Grant Elementary School

Library Media Policy Handbook

2024-2025

"Soaring to Greater Heights!"

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MOBILE COUNTY PUBLIC SCHOOLS

Mission Statement

The mission of the Mobile County Public School System is to graduate citizens who are literate, responsible and committed to learning over a lifetime.

Purpose Statement

The purpose of Mobile County Public Schools is to equip and empower college and career ready graduates.

MCPSS LIBRARY MEDIA PROGRAM

Mission Statement

The library media program will enable individuals to become information literate and effective lifelong readers. The program will provide educational and technological opportunities to students and staff in keeping with their needs and abilities. The program will enable individuals to access, analyze, assimilate, and use information effectively. Alabama's School Library Media Handbook for the 21st Century Learner expresGES the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by:

• ensuring learners will be able to independently inquire, think critically, and to gain, create, and share knowledge;

• providing real and virtual access to appropriate, high-quality resources and services during and outside the school day;

• participating in curriculum development and design of learning activities; and

• facilitating professional development for the learning community.

Vision Statement

In collaboration with the school's learning community, Alabama's 21st Century library media programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the Library Media Center's four walls and the school day.

GRANT ELEMENTARY SCHOOL

Mission Statement

The Mission of Ella Grant Elementary School is to provide a child-centered atmosphere of encouragement, respect, and high expectations. The faculty, staff, parents, and community will work together to help each child develop as an academically, socially, and morally responsible seeker of knowledge.

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Mission Statement

Our mission is to create an inviting space where the media specialist works to instill a love for reading, starting at a young age. We believe our Eagle Scholars deserve a strong foundation in order to grow through their educational experiences, beginning with reading because they WANT to. Our goal is for students to become information literate and effective life-long learners and readers.

Vision Statement

The vision of the Grant Elementary Library Media Program is to foster a learning environment that will transcend the four walls of the Library Media Center. Our program aims at providing current and diverse collections and technologies that will enable our patrons to be effective and responsible members of the 21st Century.

Purpose Statement

The purpose of our media center program is to provide educational and technological opportunities to students and faculty in keeping with their needs and abilities. The program will enable these individuals to access, analyze, assimilate, and use information effectively. In our media center, our media specialist also leads students in creative and engaging learning experiences through STEAM education, including robotics, coding, computer skills, art projects and more. This is all tied in to the literature we read each week.

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Goals

- To expose students to a variety of literature with the goal of instilling a lifelong love of reading
- To lead students to use information effectively, creatively, and responsibly
- To provide unlimited accessibility and access to the media center for the entire school community throughout each school day
- To facilitate the integration of technology within the media center and classroom setting
- To provide access to physical and virtual appropriate, high-quality resources and services to the school community during school hours and beyond
- To ensure Eagle Scholars will be able to independently inquire, think critically, and gain, create, and share knowledge.
- To encourage collaboration between the media specialist and classroom teachers to fully integrate information literacy with the school curriculum
- To assist classroom teachers with teaching and implementing the new Digital Literacy & Computer Science course of study

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Objectives

Information Access
Providing open, flexible, and equitable access to 21st Century materials and information is a primary function of the library media program.

The Learning Environment
The 21st-century library media program learning environment is designed to meet the needs of learners in both individual and collaborative settings, enhance learner success, and promote the use of library media resources and services.

Facilities
The 21st Century Library Media Center provides an atmosphere that is conducive to student learning and allows for safe, flexible, open access for all learners.

Personnel
Competent, skilled library media personnel support and enhance the curriculum and contribute to student achievement.

Assessment and Evaluation
Annual and systematic evaluation and assessment provide data for the management and decision-making policies regarding the complete library media program.

Resources
The 21st Century Library Media Center provides a variety of resources to support the diverse needs of all learners.

Technology
The Library Media Specialist is an education leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

Budgets and Funding
The school Library Media Specialist collaborates with the local school staff and administrators to ensure that funds are budgeted to maintain the library media program.

Policies and Procedures
Policies and procedures are needed to provide excellent resources, programs, and services for the educational community.

LITERACY STANDARDS

AASL Standards for the 21st Century Learner

The American Association of School Librarians (AASL) Standards for the 21st Century Learner offer a vision for teaching and learning to guide our profession. The learning standards begin by defining nine foundational common beliefs listed below. Mobile County Public School's library media programs teach and promote these AASL Standards and the nine foundational beliefs.

1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employment needs.
5. Equitable access is a key component for education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

The standards describe how learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

The AASL Standards for the 21st Century Learner can be found on the AASL website.

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.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.
Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

CHILDREN'S LIBRARY BILL OF RIGHTS

Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Declaration of Students' Rights to School Libraries

All students have the right to a well-staffed, well-stocked, and up-to-date physical and virtual school library that…

1. Provides access to materials on a wide range of topics, expressing a wide range of viewpoints, with a wide range of reading levels, and in a wide range of media formats.

2. Provides access to a curated collection of online materials, as well as Internet access in as unrestricted an environment as possible.

3. Provides novels, non-fiction, magazines, games, videos, and other materials of high interest for practice reading and recreational use.

4. Provides access to professional information experts who teach information seeking, evaluation, and communication skills.

5. Provides a physical environment in which every student feels welcome, comfortable, and safe.

6. Provides access to the tools needed to communicate and share self-created information in a range of media with peers and with the world.

7. Provides encouragement to explore topics of personal interest and make learning an enjoyable, voluntary, lifelong enterprise.

8. Provides a social physical space for face-to-face group work for all students.

9. Provides access to resources outside the regular school day.

10. Supports an education philosophy of problem solving, creativity, authentic assessment, attention to dispositions, and personalization.

AMERICAN LIBRARY ASSOCIATION

Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights. We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

CHALLENGED MATERIALS

Reconsideration Procedures

- Any member of the school community (administrators, faculty, staff, parents, or students) may raise objection to instructional materials provided by the school media center or central office media center despite the fact that the individuals selecting such material were duly qualified to make the selection, followed proper procedure, and observed the criteria for selecting such material.

- Persons requesting reconsideration of any instructional material shall complete the Citizens Request for Reconsideration of Instructional Materials Form (see page) in its entirety. Each school and the central office will keep on hand and make available the reconsideration form. All formal objections to instructional materials must be made on this form.

<u>RECONSIDERATION FORM</u>

MOBILE COUNTY BOARD OF EDUCATION REQUEST FOR RECONSIDERATION OF LIBRARY/INSTRUCTIONAL MATERIALS

School_____

Title_____

Media Format _____

Author or Producer_____

Date of Publication or Production_____

Request Initiated by: _____

Name_____

Address_____

Telephone_____

Does the person making this request represent a group or organization?   YES _____ NO _____

If so, please identify the name of the organization. _____

How was this material selected? Student Choice _____ Required _____

PLEASE ANSWER THE FOLLOWING QUESTIONS. (ATTACH ADDITIONAL SHEETS IF MORE SPACE IS NEEDED.)

1. Have you read, viewed, or listened to the material in its entirety? YES _____ NO _____

2. What do you find objectionable about the material? Please cite the specific passages and their relationship to the work as a whole. _____
_____

3. What do you identify as the theme of this material? _____
_____

4. What good features do you identify? _____
_____

5. For what age group would you recommend this material? _____

6. In the place of this material, please recommend other material that you consider to be of equal or superior quality for the educational purpose intended. _____
_____

7. Do you wish to make an oral presentation to the Library Media Committee? YES ____ NO ____

DATE_____   SIGNATURE_____

PROCEDURES FOR APPEAL

A. The school official or staff member receiving a complaint regarding instructional materials shall explain the selection process utilized and the appeal procedures for challenged materials. The person receiving the complaint shall be courteous, make no commitment, and refrain from voicing personal opinion.

1. Written documentation of this contact should be filed with the school principal.

2. The material in question shall remain a part of the collection and in use until the reconsideration process is completed.

B. In the event the person making an objection to material is not satisfied with the initial explanation, the person should be referred to the principal who shall explain the selection and reconsideration process but refraining from expressing personal opinion.

1. If, after consultation, the complainant desires to file a formal complaint, a copy of the reconsideration form should be given to the complainant by the principal.

2. The reconsideration form shall be completed and signed by the complainant and filed with the principal and a copy forwarded to the district Media Supervisor.

C. Any action taken related to challenged materials must be heard by the school's Library Advisory Committee.

1. Each committee member shall read, view or listen to the material in question in its entirety, and reach a professional evaluation pertaining to the material. The Library Media Specialist will compile necessary professional evaluations of the material in question.

2. The deliberation and balloting of the Library Advisory Committee shall be private.

3. The Library Advisory Committee shall meet to:

• Hear the concerns expressed by the complainant

• Discuss the materials relative to values and faults, appropriateness to grade level, and curriculum.

• Form opinions based on the materials as a whole and not on passages pulled out of context

• Render a majority decision, in a meeting with a quorum present, choosing one of the following:

(1) take no removal action

(2) remove the challenged material

(3) limit the educational use of the challenged material

(4) place the material at another grade level

4. Within five days of the Library Advisory Committee's decision, the chairperson shall notify the complainant in writing of the decision reached and advise of the right to appeal.

APPEALED DECISIONS

A. Appeals to the school's Library Advisory Committee's decision must be made within ten working days after formal notification of the decision. A written request must be addressed to the district level Library Advisory Committee. The district level Library Advisory Committee will be composed of the following:

• Supervisor of library media services;
• Representative Library Media Specialist/s – including Library Media Specialist from school involved;
• Representative/s of the superintendent's Student and Teacher Advisory Committees; and
• Curriculum & Instruction Supervisor/s.

B. The school Media Specialist and/or principal will provide information to each School Board member which will include:

• Decision of the school Library Advisory Committee
• Right to Read
• Library Bill of Rights

C. The appeal will be scheduled on the Board meeting calendar. All parties will be given the opportunity to speak.

D. The Mobile County Board of School Commissioners is the final authority.

E. Requests to reconsider materials which have previously been before the Board must receive approval of a majority of the Board members before the materials will be reconsidered.

REVIEW OF SELECTION AND APPEAL PROCEDURE

A. Principals shall review the selection and reconsideration procedures with all staff annually.
B. The staff shall be reminded that the right to object to material is one granted by policies enacted by the Board of Education and firmly entrenched in the law. They shall also be reminded of ethical and practical considerations in attempting to handle complaints with courtesy and integrity.

COPYRIGHT / FAIR USE

MOBILE COUNTY PUBLIC SCHOOL SYSTEM

Copyright Policy

Mobile County Public School System recognizes that federal law states that it is illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purpoGES. Severe penalties may be imposed for unauthorized copying of audiovisual or printed materials, and computer software, unless the copying or using conforms to the "fair use" doctrine. While the system encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of the system staff to abide by the system's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for system staff to violate copyright requirements in order to perform their duties properly. Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the system's procedures or is permissible under the law should contact the system's library media services department. The library media services department will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required. In accordance with copyright compliance, copyright regulations will be prominently posted at all areas where materials may be reproduced without supervision.

Copyright Procedures

What is Copyright? (Title 17, United States Code)
Copyright is a property right granted to authors and creators of works. Copyright is necessary to advance the public welfare by promoting artistic and scientific progress. (Title 17, United States Code) Length of Time Protected: Life of author/creator + 70 years (Sonny Bono Extension Act) Works Eligible for Protection: Any tangible medium of expression, now known or later developed, which can be perceived, reproduced, or otherwise communicated, either with the aid of machine or device.

What are Copyright Owners' Rights?

- The right to reproduce or copy the work
- The right to prepare derivative works
- The right to distribute to the public
- The right to public performance of the work
- The right to public display of the work
- The right to digitally transmit recordings (digital author's right)

Please refer to the Mobile County Library Media Handbook for additional information about copyright and specific guidelines on "Fair Use".

SELECTION AND ACQUISITIONS

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy includes guidelines for selection, deselection (weeding), and challenged materials. A collection development policy is revised periodically to reflect the changing needs of the school community. (Alabama's School Library Media Handbook for the 21st Century Learner)

Criteria for Selection of Resources

The standard for selection of library media instructional, informational, and recreational resources is determined by the policy of the Board of School Commissioners. Content considerations include how it relates to the curriculum, the existing collection, and the needs, values, and interests of the community. Items for purchase are evaluated on the basis of:

- Developmental, cultural, and learning needs of the school population
- Organization and presentation
- Importance of the subject matter
- Quality of production and durability
- Appeal and appropriateness to the students' reading ability
- Accuracy and validity
- Reliability of producers or publishers
- Reputation and significance of the author, artist, composer, etc.
- Award winning materials recognized for literary and/or artistic value
- Format and price
- Currency

Procedures For Selection

In selecting items for purchase, the Library Media Specialist:

- evaluates the existing collection.
- consults professionally recognized selection resources.
- consults with principal about school-wide needs.
- consults with teachers about grade level curriculum needs.
- analyzes course content and textbook coverage for each subject.
- uses knowledge of student needs, interests, goals, abilities, and concerns.
- purchases multiple items according to demand.
- weeds worn, missing, or outdated items are replaced as needed.

COLLECTION DEVELOPMENT

Depending on the source of funding, materials will be order either through a local school purchase order or through a Central Office requisition using NextGen. When compiling a large book order, attach a list of all books being ordered following vendor specifications. Include a "Do Not Exceed" amount and type "No Backorders Accepted" on the purchase order.

Quality, service, discounts, availability of MARC records, and processing options are considerations when selecting a vendor/jobber. It is recommended that MARC records and processing be purchased when available. Some materials must be ordered directly from the publisher. Publisher's Library Binding and Publisher's Library Edition are recommended for all School Library Media Centers. The material format must be strong, practical, suitable for its purpose, and easy to use. Some materials are available through the MCPSS bid process. See MCPSS Active Contracts and Alabama Active Contracts for more information.

Collection Development Plan

When developing the collection, collection statistics reports in Destiny as well as the collection analysis tools provided by vendors such as Follett are used to analyze the current collection by Dewey category. The information gathered provides the needed knowledge on the percentage of the collection in each Dewey category and the average age of books in each category. Knowledge of the students, faculty, and community in regards to their interests and needs, especially in reference to the current curriculum, in conjunction with the Dewey analysis is taken in high consideration to make selections for developing the collection. Published standards from research studies (For example: Texas & New Mexico in 2001) provide researched based recommendations on the quantity, currency, and quality that the collection needs to be working toward. The ALA's "Freedom to Read Statement" and "The School Library Bill of Rights" (See media specialist for access to these documents.) provide the guidance that is needed to establish a collection is equitable in all areas and meets the needs of all patrons. All of these elements are evaluated by the Media Specialist and Library Committee for collection development and selection recommendations.

ALABAMA VIRTUAL LIBRARY (AVL)

The Alabama Virtual Library (AVL) provides Internet accessible resources to public schools, selected private schools, public libraries and colleges. The AVL ensures that Alabamans have equal access to information regardless of local funding or geographic area. The AVL selects reliable, up-to- date resources on a wide variety of subjects for all age groups. You can find a variety of resources on the AVL, such as:

- Magazines & newspapers
- Professional journals
- Reference books
- Encyclopedias
- Dictionaries
- Pictures
- Photographs
- Maps & flags
- Video & audio
- Lesson plans
- Student activities
- Links to the best Web sites
- Government reports
- Primary sources
- Historic documents

The Media Center staff will provide students with any assistance they need with AVL. This includes orientation, instruction, and collaborative lessons with the classroom teacher.

LOCAL SCHOOL POLICIES AND PROCEDURES

Library Advisory Committee

A Library Media Advisory Committee is an essential component of the Library Media Center Program. This committee should be formed and used as an advisory committee in all aspects of the Library Media Program. This committee serves in an advisory capacity by assisting the library media specialist in conducting surveys needed to obtain information concerning the library media center and its functions. Committee members help to emphasize the importance of the library media center and its uses to their students and colleagues. Subject area and grade level teams meet with committee members to discuss curriculum needs for purchasing materials for the library media center.

Library Advisory Committee Guidelines

- The committee will consist of the library media specialist, administrators, teachers, students, and parents.
- The library media supervisor will serve as the central office liaison. The library media specialist will serve as the chairperson.
- The committee members will be selected by the library media specialist with the principal's approval. Prospective committee members, one from each grade level, will receive a letter of invitation to serve and will be free to accept or reject the invitation.
- The committee will meet during the first quarter of the school year for budget planning and again as needed.
- All committee meetings will be announced and open to any staff members who wish to attend.
- A scribe should be nominated to record minutes and provide faculty with a copy.
- The committee will review any **"Citizens Request for Reconsideration of Instructional Materials"** form received, read the questionable material, and discuss recommendations.

Note: The Committee should read the [Library Bill of Rights.](#)

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Library Advisory Committee

Library Media Advisory Committee is an essential component of the Library Media Center Program. This committee should be formed and used as an advisory committee in all aspects of the Library Media Program. The committee is headed by the Library Media Specialist and is comprised of the following members:

- Administrative Representative
- Library Media Specialist
- Department/Grade Representatives
- Student
- Parent
- Community Member

Tiffani Wells, Principal	
Adrian Johnson, Media Specialist	
LeShounda Robinson, Community Representative	
Monica White, Parent Representative	
Ta'Laydrian Hinton, Student Representative	
Jane Griffis, Kindergarten	
Maria Thomas, 1st Grade	
Darian Young, 2nd Grade	
Genesis Armstrong, 3rd Grade	
Kimberly Peavey, 4th Grade	
Angie Brown, 5th Grade	

LOCAL SCHOOL POLICIES AND PROCEDURES

Volunteers and Student Teachers

The Grant Media Center accepts volunteers and student teachers or interns on a case-by-case principal approval.

Grant Elementary School works with the Foster Grandparent program which currently sends 1 volunteer to work in the media center during the school year. The foster grandparent will submit a schedule to the media specialist, as well as any other necessary paperwork. The foster grandparent will report to the front office to sign in and out each day.

The Grant Media Center accepts student teachers/interns under the following conditions:

- The media specialist meets the requirements to host an intern.
- The principal approves the student teacher/intern for the semester.

All volunteers, student teachers, and interns should follow the Ella Grant Code of Conduct while on campus.

Record Keeping & Reports

Each Library Media Specialist will maintain accurate and timely records regarding the collection, the budget, circulation, and use of Library Media Center resources for a minimum of three years. Patron records will be kept confidential. **ALA Policy 52.4 Confidentiality of Library Records**

The ethical responsibilities of librarians, as well as statues in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uGES of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States: Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.

Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

Each Library Media Specialist is required to conduct an end of the year inventory and complete an Annual Report and file with Central Office.

LOCAL SCHOOL POLICIES AND PROCEDURES

Lost / Damaged Library Books

Students and teachers must pay for all damaged (beyond reasonable wear) or lost materials. Fines for lost books will be $15 per book or the replacement fee. Damage fines will vary depending on whether or not the book can be repaired and what the repair involves. Students may be required to pay a replacement cost if the book is damaged beyond repair. Fines charged for overdue books will be determined by the local school Media Specialist and principal. Check-out privileges will be suspended when a patron has overdue materials or lost/damaged fines at any school in the Mobile County Public School System.

Teachers are not allowed to borrow equipment for personal use. They may, however, borrow equipment for educational excursions or to become a proficient instructor of the item borrowed. These teachers will agree to sign a sheet declaring that they are responsible for any damage to the equipment. If teachers lose a library book, they have a one-year grace period before the cost of the book is charged to them.

Donations and Gifts

Gift materials are accepted or rejected according to the selection criteria. Donations not used in the Library Media Center will be passed on to classrooms or charity organizations.

Weeding the Collection

Good collection management requires the weeding and discarding of obsolete or worn materials. This process should be carried out in a continuous, systematic manner, so as to ensure that the collection remains current, relevant, inviting, and meets ASLA standards. Some benefits of weeding out old materials are:
- utilizing available space in the best and most economical way
- having an up-to-date collection
- locating books that need rebinding or replacing
- giving the best possible service through a collection of quality materials
- removing books of poor content or outdated information
- removing multiple copies that are not needed
- removing books of very poor appearance
- removing volumes of no use or not relevant to the needs of the students and teachers

LOCAL SCHOOL POLICIES AND PROCEDURES

Weeding Guidelines

000 Generalities - Value determined by use. Works on computers are dated after 3-5 years. Library Science information should conform to current practice.

100 Ethics/Philosophy - Discard unused works over 10 years old.

200 Religion - Value determined by use. Discard poorly written works. Collection should contain basic information about many different religions.

300 Social - Discard outdated social issues not of historic value. Controversial issues should be well represented from all sides.

320 Politics/Economics - Books dealing with historical aspects determined by use. Timely or topical material: discard after 10 years. Replace it with a new edition. 340 Law Material should be kept current.

340-350 Government - Discard after 10 years.

360 Social Welfare - Check use. Discard most non-historic materials.

370 Education - Keep historical materials only if used, otherwise discard after 10 years.

380 Transportation - Discard after 10 years.

390 Folklore - Weeding depends on use. Keep classic works.

400 Language - Keep basic materials.

500 Pure Science - Science books usually out-of-date in 5 years, except for botany and natural history, 10 years.

600 Inventions - Discard after 5 years, 618 Medicine except for basic materials, inventions, and anatomy.

620 Applied Science - Engineering, mechanics, 5 years. 621 Radio, TV-Discard after 5 years.

630 Agriculture - Discard after 5 -10 years, depending on content.

[640 Home Economics](#) - According to use. Keep mostly current materials.

[650 Business](#) - Discard after 10 years.

[660 Chemicals, Food](#) - Discard after 5-10 years, depending on content.

[690 Manufacturing](#) - Discard after 10 years.

[700 Art, Music](#) - Keep basic materials.

[800 Literature](#) - Keep basic materials, especially criticism of classic writers.

[900 History](#) - Keep accurate, factual materials.

Weed dated titles that have not circulated in 3-5 years.

Reference Works

Encyclopedias - New sets needed every 5 years

Bibliographies - Seldom used more than 10 years after copyright.

Almanacs and Yearbooks - Seldom used after 5 years. Order almanacs annually. Keep 3-5 years for teaching purposes

Indexes - Discard after 5-10 years, depending on the type of index and use.

Atlases - Dated after 5 years.

Periodicals - Do not keep longer than 2 years unless indexed; then keep 5-10 years, depending on use and storage space.

Newspapers - Keep only two weeks to one month.

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Circulation Policy

Staff members, students, and parents are the patrons served at our library media center.

Teachers:

Teachers are allowed to check out 20 books from the LMC for a two-week period.

*Teachers may send in a request via email for a specific unit of study. This request will be filled as soon as possible, or the teacher may elect to come select/choose her own books.

*Additional books/materials may be checked out at the media specialist's discretion.

Students:

Students may visit the library during any open check-out time. Students in K-1 are allowed to check out 1 library book a week from the LMC. Students in grades 2-5* may check out 2 library books for a two-week period. All students must have a pass from their teacher in order to come during open checkout.

*5th graders are allowed to check out 3 books.

Staff and Parents:

Check-out limit: 5 items

Loan period: 2 weeks.

Different Format Policy:

All library materials, regardless of format, adhere to the policy guidelines above.

Overdue fines:

Fines will not be charged for books that are overdue unless a period of time constitutes that the book is lost. The fine will then be the cost of replacing the library book.

Computer Passwords:

Passwords for any computers or programs should not be posted or shared with anyone.

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Rules and Procedures for Students

Students will adhere to the following rules and procedures in the library media center at all times.

- Students will walk at all times in the media center.
- Students will use inside voices at all times in the media center.
- Students will use all library materials and equipment responsibly.
- Students will return library materials by their due date.
- Students will be courteous to other patrons in their usage of the library media center.
- Students will adhere to the Acceptable Use Policy when using the internet.

The Grant Elementary Media Center abides by the policies and procedures outlined in the MCPSS Library Media Handbook. Please see the MCPSS Library Media Handbook for additional and more detailed information on the policies and procedures outlined in the Grant Elementary Library Media Handbook.

INSTRUCTIONAL SERVICES

"In a student-centered school library media program, learning needs take precedence over Class schedules, student categorizations, and other logistical concerns. Flexible, equitable, and far-reaching access to the library media program is essential to the development of a vibrant, active learning community…"

The school library media program supplies information and ideas through programs and services offered both within the school and beyond. By providing intellectual and physical access to the full range of information, in a climate that invites learning, honors free inquiry, and respects legal and ethical principles regarding the uses of information and information technology, the program serves as a model for creative, effective, and responsible information use. The school library media specialist is an information specialist who can guide and promote a student-centered program founded on collaboratively designed policies and procedures that provide flexible and equitable access to information for learning. Using the information literacy standards for student learning to help all students- regardless of age, ability, cultural, or other considerations-learn to locate, evaluate, and use information, the school library media specialist assumes a critical role in creating a diverse, dynamic, and vibrant learning community." (Information Power: Building Partnerships for Learning, Edition, 1998)

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and completely.

Standard 3: The student who is information literate uses information accurately and creatively. Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of Information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

STUDENT LIBRARY MEDIA CENTER USE

In the Grant Media Center, students

- **Check-in their own library books**
- **Return books to the correct place once they have checked them in**
- **Look up books in the Online Patron Access Catalog (OPAC) by author, title, and subject**
- **Use provided computer online services, such as the AVL and digital eBook libraries**
- **Explore answers to specific questions**
- **Seek teacher-requested information, for example, getting a book for a report topic**
- **Use reference sources to take notes (encyclopedias, almanacs, etc.)**
- **Select recreational reading materials/books**
- **Listen to special guest speakers and presentations**
- **Attend scheduled library lessons**
- **Use/complete learning center activities**
- **Use appropriate curriculum-based manipulatives**
- **Browse the collection**

FLEXIBLE SCHEDULING

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

Each year, the Media Specialist and Principal collaborate to find the best possible scheduling for the Media Center and Media Specialist. Essential to a successful flexible schedule is collaborative planning between the library media specialist and the teacher to develop curriculum-based library media activities that provide student-centered learning and classroom-related activities. Monitoring flexible schedules and careful record-keeping will ensure that all students are routinely engaged in library media activities.

BENEFITS OF FLEXIBLE SCHEDULING

Student Benefits
- Having access to materials and equipment when needed
- Having personal attention from the library media specialist
- Having opportunities to interact with students of various ability levels
- Having opportunities to work independently
- Having timely instruction in relevant information skills
- Having access to print and nonprint circulation
- Developing an appreciation for lifelong reading

Teacher Benefits
- Being able to meet the individual needs of students
- Being able to vary classroom activities
- Having students use a greater variety of print and nonprint resources
- Having access to resources and equipment for instruction, as needed
- Planning instructional and curriculum goals with library media specialist
- Being able to concentrate on student-centered learning

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

LIFELONG LEARNING

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

COPYRIGHT-Technology & Learning Magazine October 2002. Article approved by Greg Friedlander, Attorney-At-Law on 2/1/03 (Alabama Instructional Media Association (AIMA) meeting at Daphne Public Library)

It is the policy of Grant Elementary School Library Media Center to adhere to existing copyright laws and maintain ethical standards in the use of copyrighted materials for instructional purposes. We support the laws as defined by the courts and the Mobile County Board of Education. Administrators and Media Center staff will assist staff members in interpreting the policies.

INFORMATION TECHNOLOGY SERVICES

Technology is an important aspect of the library media program. The library media specialist takes the leadership role in making current and long-range decisions regarding the implementation of technologies to enhance the learning process. The library media specialist collaborates with administrators and teachers to select, manage, and evaluate appropriate technologies that support the curriculum.

Three basic ideas, collaboration, leadership, and technology, underlie the vision of library media programs presented in Information Power: Building Partnerships for Learning. These ideas are integral to every aspect of the library media program and every component of the library media specialist's role. They provide unifying themes for guiding the library media specialist and for infusing all the activities, services, and functions of an effective, student-centered program. The library media specialist is the primary leader in the school's use of technology, acting as the school technology support teacher or as a viable member of the Technology Plan Committee.

Acting as a technologist (one who integrates people and learning with the tools of technology) and collaborator, the library media specialist plays a vital role in planning, designing, and implementing a student-centered technology plan.

A local school's technology plan should follow the technology guidelines established by the Mobile County Public Schools. The system's District Technology Plan follows state and national standards.

INTERNET ACCEPTABLE USE

Mobile County Public Schools recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills. To that end, we provide access to technologies for student and staff use.

MCPSS recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated, and transferred by members of society, those changes may also alter instruction and student learning. MCPSS generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources, and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened prior to use by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. District Policy requires that all such materials be consistent with district-adopted guidelines, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students.

This policy is found in the student handbook given out to parents at the beginning of the school year. Parents sign and return a form stating that they have read the handbook and agree to the terms of use. Teachers send a written notification to the LMC if a parent has not returned this form. The LMS will send a form home through the student to obtain the parent's permission.

INTERNET ACCEPTABLE USE ADMINISTRATIVE PROCEDURES

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel must comply with Board Policy IFAC governing the selection of instructional materials. In this manner, school personnel will provide developmentally appropriate guidance to students as they make use of Internet resources to conduct research and other studies related to the district curriculum. All students will be informed by teachers of their rights and responsibilities as users of telecommunication networks prior to gaining access to any network service, either as individual users or as members of a class or group. As much as possible, access to Internet information resources will be designed in ways that point students to those resources that have been reviewed and evaluated by the teacher prior to use. Since students may be able to move beyond those resources to others that have not been evaluated by teachers, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue research on the Internet independent of teacher supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared. With the complex networking and easy access to systems available worldwide through the Internet, users and the parents of users should understand that school district personnel cannot control the content of information residing on the Internet. Users and parents of users should be advised that some locations on the Internet may contain materials considered to be defamatory, inaccurate, abusive, obscene, sexually-oriented, or illegal. The Mobile County Public School System does not condone the use of such materials and does not permit the usage of such materials in the school environment. Parents should be aware of the existence of such materials and monitor home usage of the Internet (if available). Students bringing such materials into the school environment will be dealt with according to the Code of Conduct, along with the termination of access privileges.

CORE RULES FOR INTERNET USE

The use of Internet resources is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges as well as punishment for such violations as prescribed in the Code of Conduct. Unacceptable uses of the Internet include the following:

- Using profanity or obscenity.
- Copying and/or distributing commercial software in violation of copyright law.
- Ordering services or merchandise from other agencies that have Internet access. All matters concerning the merchandise and services ordered from a seller, including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance, and delivery, are solely between the seller and the user. The Mobile County Public School System makes no warranties or representations whatsoever regarding any goods or services provided by the seller and expressly forbids these transactions originating from the school system Internet access. The Mobile County Public School System and school system personnel shall not be a party to these transactions or be liable for any costs or damages arising out of the actions of sellers.
- Using the network for financial gain, for commercial activity, or for any illegal activity.
- Altering and forwarding personal communication without the author's prior consent.
- Spoofing or otherwise attempting to send anonymous messages of any kind.
- Lending your password to other students and adults.
- Using the network to access a file that contains pornography, inflammatory material, inappropriate material, or any material not specifically related to the instructional lesson, objective, or assignment.
- Using copyrighted materials in reports without permission.
- Publicizing your home address or phone number.
- Creating a computer virus and placing it on the network.
- Using the network for sending and receiving a large number of personal messages.
- Using the network to send/receive inflammatory messages.
- All users should be aware that the inappropriate use of Internet information resources can be a violation of local, state, and federal laws.

GRANT ELEMENTARY SCHOOL
TECHNOLOGY POLICY

"Your" computer does not belong to you; rather, it belongs to the Mobile County Public School System. Your internet service is provided by the Mobile County Public School System (MCPSS). Hardware and software are the property of MCPSS and are not intended for personal use during or after school hours.

Do not download or install any software without permission from your local system managers. This includes software received at workshops provided by the school system. Software received at workshops belongs to Ella Grant Elementary School and not the individual user.

You may not install the software or use the services of a commercial service provider on Mobile County Public School System equipment. However, you may send and receive business messages from someone using a commercial service provider. (Example: You wish to order a catalog from ABC School Supplies and the sales rep. uses AOL (America Online) as his internet service provider.)

Local users must not install, copy, use, or send information and software that is protected by copyright.

Acceptable Use Policy

Introduction

Mobile County Public Schools recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st - century technology and communication skills. To that end, we provide access to technologies for student and staff use.

This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to

follow when using school technologies or when using personally-owned devices on the school campus.

- The Mobile County Public Schools network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- Mobile County Public Schools makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

Mobile County Public Computers may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more.

As new technologies emerge, Mobile County Public Schools will attempt to provide access to

them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Web Access

Mobile County Public Schools provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.
Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it should not be, the user should follow district protocol to alert an IT staff member or submit the site for review.

Email

Mobile County Public Schools may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies.

If users are provided with email accounts, they should be used with care. Users should not

send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct

online as offline. Email usage may be monitored and archived.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits collaboration brings to education, Mobile County Public Schools may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous

conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

Mobile County Public Schools may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive

devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to IT staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.
Use of school-issued mobile devices off the school network may be monitored.

Personally-Owned Devices Policy

Students should keep personally-owned devices (including laptops, tablets, smart phones, and cell phones) turned off and put away during school hours—unless in the event of an emergency or as instructed by a teacher or staff for educational purposes.

Because of security concerns, when personally-owned mobile devices are used on campus, they

should not be used over the school network without express permission from IT staff. In some cases, a separate network may be provided for personally-owned devices.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should not download or attempt to download or run .exe programs over the school network or onto school resources without express permission from IT staff.

You may be able to download other file types, such as images of videos. For the security of our network, download such files only from reputable sites, and only for education purposes.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

Examples of Acceptable Use

I will:

- Use school technologies for school-related activities.
- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- Use school technologies at appropriate times, in approved places, for educational pursuits.
- Cite sources when using online sites and resources for research.
- Recognize that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment
when using school technologies.

Examples of Unacceptable Use

I will not:

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to find inappropriate images or content.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use school technologies to send spam or chain mail.
- Plagiarize content I find online.
- Post personally-identifying information, about myself or others.
- Agree to meet someone I meet online in real life.
- Use language online that would be unacceptable in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites, servers, or content that isn't intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Limitation of Liability

Mobile County Public Schools will not be responsible for damage or harm to persons, files, data, or hardware.

While Mobile County Public Schools employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

Mobile County Public Schools will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution

I have read and understood this Acceptable Use Policy and agree to abide by it:

_____

(Student Printed Name)

_____

(Student Signature)   (Date)

I have read and discussed this Acceptable Use Policy with my child:

_____

(Parent Printed Name)

_____

(Parent Signature)   (Date)

ELLA GRANT ELEMENTARY SCHOOL
TECHNOLOGY DEVICE AGREEMENT

Student:_____   **Student ID #**: _____

Serial Number and Fixed Asset Number: <u>Scanned and Recorded in the MCPSS District Resource Manager Software</u>

All conditions of the Board policy for Acceptable Use (https://1to1.mcpss.com) apply regardless of where or by whom this device is used. You take sole responsibility for the device and its use during the checkout period, including when you transport it in a personal vehicle or use it during off hours at your home or any other non-work location. The following conditions must be followed when using the device off campus:

1. If you have internet access at home and the device can access this service without any configuration changes, then you may use the device to connect to the Internet, provided that you use the device as if you were at school.

❑ Regardless of where you are, you should not browse sites that would be blocked at school.

❑ Do not allow family members or others to use the device for Internet browsing.

2. Do not install any personally owned software onto the device. Do not store any files on the device which could constitute a copyright or licensing violation, or could be deemed illegal or of an inappropriate nature. Any installed software/files should be related to the function of MCPSS school work and activities.

3. You must ensure that your device is used and stored appropriately. You are expected to take care of your device and not take risks that could cause/allow it to be damaged. If the device does become lost, stolen, or damaged, you must notify your school's media specialist or technology support teacher immediately.

4. You may not transport any data on the device that would compromise the identity of others, or put any other protected data, passwords, or information at risk. This includes student information that would violate FERPA if that data is accessed by others, or if the device is lost or stolen.

❑ I have read and understand the above responsibilities.

❑ I have read and understand the Acceptable Use Policy (see https://1to1.mcpss.com).

❑ I have read and understand that I am being loaned this device, and that I am to return it along with all chargers and accessories back to the school that issued it to me before I can transfer to another MCPSS school, leave the MCPSS, graduate, or be promoted.

_____   _____
Student Signature: Parent Signature:

_____   _____
Date: Date:

GRANT ELEMENTARY SCHOOL MEDIA CENTER

Library Advisory Committee

Library Media Advisory Committee is an essential component of the Library Media Center Program. This committee should be formed and used as an advisory committee in all aspects of the Library Media Program. The committee is headed by the Library Media Specialist and is comprised of the following members:

- Administrative Representative
- Library Media Specialist
- Department/Grade Representatives
- Student
- Parent
- Community Member

Tiffani Wells, Principal	*(signature)*
Adrian Johnson, Media Specialist	*(signature)*
LeShounda Robinson, Community Representative	
Monica White, Parent Representative	*(signature)*
Ta'Laydrian Hinton, Student Representative	*(signature)*
Jane Griffis, Kindergarten	
Maria Thomas, 1st Grade	*(signature)*
Darian Young, 2nd Grade	*(signature)*
Genesis Armstrong, 3rd Grade	*(signature)*
Kimberly Peavey, 4th Grade	*(signature)*
Angie Brown, 5th Grade	*(signature)*