

Howard School Media Center Policies and Procedures Manual

Approved By Howard School District School Board

(School Board President & Date)

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Mission Statement

The Howard School District Media Center strives to be the hub of learning, discovery and exploration for students, teachers, administration and those beyond the school walls.

This mission statement is written for the Howard School District Library which is the only school district within Miner County, SD, population 2,435. The Library is run by one media specialist and one aide and is located within the high school building and the elementary building. The community being served is primarily students (pre-K through grade 12), but also the Library is available for teachers and administrative members. It is also important to know that 41% of these students return to the community becoming leaders of this community that will further support the school media center that has helped them along the way. By adding “beyond” to this mission statement, it also reminds everyone about the uniqueness of this media center. This media center serves a community that has always prided itself on its children. It doesn’t allow for limits on whom or how the media center serves.

It is important for the media center to act as the hub of all learning that takes place within the school system and community. The media center should be looked to for answers by any person that lives within Miner County. It should be an inviting place where all are welcomed, no matter their social economic status. If you train the children of the community well, when they return and live as adults within the same community, they should still be able to discover the answers they seek from the media center. The media center should be a place that is upheld by generations who enjoy exploring the world and community that surrounds them. By enabling all of these values, this media center will

uphold the true beliefs of all libraries: to understand the past, be a neutral source of current information and develop a platform for the future.

The mission is achieved by not only providing adequate information for the patrons, but by also teaching the patrons how to explore effectively on their own. The media center also assists the teachers and administration by helping to design learning strategies to meet the needs of individual students within the school.

Core Principles

The Howard School District Media Center upholds the values and principles established by the American Library Association. *The Library Bill of Rights*, *Access to Resources and Services in the School Library Media Program*, and *The Freedom to Read Statement* are provided here, but can also be found on the ALA website (www.ala.org).

Library Bill of Rights¹

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

¹ *The Library Bill of Rights* may be accessed directly at <http://www.ala.org/advocacy/intfreedom/librarybill>. Copyright 1997-2012 American Library Association. This document may be reprinted and distributed for non-commercial and educational purposes only, and not for resale. No resale use may be made of material on this web site at any time. All other rights reserved.

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 that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

Access to Resources and Services in the School Library Media Program²

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,

² *Access to Resources and Services in the School Library Media Program* may be accessed directly at <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>. Copyright 1997-2012 American Library Association. This document may be reprinted and distributed for non-commercial and educational purposes only, and not for resale. No resale use may be made of material on this web site at any time. All other rights reserved.

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.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008.

*The Freedom to Read Statement*³

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.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

³ *The Freedom to Read Statement* may be accessed directly at <http://www.ala.org/offices/oif/statementspols/ftstatement/freedomreadstatement>. Copyright 1997-2012 American Library Association. This document may be reprinted and distributed for non-commercial and educational purposes only, and not for resale. No resale use may be made of material on this web site at any time. All other rights reserved.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the

freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

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.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

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.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

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.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

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.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing

with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

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.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

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.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to

determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

- 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.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We

realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

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.

Collection Development Policy

The school library media center strives to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view. The library media center provides books, periodicals, video, audio, and web-based databases necessary to enrich or supplement classroom instruction and support the curriculum, and for recreational reading by students, teachers, administration and community.

Responsibility for Selection

The library media specialist selects materials with due regard to suggestions from the faculty, parents and students. While it is understood that the Board of Education shall delegate to the Superintendent of Schools the authority and responsibility for selection of all print and non-print materials, the actual responsibility for selection rests with the library media specialist who has professional training and knowledge necessary to implement the task of materials selection.

Selection of Materials

Selection of materials is based on the following criteria, which include but are not limited to:

- Content and value of the work as a whole
- Educational significance
- Integral to the instructional program
- Interests and needs of students and faculty served by the library media center
- Contribution to literary appreciation
- Provide a balanced collection for the library media center
- Favorable reviews and recommendations
- Reputation and significance of the author, producer, or publisher
- Currency and appropriateness of material
- Representative viewpoints on controversial issues
- High potential user appeal
- High artistic quality and/or literary style

- Accuracy and clarity of information
- Fair and unbiased presentation of information
- Value proportionate to cost and/or need
- Timeliness or permanence
- Selection by state and national book awards, including but not limited to:
 - Caldecott Medal
 - Newbery Medal
 - Prairie Pasque Award
 - Prairie Bud Award
 - YARP Award

Weeding

Materials in the collection are regularly reviewed for currency and physical condition.

Criteria for weeding include but are not limited to the following:

- Currency
- Biased information
- Accuracy of information
- Importance to the instructional program
- Content and value of the work as a whole
- Educational significance
- Lack of timeliness or permanence
- Usage statistics

Repairing and Replacing Materials

Repairs are made when materials, which are still current, can be restored adequately to keep them in circulation. Lost or damaged materials are replaced when the items are still vital to the curriculum and educational needs of students.

Controversial Materials

It is important to maintain intellectual freedom as expressed in the *Library Bill of Rights*.

The major areas of controversial materials are race, sex, politics, religion, literature, and economics. In selecting material from any of the above areas, the following criteria are given consideration:

- The materials on controversial issues should be representative of a particular point of view and a sincere effort made to select equally representative materials covering contrasting points of view.
- The material does not unfairly, inaccurately, or viciously disparage a particular race or religion. A writer's expression of a certain viewpoint is not to be considered as a disparagement when it represents the historical or contemporary views held by some persons or groups.
- The materials on religion are chosen to explain rather than convince and are selected to represent the field as widely as necessary for the school's purposes.
- The selection of materials on political theories and ideologies or on public issues is directed toward maintaining a balanced collection representing various views.
- In a literary work of established quality, the use of profanity or the treatment of sex is not an adequate reason for eliminating the material from the school library media center.

(A work of established quality may have any of the following characteristics: award winner, good reviews, and educational value.)

- Material on physiology, physical maturation, or personal hygiene should be accurate, in good taste, and age appropriate.
- Materials should be selected for their strengths rather than rejected for their weaknesses.
- Materials should be selected that meet the students' needs beyond the curriculum and encourage intellectual growth, critical thinking, problem solving, and information literacy.
- Because literacy is a major priority of the district, the school library media center should select materials that encourage free voluntary reading.

Reconsideration

Community members may occasionally disagree with some materials in the library media center despite the quality of the selection process. Community members have a right to ask that materials be reconsidered. The review of questioned materials will be treated courteously and calmly, and as an important routine action. Every effort will be made to consider objections, keeping in mind the best interests of the students, the school, the curriculum, and the community.

In the event of a complaint, the following procedures are to be followed:

1. The complaint should first be addressed to the Library Media Specialist either verbally or in writing. The Library Media Specialist will then review the material.

2. If the issue is not resolved satisfactorily for the complainant, requests for reconsideration are to be made in writing using the form entitled *Reconsideration of Material Procedure* found in this manual.
3. The principal and Library Media Specialist shall be notified immediately upon receipt of the complaint form.
4. Requests will be submitted to a committee appointed by the Superintendent of Schools.

The committee shall consist of:

- Principal
- Superintendent
- Library Media Specialist
- Classroom teacher from the department the material most relates to
- Parent
- Student

5. Materials may be removed from circulation while under consideration at the discretion of the Library Media Specialist/committee.
6. The committee will read the material in question, read reviews from established professional selection tools, and make a judgment based on its total effect rather than the presence of words, phrases, or other isolated instances, which might by themselves be objectionable.
7. If either the person making the complaint or the Library Media Specialist is not satisfied with the decision made by the committee, it may be appealed to the Superintendent of Schools, who may forward the appeal to the Board of Education. The Board's decision shall be final.

Donation Policy

The Howard School Media Center appreciates the donation of current materials to our collection. To maintain a current, appropriate, and useful collection, the following guidelines for acceptance will be followed:

- Materials must be new or nearly new items. No worn out copies, poor quality, or books with inadequate appearance and/or content will be accepted.
- Duplicate copies necessary to the Media Center's collection will be accepted.
- Materials consistent with the core collection will be accepted.
- Materials donated to the Howard School Media Center become the property of Howard School District 48-3.

Donated materials not accepted into the library collection will be disposed of in one of the following ways at the discretion of the Library Media Specialist:

- Materials may be offered to faculty and/or staff for their classroom or personal use.
- Materials may be included in a community book sale.
- Materials may be donated to a charitable agency for resale.
- Materials may be donated to the Miner County museum.
- Materials may be exchanged with other institutions to fill gaps in the library collection.

- Materials may be discarded.

The final decision regarding the inclusion of materials into the Media Center's collection rests with the Library Media Specialist. This decision is based upon the general guidelines outlined above, as well as standard collection development policies.

Interlibrary Loan Policy

Howard School District Media Centers house a wide range of materials that support and enhance the curriculum, and that reflect the varying needs and interests of its students, teachers and administration. In this information-rich era, however, no school media center can afford to be totally self-sufficient, and a media center's ability to provide access to resources beyond its walls is a valuable service offered to the students, teachers and administration of the Howard School District. For this reason, both schools participate in an interlibrary loan program.

The following guidelines will be met:

- Request forms will be used by all patrons to request material from another library.
Please see *Interlibrary Loan Procedure* found in this manual.
- If interlibrary loan materials need to be transported, this will be done via the US Postal Service.
- The Library Media Specialist will make every effort to exhaust their resources before requesting from another library.

- Materials borrowed should be returned by the due date assigned by the lending library.
- Borrowing libraries must adhere to any restrictions that the lending library places on the use of their material.
- Each loan will be made at the discretion of the Library Media Specialist, with the understanding that the immediate needs of the students, teachers and administration will take precedence.
- The Library Media Specialist will make sure patrons receive requested library materials and return such materials to the lending libraries.
- Requests received by the Media Center will be processed as quickly as possible. Borrowing schools should plan on waiting approximately 3 to 4 days to receive a requested item.
- If interlibrary loan material has been damaged or lost, a bill will be sent to the borrowing library requesting payment.

Circulation Policy for the Howard High School Media Center

Student Checkout

Books within the circulating collection may be checked out by students for 14 days, and students can renew these books for additional 14 days with a limit of 3 books being checked out at a time. Additional books may be allowed under special circumstances on an individual needs basis. Students may check out only one new book (labeled) at a time.

Books must be present to be renewed by the student. Books with holds placed on them will not be allowed to be renewed.

Teacher and Administration Checkout

Teachers and Administration may checkout an unlimited number of books for 14 days, and may renew these books as long as they are needed within the classroom.

Reference Materials

Reference materials are to be used by the students in the library media center and may be checked out for 1 day with approval from the librarian. Teachers may check out reference materials for use in the classroom when necessary.

Periodicals

Magazines and newspapers are not to be taken out of the library media center by students, teachers or administration. Copies of an article can be made if needed outside the library media center. Current copies are on display within the library, while back issues may be requested from the librarian.

Fines

There will be no fines charged for the return of late books, but late books are included in the total number of books that a student may check out.

Lost or Damaged Books

Lost or damaged books should be reported to the media specialist as soon as possible. The media specialist will report the amount owed by the patron to the school's business manager. Lost and damaged books will count towards the limit of books a student may check out until payment is received. Payment for a lost book is reimbursed should the book be found and returned in good condition. Debts remaining at the end of the school year will become a part of the student's permanent file.

Circulation Policy for the Howard Elementary Media Center

Student Checkout

Books within the circulating collection may be checked out by students for 7 days, and students can renew these books for additional 7 days. The number of books that a student can check out will be set by the Library Media Specialist for each grade. Additional books may be allowed under special circumstances on an individual needs basis.

Students may check out only one new book (labeled) at a time. Books must be present to be renewed by the student. Books with holds placed on them will not be allowed to be renewed.

Teacher and Administration Checkout

Teachers and Administration may checkout an unlimited number of books for 14 days, and may renew these books as long as they are needed within the classroom.

Reference Materials

Reference materials are to be used by the students in the library media center and may be checked out for 1 day with approval from the librarian. Teachers may check out reference materials for use in the classroom when necessary.

Periodicals

Magazines and newspapers are not to be taken out of the library media center by students, teachers or administration. Copies of an article can be made if needed outside the library media center. Current copies are on display within the library, while back issues may be requested from the librarian.

Fines

There will be no fines charged for the return of late books, but late books are included in the total number of books that a student may check out.

Lost or Damaged Books

Lost or damaged books should be reported to the Library Media Specialist as soon as possible. The librarian will report the amount owed by the patron to the school's business manager. Lost and damaged books will count towards the limit of books a student may check out until payment is received. Payment for a lost book is reimbursed should the book be found and returned in good condition. Debts remaining at the end of the school year will become a part of the student's permanent file.

Computer Use Policy

Using the Howard School Media Center's computers and the Internet, students, teachers and administration may participate in a variety of activities that support learning.

Through this access to other networks and people around the world, one may have access to information that may not be appropriate. The Howard School Media Center has taken measures to prevent access to inappropriate information. However, we cannot control all the information available on the Internet. The District is not responsible for other people's actions or the quality and content of information available through this service. We trust our students, teachers and administration to know what is appropriate and inappropriate. The following guidelines are intended to help them use computers appropriately. If anyone does not follow our use policies listed here, their privileges of using computers will be withdrawn.

User Agreement

The use of the Media Center's computers and networks must be in support of education, research, and the educational goals and objectives of the Howard School District.

Students, teachers and administration are personally responsible for this provision at all times when using the Media Center's computers. Transmission of any material in violation of any United States statutes is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Media Center computers, e-mail addresses, or web pages may not be used for commercial, political, or religious purposes. If you have any questions about these rules,

please ask the Library Media Specialist so you can understand. Please note that the inappropriate use of electronic information resources can be a violation of school rules, local, state, and federal laws and students, teachers or administration can be prosecuted for violating those laws.

Network Etiquette and Privacy

Students, teachers and administration are expected to abide by the generally accepted rules of network etiquette. These rules include but are not limited to:

- **BE POLITE:** Never send, or encourage others to send, abusive messages.
- **USE APPROPRIATE LANGUAGE:** You are a representative of your school and your district on a public system. Never swear, use vulgarities, or any other inappropriate language.
- **PRIVACY:** Do not reveal your home address, phone number, names or addresses of family members, or the addresses or phone numbers of other students or colleagues.
- **DISRUPTIONS:** Do not use the network in any way that would disrupt the use of the network by others.
- **REPRESENTATION:** Do not send anonymous messages or represent a message to have been written by another. All correspondence should be clearly identifiable as to its originator.

Security

If you identify a security problem with the Media Center's computers, notify the system administrator or Library Media Specialist at once. Never demonstrate the problem to other users. Never use another individual's account. Never tell anyone else your password. Any user identified as a security risk will be denied access to the network and may be liable for disciplinary action or prosecution.

Misuse

Misuse is defined as any malicious attempt to physically deface, disable, or destroy computers, peripherals, or other network hardware, to harm or destroy data of another user or any other agencies or networks that are connected to the system, to gain access or attempt to gain access to unauthorized systems, or to access inappropriate materials from school computers. Any misuse will result in loss of computer privileges, disciplinary action, and/or possible legal action.

Copyright Policy

Employees and students of the Howard School District are to comply with the Copyright Law and related legislation. The Media Center staff is obligated to adhere to all copyright guidelines. The U.S. Copyright Office may be accessed at

<http://www.copyright.gov/title17/>.

Copyright Law Guidelines

"**FAIR USE**" provisions of the copyright law grant... (educational) users conditional rights to use or reproduce certain copyrighted materials as long as the reproduction or use of those materials meets defined guidelines. The following are some of the more frequent issues:

Print Guidelines

Teachers **MAY** make and retain single copies of materials for purposes of research, teaching or preparation for teaching.

Teachers **MAY** make multiple copies for classroom use meeting the following:

- Only one item per student (no "extra copies" are permitted).
- Copies must be for a specific activity or discussion (not supplementary).
- Each copy must have a notice of the copyright holder (i.e. Copyright 1997, Linworth Publishing Company).
- Copies must be at the "inspiration" of the actual classroom teacher.
- No more than 9 items may be copied in multiples per course during one class term.

Teachers should request permission in writing from the copyright holder for copying if they know that a particular item will be used year to year or term to term.

Poems may be copied in entirety only if less than 250 words. Prose must be 2,500 words or less to be copied in entirety.

A prose that is longer may have only up to 1,000 words or 10% of its whole copied.

Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. (Parts copied from different books should not be put together to create a whole work, i.e. different pieces of poetry into an anthology collection).

Do not copy more than three items from one periodical volume during one term.

Copying may not be done from works intended to be "consumable."

Copying shall not substitute for the purchase of books, reprints or periodicals. Neither can it be repeated with respect to the same item by the same teacher from term to term.

Graphics, once copied, may not be altered in any way. (Check guidelines for additional quantity restrictions.)

Audiovisual Materials (Video, etc.) Viewing and Duplication Guidelines

Make sure that all audio-visual material shown to students is directly related to the curriculum, is presented face-to-face and is presented in an educational setting. Be especially aware of film ratings.

Make sure that the performance audio-visual materials are legally acquired.

Programs recorded off-air are considered to be legally acquired when recorded in compliance of the fair-use guidelines and shown within the retention time limits.

If a video recording is a rental, the teacher needs to use the video/DVD in compliance with the fair-use guidelines.

A video, etc., may be used for its lifetime. If it breaks or is damaged, a new one must be purchased.

Do not copy commercially produced videos without copyright holder's written approval.

Do not copy off-air recordings unless it falls within its 10/45 fair use period. Also the copies are bound to the same time frame as the original. (A tape recorded on Sunday but duplicated on Tuesday is still bound to the Sunday 10-day performance / 45-day teacher review schedule.)

Recording From Broadcast Channels, Cable or Satellite

The person at the point of use (the classroom teacher) is the one who must make the request for copying.

The duplication or copying must happen so closely to the date of anticipated use that one could not expect a response to a request for permission.

The recorded program may not be edited or altered from its original content.

Copies of all off-air recordings must include all copyright information, usually included in the credits at the end of the program.

Write the record date and source of program on all videos taped.

Many cable and satellite programs have extended taping rights. These may be obtained from publications such as Cable in the Classroom or Satellite TV. All other tapes must be used for **classroom instruction within 10 days** of taping **teacher review within 45 days** and **erased after that**.

Multimedia Presentations

Multimedia is considered to a copyright infringement "nightmare". In creating a presentation the user is likely to deal with video, graphics, music and computer software. Each component carries its own guidelines. Some of the basic are:

Display:

Teachers may display their own works before classes, at conferences and workshops.

They may retain the programs in portfolios for job interviews, evaluations and other similar uses up to two (2) years.

Beyond the two-year window, permission for EACH portion is required.

Students may use their presentation in the class for which it was created. Students may maintain a portfolio for job interviews and college applications. (No retention time is noted.)

Quantity Limits:

Motion Media: up to 10 percent or three minutes, whichever is less

Text: Up to 10 percent or 1,000 words, whichever is less, of a novel, story, play or long poem Short poems less than 250 words may be used in their entirety. Only three poems by one poet or five poems by different poets from an anthology may be used.

Music, lyrics, and music video: Up to 10 percent but not more than 30 seconds from a single work. If a video clip has music in the background and you can't separate the music from the visual, you will be restricted by the 30-second limitation for music.

Illustrations, cartoons and photographs: A work may be used in its entirety but only if no more than five (5) images from a single artist or photographers are used. In addition, if images are taken from a single collective work, no more than 10 percent or 15 images may be used.

Numerical data sets (computer databases or spreadsheets): Up to 10 percent or 2,500 fields or cells, whichever is less may be used from a copyrighted database.

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