet the district goal

Family & Community Engagement
- Engage the community through a process of strategic planning
- Expand parent and community education programs
- Promote service to one another, our schools, our community and our environment
- Build assets in youth through a monthly building theme

Financial Responsibility and Resourcefulness
- Successful passage of needed levies
- Prudent stewardship of district resources
- Creative reallocation of existing resources
- Collaborative development of grant concepts/projects

Statement of Beliefs
We believe that learning is a life-long process of engagement that includes:
- A cooperative partnership between the student, family, staff and the community in a safe and secure environment
- Striving for academic excellence and thus, significantly impacting our world
- Respect for self, all individuals and diverse cultures
- Civic and social responsibility toward others and our environment
- Preparation for responsible life choices towards self and others
- Openness to and creation of new ideas
- The willingness to exercise flexible thinking and adaptation
- Financial literacy, wellness concepts and responsible use of technology

http://www.parmacityschools.org/board/mission.cfm
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.

http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm
Access to Resources and Services in the School Library Media Program

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students. While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means. Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

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

http://www.ala.org/ala/aboutala/offices/oif/statementspol/statementpol/interpretations/accessresources.cfm
Chapter 1
Management

I have a real soft spot in my heart for librarians and people who care about books.
~Ann Richards

K-12 Media Assistant Job Description and Responsibilities

**Media Assistant K-12**

**Work Schedule:** 38-40 Weeks

**Job Classification:** MA2, MA3

**Salary Schedule:** IV; Code A,B,D,H

**Civil Service:** Unclassified-Exempt from Civil Service Testing

**Responsible To:** Building Principal, Director of Information Systems, Media Specialist

**Major Functions:** Performs such duties as the Media Specialist deems necessary in fulfilling the responsibilities of the building Library/Media Center and the district library/media program. Regular and predictable attendance is required. Lifting of books and moving of equipment are integral parts of the position.

**Certification/Qualifications:** Knowledge of library organization and technical processes; clerical and computer terminal/word processor skills; ability in operation audiovisual equipment; communication and interpersonal skills with adults and children; high school diploma.

**Essential Duties and Responsibilities:**

1. Assists students and teachers in locating, selecting and using materials and equipment. Answers directional questions.
2. Assists with the scheduling and appropriate maintenance and care of equipment.
3. Oversees smooth operation of the circulation desk: charges and discharges books and magazines, collects fines for lost books and/or Birthday Club Books in accordance with Board Policy and Treasurer's Office procedures.
4. Uses computers and assists staff and students in the use of software for book circulation, telecommunications, word processing and CD-Rom access.
5. Helps monitor student attendance in the Library/Media Center, including self-direct sign-in, study hall sign-in, and hall passes.
6. Helps maintain the print collection by shelving, reading shelves, mending and repairing items, and assisting in cataloging.
7. Follows routine processing procedures established by district and building guidelines for print and non-print materials.
8. Maintains the Library/Media Center in the absence of the Media Specialist.
9. Manages the overdue records for all materials, sends notices to students.
10. Maintains files for microfiche, pamphlets and publishers' catalogs of print and non-print materials.
11. Records receipt of periodicals and newspapers and reports missing items to Media Specialist.
12. Helps maintain an atmosphere conducive to learning by monitoring student behavior according to approved school and Library/Media Center policy.
13. Maintains confidentiality in all work responsibilities.
14. Sets a professional image for Parma City Schools through the use of interpersonal skills. These skills include, but are not limited to: courteous manners, proper work attire, a positive attitude and cooperative demeanor.
15. Performs other duties as assigned by the Principal, Media Specialist & Director of Information Systems. Duties may vary between building Library/media Centers.
**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities perform the essential functions.

1. While performing the duties of this position, the employee is frequently required to stand, talk or hear and sometimes walk, sit, climb, squat, bend and kneel.
2. While performing the duties of this position, the employee may occasionally push or lift up to 30 lbs. Such as boxes of books/materials and AV equipment.
3. The employee is directly responsible for safety and well-being of students and other staff members.
4. Specific vision abilities required by this position include close vision such as to read handwritten or typed material and the ability to adjust focus.
5. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

-Human Resources 1/31/97
# Media Assistant Evaluation

<table>
<thead>
<tr>
<th>Performance Factors</th>
<th>Un satisfactory</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>1. QUALITY OF WORK – accuracy, completeness, neatness of work.</td>
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<td>2. QUANTITY OF WORK – amount of work done.</td>
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<td>3. KNOWLEDGE – knowledge of methods, materials, objectives and other details.</td>
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<tr>
<td>4. LEARNING ABILITY – speed and thoroughness in learning procedures, rules and other details.</td>
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<td>5. WORK HABITS – organization of work, care of equipment, safety, industry.</td>
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<tr>
<td>6. RELATIONSHIP WITH PEOPLE – ability to get along with the public and other employees.</td>
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<td>7. DEPENDABILITY – degree to which he/she can be relied upon to do the job without close supervision.</td>
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<td>8. ATTITUDE – interest in the work, willingness to meet job requirements and accept suggestions, loyalty to the organization, ethical conduct.</td>
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<td>9. PERSONAL FITNESS – physical capacity, appearance, personal habits.</td>
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<td>10. JUDGMENT – soundness of decisions, common sense.</td>
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OVERALL RATING

Comments:
Media Specialist Job Description and Responsibilities

TITLE: Media Specialist K-12

REPORTS TO:
Building Principal and Director of Information Systems

SUMMARY:
Assume responsibilities for the effective operation of the library media center; provide leadership for building library media services; contribute to the success of district program goals; work to articulate the library media program with the total school educational program.

ESSENTIAL FUNCTIONS:
1. Plan and implement a unified program including a collection of print, non-print and electronic materials and services for students and teachers. This includes: maintain proper statistical information, budget, order, receive and catalogue materials as well as circulate and inventory materials and equipment related to the operation of the library media center
2. In collaboration with the building administration and Department of Information Systems (DIS), provide audio-visual and electronic services in the library media center and throughout the building
3. Collaborate with staff to provide instruction to students on library media and information retrieval skills through correlation of classroom curriculum; and provide resources for enrichment programs to promote reading and literature
4. Assist staff members in identifying instructional materials and on-line resources
5. Implement the library media section of the Instructional Technology Standards
6. Exhibit knowledge of the educational program. Is familiar with courses of study; survey faculty to determine needs; participate in grade level/department meetings; serve on curriculum committees and study groups, integrate services with the DIS ITIG group
7. Select materials and electronic information delivery systems with teacher input to meet subject area objectives and student interest
8. Help teachers become familiar with the philosophy, procedures and services of the library media center; promote professional reading for staff; provide in-services for staff in the use and production of library media materials
9. Identify and help set priorities of the library media center
10. Develop goals for the building program and review periodically such goals with the building Principal and Department of Information Services
11. Participate in hiring and evaluating library media center staff. Train and supervise library media center staff
12. Create an environment in which students can become self-reliant and independent in using the full services of the library media center and move toward becoming life-long learners
13. Cooperate with school and local libraries and other library systems
14. Take advantage of opportunities for professional growth such as membership in professional organizations, attending conferences and workshops, etc.
15. Perform other related duties as determined by the building Principal, Director of the Department of Information Services, Assistant Superintendent or designee.

OTHER DUTIES AND RESPONSIBILITIES:
1. Maintain respect at all times of confidential information
2. Make contact with the public with tact and diplomacy. Interact in a positive manner with staff, students and parents. Respond to routine questions and requests in an appropriate and timely manner

QUALIFICATIONS:
1. Must meet all qualifications of a certificated/licensed teacher

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:
1. Basic First Aid

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

1. While performing the duties of this position, the employee is frequently required to stand, talk, or hear and sometimes walk sit, climb, squat, bend and kneel.
2. While performing the duties of this position, the employee may occasionally push, or lift up to 30 lbs.
3. The employee is directly responsible for the safety or well-being of other people.
4. Specific vision abilities required by this position include close vision, such as the ability to read handwritten or typed material and the ability to adjust focus.
5. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.
6. Move from building to building and be able to carry materials.
7. Use of personal vehicle is required in order to perform the minimum service.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent’s supervisor, appointing authority.

Superintendent or designee ___________________________ Date ___________________________

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

Signature ___________________________ Date ___________________________

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position and additional duties may be assigned.*

DIS/M.Hartenstein
Bml
Adoption date: July, 2008

**Media Specialist Evaluation**

Completed by building principal based on the district’s teachers’ contract.
Challenging Materials

BOARD OF EDUCATION PROGRAM
PARMA CITY SCHOOLS 2240

CONTROVERSIAL ISSUES

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

A. is related to the instructional goals of the course of study and level of maturity of the students;
B. does not tend to indoctrinate or persuade students to a particular point of view;
C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

- Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.
- Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal.
- When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.
- In the discussion of any issue, a teacher shall refrain from expressing a personal opinion.
- No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the convictions of the student or his/her parents or guardians. (R.C. 3313.601)
- The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student’s religious beliefs. However, such exercise or expression shall be limited to lunch periods or other non-instructional time periods when students are free to associate.

The Board also recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent files a complaint in accordance with Board policy 8800 regarding either the content or activities that conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent requested absences.

The Superintendent shall develop administrative guidelines for dealing with controversial issues and with parental concerns about program content or the use of particular materials.

R.C.3313.601
Adopted as Amended November 18, 2002
Adopted as Amended Date September 3, 2002
Adoption Date November 17, 1997
BOARD OF EDUCATION PROGRAM
PARMA CITY SCHOOLS 2520.02

PUBLIC COMPLAINTS ABOUT CURRICULUM/INSTRUCTIONAL/LIBRARY/MEDIA MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the District’s educational philosophy and goals.

Criticism of a book or other materials used in the school may be expected from time to time. In such instances, administrative guidelines must be followed.

Challenged materials shall remain in use pending final decision by the Board. Any material which has been re-evaluated and retained is not subject to further review.

The Board assumes final responsibility for all books and instructional materials which it makes available to students, and it holds its professional staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children, and will provide for the re-evaluation of materials in library collections upon formal request.

ORC 3329.07; 3329.08; 3329.09
Adopted as Amended Date October 7, 2002
Adoption Date
CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY/CURRICULUM MATERIALS

Type of material (book, film, pamphlet, etc.) ________________________________

Author ________________________________

Title ________________________________

Publisher, if known ________________________________

Request initiated by ________________________________

Address ________________________________

Telephone ________________________________

Complainant Represents: Self
Organizations
Other

1. To what do you object? (Be specific, cite pages, frames)

2. What do you believe might be the result of reading or seeing this material?

3. For what age group do you recommend this material?

4. Is there anything good about this material?

5. Did you read or see the entire material?
   If not, which parts?__________

6. Are you aware of the judgment of this material by professional critics?

7. What do you believe is the theme of this material?
8. What would you like your school to do about this material?

Teacher/Media Specialist Signature

Signature of Complaint

Signature of Building Administrator

Date Received
Chapter 2
Handling Materials

*It would be nice to design a real briefcase - you open it up and it's your computer but it also stores your books.*
~ Steve Wozniak

Item Processing

Processing refers to the various kinds of work to be done before a library book is ready for use by readers, and in most cases, each library will establish a system that works for them. The following are procedures for processing books - they might not apply to your library.

This work includes:
- Checking book shipments
- Inspecting books
- Submitting invoices for payment
- Checking MARC records
- Accessioning/stamping
- Shelving books

Library Materials will either come processed from the company using your specifications, or unprocessed. If you have your book company process the books/AV, make sure you have filled out a processing specifications sheet. There may already be one on file. This is available from the book vendor. To obtain MARC records correctly, you will also need to fill out an INFOhio Vendor MARC Record Specifications sheet (end of section). If the company has already been used by the district, this has already been done for you.

Items that may be used for processing library materials-
- Barcodes
- Barcode labels
- Spine labels
- Stamp with school name
- Book tape, various sizes
- Security strips
- Dust cover jackets
- Due date slips/pockets
- AR/genre labels

Checking Shipments

After a shipment of books arrives, the boxes should be opened and checked as soon as possible. Check the packing slip to make sure that everything is correct. If it is, attach the packing slip to the purchasing order (PO) and send it to the Purchasing Department for payment - make sure you make a copy for your files. If the order is not correct, contact the customer service department listed on the invoice.

Below are suggested guidelines for processing books. Remember that every school is unique and will have different needs. Keep in mind though that the less you do to the book, the better it will look to a student. Read the ALA suggestions at the end of this section that discuss labeling.

Steps for processing already processed books with MARC records

1. Although the book has already come with MARC records - it is helpful to check them to see what the record looks like. As you are doing this you can also leaf through the book to make sure it is correct (I
have received the wrong book in the right cover before). If you need to add to the record to make it more complete, follow the cataloging guidelines from the cataloging section. If you need additional help go to the INFOhio Handbook: http://www.infohio.org/Documents/SirsManual/Sirsjava/sirshandbookjava.html. You will need a username and password to access this- ask another librarian in the district or contact NEOnet.

2. Stamp the book with the name of your school. The title page and the inside back cover are places frequently stamped.

3. Write the barcode number on the inside back cover

4. It may be helpful to also write the barcode on a page inside the book- pick the same page number fot the books in your library

5. Some libraries also stamp the date the book was processed

6. Add pockets/due date slips if needed

7. Attach any security devices you library uses

8. Cover book jackets with plastic (hardcover), tape corners and spines (paperbacks) if needed

9. Attach spine labels if needed

10. Attach AR/genre labels

**Steps for processing unprocessed books without MARC records**

1. Create MARC records- follow the cataloging guidelines from the cataloging section. If you need additional help go to the INFOhio Handbook: http://www.infohio.org/Documents/SirsManual/Sirsjava/sirshandbookjava.html. **I would not attempt this unless you are comfortable with cataloging.

2. Attach barcode

* Follow the steps above. Remember every library is unique and processes items differently.

**Steps for processing other library materials**

1. Inspect for damage (cases cracked, scratches on DVDs, etc) and make sure they work

2. Write your school name directly on the materials if possible (this works well with CDs and DVDs)

3. Process as you would a book (obviously chose what works best for the item)

**Steps for processing equipment**

1. Make sure equipment is ordered through an approved school vendor. An up-to-date equipment list can be found at: http://frodo/dis/upload/DISEquipmentListRev20090226_01.pdf, or call the DIS office.

2. Equipment needs to be sent to the DIS office to be inventoried. They will put on a district barcode on the item and send it to you.

3. Write the school name on the equipment if possible

4. If you want, equipment can be cataloged using an INFOhio template- directions are here: http://www.infohio.org/Documents/SirsManual/Sirsjava/S11_11CatalogingEquipment.doc (you will need the username and password to access this, ask another librarian in the district or call NEOnet.
5. Keep manuals in a safe location

**Steps for processing magazines**

1. Processing magazines is very easy. The first thing to do is fill out NEOnet worksheet to have our circulation provider (NEOnet) load the MARC records for the magazines for you. This form is on the next page. The codes the district uses for magazines is also in this section.

2. The barcodes will be available in SirsiDynix under Reports and Notices in the Finished Reports section. Click on the report and the barcodes will open. The barcodes can be printed using labels- Avery 8160, 1"x25/8".

3. As the magazines come in, apply the correct label to the magazine and check it in in SirsiDynix (as you would check in a book). The magazine is ready to circulate.
NEOnet – Worksheet to load magazines as a vendor load (entire year at one time) *Fill out this form and send to NEOnet

<table>
<thead>
<tr>
<th>Title</th>
<th>Prefix</th>
<th>Filling characters</th>
<th>Price</th>
<th>Monthly (Y or N)</th>
<th>If not monthly, what is the recurrence, If weekly, what is date of first issue (day, month and year example needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example- National Geographic</td>
<td>No prefix</td>
<td>NAT</td>
<td>$19.95</td>
<td>Y</td>
<td>9/1/2010</td>
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</tbody>
</table>
District Magazine Codes

* Use these magazine abbreviation, if you subscribe to a magazine that is not listed here, assign it a code and notify the other district librarians.

<table>
<thead>
<tr>
<th>MAGAZINES</th>
<th>ABBREVIATIONS</th>
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<tr>
<td>Allure</td>
<td>ALL</td>
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<td>American Artist</td>
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<td>American Cheerleader</td>
<td>AMC</td>
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<td>American Heritage</td>
<td>AHE</td>
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<tr>
<td>American History</td>
<td>AMH</td>
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<tr>
<td>American Woodworker</td>
<td>AMW</td>
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<td>Archaeology</td>
<td>ARC</td>
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<td>Artist</td>
<td>ARS</td>
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<td>Arts and Activities</td>
<td>ART</td>
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<td>Astronomy</td>
<td>AST</td>
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<td>ATV Action</td>
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<td>Beckett Baseball</td>
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<td>Beckett Basketball</td>
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<td>Beckett Football</td>
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<td>Better Homes and Garden</td>
<td>BET</td>
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<td>Bicycling</td>
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<td>Bon Appetit</td>
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<td>Car and Driver</td>
<td>CAR</td>
</tr>
<tr>
<td>Career World</td>
<td>CAW</td>
</tr>
<tr>
<td>Cleveland Magazine</td>
<td>CLE</td>
</tr>
<tr>
<td>Cobblestone</td>
<td>COB</td>
</tr>
<tr>
<td>Consumer Reports</td>
<td>CON</td>
</tr>
<tr>
<td>Cooking Light</td>
<td>COO</td>
</tr>
<tr>
<td>Cosmo Girl</td>
<td>COS</td>
</tr>
<tr>
<td>Country Home</td>
<td>COH</td>
</tr>
<tr>
<td>Country Living</td>
<td>COL</td>
</tr>
<tr>
<td>Current Health 2</td>
<td>CUH</td>
</tr>
<tr>
<td>Current Science</td>
<td>CUR</td>
</tr>
<tr>
<td>Cycle World</td>
<td>CYC</td>
</tr>
<tr>
<td>Dirt Rider</td>
<td>DRD</td>
</tr>
<tr>
<td>Dirt Wheels</td>
<td>DIW</td>
</tr>
<tr>
<td>Discover</td>
<td>DIS</td>
</tr>
<tr>
<td>Dog Fancy</td>
<td>DOG</td>
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<tr>
<td>Dog World</td>
<td>DOW</td>
</tr>
<tr>
<td>Ebony</td>
<td>EBO</td>
</tr>
<tr>
<td>Economist</td>
<td>ECO</td>
</tr>
<tr>
<td>Education Digest</td>
<td>EDU</td>
</tr>
<tr>
<td>Electronic Gaming</td>
<td>ELE</td>
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<tr>
<td>Elle Girl</td>
<td>ELL</td>
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<tr>
<td>Entertainment Weekly</td>
<td>ENT</td>
</tr>
<tr>
<td>Family Circle</td>
<td>FAM</td>
</tr>
<tr>
<td>Field &amp; Stream</td>
<td>FIE</td>
</tr>
<tr>
<td>Fitness</td>
<td>FIT</td>
</tr>
</tbody>
</table>
Popular Science POS
Popular Wooding POP
Premiere PRM
Prevention PRE
Pro Wrestling Illustrated PRO
Psychology Today PSH
Ranger Rick RAN
Reader's Digest REA
Real Simple RES
Redbook RED
Road & Track ROA
Rolling Stones ROL
Saturday Evening Post SAT
School Arts SCH
School Library Journal SLJ
Science News SCI
Self SEL
Seventeen SEV
Shonen Jump SHJ
Skiing SKI
Sky & Telescope SKY
Smart Computing SMA
Smithsonian SMI
Snowboarder SNB
Soccer Jr. SOC
Spin SPI
Sport Truck SPT
Sports Illustrated for Kids SPK
Sports Illustrated Weekly SPO
Teacher TEA
Teen Vogue TEV
Teen Voices TVO
Tennis TEN
The Ring RIN
Thrasher THR
Time Weekly TIM
Tips & Tricks TIP
Transworld Skateboarding TRA
Transworld Snowboarding SNO
US Magazine USM
US News & Report Weekly USN
Victoria VIC
Vogue VOG
Weight Watchers WEI
Women's Day WOM
Wrestling USA WRE
YM YM
MARC Record Specification Form
Make sure every vendor you order books from has a MARC Record Specification form on file for correct production of MARC records and barcodes. INFOhio has provided one (see next page), but vendors may want you to use their own.
INFOhio Vendor MARC Record Specifications
http://www.infohio.org/UC/HelpArchive/VendorMARC21.html

Dear Librarian: Use this form is to assist you in providing information to vendors for the production of MARC records and barcodes. The information in this document should adequately answer any questions vendors may pose regarding specifications for MARC records and/or barcodes. Because some vendors of barcodes and MARC records may provide books which are processed to your specifications as well, there may be additional specifications required by the vendor which you must fill out for those purposes. Those specifications are not part of this form. Please be sure to specify if you are ordering titles for your reading program so your location code is included in the 526 tag.

Dear Vendor: The following is for the standardization of MARC records for INFOhio and is intended to assist the librarian in communicating clearly with you, the vendor. These are the established standards for the state of Ohio for participants in the INFOhio library automation project. The only client specific specifications are those entered by the librarian in the blank spaces below.

Records must adhere to ISBD and AACR2 standards. If records do not adhere to these standards, that fact must be clearly stated.

USMARC Communication Format (Item data to be in tag 852 per instructions below that are consistent with Microlif Protocol - 1991.)

Smart Barcode: 14 digit; Code 39; Modulus 10, type 1 check digit.

First digit to identify item: 3

District Institution code (digits 2-5): ___ ___ ___ ___

Sequential number range (digits 6-13): from ___ ___ ___ ___ ___ ___ ___ to ___ ___ ___ ___ ___ ___ ___

Digit 14 is vendor calculated (Modulus 10, type 1 check digit)

First line of text on barcode to identify the school district or school building:

Second line of text for name of school building or building address:

System interface: INFOhio: SirsiDynix

Character set: ASCII

Provide file as checked: 3.5 IBM 3.5 Mac CD-ROM On-Line

Holdings data: ITC (formerly DASite) abbreviation 852 subfield a
General location code 852 subfield b
DO NOT USE Shelving location 852 subfield c
Call number (including volume &/or copy) 852 subfield h
Copy number only 852 subfield t
Volume number only 852 subfield j
Barcode number 852 subfield p
If the data is provided, please place in the standard US MARC tag as indicated below.

<table>
<thead>
<tr>
<th>Tag</th>
<th>1st indicator</th>
<th>2nd indicator</th>
<th>Subfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Program</td>
<td>526</td>
<td>blank</td>
<td>$a Program Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$b Interest Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$c Reading Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$d Point Value</td>
</tr>
<tr>
<td>? Include general location code in subfield 5.</td>
<td></td>
<td>(same code as in 852 subfield b)</td>
<td>$5 Location code</td>
</tr>
<tr>
<td>? Do NOT include my general location code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading grade level (be sure to include first indicator)</td>
<td>521</td>
<td>0</td>
<td>$a Enter as a decimal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(e.g. 3.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$b Source</td>
</tr>
<tr>
<td>Interest GRADE level (be sure to include first indicator)</td>
<td>521</td>
<td>2</td>
<td>$a Note</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$b Source</td>
</tr>
<tr>
<td>Review Sources (Repeat this tag for multiple sources)</td>
<td>510</td>
<td>3</td>
<td>$a Name of Source</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$c Location in source</td>
</tr>
<tr>
<td>Awards (Repeat this tag for multiple awards)</td>
<td>586</td>
<td>blank</td>
<td>$a Awards note</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUESTIONS AND ANSWERS ON LABELING AND RATING SYSTEMS

Preamble
Librarians employ objective professional judgment through selection, cataloging, classification, and readers’ services to make available the information that library users want or need. Cataloging decisions, labels, or ratings applied in an attempt to restrict or discourage access to materials or to suggest moral or doctrinal endorsement is a violation of the First Amendment and the Library Bill of Rights [Labels and Rating Systems: An Interpretation of the Library Bill of Rights].

Definitions

What is the difference between a viewpoint-neutral directional aid and a prejudicial label?
Labels and rating systems produced by libraries, publishers, and organizations can be valuable and convenient aids for assisting library users and staff in finding and selecting desired materials.

These tools are not de facto viewpoint-neutral directional aids or prejudicial labels; they become so only according to their implementation.

Any existing or proposed rating systems should be examined in light of intellectual freedom principles.

Genres

What are examples for determining whether a genre label is a viewpoint-neutral directional aid or a prejudicial label?
Fiction genre labels such as romance, mystery, and science fiction are used by many libraries as viewpoint-neutral direction aids. While there may be some differences of opinion about which titles fit within specific genre areas, the choice of genre is viewpoint neutral and does not suggest moral or doctrinal endorsement.

On the other hand, some public libraries label Christian fiction with a cross as a symbol. This practice, especially when other religious fiction is not designated, communicates a message of preference for Christianity, a violation of the separation of church and state that is prohibited by the establishment clause of First Amendment as well as the Library Bill of Rights.

People of all persuasions and traditions have sincere, heartfelt concerns when their government addresses religious issues, fundamentally different from an interest as to whether a library item bears a “Mystery” or “Western” sticker. In recognition of this, some libraries seek to avoid entanglement with religion by using a label to identify “inspirational fiction”, including material that does not have religious-based content. As long as both the selection of materials to be so labeled and the label used are viewpoint neutral and inclusive, this practice would not violate the Library Bill of Rights.

Enhanced Content in Catalogs

Does the practice of bundling bibliographic records with databases and other electronic informational resources including book reviews, book covers and other evaluative materials violate the Library Bill of Rights?
Some vendors provide bibliographic records enhanced with databases and other electronic informational resources including book reviews and other evaluative materials.
The Interpretation on “Labels and Rating Systems” should not be construed to preclude provision of resources and information useful to users as they make their choices from the library’s catalog as long as the criteria for inclusion is viewpoint neutral.

Libraries should seek the broadest spectrum of informational and evaluative materials as possible. Furthermore, the library profession should advocate to vendors for the inclusion of diverse viewpoints in the products they develop for libraries.

**Is it appropriate to add movie, game or music ratings to the bibliographic record?**

No. These rating systems are devised by private groups using subjective and changing criteria to advise people of suitability or content of materials. It is the library’s responsibility to prevent the imposition or endorsement of private rating systems. Including such ratings in the bibliographic record, library records, and other library authored finding aids would predispose people’s attitudes toward the material and thus violate the Library Bill of Rights.

**Rating Systems and the Library.**

**What if a group develops a rating system? What would ALA advise?**

Any private group’s rating system, regardless of political, doctrinal or social viewpoint is subjective and meant to predispose the public’s attitude, and therefore violate the Library Bill of Rights. Libraries should remain viewpoint neutral, providing information users seek about any rating system equitably, regardless of the group’s viewpoint.

**What if a library board is asked to use movie, video game, music or other ratings to restrict access?**

A variety of private organizations including the Classification and Rating Administration (CARA) of the Motion Picture Association of America (MPAA), Canadian Motion Picture Distributors Association, P5Vratings Standards Board (PSV), Parents Television Council (PTC), Entertainment Software Rating Board (ESRB), TV Parental Guidelines Monitoring Board, and the Recording Industry Association of America (RIAA) have developed rating systems as a means of advising parents concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, television programs, Web sites, or other materials.

None of these organizations are government agencies and as such their rating systems cannot be mandated or enforced by any government or agency of government, including a publicly funded library. A library can, however, make information concerning these rating systems available to library users.


**Is it prejudicial to describe violent and sexual content? For example, would including “contains mild violence” on bibliographic record of a graphic novel violate the Library Bill of Rights?**

Yes. In any community there will be a range of attitudes as to what is deemed offensive and contrary to moral values. For some the issue is sexually explicit content, for others the concern is with violence, for still others it is language. Including notes in the bibliographic record regarding what may be objectionable content assumes all members of the community hold the same values. No one person should take responsibility for judging what is offensive. Such voluntary labeling in bibliographic records and catalogs violates the Library Bill of Rights.

*******Age, Grade, Reading Level, and Computerized Reading Programs*******

I would like to organize sections of the library using reading level designations, such as those supplied by Accelerated Reader. Is this okay?
While knowing the reading level of a book can assist library users, organizing a library via these labels can pose a psychological barrier for users who do not know their reading level. Many will feel that they should not utilize those resources.

Users who do know their reading level may feel compelled to only select resources from their reading level. This will result in users not utilizing the full scope of the library collection.

Is it okay to restrict certain sections of the collection based on the patron’s age or grade level?
Restricting access to library materials based on age or grade level does not respect the individual needs, interests, and abilities of users and violates the Library Bill of Rights.

All students in my school are required to participate in a computerized reading program that assigns reading levels and point values to book and tests students for reading comprehension. Parents and teachers want library books placed on the shelves by reading level so that students can easily access and be limited to books that meet their individual needs. This would be easy to do since the vendor sells pre-printed labels for grade level and point value designation. Is this acceptable?
No. A student should have access to all materials in a school library.

The chronological age or grade level of students is not representative of their information needs or total reading abilities. If collections are organized by age or grade, some users will feel inhibited from selecting resources from sections that do not correspond to their exact characteristics. If the library limits users from checking out resources from sections other than those that match the patron’s characteristics, the library will most likely not serve the needs of users.

While some parents and teachers may find housing books by grade level helpful in guiding developing young readers, a library should not use such labels as a classification system, or to promote any restrictive or prejudicial practice. Most computerized reading programs list books by grade levels on their Web sites if parents and teachers wish to seek such direction.

My library users participate in the Accelerated Reader program, and we feel pressured to purchase books that are on the reading lists. Some of the books on these lists are recommended for reading levels that match the abilities of my users, but I question the emotional and maturity levels of the themes of the books. What do I do?
While lists from programs like Accelerated Reader may be helpful in selecting books for a school or public library in school districts where such programs are a prominent part of the curriculum, it is important to remember that emotional and maturity levels do not necessarily correlate with reading level. A library or school district should have a selection policy that specifically outlines how materials are selected and what resources are used. This may include specific review journals and other professional collection development tools. Librarians should advise teachers and administrators that their responsibility is to practice good selection, and to follow the selection policy of the institution. This may mean that some books on the Accelerated Reader lists that are recommended for high achieving young readers may not be selected because of the maturity level.

Recommended Book Lists

A local school has a required summer reading list. Our library pulls them from the general collection and places them together. Is that considered viewpoint neutral?
Yes. Assembling materials that will be in high demand for a limited period of time helps library users find them. Such selections should be accessible to all users and not limited to the target audience.

**Labeling Based on Ethnic or Language Group**

We have a large population of a specific ethnic/language group in our service area and we would like to create a section of the library and a collection to recognize that. Is that acceptable and how may we go about it?

When there is a large population of a specific ethnic or language group in an area, it often creates a large demand for items relevant to their experience in the library. To meet that demand and make it simpler for the users to locate those resources, libraries sometimes choose to create a special collection and/or area devoted to those resources. As long as these collections represent diverse points of view within the parameters of the collection and are designed to help patron find resources relevant to their experience and not to restrict them to a certain section of the library, this practice would be acceptable.
Cataloging

It's important to keep the records as neat and organized as possible. Duplicate records should be avoided. Always check to see if another school has the title before importing a new record. Enhancements should be added whenever possible. They make searching more effective. Consistency among the district is vital for uniformity, so some guidelines are given which should be adhered to.

Using Call Number/Item Maintainence in Workflows

- use this feature in Cataloging to see if another school has the book already
- if a record is found, choose **Add a Call Number**
  - a call number for your school will be added
- change call number, type, material type and price as needed
- scanning the barcode will automatically save it

Using SmartPORT in Workflows

- use this feature in Cataloging when another school does not have the book
- choose to look in Acquired Bib Records for INFOhio, INFOhio Super MARC, INFOhio Media, INFOhio Unique, and/or Library of Congress Catalog.
  - **only use OCLC WorldCat if the above databases do not find a record**
- after connecting, search for a title using the ISBN first
  - if a record is not found, try searching by title and author
- evaluate records before choosing and saving it
- once a record has been saved, use Call Number/Item Maintainence to **Add Item**

*Time can be saved by importing all needed records before adding them to your library's catalog.*

Using INFOhio Templates to Catalog Equipment

- use SmartPORT to access the database INFOhio Templates
- after connecting, search for equipment
- choose the piece of equipment that needs cataloged
- capture and save the appropriate template
- use Call Number/Item Maintainence to **Add Item**
  - add necessary information like call number, type, price etc. if applicable
  - scan barcode and save
- use **Modify Title** to edit the information on the template

Enhancing Records in Workflows

Enhancing records requires the cataloger to use **Modify Title**. Once a record is selected, fields can be added, deleted or edited. Below are the common enhancements that should be used if possible. An example is given as well.

505 Formatted contents note (Repeateable)

*Best used for anthologies with more than one author or multiple works by the same author.*

- This tag is searched in a title search
This tag is used for indicating the contents of an item. It is often used for listing the individual titles of individual filmstrips contained in a single kit or to list titles contained within a book such as an anthology.

- This tag may be used to list individual titles in a multi volume set.
- This tag has two indicator positions

**1st indicator -- type of contents note**
- 0 Complete contents
- 1 Incomplete contents (The note is incomplete because all the parts haven't yet been published.)
- 2 Partial contents (The note is incomplete because the cataloger hasn't filled it in yet; all the items of the set have been published.)
- 8 No print constant provided

- According to AACR2 a space-hyphen-hyphen-space ( -- ) is entered between each item in the contents note.
- Contents notes may contain prescribed ISBD punctuation, e.g., statements of responsibility are preceded by a space-slash-space ( / ).
- Title searches automatically search the 505 tag. Entering ISBD punctuation will exclude from a title search an author following ( / ).

**505**
- 0 v. 1. 1900-1945 -- v. 2. 1945-1996.
- 2 On my way to school / by Jim Smith -- It happened one time at lunch / by Angela Dime -- The day it snowed / by Laura Wilson.

*Note: The author is not searchable in an author search. To make the author searchable, create a 700 tag. 700 1 Dime, Angela. *It happened one time at lunch.*

**510 Citation/Reference Note (Repeatable)**

**1st indicator**
- 3 Location in source not given

**a Name of source (NR)**

**510**
- 3 ALA Books for the College Bound, 2009
- 3 School Library Journal, March 2008

**526 Study Program Information Note (Repeatable)**

**1st indicator**
- 0 Reading program

**a Program name (NR)**
|b Interest level (NR)
|c Reading level (NR)
|d Title point value (NR)

**526**
- 0 Accelerated Reader|b5.0|c4.0|d7
- 0 Accelerated Readers|c6.5|d2

**586 Awards Note (Repeatable)**
no indicators needed
a Award (NR)

586  Newbery Medal Winner, 2009
586  Caldecott Medal Honor, 2009

690 Local Subject Access Fields (Repeatable)

no indicators needed

690  Banned book
690  Fractured fairy tale

Call Numbers

Using the same call number practices will enable students entering different media centers to find information and materials quickly and easily. Use a maximum of four numbers to the right of the decimal point when necessary.

<table>
<thead>
<tr>
<th>Tape</th>
<th>Audio Cassette</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD</td>
<td>Compact Disc</td>
</tr>
<tr>
<td>VHS</td>
<td>Videocassette</td>
</tr>
<tr>
<td>DVD</td>
<td>DVD Video</td>
</tr>
<tr>
<td>B</td>
<td>Biography</td>
</tr>
<tr>
<td>R</td>
<td>Reference</td>
</tr>
<tr>
<td>SC</td>
<td>Story Collection</td>
</tr>
<tr>
<td>FIC</td>
<td>Fiction (middle and high school only)</td>
</tr>
<tr>
<td>F</td>
<td>First Readers (elementary only)</td>
</tr>
<tr>
<td>J</td>
<td>Juvenile Fiction (elementary only)</td>
</tr>
<tr>
<td>P</td>
<td>Picture book</td>
</tr>
<tr>
<td>PROF</td>
<td>Professional</td>
</tr>
</tbody>
</table>

**Books should not be shelved according to Accelerated Reading levels**
Chapter 3
Operations

The dissemination of knowledge is one of the cornerstones of civilization.
~John F. Budd

Circulation Procedures
Post policies for students to see.

- Identification – students should have their student ID to check out materials.

- Fines – Fines are $.05 per day with a one day grace period. (ONLY in middle school and high school)

- Holds – Students may have a book currently checked out held for them. When it is returned, the student is notified that the book is available for checkout.

- Reserves – Books may be placed in a special category by a teacher so that they are readily available for that teacher’s students. Books are kept in a special location (not on the shelves) for use only by designated students. In Workflows, create a category for a special collection, and an annotated bibliography may be printed for this category.

- Renewals – Middle school and high school: books can be renewed twice only if there are no holds on it and once without seeing the book. Elementary: books can be renewed twice only if there are no holds on it and never without seeing the book.

- Loan Periods – All books and periodicals may be checked out for two weeks. Exception: materials placed on reserves by a teacher. Teachers will determine if and how long a loan period will be.

- InterLibrary Loans – Materials may be requested from other schools in the district.
  - Check the materials out before sending using the following school codes adding -ILL
    - Example: NORM-ILL
  - The receiving school should check the materials in before lending to students

<table>
<thead>
<tr>
<th>High School &amp; Middle School Codes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Normandy</td>
<td>NORM</td>
</tr>
<tr>
<td>Parma Senior</td>
<td>PHS</td>
</tr>
<tr>
<td>Valley Forge</td>
<td>VFORG</td>
</tr>
<tr>
<td>Greenbriar</td>
<td>GRNB</td>
</tr>
<tr>
<td>Hillside</td>
<td>HILLS</td>
</tr>
<tr>
<td>Shiloh</td>
<td>SHILO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary School Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentzler</td>
</tr>
<tr>
<td>Green Valley</td>
</tr>
<tr>
<td>Hanna</td>
</tr>
<tr>
<td>John Muir</td>
</tr>
<tr>
<td>John Glenn</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Parma Park</td>
</tr>
<tr>
<td>Pearl Road</td>
</tr>
<tr>
<td>Pleasant Valley</td>
</tr>
<tr>
<td>Renwood</td>
</tr>
<tr>
<td>Ridge-Brook</td>
</tr>
<tr>
<td>State Road</td>
</tr>
<tr>
<td>Thoreau Park</td>
</tr>
</tbody>
</table>

**Price Standardization for Items Without Prices** - last updated March, 2005  (needs updating to include new formats- Playaways, CDs, etc.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction and J</td>
<td>$16.00</td>
</tr>
<tr>
<td>Fiction - paperback</td>
<td>$6.00</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>$20.00</td>
</tr>
<tr>
<td>Biography</td>
<td>$16.00</td>
</tr>
<tr>
<td>Reference</td>
<td>$40.00</td>
</tr>
<tr>
<td>Short Story</td>
<td>$16.00</td>
</tr>
<tr>
<td>Professional</td>
<td>$30.00</td>
</tr>
<tr>
<td>Periodical</td>
<td>$5.00</td>
</tr>
<tr>
<td>First Reader</td>
<td>$15.00</td>
</tr>
<tr>
<td>Picture</td>
<td>$16.00</td>
</tr>
<tr>
<td>Holiday</td>
<td>$16.00</td>
</tr>
<tr>
<td>Recorded Books</td>
<td>$30.00</td>
</tr>
<tr>
<td>Cassettes</td>
<td>$30.00</td>
</tr>
<tr>
<td>DVD</td>
<td>$30.00</td>
</tr>
<tr>
<td>Videocassettes</td>
<td>$20.00</td>
</tr>
</tbody>
</table>
Collection Development

BOARD OF EDUCATION PROGRAM
PARMA CITY SCHOOLS 2520.01

LIBRARY/MEDIA MATERIALS SELECTION AND ADOPTION

The philosophy of the District library/media centers is to support the school curriculum which encompasses the courses of study and all school-sponsored activities. Materials should meet the needs and interests of all students; foster human relations and ethical standards; nurture a regard for the American heritage; promote respect for every individual and ethnic, nationality, religious and racial groups, and stimulate an appreciation of literary and aesthetic values.

SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY/MEDIA CENTER PROGRAMS

The intent of the District will be to select materials in accordance with the following from the American Association of School Librarians:

“The American Association of School Librarians re-affirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library/media center is:

- to provide a comprehensive collection of instructional material selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials;
- to provide all types of materials that will support the curriculum, taking into consideration the individual’s needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served;
- to provide material for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation and ethical standards;
- to provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity informing judgments; to provide a written statement of the procedures”--“for meeting the challenge of censorship of materials in school library/media centers and
- to provide qualified professional personnel to serve teachers and students.”

ORC 3329.05; 3329.07
OAC 3301-35-03
Adopted as Amended Date October 7, 2002
Adoption Date
Criteria for Selection of Materials:

1. Provide for the needs of the individual school based on knowledge of the curriculum, the existing collection, and requests from students, parents, and school personnel.
2. Provide materials of high artistic, historic and literary quality.
3. Provide a balanced collection, with a fair proportion of each type of material selected to meet the needs of the curriculum, the students and professional staff at all levels.
4. Provide materials for students with a wide range of skills and abilities as well as materials with diversity of appeal and different points of view.
5. Provide fair and objective presentations of sensitive subjects at the maturity level for which selected.
6. Consider materials on the basis of overall purpose; timeliness or permanence; importance of the subject matter; appropriateness to the subject matter and intended audience; quality of the writing and production; readability and popular appeal; authoritativeness; format and price; reputation and significance of the author, artist, composer, producer, or publisher.
7. Select materials on the basis of their strengths rather than to reject on the basis of their weaknesses.

There are several sources for locating materials that fit the above criteria:

- Professional journals have sections on book reviews
  - School Library Journal
  - Library Media Connection (formerly Book Report)
  - Voice of Youth Advocates (VOYA)
  - Booklist

- Preview boxes
  - Helpful for nonfiction books because you can judge the content, reading level, attractiveness for yourself rather than take the publisher’s word.

- Salesman who bring samples
  - It is great to be able to look at the book.

- LEEMC book scans

- Many web sites contain review lists and award lists.
  - American Library Association’s web page at http://www.ala.org/
  - Bookwire has an extensive award list in alphabetical order located at http://www.bookwire.com/bookwire/otherbooks/Book-Awards.html
  - Bulletin for the Center of Children's Books at http://www.lis.uiuc.edu/puboff/bccb/
  - Children's Book Council at http://www.cbcbooks.org/
  - Children's Literature Web Guide, who claims to be the most comprehensive guide to English-language children's book awards on the Internet is located at http://www.acs.ucalgary.ca/~dkbrown/index.html
  - Children's Literature Web Guide also includes a list of web award list sites that the author thinks is very useful. These are located at http://www.acs.ucalgary.ca/~dkbrown/moraward.html

- Listservs
  - BookBrag - a monthly electronic newsletter and moderated discussion group "designed to alert teachers and media specialists to the best new children's books and how they can be used in the classroom." http://www.iasl-slo.org/listservs.html
  - LM_NET - a discussion group of more that 5000 subscribers focusing on topics of interest to the school library community. http://www.eduref.org/lm_net/
  - Mailing Lists Related to Children's Literature - Information on several mailing lists related to children's literature, including KIDLIT-L, CHIDLIT, PUBYAC, FOLKLORE, STORYTELL, and KIDSBOOKS. http://www.acs.ucalgary.ca/~dkbrown/listserv.html
When asked to buy a certain book by a teacher or a student, the purchase should be made whenever possible.
Weeding Procedures

Weeding is defined as the practice of discarding excess copies, rarely used books, and materials with incorrect or no longer relevant information to the curriculum or needs of students.

Weeding should be done every year in order to maintain materials that are still useful and timely.

Reasons for Weeding
To save SPACE
To save TIME
To make the collection MORE APPEALING
To enhance the library’s reputation for realiability and up-to-datedness
To provide a continuous check on the NEED FOR REPAIRS
To provide feedback on the collection’s STRENGTHS and WEAKNESSES

Guidelines for Weeding:

- Last date of circulation - If the material has not been in general use during the past three to five years (depending on the type of material).

- Physical condition - If the condition is badly worn or excessively dirty, the item should be weeded, and a decision concerning replacement should be made.

- Timeliness - (a) out-of-date materials, particularly in the sciences and technology more than three to five years of, (b) materials no longer in demand, or that no longer support the curriculum or current community needs, and (c) older editions no longer used

- Reliability - Viewpoints change and must be reflected in the collection.

- Fad literature - from inspirational tones to how to make a million dollars go out of fashion and use.

- Duplicates - Where there are duplicates and none seem to be circulating or used a single copy should only be kept. At a later date (one to two years) the single copy should be weeded.

- Reference works should be given special attention in order that all the above criteria are applicable in all of the special areas. Current information in this area is critical.

Keep:

- Titles which are being used if they contain accurate information

- Titles which are circulating and enjoyed

- Local history

- Writings by local authors

- Information about Ohio

Additional Considerations:

1. **Curriculum** – When deciding whether or not to delete material from the collection, consider how many other materials will remain to help support that particular idea, and how many students will need that type of material at one time.
2. **Faculty** – Veteran teachers may have lessons and projects built around books in the media center. Consult staff before beginning the weeding process and offer the deleted books to teachers for their own room collections. Try to find newer or more accurate materials to fill the same need.
Chapter 4
Technology

The Internet is becoming the town square for the global village of tomorrow.
~Bill Gates

The Internet, “web” impact on library media centers, has caused rethinking of library media center roles, access, collection development, and organization. In many ways the Internet is like a great “unselected” library media center. Instead of carefully choosing and purchasing materials, library media centers suddenly have access vast quantities of information. Some of it is valuable. Some of it is not. It is important to teach students research and information validation skills.

Website Evaluation Criteria

| 1. Accuracy | Make sure author provides email or a contact address/phone number.  
|             | Know the distinction between author and Webmaster. |

| 2. Authority | What credentials are listed for the authors?  
|              | Where is the document published? Check URL domain. |

| 3. Objectivity | Determine if page is a mask for advertising; if so information might be biased.  
|                | View any Web page as you would an infomercial on television. Ask yourself why was this written and for whom? |

| 4. Currency | How many dead links are on the page?  
|            | Are the links current or updated regularly?  
|            | Is the information on the page outdated? |

| 5. Coverage | If page requires special software to view the information, how much are you missing if you don't have the software?  
|             | Is it free or is there a fee to obtain the information?  
|             | Is there an option for text only, or frames, or a suggested browser for better viewing? |

Putting it all together

- **Accuracy** - If your page lists the author and institution that published the page and provides a way of contacting him/her and...
- **Authority** - If your page lists the author credentials and its domain is preferred (.edu, .gov, .org) and...
- **Objectivity** - If your page provides accurate information with limited advertising and it is objective in presenting the information and...
- **Currency** - If you page is current and updated regularly and the links are up-to-date and...
- **Coverage** - If you can view the information properly -- not limited to fees, browser technology, or software requirement, then...
You may have a Web page that could be of value to your research.


**Ethics**

**Copyright**

1. Copyright is a right of intellectual property given to the authors granting certain exclusive rights to their works for a certain amount of time.
2. Copyright does not extend to ideas, system or factual information or pre-existing material incorporated into the work.
3. Works in the public domain fall outside copyright and can be freely used by anyone for any purpose. Once a work is in the public domain, it can never again regain copyrighted status. Works are in the public domain when:
   - The copyright has expired;
   - Items published by the U.S. Government;
   - An author voluntarily places a work in the public domain.
4. As soon as an original work is created, it's copyrighted, regardless of its location; i.e. hard drive, floppy disk, e-mail.
5. It is not necessary to register the work with the Copyright Office or provide a copyright notice for a work to be copyrighted.
   - In order to sue for infringement the work must be registered with the Copyright Office. However, the registration may occur after the infringement occurs, so long as it occurs before a lawsuit alleging infringement is filed.

**The Fair Use Doctrine**

1. The “fair use” doctrine allows use of a copyrighted work without the permission of the copyright holder.
2. “Fair use” originated “for purposes such as criticism, comment, news reporting, teaching…”
3. Courts have upheld the following to be “fair use”:
   - Quotation of excerpts in a review or criticism for purposes of illustration or comment;
   - Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations;
   - Use in a parody of some of the content of the work parodied;
   - Summary of an address or article with brief quotations, in a news report;
   - Reproduction by a library of a portion of a work to replace part of a damaged copy;
   - Reproduction by a teacher or student of a small part of a work to illustrate a lesson;
4. Four factors are used in determining whether use of a copyrighted work falls within “fair use”:
   - The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
   - The nature of the copyrighted work;
   - The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
   - The effect of the use upon the potential market for or value of the copyrighted work. (17 U.S.C. 107)
5. The U.S. Supreme Court has held that the effect upon the potential market is “undoubtedly the single most important element of fair use.” Harper and Row v. National Enterprises, 471 U.S. 539 (1985).
6. Guidelines adopted by an Ad Hoc Committee are included in the official comments on the copyright statute and list a number of specific exceptions for teachers. In particular, the guidelines consist of brevity, spontaneity and cumulative effect.

**Computer Ethics - Ten Commandments**

1. Thou shalt not use a computer to harm other people;
2. Thou shalt not interfere with other people's computer work;
3. Thou shalt not snoop around in other people's files;
4. Thou shalt not use a computer to steal;
5. Thou shalt not use a computer to bear false witness;
6. Though shalt not use or copy software for which you have not paid;
7. Thou shalt not use other people's computer resources without authorization;
8. Thou shalt not appropriate other people's intellectual output;
9. Thou shalt think about the social consequences of the program you write;
10. Thou shalt use a computer in ways that show consideration and respect.

(Source: "The Net User Guidelines and Etiquette" written by Arlene H. Rinaldi, as set forth in the CyberHighway Internet News Magazine.)
Board Policies

PARMA CITY SCHOOLS 2531

COPYING COPYRIGHTED MATERIALS
The Board encourages employees to make judicious use of appropriate printed materials, sound recordings, and electronic programs in the curriculum. It recognizes, however, that Federal law, applicable to public school districts, protects authors and composers from the unauthorized use of their copyrighted work.

In order to define the fair and reasonable use that teachers may make of copyrighted works for educational purposes, without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to provide administrative guidelines regarding the copying and distribution of copyrighted materials for its review and approval for instructional purposes.

17 U.S.C. 101 et seq.
Revised Date August 5, 2002
Adoption Date November 17, 1997
TECHNOLOGY PRIVACY

The Board recognizes its staff members right to privacy in their personal lives. The District has established this policy to inform staff members of the District’s position with respect to staff-member privacy in the workplace and to protect the District’s interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the District’s property and are to be used primarily for business purposes. The District retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the District’s computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the staff member’s knowledge. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the District. A staff member’s refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are to be used for business purposes. Personal messages via District-owned technology should be limited in accordance with the Superintendent’s guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because the District’s computer and voice mail systems are to be used primarily for business purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

This policy is necessary to ensure that District resources are used properly. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member’s personal information is discovered, the contents of such discovery will not be reviewed by the District, except to the extent necessary to determine if the District’s interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically. All computers and any information or software contained therein are property of the District. Staff members shall not remove or communicate any such information in any form for their personal use or for the use of others. In addition, staff members may not copy software on any District computer and may not bring software from outside sources for use on District equipment without the prior approval of the Superintendent. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

Adoption Date November 17, 1997
Revised 1/21/03
ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR THE COMPUTER NETWORK

The Parma City School District is pleased to make available to students access to interconnected computer systems within the District and to the Internet, the world-wide network that provides various means of accessing significant educational materials and opportunities.

In order for the School District to be able to continue to make its computer network and Internet access available, all students 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 School’s teachers and other Staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy (“Policy”) of the School District. Upon reviewing, signing, and returning this Policy as the students have been directed, each student will be given the opportunity to enjoy Internet access at School and is agreeing to follow the Policy. If a student is under eighteen (18 ) years of age, he or she must have his or her parents or guardians read and sign the Policy. The School District cannot provide access to any student who, if eighteen (18) or older, fails to sign and submit the Policy to the School as directed or, if under eighteen (18), does not return the Policy as directed with the signatures of the student and his/her parents or guardians.

Listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the person that your School has designated as the one to whom you can direct your questions. If any user violates this Policy, the student’s access may be denied, if not already provided, or withdrawn and s/he may be subject to additional disciplinary action.

I. PERSONAL RESPONSIBILITY

By signing this Policy, you are agreeing not only to follow the rules in this Policy, but are agreeing to report any misuse of the network to the person designated by the School for such reporting. Misuse means any violations of this Policy or any other use that is not included in the Policy, but has the effect of harming another or his/her property.

II. TERM OF THE PERMITTED USE

A student who submits to the School, as directed, a properly signed Policy and follows the Policy to which s/he has agreed will have computer network and Internet access during the course of the school year only. Students will be asked to sign a new Policy each year during which they are students in the School District before they are given an access account.

III. ACCEPTABLE USES

a. Educational Purposes Only. The School District is providing access to its computer networks and the Internet for only educational purposes. If you have any doubt about whether a contemplated activity is educational, you may consult with the person(s) designated by the School to help you decide if a use is appropriate.

b. Unacceptable Uses of Network. Among the uses that are reconsidered unacceptable and which constitute a violation of this Policy are the following:

1. uses that violate, or encourage others to violate, the law or School District policy. Don’t transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the School District’s Student Discipline Policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; alter system software without authorization; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the
copyright symbol, you should assume that all materials are protected unless there is explicit permission on
the materials to use them.

2. uses that cause harm to others or damage to their property. For example, don’t engage in defamation
(harming another’s reputation by lies); employ another’s password or some other user identifier that
misleads message recipients into believing that someone other than you is communicating or otherwise
using his/her access to the network or the Internet; upload a worm, virus, “trojan horse,” “time bomb” or
other harmful form of programming or vandalism; participate in “hacking” activities or any form of
unauthorized access to other computers, networks, or information systems.

3. Uses that jeopardize the security of student access and of the computer network or other networks on
the Internet. For example, don’t disclose or share your password with others; don’t impersonate another
user.

4. Uses that are commercial transactions. Students and other users may not sell or buy anything over the
Internet. You should not give others private information about you or others, including credit card
numbers and social security numbers.

c. Netiquette. All users must abide by rules of network etiquette, which include the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or
threatening language.

2. Avoid language and uses which may be offensive to other users. Don’t use access to make, distribute,
or redistribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race,
gender, ethnicity, nationality, religion, or sexual orientation or disability.

3. Don’t assume that a sender of e-mail is giving his/her permission for you to forward or redistribute the
message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or
when you know that the individual would have no objection.

4. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is
not too large to be accommodated by the recipient’s system and is in a format which the recipient can
open.

IV. INTERNET SAFETY

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 the potential for access to
materials inappropriate for school-aged pupils. Every user must take responsibility for his/her use of the
computer network and Internet and stay away from these sites. Parents or minors are the best guide to
materials to shun. If a student finds that other users are visiting offensive or harmful sites, s/he should
report such use to the person designated by the School.

b. Personal Safety. Be safe. In using the computer network and Internet, do not reveal personal
information such as your home address or telephone number. Do not use your real last name or any other
information which might allow a person to locate you without first obtaining the permission of a
supervising teacher. Do not arrange a face-to-face meeting with someone you “meet” on the computer
network or Internet without your parent’s permission (if you are under eighteen (18). Regardless of your
age, you should never agree to meet a person you have only communicated with on the Internet in a
secluded place or in a private setting.

c. “Hacking” and Other Illegal Activities. It is a violation of this Policy to use the School’s computer
network or the Internet to gain unauthorized access to other computers or computer systems, or to
attempt to gain such unauthorized access. Any use which violates state or federal law relating to
copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

d. Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is eighteen (18) or over, the permission of the student 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 Ohio law, for internal administrative purposes or approved educational projects and activities.

e. Active Restriction Measures. The School, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies designed to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The School will also monitor, to the extent practicable or technically possible, the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material which is inappropriate for minors. However, it is impossible for the School to restrict access to all offensive and controversial materials. Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age seventeen (17) and older. 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 a lewd exhibition of the genitals;

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

V. PRIVACY

Network and Internet access is provided as a tool for your education. The School District 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 such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

VI. FAILURE TO FOLLOW POLICY

The user’s use of the computer network and Internet is a privilege, not a right. A user who violates this Policy, may at a minimum have his/her access to the computer network and Internet terminated, which the School District may refuse to reinstate for the remainder of the student’s enrollment in the School District. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if s/he permits another to use his/her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The School District may also take other disciplinary action in such circumstances.

VII. WARRANTIES/INDEMNIFICATION

The School District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. The School District is not responsible for the accuracy, quality, or completeness of any information available on the Internet. Furthermore, 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/her parent(s) or guardian(s)
arising out of the user’s use of its computer networks or the Internet under this Policy. By signing this Policy, users are taking full responsibility for his/her use, and the user who is eighteen (18) or older or, in the case of a user under eighteen (18), the parent(s) or guardian(s) are agreeing to indemnify and hold harmless the School, the School District, the Data Acquisition Site that provides the computer and Internet access opportunity to the School District and all of their board members, administrators, teachers, and staff against and from any and all losses, costs, claims or damages of whatever kind, resulting from the user’s access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user’s parent(s) or guardian(s) agree to cooperate with the School in the event of the School’s initiating an investigation of a user’s use of his/her access to its computer network and the Internet, whether that use is on a School computer or on another computer outside the School District’s network.

VIII. UPDATES
Users, and if appropriate, the user’s parents/guardians, may be asked from time to time to provide new or 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 or guardian) or such new Policy must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by the School to receive such information.

Legal References:
Children’s Internet Protection Act of 2000 (H.R.4577, P.L.106-554)
Communications Act of 1934, as amended (47 U.S.C.254(h),(l))
Elementary and Secondary Education Act of1965, as amended (20 U.S.C.6801 et seq., Part F)

Adopted as Amended January 21, 2003
Adoption Date: January 7, 2002
ACCEPTABLE USE AND INTERNET POLICY

STUDENT’S AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand and agree to abide by the terms of the Acceptable Use and Internet Safety Policy of the Parma City School District. Should I commit any violation or in any way misuse my access to the School District’s computer network and the Internet, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

__________________________________________        __________________________
Student Name (Print Clearly)                          Home Phone

__________________________________________        _________________
Student Signature                                    Date

__________________________________________        _______________________
Address                                              City/Zip Code

User (place an “X” in the correct blank): I am 18 or older  ______
I am under 18  ______

If I am signing this Agreement when I am under 18, I understand that when I turn 18 this Agreement will continue to be in full force and effect, and I will continue to abide by the Acceptable Use and Internet Safety Policy.
ACCEPTABLE USE AND INTERNET SAFETY POLICY

PARENT’S OR GUARDIAN’S AGREEMENT

Student’s Name (Print Clearly)

To be read and signed by parents or guardians of students who are under 18:
As the parent or legal guardian of the above student, I have read, understand and agree that my child or
ward shall comply with the terms of the Parma City School District’s Acceptable Use and Internet Safety
Policy for the student’s access to the School District’s computer network and the Internet. I understand
that access is being provided to the students for educational purposes only. However, I also understand
that it is impossible for the School to restrict access to all offensive and controversial materials and
understand my child’s or ward’s responsibility for abiding by the Policy. I am therefore signing this
Agreement and agree to indemnify and hold harmless the School, the School District, the Data Acquisition
Site that provides the opportunity to the School District for Computer network and Internet access, and all
of their board members, administrators, teachers and staff against and from all claims, damages, losses
and costs, of whatever kind, that may result from my child’s or ward’s use of his or her access to such
networks or his or her violation of the Acceptable Use and Internet Safety Policy. Further, I accept full
responsibility for supervision of my child’s or ward’s use of his or her access account if and when such
access is not in the School setting. I hereby give permission for my child or ward to use the building-
approved account to access the School District’s computer network and the Internet.

Parent or Guardian name(s) (Print Clearly)  ___________________________

Parent or Guardian signature(s) Date  ___________________________

Address  ___________________________

Home Phone  ___________________________

Date  ___________________________

City/Zip Code  ___________________________
The object of education is to prepare the young to educate themselves throughout their lives.
~Robert Maynard Hutchins

Information Literacy

Media Specialists should be familiar with the primary source for information literacy programs in the United States, AASL's *Information Power: Building Partnerships for Learning*. This book provides “The Nine Information Literacy Standards for Student Learning,” indicators, levels of proficiency, standards in action, and examples of content-area standards linked to the nine standards.

“The focus of school library media programs has moved from resources to students creating a community of lifelong learners” states the AASL in *Information Power: Building Partnerships for Learning*. In this way schools can respond to the rapid growth of knowledge and ways of accessing it. A district-adopted plan/guideline/curriculum for information literacy that is both systemic and systematic is part of creating the foundation for a community of lifelong learners.

Information literacy skills taught in isolation are soon forgotten. Close collaboration with classroom teachers and integration of curricular content areas with the information literacy program guarantee increased student achievement.

The Nine Information Literacy Standards for Student Learning

**Information Literacy**
The student who is information literate:
- Standard 1: Assesses information efficiently and effectively.
- Standard 2: Evaluates information critically and competently.
- Standard 3: Uses information effectively and creatively.

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

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

The Library Media Specialist’s Taxonomy

Author David V. Loertscher in *Taxonomies of the School Library Media Program*, 2nd ed., 2000, published by Hi Willow Research & Publishing writes that “each level of the taxonomy is an important piece of the total program.” He suggests a “healthy mix of all the levels of the taxonomy.”

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1. **No Involvement**  
The library (LMC) is bypassed entirely.

2. **Smoothly Operating Information Infrastructure**  
facilities, materials, networks, and information resources are available for the self-starter delivered to the point of need.

3. **Individual Reference Assistance**  
The library media generalist serves as the human interface between information systems and the user.

4. **Spontaneous Interaction And Gathering**  
Networks respond 24 hours a day and 7 days a week to patron requests, and the LMC facilities can be used by individuals and small groups with no advance notice.

5. **Cursory Planning**  
There is informal and brief planning with teachers and students for LMC facilities or network usage—usually done through casual contact in the LMC, in the hall, in the teacher’s lounge, in the lunch room, or by e-mail. (For example: Here’s an idea for an activity /web site/new materials to use. Have you seen...? There’s a software upgrade on the network.)

6. **Planned Gathering**  
Gathering of materials/access to important digital resources is done in advance of a class project upon teacher or student request.

7. **Evangelistic Outreach/Advocacy**  
A concerted effort is made to promote the philosophy of the LMC program.

8. **Implementation Of The Four Major Programmatic Elements Of The LMC Program**  
The four LMC program elements—
  - Collaboration
  - Reading literacy
  - Enhancing learning through technology, and
  - Information literacy—
are operational in the school. The LMC is on its way to achieving its goal of contributing to academic achievement.

9. **The Mature LMC Program**  
The LMC program reaches the needs of every student and teacher who will accept its offerings in each of the four programmatic elements.

10. **Curriculum Development**  
Along with other educators, the library media generalist contributes to the planning and organization of what will actually be taught in the school or district.
Reading Encouragement

The school library is for the students and staff of the school. It should be aesthetically pleasing and a barrier-free learning environment, encouraging and helping students, by sparking excitement in learning. Adequate space, which includes room for group and individual study, should be provided. The library media center should be the hub of the school, where frequent use and flexible access is encouraged.

Frequently used library media centers, serving more that one grade level simultaneously, have a high noise level. These libraries are not always in perfect order and may have worn out resources. However libraries with these qualities encourage students to become lifelong library users and to love books.

There are many incentives, activities, contests, clubs, and programs that can be used to motivate and excite children, encouraging them to read and become independent readers. The following list suggests some ways that children and books can be brought together. Explore! Be creative! Most of all have fun!

Activities and Incentives

- **Battle of the Books** - visit battleofthebooks.com for more information.
- **Book Associations** - Students make up clue words or phrases unique to a book. Other students must then guess the book title from the clue. Clues can be put up around the school with book titles separate from clues. Classes can be invited to try match as many titles to clues as possible. Example, CLUE: "A cat who loves lasagna." TITLE: Garfield.
- **Book Buddies** - Students from various grade levels read to each other.
- **Book Talks** - short 2 to 3 minute talks about books promoting reading and discussing literature. They can be an effective method to entice listeners to discover books and to want to read them.
- **Bulletin Boards** - Displays that "sell" books to students.
- **Genre/Curriculum/Author Displays** - Exhibit books relating to the same genre/curriculum/author in a prominent place in the library. Change display often.
- **Guest Readers** - Special readers or parent volunteers can read to individual classes or many different groups. This can occur anytime or on special occasions.
- **Principals Challenge** - The principal challenges students to read a certain number of pages or books for a "payoff" from the principal.
- **Read Alouds** - Listening to good readers motivates many students. Media specialists can go into classrooms and read poetry or other short stories or can read a "piece of the day" over the intercom.

Contests

- **Treasure Hunts** - Students follow clues searching for certain items in the media center. Different hunts can be run every 9 weeks. Clues range in difficulty and number depending on age level of students. Hunts work well if students search in teams of three or four. Run hunts during regularly scheduled library time or whenever students have free time. Questions can be written by media specialist, teachers or by students for other classes.
- **Guess the Number of Books in the Library** - Individual students or whole classes guess the number of books in the Library for a specific "prize." To modify this game have students guess the number of books in a section of the library, how much circulation the library had in a month, etc.
- **Scavenger Hunts** (similar to treasure hunts) - The intended purpose of this activity is to encourage students to "visit" all areas of the library. This is a fun way to familiarize students with the center.

Clubs
- **Poetry Club** - Students discuss favorite poems and poets, compose their own poetry and present recitations.
- **Storytellers Guild** - Students learn the art of storytelling and give presentations once or twice per year.
- **Book Club or Readers Club** - Students gather in small groups, read the same book and then discuss it. Discussion guidelines may be used.
- **Teachers as Readers** - Teachers and other adults read and discuss children's books to familiarize themselves with them and to "sell" these books to students.

### National Reading Programs

**Banned Book Week - Celebrating the Freedom to Read**
(Celebrated annually, fourth week in September)

Banned Books Week is a time to celebrate literature and examine the roots of intolerance and ignorance that fuel efforts to censor the arts and free expression. Book censorship is neither infrequent nor an issue of the past. Books with clear artistic and cultural merit are still challenged frequently by those who want to control what others read. Challengers ask that materials be removed from the curriculum or Library, restricting access to others.

The positive message of Banned Books Week, Celebrating the Freedom to Read, is that most of these challenges have been unsuccessful. This has been due to the commitment of librarians, teachers, parents, students and other concerned citizens. The materials were retained in the school curriculums or library collections. Books are challenged or banned with the intention of protecting someone, frequently children. Supreme Court Justice William Brennan, in Texas v. Johnson, said, "If there is a bedrock principle underlying the First Amendment, it is that the Government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable." Individuals may restrict what they themselves or their children read, but they must not call on governmental or public agencies to prevent others from reading or seeing that material.

Banned Books Week is sponsored by the American Booksellers Association, the American Booksellers Foundation for Free Expression, the American Library Association, the American Society of Journalists and Authors, the Association of American Publishers and the National Association of College Stores. It is also endorsed by the Center for the Book of the Library of Congress. These groups sponsor this week to draw attention to the danger that exists when restraints are imposed on the availability of information in a free society. The message of Banned Books Week is more than the freedom to choose or the freedom to express one's opinion. The essential message of Banned Books Week is the importance of ensuring the availability of those viewpoints, no matter how unorthodox or unpopular, to all that wish to read them.

There are promotional materials available as well as lists of books challenged or banned.

Banned Books Week
American Library Association
50 E. Huron
Chicago, IL 60611
(312) 280-4223 or 800-545-2433
**National Children's Book Week**  
(Celebrated annually, the third week in November)

The first National Children's Book Week was celebrated in 1919. The idea for Book Week came from Franklin Mathiews, a librarian of the Boy Scouts of America. He was a strong advocate for quality children's literature and he encouraged publishers and booksellers to make a firm commitment to maintaining high standards for children's books and their content. Mathiews was able to convince booksellers that Children's Book Week would be a good service as well as good for their business.

The CBC has administered the event since 1945. Each year the Council develops a theme and invites well-known children's book illustrators, authors and poets to create posters, streamers, bookmarks and other items based on the theme. The sale of these materials helps support the CBC's literacy and reading encouragement programming.

There are many activities to help celebrate National Children's Book Week. Many of these ideas, suggested by librarians and teachers, can be found on CBC's web page, http://www.cbcbooks.org.

75 Years of Children's Book Week Posters: Celebrating Great Illustrators of American Children's Books sponsored by the CBC is a great historical source about what was happening during each year and how poster design was influenced by events in the world and in publishing.

The Children's Book Council, Inc.  
12 W. 37th Street, 2nd floor  
New York, NY 10018-7480

**National Library Week**  
(Celebrated annually, third week in April)

The American Library Association and libraries across the country sponsor this week. It is a time to celebrate the contributions of our nation’s libraries and librarians, the pleasures and importance of reading and to promote Library use and support. School, public, academic and specialty libraries participate in selected activities. Many public and private school libraries also celebrate the month of April as School Library Month, with the same theme as the National Library Week.

The American Library Association places promotions, articles and public service advertisements in national media. All libraries and media specialists are encouraged to participate in the celebration by planning activities, being part of the Great American Read-Aloud, working with other libraries and community groups, etc. The American Library Association publishes celebration ideas on their web site. The national theme chosen each year is an opportunity for libraries and librarians to speak with a united voice.

American Library Association  
50 E. Huron  
Chicago, IL 60611  
800-545-2433