Policies and Procedures Handbook
For Library Media Centers
And Technology Services

Waynesville R-VI School District
Waynesville, MO  65583
Board Adopted May 2015
The Waynesville R-VI School District does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability in admission/access to, or treatment/employment in its programs and activities.

Any person having inquiries concerning compliance with the regulations implementing federal legislative requirements is directed to contact the building level principal or the assistant superintendent, 842-2050 (Title IX, Title VI, and ADA) or the director of Special Services, 842-2007 (Section 504).
PREFACE

The purpose of this handbook is to provide information and direction concerning the policies and procedures of the Waynesville R-VI School District’s library media center and technology program. Its intent is to facilitate some uniformity of operation without demanding conformity, since individual schools vary greatly, not only in size, but in composition of students and staff. It should serve as a framework for implementing, expanding and improving school library media center and technology resources and services within the district. This handbook applies to elementary, middle, senior and district level library media centers and technology program and is to be used in conjunction with Standards For Missouri School Library Media Centers published by the Missouri Department of Elementary and Secondary Education, July 2008.

The revision and updating of this manual is done on a regular basis and is a continuing process.
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Philosophy
District Vision and Mission

District Vision:
"Excel as a student-centered community of learners that embraces diversity and innovation”

District Mission:
"Educating individual students for 21st century challenges."

Core Values:

• Community of Diversity
• Student and stake holder – driven quality
• Continuous improvement and learning

Key Strategies:

• Ensure that all educational settings promote learning and well-being of students and staff.
• Employ a diverse staff who is committed to learning; open to change; collaborative; innovative; and one which utilizes effective communication skills.
• Provide a structure whereby secure opportunities for open communication and continuous feedback from all stakeholders are occurring.

Key indicators of Success:

• Students reading at or above grade level.
• Students achieving within subgroups.
• District excels on APR/NCLB indicators and measures.

Support Indicators:

• Quality of support services
• Quality of staff development
• Stakeholder perception of quality education
LIBRARY MEDIA AND TECHNOLOGY MISSION STATEMENT

Based on the philosophy and mission of the Waynesville R-VI School District, the library media and technology program functions as an integral part of the instructional program, with resources and services necessary to improve student achievement and increase student opportunity for success. This mission is accomplished through the media and technology programs provided at both the district and building levels.
GOALS AND BELIEFS

Media and technology specialists develop short- and long-range goals for each individual building level library media and technology program annually. The Director of Instructional Media and Technology sets goals and objectives annually for the district media and technology program. Goals are reported annually to district administrators. The goals of the library media and technology program all work to support the overall educational goals and priorities of the school and district.

BELIEFS

We believe an effective library media and technology program:

• provides an open, flexible schedule in which the library facility and resources are available to students and teachers on an "at need" basis.

• provides opportunities and resources for teachers to integrate information and technology skills into learning activities.

• utilizes current technology to provide efficient access to and effective communication of information.

• provides an inviting, accessible and stimulating place for individual and group use.

• provides adequate professional and clerical staff to meet the needs of the school community.

• provides appropriate, accurate and current resources in all formats to meet the needs of the school community.

• is governed by board of education policies and is administered by a certified library media specialist.
POSITION STATEMENT ON APPROPRIATE LMC STAFFING

School Library Media Centers

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialist working full-time in the school’s library media center.

2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.

3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the school’s size, number of students and of teachers, facilities, and specific library program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA programs.

All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and policies for the district’s curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

(4/91) American Library Association
POSITION STATEMENT ON FLEXIBLE SCHEDULING

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students’ learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the district’s educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as a integral part of that instruction.
THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

(6/91) AMERICAN LIBRARY ASSOCIATION
POSITION STATEMENT ON PREPARATION OF SCHOOL MEDIA SPECIALISTS

School library media specialists have a broad undergraduate education with a liberal arts background and hold a masters degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory, and technology. The academic program of study includes some directed field experience in a library media program, coordinated by a faculty member in cooperation with an experienced library media specialist. Library media specialists meet state certification requirements for both the library media specialist and professional educator classifications. While there may be many practicing library media specialists who have only an undergraduate degree and whose job performance is outstanding, the masters degree is considered the entry-level degree for the profession.

The graduate degree is earned at colleges and universities whose programs are accredited by appropriate bodies such as the American Library Association (ALA), the National Council for the Accreditation of Teacher Education (NCATE), or state education agencies.

(9/92) AMERICAN LIBRARY ASSOCIATION
POSITION STATEMENT ON THE ROLE OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study. The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students individual learning styles. The school library media center is a place where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

The school library media program serves all of the students of the community--not only the children of the most powerful, the most vocal or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

The school library media center is the symbol to students of our most cherished freedom--the freedom to speak our minds and hear what others have to say. I urge that the decision of this board be one which reaffirms the importance and value of the freedom to read, view, and listen and sends a message to students that in America, they have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices; rather than allowing others to do this for them.

Adopted October, 1990 American Library Association
POSITION STATEMENT ON RESOURCE BASED INSTRUCTION
Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.

The following elements are integral to an effective reading program:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and library media specialist cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Continual staff development is critical to reading instruction.

The responsibility for successful implementation of reading development is shared by the entire school community--teachers, library media specialists, and administrators working together.

(Adopted June 1993; Revised July 1999) AMERICAN LIBRARY ASSOCIATION
The Collection
A DEFINITION OF THE COLLECTION

The term “collection” includes instructional materials, print and non-print (audio, visual and digitally stored information), and the equipment necessary to use them. All such materials and equipment are considered part of the library media center collection in the Waynesville School District. The library media center collection serves as the primary information base of the school. The function of the collection is to support and strengthen the curriculum of the school.

It is the intent of library media specialists, working with teachers, administrators, and students, to select materials which are needed to meet the overall goals of the school and the learning objectives designed by teachers for specific curricula. Materials are not only needed to enrich and extend the curriculum but should also meet the personal interests of students. In addition, the collection includes professional materials and information services to help teachers keep abreast of current trends and research in their educational fields.

COLLECTION DEVELOPMENT

Collection development is a systematic process administered by the district’s library media specialists to provide the resources and equipment to meet users’ needs. Collection development planning occurs at the school level. All district library media centers must have a written collection development plan that addresses their school’s needs. The written collection development plan provides an overview of the needs and priorities of the school’s collection, based on an assessment of the strengths and weaknesses of the collection and provides specific guidelines for building and maintaining the school’s collection. For each school’s collection development plan to be effective, it must be developed in cooperation with the teachers and principal and reviewed by the district media coordinator. The periodic review and revision of the plan should occur annually following the completion of the State Report for LMC Standards.

Development of the library media center’s collection plan will be in accordance with the guidelines for resource standards, both quantitative and qualitative as stated in the Standards for Missouri School Library Media Centers, Department of Elementary and Secondary Education, 2008.
Selection of library media materials will be in accordance with Board Policies IIA, IIAC and IIAC-R.

INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and regulations. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

Policy Adopted: Waynesville R-VI School District
Date: April 19, 1999
Revised: July 21, 2003
SELECTION POLICY IIAC – INSTRUCTIONAL MATERIALS

INSTRUCTIONAL MEDIA CENTER/SCHOOL LIBRARIES

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.

It is the goal of the Board of Education to provide circulating material, reference resources and electronic media to meet or supplement the needs of the students and teachers in the school system. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

The district librarians, teachers and administrators have the responsibility of recommending and selecting materials for the district, in accordance with state and district guidelines, and reconsidering or reviewing the district's collection as needed. The same criteria used to select new materials for the district will be used to determine whether the district will accept any gift of materials or to determine the selection of materials purchased with a monetary gift from an individual or group.

District librarians will organize and maintain the district's collection and aid students and staff members in locating resources.

The superintendent or designee will create procedures as needed to enforce the district policies and administer the district's media centers and libraries.

Intellectual Access

The library media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library media program should have access to resources and services free of constraints resulting from artificial barriers. Students will have access to library media selected and available in accordance with district policy and library media guidelines.
Confidentiality

Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with Board policy.

Individually identifiable library records of persons other than students will not be released to any person other than the person identified in the record or to district employees who need to know the information to perform their duties for the district. However, these records may be released upon written request by the person identified in the record or in response to a court order upon a finding that the disclosure is necessary to protect the public safety or to prosecute a crime.

As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include non-identifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

Policy Adopted: Waynesville R-VI School District
Date: March 15, 1999
Revised: July 21, 2003
The district will obtain materials for the district’s media centers and libraries that are current, address the curriculum needs of district instructors and provide the learning resources needed by district students. District librarians, teachers and administrators are responsible for the selection and reconsideration of materials for the district’s media centers and school libraries in accordance with the objectives listed in this regulation. Suggestions for the selection and reconsideration of materials will be reviewed at least annually. The superintendent or designee will adopt procedures as needed to accomplish the goals of this regulation.

Objectives for the Selection of Library Materials

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.

2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

3. Provide background information that will enable students to make intelligent judgments in their daily lives.

4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.

5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.

6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

7. Use existing special criteria for the selection of all kinds of materials, such as films, CDs, tapes and books, for all subject areas. The general criteria that may be applied to all acquisitions are as follows:

   - Material should have permanent or timely values.
► Information should be accurate.

► Material should be presented in a clear manner.

► Material should be authoritative.

► Material should have significance.

The above-mentioned criteria will also apply to the acceptance of any gift of materials or to the selection of materials purchased with a monetary gift from an individual or group.

**Reconsideration**

Library materials will be reconsidered and, if necessary, removed from district media centers and libraries in accordance with the following guidelines:

1. The material is outdated or factually incorrect.

2. A more thorough or more complete resource exists.

3. The resource no longer supports the district’s curriculum objectives.

4. The resource is not used by either staff or students.

5. The resource is not recommended by district librarians, teachers or administrators.

Policy Adopted: Waynesville R-VI School District

Date: March 15, 1999

Revised: July 21, 2003
Gifts, Donations and Bequests to the District Foundation

The Board of Education encourages the community to direct all gifts, donations or bequests ("gifts") to foundations created to support the district. Gifts, donations and bequests made to foundations are not considered public funds, which allows the district greater flexibility in using the funds. Further, a foundation is eligible for grants and gifts not otherwise available to governmental entities.

Gifts, Donations and Bequests to the District

All gifts accepted by the district will become the property of the district, to be expended or used at the discretion of the Board of Education and in accordance with Board policies and law for the benefit of the district as a whole. In general, the superintendent or designee is authorized to accept gifts to the school district, but the Board must take action to accept all contributions that require ongoing annual service, a maintenance fee, significant personnel time, initial or continuing financial commitments from the district or gifts of real property. The building principal will consult with the teacher or staff member if the gift is given in the name of an individual to determine how the funds or gift will be utilized in that building. If the gift is not presented to a specific individual or for a specific purpose, the building principal may deposit the funds in the activity account and utilize at his or her discretion.

In deciding whether to accept a gift, the superintendent, the Board or its designee will minimally consider whether the contribution will further the goals of the district, whether it will be used, whether it is appropriate for the school environment and whether it will unequally distribute resources in the district. No gift will be accepted without verification that there are no encumbrances against the gift. All gifts accepted will be reported to the Board of Education and will be appropriately acknowledged.

Memorials

Memorials are a special type of gift given in memory of a deceased individual. All memorials must be approved by the superintendent and building-level administration before being placed within a school building or on school grounds. To avoid unnecessary expense and possible disappointment, the district recommends that individuals refrain from purchasing any type of memorial until it is approved by the administration. While requests will be considered when possible, the administration must consider such issues as ongoing and future maintenance, and the effect a memorial may have on students and staff.

The district recognizes the following as appropriate forms of memorialization:

1. Memorial scholarship – Application and award guidelines should be finalized prior to
the scholarship being announced. A typed copy of the application and award guidelines along with the timeline for the scholarship implementation is to be kept on file at the office of the building principal or designee. If desired, the Waynesville R-VI School District Foundation may be used as a resource to establish and administer the scholarship.

2. *Purchase of library books, educational CD-ROMs, school supplies and equipment* – The district will maintain a "wish list" of these items from which a person establishing a memorial may choose. Books may include a book plate, and equipment/supplies (if applicable) may include an engraved plate. Wording on each plate must be limited to "donated in memory of" or "in memory of," along with the memorialized individual's name and dates of birth and death. All engraved plates may be removed at the end of ten (10) years and offered to the nearest relative.

3. *Funds designated for a particular school activity or department* – The use of such funds must be approved in writing by the building principal and forwarded to the superintendent or designee for final approval.

4. *Planting (trees, shrubs, perennials, etc.) on school grounds* – The administration must approve the type and placement of any planting before it is placed. Such planting may be accompanied by a movable flat ground marker of approved size and type. The engraving on the marker must be limited to the memorialized individual's name, dates of birth and death, and the words, "donated in memory of" or "in memory of." The marker will be moved when necessary and may be permanently removed after ten (10) years and offered to the nearest relative.

As with all gifts, items received as memorials become the property of the Waynesville R-VI School District.

Policy Adopted: Waynesville R-VI School District
Date: January 26, 2004
Revised: June 15, 2009
PUBLIC GIFTS TO THE SCHOOLS

The Waynesville School District welcomes gifts of books, periodicals, works of art, media, and other educational materials and equipment as well as money for the purchase of library media materials and equipment. These items are accepted with the understanding that they will meet the standards of the District’s Public Gifts to the Schools Policy KH. All gifts become the property of the Waynesville R-VI School District.

DONOR CONTRACT

Waynesville School District

I, ______________________________, donate to the Waynesville R-VI School District the items identified on an inventory attached to this document. I understand that this gift is irrevocable and subject to the statements set forth in the Public Gifts to the Schools Policy.

_________________________________________________________  ____________
(Signature of Donor)                                      (Date)

_________________________________________________________  ____________
(Signature of Media Specialist)                            (Date)

_________________________________________________________  ____________
(Signature of Administrative Official)                     (Date)
PREVIEW PROCEDURES

The process of examining and evaluating materials and equipment being considered for purchase should be continuous and systematic. The Educational Media Center supports the selection process by providing for the examination of materials and equipment by arranging for the preview of materials and conducting an active evaluation program involving media personnel, administrators, teachers, and other staff members.

PROCEDURES FOR PREVIEW MATERIALS

The Educational Media Center serves the entire district as the centralized organization to request materials for preview. Teachers, administrators, and patrons will request materials by sending a written or e-mailed request to the building media specialist. If possible, the title, order number, vendor name and address, and cost will be included.

The school media specialist will forward all preview requests to the Educational Media Center.

All previews will be requested in writing (no phone orders) to the distributing agency by the Educational Media Center.

When the material arrives at the EMC, it is sent to the school media specialist whose building requested it for evaluation and consideration for purchase. During the summer, the requesting patron may be contacted directly.

When the material arrives at the school, the media specialist will record the preview material in a written or computerized preview record form.

The material is forwarded to the appropriate teacher for preview.

When the evaluation has been completed by the teacher, the media specialist records the date returned in the record and sends the material back to the Media Center.

The Director of Instructional Media and Technology will review the evaluation form of previewed materials to determine if the materials meet selection criteria. If the material is selected and funds allow purchase, the material is purchased at this time. After purchase, the previewing teacher, the building library media specialist, and faculty members who might be interested in the material are notified that the new title is in the collection. Recommended materials that are not purchased immediately may be kept in the consideration file until funds are available. The requesting teacher will be notified that the item is still under consideration. If preview materials are not suitable for purchase due to inaccurate or unsuitable content and language, excessive length, or other reasons, the requesting teacher will be notified. NOTE: The purchase of instructional materials designed to support educational objectives will take priority over videos of motion pictures made for entertainment purposes. Though some motion pictures have educational value, the purchase of these videos will depend upon the
correlation to the district’s curriculum, instructional time available, and availability of similar video resources produced for educational purposes.

**Preview Records Kept by the Library Media Specialist**

When teachers from a school request a preview, the building library media specialist should keep a record of requests, date of preview materials’ arrival and return to the EMC, and evaluations completed. This tracks the location of the preview material and gives the media specialist a record of the subject areas needing audiovisual support in the building. He/she can work with the requesting teacher to see if additional print or nonprint resources are required to support the topic and inform the teacher of other resources already in the collection that might be of assistance.

**Video Collections in School Library Media Centers**

The Educational Media Center purchases and maintains the video collection for the district. Video collections at individual school library media centers are discouraged except for small collections of specific materials to accompany district-adopted textbooks. (The high school and technical academy may have course-specific videos added to the building collection.) All audiovisual materials added to district building library media centers will be sent to the Educational Media Center for processing. Any materials which do not meet district selection criteria will not be added to the district or EMC collections. Building video collections will not be used for classroom entertainment, reward, or filler. Videos used by a substitute should be included in the regular lesson plan left by the absent teacher. Using videos as a convenient time-filler when a teacher is absent leads to misuse, decreasing the material’s effectiveness as an instructional tool. Streaming video service is provided to teachers to use with classroom instruction. All guidelines for video collections and usage are applicable to use of streaming video.
AUDIOVISUAL MATERIALS PREVIEW EVALUATION FORM

PREVIEW NUMBER: ____________ EVALUATOR: ____________________
TITLE: ______________________________________________________
VENDOR: ________________ TYPE OF MEDIA: ______________
LENGTH: _______ COPYRIGHT DATE: _______ PRICE: ______

Please preview this material by the due date, complete the following form, and make
recommendations for use in our district. Return the form to the Educational Media Center.

Date Previewed ______________
Rating of Media: Excellent _____ Good ______ Fair _____ Poor ____

Does it hold the interest of students? __________________________

Is there accuracy in the content? ______________________________

Is it physically appealing? _________________________________

Does it meet its intended objectives? __________________________

For what grade level is this material suitable? _________________

Does it support the curriculum? ______________________________

If so, state the objective(s) it supports: ______________________

Does the length of the material justify the use of class time? ________

Do you recommend that we purchase this material? _______________

In your estimation, will this material be a worthwhile addition for use in the district? Please
feel free to share your comments. Use the back of this form if necessary.

________________________________________________________

Signature ___________________________

Thank you for your assistance in evaluation of materials for the district!
REQUEST FORM: THEATRICAL OR TELEVISION MOVIE ON VIDEO OR DVD

Copyright Law and District Policy require all video materials be cataloged in the district EMC or school library, and be used in regular classroom instruction as part of the lesson plan. Copyright Law does not allow use of video in the public schools for entertainment, reward, or to provide teacher release time. Theatrical and tv movies are created primarily for entertainment, so they must meet district selection criteria.

Please complete the following information to request purchase of a video of a theatrical or television movie. Return the form to the Educational Media Center.

Title: __________________________ Circle Rating:   G         PG       PG-13  (R-rated videos will not be considered.)
Copyright Date: ________   Length of Video: ____________
Vendor:___________________ Catalog Number: _____________ Cost:_______
Grade Level of Students Involved: ____________
Class in which you would show this video: _______________________________

Is this video recommended by the district adopted textbook? _________________
If you answered yes, please indicate text, grade level, and page number:

*Do you have supplemental materials, activities, or lesson plans to be used with the video?______
If yes, from what source did you receive the materials?________________________
Example: PBS Newsletter, Teacher Magazine, A & E Website, etc.

Please write the specific objective from the district curriculum that this video would support. How would the video enhance, introduce, or review the material?

Would you use the entire video? If yes, explain why the full length is necessary. If no, explain which segment(s) you would use and the approximate length of the segments.

*Please attach any lesson plans from other sources and/or write any additional information on the back of this page. Thanks for your help!
Teacher’s Signature ______________________________ Date _____________
COMPUTER SOFTWARE EVALUATION FORM

Title: ______________________  Evaluator’s Name: ______________________

Date: ________________ Subject Area: ___________ Grade Level: ________  

1. Program Requirements: (Memory, Operating System, CPU):

2. Additional hardware or software required:

3. Publisher: Publisher web site:

4. Vendor Name: Vendor Phone:

5. Vendor Address: Vendor Web site:

6. Price of Program (Individual price, site license or network price?)

7. Is a network demo available? Yes  No

8. What funds will be used to purchase the program?

9. Manuals and Support:
   A. User’s Manual is available/included.  Yes  No
   B. User’s Manual is easy to understand.  Yes  No
   C. User’s Help is accessible within program.  Yes  No
   D. Technical support is available online.  Yes  No
   E. Technical support by phone is available.  Yes  No
   F. Yearly support or maintenance fee is required.  Yes  No
   If yes, how much per year?

10. Describe the program’s objectives related to district curriculum, state & national standards:

11. Describe how this software would improve your ability to complete specific job responsibilities and/or increase student learning:
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Software supports existing curriculum.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>13. Software adequately meets its objectives.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>14. Software would make my job more effective.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>15. Software is usable without reference manual or user help.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>16. User can easily manipulate between program screens.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>17. Program allows user to correct errors.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>18. Instructions are available on-screen and clearly written.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>19. Graphics, media elements, &amp; content are clear and appealing.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>20. Incorrect use of keys/commands does not cause program to abort.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>21. Software is age-appropriate in content &amp; language.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>22. Menus and other features make the program user friendly.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>23. Bug free; program runs properly.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>24. Software performs management tasks satisfactorily.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>25. Program will be easily integrated into classroom curriculum.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>26. Program uses real-life problems and/or authentic scenarios.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>27. Program requires students to use higher-level critical thinking.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>28. Tools for student assessment are provided &amp; adequate.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>29. Program is appropriate for: (Circle all that apply.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Small group use around 1 computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Individual student on computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Use in computer lab on each machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Use with 1 computer &amp; large display for classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30. Use of this software would require which level of computer skill?  
(Underline one.)  
Basic  Intermediate  Advanced

Your recommendation - Please check one.

_____ This would be a valuable software purchase. I recommend we adopt it.

_____ This is beneficial software, but I have some serious reservations. (Please describe problems & indicate if you want to look at other programs like this.)

_____ This software will not produce the results desired and should not be adopted.

Comments:
COLLECTION REASSESSMENT GUIDELINES (WEEDING)

Waynesville R-VI School Board Policy IIAC Instructional Media Centers/School Libraries, states that “Staff will have procedures in place for selection, adoption and weeding of materials and for gifts to the school”. The selection process begins with the evaluation of materials before purchase and is completed with the evaluation of materials before discarding them. How rigorously and how often a collection is reassessed depends on considerations of space, budget, curriculum requirements, and user needs unique to each library media center. Both print and non-print materials should be reviewed at regular intervals.

Suggested criteria for removing undesirable materials are as follows:

1. **Record of use** -- If the item has not circulated in two years.

2. **Content/Currency** -- If the subject matter is out-of-date, factually inaccurate, or no longer relevant to the education program; if illustrations are outmoded or perpetuate gender, racial, or cultural stereotypes. If the text contains words or slang that are outdated. Use the Missouri State Standards for Library Media Centers as guidelines.

3. **Technical quality** -- In non-print materials, if visuals are poor, faded, or off-color; if sound reproductions are faulty or inferior.

4. **Appropriate to Collection**: If it is a duplicate copy or duplicate material no longer needed in the collection. If the subject is no longer in the school’s course of study.

5. **Physical condition** -- If it is worn, torn, or soiled; if pages or parts are missing; if bindings are ragged or paper is brittle or yellowed.

**EXCEPTIONS: USE CAUTION BEFORE DISCARDING OR REMOVING THESE ITEMS**

1. Classic fiction in the field of literature
2. Items with Illustrations of unusual quality or by a well-known artist
3. Works by local authors - Check with a local history buff if you aren’t sure.
4. Works about local history or personalities (Waynesville, St. Robert, Fort Leonard Wood, Pulaski County) Works significant in Missouri studies.
5. Memorial gifts
6. School annuals and publications about the school district
7. Poetry anthologies included in currently used indexes.
8. Works that are the only source of the subject matter or cannot be replaced.
REASSESSMENT PROCESS

The reassessment process is a continuous, systematic practice that follows the work cycle of the school media center staff. Evaluation of the collection occurs when pulling books for teachers to use with instructional units, scanning items at the circulation desk, shelving materials, completing inventory and preparing statistical reports. These activities provide the opportunity to complete Steps 1 through 3.

Step 1: Identify items which have not circulated in the last two years. Use the Alexandria circulation reports to identify this information.

Step 2: Identify items older than 12 years in the state standards date-sensitive Dewey areas. Encyclopedias should be no older than 5 years. Identify fiction older than 10 years. (Some subject areas such as computers, should be identified at 3 years.) Alexandria title reports/summaries by date can be used to locate older items.

Step 3: Identify items in poor condition.

Step 4: Check the identified items against standard lists and flag list items for further evaluation.

Step 5: Ask teachers in the appropriate subject areas if they want to retain the identified items.

Step 6: Check to be sure the items aren’t on the “Don’t Weed” list above. LMC staff evaluate with subjective criteria.

Step 7: Retained items in poor physical condition should be repaired or rebound.

Step 8: Discards should be removed from shelf and prepared for disposal following the “Process for Discarding Materials” in the Collection Management section of this document.
GIVING AWAY OLD MATERIALS: USE CAUTION

Except in specific instances, do not give discarded materials to teachers. The classroom is not a dump for media center discards. Some educators use these discards in their classrooms instead of sending students to use the current materials in your media center. With access to online references, students should not be exposed to old encyclopedias in the classroom. If teachers allow students to cut pictures from discarded books in the classroom, this may give children the idea that it is acceptable to cut all library materials.

There may be situations where the gift to the classroom is appropriate. The media specialist might give a discarded book of art illustrations to an art teacher. The illustrations could be used for a bulletin board or other art activity. The same use could apply to a discarded book of history pictures for a social studies teacher. Media specialists should remove all district/school markings before giving books and materials to teachers.
### REASSESSMENT (WEEDING) GUIDELINES BY DEWEY CLASS

<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
<th>Age</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>Computers</td>
<td>1-2</td>
<td>Periodicals are better.</td>
</tr>
<tr>
<td>020</td>
<td>Library Science</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>030</td>
<td>Encyclopedias</td>
<td>5</td>
<td>Do not put old sets in classrooms.</td>
</tr>
<tr>
<td>100</td>
<td>Philosophy/Psych.</td>
<td>10</td>
<td>Be sure self-help books are current.</td>
</tr>
<tr>
<td>200</td>
<td>Religion</td>
<td>5-10</td>
<td>Retain basic/classic titles.</td>
</tr>
<tr>
<td>290</td>
<td>Mythology</td>
<td>10</td>
<td>Retain basic titles or replace with new</td>
</tr>
<tr>
<td>300</td>
<td>Social Science</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Almanac/Yearbook</td>
<td>1</td>
<td>Have latest; circulate yr old issues.</td>
</tr>
<tr>
<td>320</td>
<td>Political Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>340</td>
<td>Law</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>350</td>
<td>Government</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>360</td>
<td>Social Problem</td>
<td>5</td>
<td>Monitor constantly.</td>
</tr>
<tr>
<td>370</td>
<td>Education</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>Commerce</td>
<td>5</td>
<td>Watch geopolitical change.</td>
</tr>
<tr>
<td>390</td>
<td>Etiquette</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Customs/Folklore</td>
<td>10-15</td>
<td>Retain basics; update with new editions.</td>
</tr>
<tr>
<td>400</td>
<td>Language</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>General Science</td>
<td>5</td>
<td>Retain Darwin and other classics.</td>
</tr>
<tr>
<td>510</td>
<td>Math</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>570</td>
<td>Biology</td>
<td>10</td>
<td>Keep taxonomies.</td>
</tr>
<tr>
<td></td>
<td>Natural History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>580</td>
<td>Botany</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>610</td>
<td>Health, Disease</td>
<td></td>
<td>Monitor for diagnosis and treatment.</td>
</tr>
<tr>
<td>620</td>
<td>Mechanics</td>
<td>5</td>
<td>Retain car manuals.</td>
</tr>
<tr>
<td>630</td>
<td>Agriculture</td>
<td>5</td>
<td>Retain Missouri-related materials.</td>
</tr>
<tr>
<td>640</td>
<td>Home Ec/Family</td>
<td>5</td>
<td>Retain basic cookbooks</td>
</tr>
<tr>
<td>650</td>
<td>Business</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>690</td>
<td>Manufacturing</td>
<td>10</td>
<td>Retain materials on collectibles.</td>
</tr>
<tr>
<td>700</td>
<td>Art</td>
<td></td>
<td>Keep basics, especially art history.</td>
</tr>
<tr>
<td>745</td>
<td>Crafts</td>
<td>10</td>
<td>Monitor fads.</td>
</tr>
<tr>
<td>770</td>
<td>Photography</td>
<td>5</td>
<td>Avoid dated equipment.</td>
</tr>
<tr>
<td>790</td>
<td>Sports</td>
<td>5</td>
<td>Watch teams that change locations.</td>
</tr>
<tr>
<td>800</td>
<td>Literature</td>
<td></td>
<td>Keep basics; keep indexed poetry</td>
</tr>
<tr>
<td>900</td>
<td>General</td>
<td>15</td>
<td>Judge by demand, accuracy, fairness.</td>
</tr>
<tr>
<td>910</td>
<td>Geography</td>
<td>5</td>
<td>Monitor geopolitical changes/be ruthless.</td>
</tr>
<tr>
<td>920</td>
<td>Biography</td>
<td>3-5</td>
<td>Discard fading stars.</td>
</tr>
<tr>
<td>Other:</td>
<td>Easy/Fiction</td>
<td></td>
<td>Keep high demand, literary merit, awards.</td>
</tr>
<tr>
<td></td>
<td>Periodicals</td>
<td>5</td>
<td>If space allows, keep 5 yrs. indexed</td>
</tr>
</tbody>
</table>

**Local History & Information** **DO NOT DISCARD; PRESERVE.**
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.

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.

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.

Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

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.


Reprinted with permission of the American Library Association.
The Waynesville R-VI School District Board of Education has the ultimate responsibility for establishing the curriculum and for purchasing instructional, media and library materials to be used by the district. However, the Board recognizes that its authority to remove or censor materials because of ideological or religious content may be limited pursuant to state and federal law.

The Board encourages community input and comments regarding the district’s instructional, media and library materials and directs the district staff to answer all questions regarding the selection of the materials. The superintendent or designee will create procedures to efficiently address community member questions or concerns and to provide for an adequate review of the materials, if necessary.
PROCEDURE FOR THE RECONSIDERATION OF MATERIALS

The Waynesville R-VI School Board supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the School Library Bill of Rights of the American Association of School Librarians, and the Students’ Right to Read of the National Council of Teachers of English.

Occasional objections to materials will be made, despite the quality of the selection process. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials, and the integrity of the certified library media specialist must be defended rather than the materials.

If a complaint is made, the following procedures should be followed:

1. Staff members will receive and listen courteously to all oral complaints.

2. All complaints to staff members are reported immediately to the building principal involved, whether these come by telephone, letter, or personal conference. The building principal will in turn notify the district media coordinator about the complaint.

3. The building principal, the district media coordinator and the building media specialist will invite the complainant to a personal conference to attempt to reconcile the matter.

4. The complainant is supplied with the district’s form “Citizen’s Request for Reconsideration of Instructional Material”, which is filled out completely before consideration is given. Upon receipt of the completed form, the principal will inform the superintendent, media director, and related personnel.

5. The Superintendent of Schools arranges for a Review Committee of nine, consisting of an administrator, two representative classroom teachers, a media specialist, a school board member, two lay persons, and two students. The district media coordinator will serve as recording secretary without a vote.

6. All committee members will read and review the questioned material in its entirety before they take action. Reviews from professional journals and recommended sources will be consulted. The committee members will complete the appropriate “Checklist for School Library Media Advisory Committee’s Reconsideration of Material” judging material for its strength and value as a whole and not in part.

7. The Chairperson returns a written report of the committee’s findings to the Superintendent of Schools immediately following action.

8. The Review Committee may recommend that the questioned material be:
   1. Retained without restriction
   2. Retained with restriction
3. Removed from use

9. The Superintendent is responsible for reporting the recommendations of the Review Committee to the School Board, whose decision shall be final. Board members will review the challenged material, the completed complaint form, Review Committee minutes, and related information presented to the Review Committee before they take action.

10. The decision of the Board is then reported by the Superintendent to the building principal, to the district media coordinator, to other appropriate professional personnel, and to the complainant.
CITIZEN’S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

To be completed AFTER the citizen has met with the school principal and the Coordinator Director of Media and Technology Services.

Author: ____________________________ Type Material: ____________________________
Title: ________________________________
Publisher (If Known): ____________________________ Telephone: (_____)____ - ______
Request initiated by: ____________________________ Address: ____________________________ City: ____________________

Complaint represents:
_____ himself or herself
_____ (name organization) ____________________________
 _____ (identify other group) ____________________________

1. To what in the material do you object? (Please be specific: cite pages, scenes, etc.)

2. What do you feel might be the result of reading or viewing this material?

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

4. Is there anything good about this material?

5. Did you read or view the entire material? ____________ What parts?

6. What do you believe is the theme of this material?

7. Are you aware of the judgment of this material by literary critics?

8. What would you like your library media center/school to do about this material?
   ______________ do not assign, lend it to my child
   ______________ return it to the staff selection committee/appropriate department for re-evaluation
   ______________ other. Explain: ____________________________

9. In its place, what material of equal educational quality would you recommend that would convey as valuable a picture and perspective of the subject created?

__________________________
Signature of Complainant

__________________________
Date
CHECKLIST FOR COMMITTEE’S RECONSIDERATION
OF INSTRUCTIONAL MATERIALS

Title_______________________________________

Author______________________________________

A. PURPOSE

1. What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?

2. If the material is fantasy, is it the type that has imaginative appeal?

3. Will the reading/viewing/listening to this material result in more compassionate understanding of human beings?

4. Does the material offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?

5. Are any questionable elements of the story an integral part of a worthwhile theme or message?

B. CONTENT

1. Does material about modern times give a realistic picture of life as it is now?

2. Does the material avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?

3. When factual information is part of the material, is it presented accurately?

4. Is prejudicial appeal readily identifiable by the potential user?

5. Are concepts presented appropriate to the ability and maturity of the potential users?

6. Do characters speak in a language true to the period and section of the country in which they live?

7. Does the material offend in some way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for young people?
9. If there is use of offensive language, is it appropriate to the purpose of the text?

Checklist for Reconsideration of Materials - 2

10. Is the material free from derisive names and epithets that would offend minority groups, children, or young adults?

11. Is the material well written or produced?

12. Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?

13. Does the material make a significant contribution to the history of literature or ideas?

14. Are the illustrations appropriate and in good taste?

15. Are the illustrations realistic in relation to the information?

C. RECOMMENDATION:

1. What is your reaction to the material as a whole?

2. What is your recommendation concerning the disposition of this material?

3. What is the rationale on which you base your recommendation?

Signature_______________________________________________Date_______________
CIRCULATION/ACCESS POLICY

The Waynesville School District library media center program serves as a point of access to information and ideas. It also provides a place to discover, investigate, and apply critical thinking and problem-solving skills needed in an information-dependent society. Library media services and programs are determined by educational levels and appropriate resources provided according to the principles of the Library Bill of Rights (ALA) and The Student’s Right to Read (NCTE) which apply equally to all media centers.

Students and educators in the school district are provided access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies. School library media professionals carefully review requests and efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, or hear. Policies, procedures, and rules related to the use of resources and services support open access to information. The school board adopts policies that ensure student access to a broad range of ideas. Learning and teaching styles and interests of all students and teachers are accommodated.

Circulation of library media materials is encouraged. Circulation systems and reporting mechanisms protect the privacy of users. Media equipment is readily available for student and teacher use to support all formats of media that the school has acquired. Equipment is available for checkout to classrooms and is kept in good working order. Efforts are made to represent recent advances in media equipment technology.
CONFIDENTIALITY

“Library records will not be released or disclosed except as required by law” - Board Policy IIAC, Waynesville R-VI School District Board of Education.

STATEMENT OF CONFIDENTIALITY

The members of the American Library Association, recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine record keeping: to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.
COLLECTION MANAGEMENT

Strong school library media collections provide a primary means for teaching, learning, and information needs. A school’s library media collection represents the essential information base of the instructional program. Media specialists contribute expertise in evaluating and selecting materials and equipment in order to maintain and build quality collections. Every school has its own collection of materials and equipment. The collection is organized and ready for use when the school opens, and is evaluated, developed and expanded on a planned basis. Collections are reevaluated continuously to ensure that they remain current and responsive to user needs. Organization and arrangement make the collection easily accessible to users. Collections include print, non-print, and electronic formats along with necessary equipment. Current professional materials for staff use are a part of the collection.

CENTRALIZED CATALOGING AND PROCESSING

All library media materials are cataloged and classified centrally at the Educational Media Center. The technical processing of materials is provided for all elementary library media centers. The benefits of centralized cataloging and processing are many, but the greatest advantage is the additional time it allows the library media specialists to work directly with students and teachers.
STANDARDIZED CATALOGING


In order for the centralized cataloging to operate properly, standardization of classification is necessary.

The Dewey Decimal Classification system is used in all schools for non-fiction items followed by the first three letters of the author’s last name, or main entry, in capital letters.

Example:  
025.4  
DEW

Special areas of the collection are marked for non-fiction items above the Dewey number.

REF -- for reference collection  
PROF -- for professional collection

Examples:  
REF PROF  
025.4 025.4  
DEW DEW

NOTE: Database records, shelf list cards, and spine labels will use PROF for professional materials. In the Alexandria circulation/catalog program, PROF will appear as PRO.

Biographies are classified:

920 -- Collective biography and first three letters of author’s last name in capital letters

921 -- Individual biography and first three letters of subject’s last name in all capital letters

EXAMPLE:  
920  
921  
SMI LIN

The senior high classifies individual biographies as 921.

Easy items are marked E plus the first three letters of the author’s last name in all capital letters.
EXAMPLE:  E  
BRO

Fiction items are marked F plus the first three letters of the author’s last name in all capital letters.

EXAMPLE:  F  
BRO

Use SC for story collections of short stories by different authors, shelved separately and the first three letters of the editor, compiler, or main entry all in capital letters.

EXAMPLE:  SC  
TRU
TECHNICAL PROCEDURE FOR CATALOGING AND PROCESSING MATERIALS

Receiving the Order:

Using the invoice or packing slip, the materials are checked and discrepancies are noted.

Bar codes and protectors are affixed to the materials. Mark Twain, Show-Me, and Gateway award stickers are attached to the winning books.

Special cataloging requirements are noted as appropriate on materials such as “REFERENCE or PROFESSIONAL Collection”.

Materials are boxed and shipped to the Educational Media Center with a copy of the invoice or packing slip for price and vendor information. The outside of the box is clearly labeled “NEW MATERIALS - PLEASE CATALOG/PROCESS”.

Centralized Services:

When boxes of new materials are received at the Educational Media Center, they are opened, placed on a cart labeled with school and date received.

Each item is added to the Alexandria union catalog database and accession numbers are assigned.

Ownership is stamped or neatly printed as needed. Stamp book ownership on the right top of the recto page (fly leaf) inside the front cover, on the center top of the recto page following the title page, and on the left top of verso page inside back cover (fly leaf).

Written information is added to the materials as needed. For books, the call number and accession number (accession number at elementary level only) are neatly written in ink on the upper left and right corners of the recto page following the title page.

The purchase entry is written in books along the center of the inner spine edge of the recto page following the title page.

EXAMPLE: 4/09 Follett $15.95

For elementary schools, spine labels will be processed. Middle schools and high school will process their own spine labels. Spine labels are typed and affixed with protectors to the material. Book spine labels should be placed 1 1/2 inches from the bottom of the book on the spine. If the spine is too narrow, the label is placed on the front cover next to the spine 1 1/2 inches from the bottom of the book.

Plastic book covers are used as appropriate for durability and attractiveness.
If the cover of the book does not match the book jacket, the book jacket will be used with a plastic book cover to make the book more attractive.

New materials are boxed and returned to the school.

**Receiving Cataloged and Processed Materials:**

When the newly cataloged materials arrive in the school, the media specialist should check in Alexandria to be sure the titles are now in the union catalog.

Before materials are placed on the shelf, the media specialist may wish to notify teachers and students of the new arrivals and provide special displays and bibliographies.

**Equipment Processing:**

The technical processing and inventory for equipment is done at the building level. It is very important to keep a current equipment inventory in Alexandria in case of theft, vandalism, or fire damage to the school. The inventory record is crucial to replacement of the equipment. Exceptions would be networking equipment which are already added to the inventory and labeled at the EMC before the equipment goes to the building.

When new equipment is received, it should be unpacked, examined for damage, and checked to see that it operates properly.

Identification numbers are assigned to each new piece of equipment according to the following equipment codes on the next page. Labels or permanent marker identification will be added to the equipment to denote school ownership.

Equipment should be added to the automated circulation system for check out and for inventory control.
## MATERIAL CODES:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>Adaptor</td>
</tr>
<tr>
<td>AMP</td>
<td>Amplifiers (Voice)</td>
</tr>
<tr>
<td>ATV</td>
<td>Apple TV</td>
</tr>
<tr>
<td>ART</td>
<td>Art print</td>
</tr>
<tr>
<td>AV</td>
<td>Audio visual</td>
</tr>
<tr>
<td>BAR</td>
<td>Barcode Reader</td>
</tr>
<tr>
<td>BAT</td>
<td>Battery Pack</td>
</tr>
<tr>
<td>BB</td>
<td>Big Book</td>
</tr>
<tr>
<td>921</td>
<td>Biography</td>
</tr>
<tr>
<td>CAM</td>
<td>Camera (all kinds)</td>
</tr>
<tr>
<td>CAMC</td>
<td>Camcorder</td>
</tr>
<tr>
<td>CART</td>
<td>Cart</td>
</tr>
<tr>
<td>CP</td>
<td>Cassette player</td>
</tr>
<tr>
<td>CAS</td>
<td>Cassettes</td>
</tr>
<tr>
<td>CDP</td>
<td>CD player</td>
</tr>
<tr>
<td>CDR</td>
<td>CD ROM</td>
</tr>
<tr>
<td>CPS</td>
<td>Classroom Performance System (Clickers)</td>
</tr>
<tr>
<td>CD</td>
<td>Compact Disk (audio)</td>
</tr>
<tr>
<td>MIC</td>
<td>Computer Software</td>
</tr>
<tr>
<td>MAC, PC</td>
<td>Computer</td>
</tr>
<tr>
<td>DOC</td>
<td>Document Camera</td>
</tr>
<tr>
<td>DRI</td>
<td>Drive (USB Super Drive)</td>
</tr>
<tr>
<td>DVD</td>
<td>DVD Player</td>
</tr>
<tr>
<td>E</td>
<td>Easy</td>
</tr>
<tr>
<td>F</td>
<td>Fiction</td>
</tr>
<tr>
<td>GAM</td>
<td>Game</td>
</tr>
<tr>
<td>HP</td>
<td>Head phone</td>
</tr>
<tr>
<td>IPAD</td>
<td>iPad</td>
</tr>
<tr>
<td>KYBD</td>
<td>Keyboard</td>
</tr>
<tr>
<td>KIN</td>
<td>Kindle</td>
</tr>
<tr>
<td>AV</td>
<td>Kits, Models, etc…</td>
</tr>
<tr>
<td>LAM</td>
<td>Laminator</td>
</tr>
<tr>
<td>LTC</td>
<td>Laptop Cart/ iPad Cart</td>
</tr>
<tr>
<td>LCD</td>
<td>LCD projector</td>
</tr>
<tr>
<td>LET</td>
<td>Lettering machine</td>
</tr>
<tr>
<td>LIST</td>
<td>Listening Station</td>
</tr>
<tr>
<td>LS</td>
<td>Literature Sets</td>
</tr>
<tr>
<td>MP</td>
<td>Microphone</td>
</tr>
<tr>
<td>MISC</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>MON</td>
<td>Monitor</td>
</tr>
<tr>
<td>WII</td>
<td>Nintendo Wii</td>
</tr>
<tr>
<td>DEWEY</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>OHP</td>
<td>Overhead projector</td>
</tr>
<tr>
<td>OS</td>
<td>Oversized</td>
</tr>
<tr>
<td>PLA</td>
<td>Playaway</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>PRI</td>
<td>Printer</td>
</tr>
<tr>
<td>PROF</td>
<td>Professional</td>
</tr>
<tr>
<td>PA</td>
<td>Public Address System(Portable)</td>
</tr>
<tr>
<td>SB</td>
<td>Smartboard</td>
</tr>
<tr>
<td>SC</td>
<td>Story collection</td>
</tr>
<tr>
<td>SCAN</td>
<td>Scanner</td>
</tr>
<tr>
<td>SCR</td>
<td>Screen</td>
</tr>
<tr>
<td>SLA</td>
<td>Slates (Mobi, Airliner, etc..)</td>
</tr>
<tr>
<td>SPE</td>
<td>Speakers</td>
</tr>
<tr>
<td>SP</td>
<td>Study print</td>
</tr>
<tr>
<td>SUR</td>
<td>Surge protector</td>
</tr>
<tr>
<td>TV</td>
<td>Television</td>
</tr>
<tr>
<td>TRI</td>
<td>Tripod</td>
</tr>
</tbody>
</table>
LIBRARY BARCODE PLAN

WAYNESVILLE R-VI SCHOOLS

Revised March 2015

SCHOOL LIBRARY CODES:

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FREEDOM</td>
<td>20</td>
</tr>
<tr>
<td>*EAST</td>
<td>25</td>
</tr>
<tr>
<td>PART</td>
<td>23</td>
</tr>
<tr>
<td>PICK</td>
<td>18</td>
</tr>
<tr>
<td>THAYER</td>
<td>19</td>
</tr>
<tr>
<td>WMDS</td>
<td>12</td>
</tr>
<tr>
<td>*WOOD</td>
<td>21</td>
</tr>
<tr>
<td>WHS</td>
<td>10</td>
</tr>
<tr>
<td>EMC</td>
<td>29</td>
</tr>
<tr>
<td>WSGC</td>
<td>13</td>
</tr>
</tbody>
</table>

*These schools should use these numbers for barcodes, however, these numbers do not match the budget codes for these three schools.

STUDENT BARCODES: Use the district’s six digit student number. Student numbers are assigned by the district data processing department.

NINE DIGIT BARCODES:

<table>
<thead>
<tr>
<th>School code</th>
<th>Group</th>
<th>Six digit number</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>items</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>temporary</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>equipment</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Example:
East Student 1 2 3 4 5 6
East Item 2 5 3 0 0 0 1 3 1
Process for Discarding Materials

1. Discard from Alexandria.
2. With a heavy black marker, thoroughly mark out all stamps of school ownership and funding markings (title programs, grants, etc.) that could trace the material to the school. Don’t just put a line through it; be sure it is totally covered. Depending on when the book was processed, stamps could be located on any of the pages listed below. Check all of the areas. If you use students or volunteers to process discards, write this list on a card and prop it up in front of them while working on discards.

   Top of book - across top edge of pages
   Front of book - Check all the blank pages, title page, page after title page, contents page up to the first page of the book.
   Page 13 - often stamped somewhere on this page
   Back of book - last several blank pages (especially inside back cover)
   Book pocket
   Barcode - leave the number readable, mark out the school name above the barcode.

   Incorrect example of marking out ownership: the school ownership can still be seen.
   Waynesville Middle School
   Waynesville, MO

   Correct example of marking out ownership: use a heavy marker & cross ownership out thoroughly.

   [Marked out]

3. Place the book in a sturdy box. Please don’t fill boxes any heavier than you can easily lift. Mark clearly on the outside to the box:

   To: EMC
   From: WHS (your school name)
   DISCARDS

   Send the box to the Educational Media Center. Follow “Giving Away Old Materials” procedures for disposing of books at the building.
SURPLUS DISTRICT PROPERTY

(Seven-Director Districts NOT Located Totally or Partially within St. Louis County)

The district purchases property with public funds to further the educational mission of the district, and the Board expects district employees to care for and use district property efficiently. When the district no longer needs property or the property is not suitable to the district's needs, the Board, by an affirmative vote of a majority of the whole Board, may authorize and direct the sale or lease of the property in accordance with law.

Real property may be sold or leased by listing the property with one or more real estate brokers and paying a commission upon such sale or lease. Real property not disposed of in this way may be sold or leased to the highest bidder. Personal property may be sold or leased to the highest bidder or otherwise disposed of as allowed by law. The Board reserves the right to reject all bids. Property may also be sold or leased for public uses and purposes to a city, state agency, municipal corporation or other governmental subdivision of the state located within the boundaries of the district.

The superintendent or designee shall create administrative procedures to implement this policy in accordance with state law on the sale of surplus property.

Policy Adopted: Waynesville R-VI School District
Date: January 25, 1999
Revised: June 18, 2012
Equipment and Materials (Personal Property)

The following procedures will be observed in disposing of equipment and other materials no longer needed or useful in the Waynesville R-VI School District:

1. Teachers and other school employees shall report to the building principal all surplus, obsolete or otherwise unneeded items.

2. The principal shall prepare and submit to the superintendent or designee a list of such materials on a periodic basis.

3. The superintendent or designee will determine whether the items can be used elsewhere within the school system and, if so, will provide for the transfer of the items to the appropriate location.

4. Personal property may be sold or leased to a public institution of higher education or to a city, state agency, municipal corporation, or other governmental subdivision of the state located within the boundaries of the district, for public uses and purposes.

   ► The district must give public notice of the sale or lease to the authorized entity, and the sum agreed upon.

   ► Notice must be given by publication in a newspaper once a week for two consecutive weeks, the last publication at least seven days prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located which has general circulation within the district.

5. If not sold to one of the groups listed in item 4, the property must be sold or leased to the highest bidder.

6. Items having no resale value will be disposed of as deemed appropriate by the superintendent or designee.

7. The proceeds from the sale or lease of personal property will be credited to the capital projects fund.

Books

The following procedures will be observed in disposing of books no longer needed or useful in the Waynesville R-VI School District:

1. Teachers and other school employees shall report to the building principal all surplus, obsolete or otherwise unneeded books.
2. The principal shall prepare and submit to the superintendent or designee a list of such materials on a periodic basis.

3. The superintendent or designee will determine whether the books can be used elsewhere within the school system and, if so, will provide for the transfer of the books to the appropriate location.

4. Books may be sold or leased to a public institution of higher education or to a city, state agency, municipal corporation, or other governmental subdivision of the state located within the boundaries of the district, for public uses and purposes.
   - The district must give public notice of the sale or lease to the authorized entity, and the sum agreed upon.
   - Notice must be given by publication in a newspaper once a week for two consecutive weeks, the last publication at least seven days prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located which has general circulation within the district.

5. If not sold to one of the groups listed in item 4, the books must be sold or leased to the highest bidder. Textbook vendors will be contacted and allowed to bid.

6. All books declared surplus that are not bid on will be made available to the public. Media specialists will first make available to students and staff in their respective buildings any books not classified as time sensitive as defined by the Missouri Department of Elementary and Secondary Education. All books not given to students and staff in the buildings will be shipped to a central location as directed by the assistant superintendent of curriculum and instruction. The surplus library books will be advertised to the public and made available for one week. All books that are not taken by members of the public will be recycled.

7. If no appropriate recycling outlet can be found in a reasonable amount of time, the surplus textbooks and library books will be disposed of in a manner consistent with other unusable property. Items having no resale value will be disposed of as deemed appropriate by the superintendent or designee.

8. The proceeds from the sale or lease of personal property will be credited to the capital projects fund.

**Real Estate Property (Real Property)**

The following procedures will be used to sell or lease real estate no longer needed for public school purposes:

1. Obtain a real estate appraisal from a licensed real estate appraiser that reflects the fair
2. Real property may be sold or leased by listing the property with one or more real estate brokers licensed by the state of Missouri and paying a commission upon such sale or lease. Property on which a building has been constructed by a vocational education class may also be listed and sold by an authorized real estate agent.

3. Real property may be sold or leased to a city, state agency, municipal corporation, or other governmental subdivision of the state located within the boundaries of the district, for public uses and purposes.

   - The district must give public notice of the sale or lease and the agreed-upon sum.

   - The notice must be published in a newspaper once a week for two consecutive weeks, the last publication at least seven days prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located, which has a general circulation within the district.

4. Real estate not sold or leased by either of the methods listed in items 2 and 3 must be sold or leased to the highest bidder.

   - The district must give public notice that it is holding the property for sale or offering it for lease in a newspaper once a week for two consecutive weeks, the last publication at least seven days prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located, which has a general circulation within the district.

   - Bids for the purchase of any building constructed by students as part of an approved vocational education class may be accepted prior to completion of such construction.

5. The lease or deed of conveyance must be executed by the Board president and attested by the Board secretary. If the district has a seal, it shall be affixed to the deed or lease.

6. The proceeds from the sale or lease of real property shall be credited to the capital projects fund.

Policy Adopted: Waynesville R-VI School District
Date: January 25, 1999
Revised: April 17, 2006
INTERLIBRARY LOAN

Loans among schools in the district are made to support instructional programs or when multiple copies are needed. The Educational Media Center acts as the clearinghouse for all interlibrary loans.

The school library media specialists are encouraged to cooperate in resource sharing. Careful records will be kept of materials borrowed through interlibrary loans. The media specialists that borrow are responsible for the return or replacement of the materials that were borrowed.

The Educational Media Center will also act as an intermediary to borrow materials from the public library and other sources outside the school district.

PROCEDURE FOR INTERLIBRARY LOAN:

The media specialist needs to direct all building staff to turn in all interlibrary loan requests to them. They will send them on to the Educational Media Center.

The media specialist sends an e-mail request for the item to the Educational Media Center.

The Educational Media Center will determine the location of the material and send an e-mail request to borrow the material.

If the material is available for loan, the school media specialist checks it out to EMC and sends the material to the Educational Media Center.

The Educational Media Center records all borrowed materials and sends them to the requesting school media specialist.

The materials are returned to the Educational Media Center by the school media specialist at the end of the loan period.

The Educational Media Center records the date returned for each item and returns the materials to the school. The cost of materials lost or damaged will be assessed to the borrowing library media center.
INVENTORY

School library media collections should be inventoried each year to assure that the collection actually reflects what is available to the user. Annual inventories also provide valuable information for the selection process. The inventory should be conducted at a time during the school year that it does not reduce the availability of the collection to students. The school’s automated system provides a fast and accurate way to inventory and generate statistical information useful to collection building and maintenance.

*Procedures:*

Read the shelves before starting inventory.

Begin inventory. See the INVENTORY INSTRUCTIONS in the operation manual to the automated circulation system.

After the inventory process is finalized generate a list of missing items and check them out to Lost patron.

After two years, if an item is still missing, delete the record or copy from the automated circulation/catalog system.
REBINDING

A book rebinding service will be provided by a selected agency each year. The Educational Media Center will be the collection point for all books in the district.

PROCEDURE FOR BOOK REBINDING

Be sure each book has school ownership stamped center top on the page following the title page.

The books should be checked out to “Bindery” on the automated circulation system and three copies of the transaction printed out. One copy will be kept by the school, one copy sent to the EMC, and one copy should be sent to the binding agency.

Shelf list cards should be flagged with the message “6/01 to Bindery” so that the book will not be marked as missing.

The EMC will provide labels for the boxes of rebinds. Contact the EMC secretary to request the labels.

Books for rebinding should be boxed with a form completed and attached to the outside of each carton. Weight of the box will clearly marked on the outside.

AV EQUIPMENT REPAIR AND MAINTENANCE

The following procedure is for av equipment. It does not apply to computers, printers, or computer peripherals. The procedure for computer equipment will be included in the technology section of this handbook.

Maintaining audiovisual equipment in clean and working condition is the responsibility of the school library media specialist. When equipment needs repair, the media specialist notifies the Educational Media Center, who may be able to recommend an appropriate vendor for the repair. If there is no recommended repair vendor, the media specialist should check local repair services to get estimates of repair costs. The media specialist will be responsible for arranging drop off and pick up of the equipment at the repair site. This can usually be coordinated with the school custodians. All equipment should be clearly labeled as property of the school and have a note attached to the item with a description of the problem. The media specialist will keep a record of equipment that has left the building for repair, and check it in when it’s returned.
DISCARDING AV EQUIPMENT

Library media specialists will discard equipment that is outdated, not working properly, or when the expense of repair is higher than the worth of the equipment. This includes televisions, vcrs, dvd, tape players, overhead projectors, carts, etc. This does not include computers, printers or peripherals. See the Technology section for that information.

Discarded equipment will be withdrawn from inventory labeled with a form (see below) that indicates working condition and problems. Remove all property stamps or statements from the equipment. The equipment will be moved to a central location where it can be stored until custodians or district staff can move it to discard storage. Notify the EMC secretary when equipment needs to be picked up. It may be days or even weeks, before the pick up, so store the equipment safely out of the way in your building.

---

EQUIPMENT CONDITION
FORM

Type of Equipment ______________________________

Working Condition: Fair__ Good__ Poor__ Broken__

List any problems ______________________________
________________________________________________
________________________________________________
________________________________________________

Keys – Attach Here
COPYRIGHT LAW

In 1976, Congress passed a new Copyright Law. There have been revisions to the law since 1976, particularly in the area of new technology. The law limits what may be copied, under what conditions, and for what purposes. Authors and producers have specific rights under the law that cannot be denied.

ELEMENTS OF TITLE 17, UNITED STATES CODE: THE COPYRIGHT LAW

Definition:

Copyright is a limited monopoly granted by federal law. It is the exclusive right that protects an author, composer, or programmer from having his or her work duplicated except by permission.

Purpose:

The purpose of copyright is to encourage the development of new and original works and to stimulate their wide distribution by assuring that their creators will be fairly compensated for their contributions to society.

The law was also designed, however, to enable educators and students to home access to information and to reproduce copyrighted materials under clearly defined limitations for educational purposes.

As educators having direct involvement with print and electronic material, it becomes the responsibility of the media specialist to know the restrictions placed upon copying works in all kinds of media by the copyright law and to understand and be able to interpret for teachers and administrators the principle of fair use contained in Section 107 of the law.
DOCTRINE OF FAIR USE

“Fair Use” is the legal right to copy a limited amount of material under certain conditions without harm to the owner. Such copying is allowable without obtaining permission from the copyright owner.

The new copyright law stipulates that photocopying and other kinds of duplication and reproduction must abide by the criteria of “fair use”. The fair use criteria must be applied to determine if intended copying is “fair”.

The four criteria of fair use are specified by Section 107 of Title 17, listed as follows:

The **purpose** and character of the use. (Copying for commercial purposes or for profit is **not** allowed.)

The **nature** of the copyrighted work. (Consumable items may **not** be copied. Works which require royalty may **not** be copied. Reproduction of musical compositions, dramas, and audiovisual works is **not** authorized.

The **amount** and **substantiality** of the portion being copied. (Unreasonable amounts or excessive quantities are **not** allowed.)

The **effect** on the potential market and on the value of the work. (If copying is done to avoid purchase, or if copying will adversely affect the sale of the item, it is **not** allowed.)

All **four** of these criteria need to be applied in judging whether or not there may be an infringement. Meeting only one of the criteria is **not** enough. The copying must reflect appropriate use of all four criteria. In other words, if a teacher reproduces some material for an “educational purpose” (criterion #1), this does not constitute fair use unless the other three criteria (nature, amount, and effect) are also met.
REPRODUCTION OF COPYRIGHTED MATERIALS

It is the intent of the Board to abide by the provisions of current copyright and intellectual property laws as they affect the school district and its employees. The superintendent or designee will create procedures to train employees on the law and monitor district compliance.

Copyrighted materials, whether they are print or nonprint, will not be duplicated, reproduced, distributed or displayed for district-sponsored activities or by using district equipment except in accordance with law.

Details about "fair use" and other relevant information regarding copyright law will be made available to all employees. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The Board does not sanction or condone illegal duplication, reproduction or distribution in any form. It is the responsibility of all district staff to notify the superintendent or designee of any potential violation of law or policy. Once notified of a violation, the superintendent or designee will take reasonable steps to remedy the violation. Employees who violate this policy may be disciplined or terminated. Students who violate this policy may be disciplined. All persons who use district resources in violation of law may be prohibited from using district resources in the future and will assume liability for their actions. The district may also seek other legal remedies.

Copyright Infringement Using District Technology

All persons are prohibited from using district technology in violation of any law including copyright law. Only appropriately licensed programs or software may be used with district technology. Further, no person will use the district's technology to post, publicize or duplicate information in violation of copyright law. The Board directs the superintendent and/or designee to take all reasonable measures to prevent the use of district technology in violation of the law. All persons using district technology in violation of law may lose their user privileges in addition to other sanctions.

If a content owner reasonably believes that the district's technology has been used to infringe upon a copyright, the owner is encouraged to notify the following designated agent immediately:

Media Services Director
200 Fleetwood Drive, Waynesville, MO 65583
(573) 842-2052

The district will notify the U.S. Copyright Office of the designated agent's identity. Further,
the district's website will include information on how to contact the district's designated agent and a copy of the district's copyright policy. Upon notification, the district's designated agent will take all actions necessary to remedy any violation. The district will provide the designated agent appropriate training and resources necessary to protect the district.

Policy Adopted: Waynesville R-VI School Board
Date: January 25, 1999
Revised: July 21, 2003
COPYRIGHT GUIDELINES

The following guidelines are based upon the law and the consensus of legal opinion. It is the purpose of this section to provide certain basic information related to the provisions of the copyright law applicable to the educational use of copyrighted works, including certain privileges to educational users.

GUIDELINES FOR PRINTED MATERIAL

Under the law, teachers have a “fair use” right to make single or multiple copies of copyrighted print materials as specified below.

A teacher may:
Make a single copy of the following:
A chapter from a book
An article from a periodical or newspaper
A short story, short essay, or short poem
A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

Make multiple copies (not to exceed one per pupil) for classroom use of the following, subject to (a) The number of words to be copied, (b) the spontaneity of the need of such copies, and (c) the cumulative effect of repetitive copying
A complete poem if less than 250 words
A poetic excerpt if less than 250 words
A story, essay, or article if less than 2,500 words
A prose excerpt from 500 to 1,000 words
One illustration (chart, diagram, graph, drawing, cartoon, or picture) per book or periodical issue
An excerpt of up to two (2) pages of “special works” containing words and pictures

Display a copy of a copyrighted work on the opaque projector

Make a transparency of a chart, graph, etc., if it is the only copy being made and provided it is in accordance with the limitations of fair use
GUIDELINES FOR AUDIOVISUAL MATERIALS

Use of audiovisual material in the classroom will support district curriculum objectives and be appropriate to the grade level of the students. No audiovisual materials with a rating of “R” will be shown unless prior approval has been given by the building administrator and a parent consent form is on file. Audiovisual materials include, but are not limited to videotapes, DVD, CD-ROM, online subscriptions, software programs, mixed-media kits, and sound recording in all formats. The district’s central administration requires that all audiovisual materials used in the classroom must be owned by the district and cataloged in a district library media center or the Educational Media Center. The exceptions to this would be productions available under a public performance site license or available through public online resources. Any audiovisual materials that are not owned by the district and will be shown under the public performance site license must have building administrator approval prior to showing them to any group of students. This procedure is supported by the building principals and will be annually called to the attention of the faculty.

Usage of materials will be in compliance with the Fair Use Doctrine and all four of the following criteria:
1. Performance takes place in a classroom or other place of instruction in a non-profit educational institution; and
2. Performance must be directed by students or teachers of the institution; and
3. The performance must be in the course of face-to-face teaching activities; and
4. The film or video must be a copy of the work which was legally made or acquired.

Educators (e.g., administrators, classroom teachers, substitute teachers, and student teachers), other district employees, volunteers or others
MAY:
• Use audiovisual material only with students involved directly in a learning activity
• Use the material only in a nonprofit educational institution
• Use the material only if it is lawfully made and legally obtained.
• Use the material in a classroom or any area devoted to instruction.
• Use the material in face-to-face instruction. It must be incorporated as a part of the systematic teaching activities for the subject for which it is being used.

Educators (e.g., administrators, classroom teachers, substitute teachers, and student teachers), other district employees, volunteers or others
MAY NOT:
• Show any copyrighted material for reward, entertainment, fund-raiser, or time-filler. (This includes rainy-day recess, class parties, PTO child-care rooms, etc.)
• Duplicate the material for any reason.
• Change the format of copyrighted work without permission of the owner.
GUIDELINES FOR OFF-AIR RECORDING
OF BROADCAST PROGRAMMING
FOR EDUCATIONAL PURPOSES

The guidelines were developed to apply only to off-air recording by non-profit educational institutions. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a non-profit educational institution for a period not to exceed forty-five (45) consecutive calendar days after the date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. “Broadcast programs” are television programs transmitted by television stations for reception by the general public without charge or by stations granting special permission for educational taping.

Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction without a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. “School days” are school session days - not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions - within the forty-five (45) calendar day retention period.

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.
CONTROL PROCEDURES FOR TRACKING OFF-AIR VIDEOTAPING

All requests for off-air taping are centralized and controlled by the Educational Media Center.

The requesting teacher, Media Specialist or Media Coordinator completes the form, “Off-air Videotaping Request”. Phone requests are acceptable, but a form must be completed for each request.

The completed forms are kept on file at the Educational Media Center. After the program is taped off-air, it is sent to the requesting teacher with a route slip for return date. The return date cannot exceed the ten (10) day school guideline. Each tape is assigned an off-air number and the following off-air guidelines are affixed to each tape.

An “Audiovisual Materials Preview Evaluation Form” is enclosed with each off-air videotape to determine the usefulness of the program for consideration for future purchase or license.

When the videotape is returned to the EMC, the date is entered on the “Off-air Videotaping Request Form” and the forty-five (45) day guideline deadline is noted on the calendar. When the (45) day time limit is reached, the tape is erased and the date is entered on the request form.

HOME TAPING OF OFF-AIR PROGRAMS

Off-air recordings taped in homes should be not be necessary since a “tape-by request” procedure is maintained by the Educational Media Center. Media specialists and building principals should inform their building faculty of the procedure for requesting and using off-air tape recordings. If a teacher records or brings a program from home to use at school, the media specialist or principal should inform the teacher:

District employees are required to follow the district tracking system which guarantees compliance with off-air taping and video usage guidelines.

There are no court cases or legal guidelines indicating that home taping for school use by an individual teacher is actually permissible. Explain the district’s control procedures for tracking off-air taping to the teacher and encourage the teacher to request future off-air taping through school district procedure.

Teachers who want to use video from sources outside the school should first check to see if the district has similar materials already in the collection. The teacher may request an off-air taping or preview of the desired material according to district procedures. Off-air materials must fit district selection criteria and receive a favorable evaluation before they are added to the collection.

The situation could arise whereby inappropriate materials are taped off-air or brought from
home and shown before a class. In that case, media specialists should inform their building principal and the district media coordinator of the problem that the district’s materials selection policy is not being followed.

GUIDELINES FOR COMPUTER SOFTWARE

No copies of computer software will be allowed unless with specific permission of the publisher. Understanding that software piracy is a major problem, the following procedure should be put into effect by the Library Media Specialist:

Teach the ethical and practical problems caused by software piracy to all students.

Set an example of adhering to the law for all building staff.

Illegal copies of copyrighted programs may not be made or used on school equipment.

Only software purchased by the school district or individual school buildings will be used. Software from home may not be installed on district computers.

Copyrighted programs owned by the school and/or district will be protected to prevent users from making unauthorized copies.
REQUEST FOR PERMISSION TO COPY

Date: ________________

Educational Media Center
200 Fleetwood Avenue
Waynesville R-VI School District
Waynesville, MO  65583
Person/School making request: _____________________________

TO:  Permissions Department

Dear Permissions Department:

We request permission to copy the following copyrighted materials:

   Materials to be copied: ________________________________
   Number of copies to be made: __________________________
   Copy medium: _______________________________________
   Use of copies: _______________________________________
   Anticipated date of first use: __________________________
   Distribution of copies: _________________________________

If we have not heard from you within thirty (30) days, we shall assume that permission to duplicate has been granted.

Thank you for your cooperation. I am enclosing a copy of this request for your files, signed by me, and a self-addressed envelope for the return of this request.

________________________________________________
Signature

PRODUCER REPLY:

TITLE: ________________________________  DATE: _________________________

Permission granted : __________
Permission denied: __________
Conditions or details: ________________________________________________
Producer’s Signature ____________________________________________
OFF-AIR VIDEOTAPING REQUEST
WAYNESVILLE R-VI SCHOOL DISTRICT
EDUCATIONAL MEDIA CENTER

DATE OF REQUEST: ______________________________________________________

TEACHER’S NAME: _______________    SCHOOL:
___________________________

PROGRAM TITLE: ______________________________________________________

BROADCAST DATE: _______ TIME: _________ CHANNEL: __________

DATE OF CLASS USE: ___________________________________________________

FOR EMC USE ONLY

TAPE NUMBER: _________________

DATE CHECKED OUT: _______________

DATE RETURNED: _________________

DATE ERASED: ___________________
COPYRIGHT AND INSTRUCTIONAL MATERIALS USAGE
WAYNESVILLE R-VI SCHOOLS
FACULTY AGREEMENT
Board Policy – EGAAA

“It is the intent of the Board to delineate, enforce, and abide by the provisions of the current copyright laws as they affect the Waynesville R-VI School District and its employees. Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets “fair use” standards, or unless written permission from the copyright holder has been received. Details about “fair use” will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies. The board does not sanction illegal duplication in any form. Employees who willfully disregard the District’s copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.”

Board Policy EGAAA - Educational Policies, Board of Education, Waynesville R-VI School District

Policy adopted: Waynesville R-VI School District
Date: January 25, 1999;
Revised: July 21, 2003

Copyright Compliance for Audiovisual Materials

“The district’s central administration requires that all audiovisual materials used in the classroom must be selected according to district policy and procedures, owned by the district, and cataloged in a district library media center or the Educational Media Center. This procedure is supported by the building principals and annually called to the attention of the faculty.” Policies and Procedures Handbook for Media and Technology Services, Waynesville R-VI Schools, 2015.

Fair Use of Copyrighted Materials

Usage of materials will be in compliance with the Fair Use Doctrine and all four of the following criteria:
1. Performance takes place in a classroom or other place of instruction in a non-profit educational institution; and
2. The performance must be directed by students or teachers of the institution; and
3. The performance must be in the course of face-to-face teaching activities; and
4. The film or video must be a copy of the work which was legally made or acquired.
AUDIOVISUAL MATERIALS

Audiovisual materials include but are not limited to audiotapes, videotapes, DVD, CD-ROM, online subscriptions, and software programs. Only audiovisual materials that meet the guidelines set forth by the Waynesville R-VI Schools may be used in a school setting. Software and online subscriptions will be recommended to and approved by the District Technology Committee. Use of audiovisuals will be documented by teachers in lesson plans as related to an objective of the curriculum appropriate to the subject and age of the students in their classes.

Off-Air Recordings
Off-air videotapes are requested to be taped at the district Educational Media Center (EMC) and will be used according to the district guidelines. The EMC can advise which channels may be legally recorded for educational use. Broadcast programs from channels allowing educational recording may be taped and kept by schools for no more than forty-five (45) consecutive days after recording and then must be erased or destroyed. They may be used once by individual teachers and repeated once for reinforcement if necessary during the first ten (10) days, and after that up to the end of the forty-five (45) day period may be shown only for the purposes of teacher evaluation. Send requests for off-air tapings to the EMC, 842-2052.

I understand and will abide by district guidelines and policies. I further understand that noncompliance may result in loss of equipment usage privileges, and there may be disciplinary measures taken by the school administration.

Employee_______________________School_________________Date_________
BUDGET
BUDGET PLANNING

The funds provided for school library media collections should be sufficient to enable the school library media program to exceed minimum standards for the collection, secure additional materials and equipment needed for changing curricula and student needs, and maintain the collection in satisfactory condition.

In order to get the greatest value from the expenditure of funds available to the library media program, short and long-range budget planning is critical. In cooperation with the principal, staff and students, collection needs should be determined by considering such things as curricular demands and student populations, and implementation of special programs. Once needs are determined, the media specialist can prepare a budget which is responsive to those needs.

When preparing the budget, a clear plan is necessary to provide the important information to support budget requests. The library media center program is an integral part of the instructional program and budget requests should be justified in terms of the learning process. One important goal is to maintain up-to-date collections of materials in the school library media center. In working toward this goal, National Standards suggest a per pupil operational cost while Missouri State Standards recommend that the minimum annual per pupil expenditure for each school library be at least one percent of the average state operating per pupil expenditure.

BUDGET PLANNING GUIDELINES

The media specialist is responsible, within established administrative channels, for the design, formulation, justification, and administration of the library media budget for the school.

The media specialist works with the building principal when creating budget recommendations.

When developing the budget for the library media program, the form for “Library Budget Allocation” may be used. The way in which the budget is laid out is important in obtaining maximum financial support and a detailed budget breakdown is preferred for justification to the building principal.

The final budget plan is submitted to the building principal for approval.

Sources of funds, other than local district budgets may be pursued with consent of the building principal.
BUDGET DEVELOPMENT FOR LIBRARY MEDIA SPECIALISTS

Know Your Collection
1. Keep an updated collection analysis. What goals did you meet this year? What needs still remain?
2. Be able to identify specifically what you will buy with your budget. Explain why you need materials in that area & what you plan to buy.
3. Have a consideration list ready at all times. Don’t ask for money that you cannot spend wisely.
4. Link all your purchases directly to student learning and the Missouri Learning Standards your building has targeted for improvement.

Establish an Ongoing Discussion with Your Principal
1. The media budget serves every student, teacher, and staff member in the building, so don’t be afraid to ask for what they need. Be positive & persistent in your requests. Always thank principals for their consideration.
2. Don’t let budget time be the only occasion you discuss the library program with your administrator.
   Always show willingness to work together to meet the school’s needs.
3. Show progress made in the last year and explain how you do or don’t meet standards at this time.
4. Be prepared to justify everything you spend and realize some sacrifices may need to be made.

How to Figure Your Recommended Budget Amount
State standards tell us to how to figure the recommended per pupil expenditure. The DESE recommended per pupil expenditure for materials and supplies will be available each year. You can subtract the amount of per pupil that the EMC plans to spend from that total. Round that figure to get the recommended amount per pupil. Multiply your building enrollment by that figure & this is the recommended minimum total for learning resources: books, author, nonprint, supplies, and periodicals.

**Example:** State expenditure is $85.00 per pupil & EMC per pupil is $10.00. Subtract $10 from $85 and your recommended per pupil expenditure would be $75.00 for only library materials & supplies. If your enrollment is 300 students, your total materials/supplies budget should be $22,500. You’ll need additional funds to cover equipment, instructional apparatus, repair, tech support, & travel. These codes do not count toward the per pupil formula.

Review:
- Goals & objectives of your program, school, and CSIP - Are all curriculum areas supported?
- State Standards: Look at last year’s state report & run Alexandria reports to check status to determine areas you may need to address. What areas do you need to improve to reach or maintain the highest level according to The Standards for
Missouri School Library Media Centers as published by MO DESE?

- Book Collection Plan: Revise it now. What areas need updating?
- Ask for requests from teachers, principals, students, etc.
- Consideration file: reviewed materials, recommendations, etc.
- Damaged, lost, and paid books for replacement needs.

Assess Needs:
- Go through each budget code in this year’s budget and examine expenses.
- List your standing orders: Alexandria support, Ebsco periodical subscriptions, newspapers, any contracts for software licenses or online services.
- What references need updating (encyclopedias, atlases, almanacs, etc.)?
- What expenses are needed each year, such as author program, supplies (tape, book jackets, labels, bulbs, printer cartridges, etc.), Gateway, Mark Twain, Truman & Show Me Nominees, posters, & bookmarks.

These items should not be purchased from library funds:
- Classroom sets of books (These **should not** be library purchases.)
- Expensive equipment for classrooms
- Maps, globes, etc. primarily kept & used in classrooms
- Weekly classroom magazines (Weekly Reader, etc.)
- Curriculum materials that will not circulate (textbooks, etc.)
- Furniture for classrooms other than carts for av equipment

If you aren’t sure, consider this: If the purchase can be circulated and used by a grade level or the whole school, it could be a library budget item. If an item is limited to a specific teacher’s use or must be located/used in one classroom, it should probably come from the principal’s building budget.
LIBRARY MEDIA CENTER BUDGET FORM

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>MEDIA SPECIALIST</th>
</tr>
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<tbody>
<tr>
<td>DATE</td>
<td>ENROLLMENT</td>
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<tr>
<td>STAFF</td>
<td>GRADES SERVED</td>
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**INSTRUCTIONAL RESOURCES**

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**TOTAL BOOKS** $____________

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<td>MAGAZINES</td>
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<td>NEWSPAPERS</td>
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**TOTAL PERIODICALS** $____________

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<td>(May be included in book code.)</td>
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<td>(Paper, toner, glue, labels, etc.)</td>
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**TOTAL SUPPLIES** $__________

**TOTAL MATERIALS PAGE 1** $__________

**PAGE 1 TOTAL** $__________ **DIVIDED BY ENROLLMENT** _______ **EQUALS** $_______ **PER PUPIL EXPENDITURE (SHOULD EQUAL STATE RECOMMENDATION)**

**NON-INSTRUCTIONAL RESOURCES**

The major portion of the library media budget should be committed to page one, not to this page. The codes on this page do not count toward per pupil expenditures.
NONCONSUMABLE SUPPLIES $______________
(Carts and equipment under $500 1000. Do not count in per pupil calculations.)

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(Total LMC Budget $______________ (Page 1 & 2))
ACQUISITION OF MATERIALS

Media materials to be circulated from the Educational Media Center will be requisitioned by Educational Media Center personnel under the supervision of the Director of Instructional Media and Technology.

Media materials for building libraries will be requisitioned by school media specialists in accordance with the district selection policy and procedures. It is recommended that the ordering be done through one source (a jobber) as much as possible to simplify record keeping and to increase the discount allowed to the school. Also it is suggested that a schedule of ordering be set up so that all books will not arrive at the processing center at one time, but also to avoid having them “dribble” into the center two or three at a time. However, urgently needed materials could be ordered at any time. Ordering should be a continuous process with materials ordered as needed or after evaluation and collection assessment has been completed. Ordering will be in compliance with the district ordering timeline when specified.

PROCEDURES FOR HANDLING ORDERS AND REQUISITIONS

Maintain a current “Consideration File” of specific possible purchase items.

Make list of items to be purchased (include Item Number, Title, Price, and what budget code items are to come from).

NOTE: The Director of Instructional Media and Technology (or designee) will provide specific training for using district technology programs for ordering materials. Due to the changing nature of this process, it is not included in this handbook.
TECHNOLOGY USE
The Waynesville R-VI School District technology resources exist for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students’ families and other patrons of the district, all of which positively impact student achievement.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure they are current.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

*Technology Resources* – Technologies, devices and services used to access, process, store or communicate information. This definition includes, but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware; and software. Technology resources may include technologies, devices and services provided to the district by a third party.

*User* – Any person who is permitted by the district to utilize any portion of the district’s technology resources including, but not limited to, students, employees, School Board members, community members and agents of the school district.

*User Identification (ID)* – An identifier that would allow a user access to the district’s technology resources, to the Internet, or to any program including, but not limited to, e-mail access. User identification will be assigned to staff and student users as needed for access to files and services.

>Password* – A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

*Personal Electronic Device* – Any privately owned device that is used for audio, video or text communication or any other type of computer or computer-like instrument.
**Authorized Users**

The district’s technology resources may be used by students, employees, School Board members and other authorized persons approved by the superintendent or designee, such as consultants, legal counsel and independent contractors. All users must agree to follow the district’s policies and procedures and sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.

Use of the district’s technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.

**User Privacy**

A user does not have a legal expectation of privacy in the user’s electronic communications or other activities involving the district’s technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district’s technology resources, including files deleted from a user’s account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

**Technology Administration**

The Board directs the superintendent or designee to assign trained personnel to maintain the district’s technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district’s technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install
equipment, upgrade any system or enter any system at any time.

**Electronic Mail and Messaging**

E-mail and other electronic messages privileges and access will not be provided to students unless requested by a teacher for specific educational purposes to the building technology specialist, library media specialist and building principal. Approved student e-mail accounts will be provided by district or building technology specialists using a filtered and supervised mail program.

*E-mail violations* – If the e-mail or electronic message originates within the district or is sent by a district employee or student, it should be reported according to district policies and procedures. E-mail (from any source) that is suspected of containing a virus or worm should be reported. If the e-mail comes from outside the district, is not sent from a district employee or student, and does not break state or federal law, the user should delete it from the machine. If the e-mail appears to be SPAM, the employee should delete it without opening the message.

**Content Filtering and Monitoring**

The district will monitor the online activities of minors and operate a technology protection measure (“content filter”) on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or are child pornography or harmful to minors. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited. In the event of technical failure of the content filter, the district does not assume responsibility for any student, employee or user accidentally viewing inappropriate content. If students or teachers accidentally access inappropriate websites while using the Internet, they should notify their teacher, library media specialist or technology specialist immediately.

The superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for an adult for bona fide research or other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

**Online Safety, Security and Confidentiality**

In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on
which materials and uses are inappropriate, including network etiquette guidelines.

All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum

The district’s technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district’s web page will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the sanction approval of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint and censorship on behalf of the school district for legitimate instructional reasons. All other expressive activities involving the district’s technology are subject to reasonable prior restraint as allowed by law, subject matter restrictions as allowed by law and Board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. The retention schedule must comply with the Public School District Records Retention Manual as well as the General Records Retention Manual published by the Missouri Secretary of State.
In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. Email and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

**Violations of Technology Usage Policies and Procedures**

Use of technology resources in a disruptive, inappropriate or illegal manner impairs the district’s mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district’s technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district’s technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district’s technology policies and procedures. Any attempted violation of the district’s technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of the district's technology resources.

**Disciplinary Actions for Employees**

The assistant superintendent human resources may participate in any part of the investigation and violation consequences process, and may assign consequences beyond those stated here in the event the violation violates district personnel policies. Consequences may include suspension from technology privileges or immediate dismissal.

**First Violation**

Conference with the building administrator and coordinator of media/technology or designee.

Depending upon severity of infraction, the following action(s) will be taken:

A letter of reprimand will be written by the building administrator, signed by the employee, then placed in the employee’s file at human resources. A copy of the signed letter will be sent to assistant superintendent human resources and the media/technology coordinator.
For 30 school days, a monitoring period of the technology used in the violation (Internet resources, e-mail, video equipment, etc.) will be conducted by the technology department. The employee’s passwords will be changed to allow monitoring access. The employee and the administrator will be notified at the end of the monitoring period. If further violations are found, consequences for the second violation will proceed.

Second Violation

Conference with the building principal and coordinator of media/technology or designee.

For 90 days, a monitoring period of the technology used in the violation will be conducted as stated above.

A professional improvement plan is developed by the building principal and coordinator of media/technology and is discussed with the employee.

Both a written and verbal warning will be given that the third violation is insubordination and will be grounds for termination.

Third Violation – Termination.

Damages

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

Policy Adopted: Waynesville R-VI School Board
Date: July 16, 2001
Revised: June 18, 2012
 TECHNOLOGY USAGE ADMINISTRATIVE PROCEDURE (Technology Safety)

FILE – EHB-AP(1)

Student Users

No student will be given access to the district’s technology resources until the district receives User Agreements signed by the student and the student’s parent/guardian. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign the User Agreement without additional signatures. A new User Agreement must be obtained annually. Students who do not have a User Agreement on file with the district may be granted permission to use the district’s technology resources by the superintendent or designee.

Employee Users

No employee will be given access to the district’s technology resources before the district has a signed User Agreement on file. Authorized employees may use the district’s technology resources for reasonable, incidental personal purposes as long as the use does not violate any provision of district policies or procedures, hinder the use of the district’s technology resources for the benefit of its students or waste district resources. Any use that jeopardizes the safety, security or usefulness of the district’s technology resources or interferes with the effective and professional performance of the employee’s job is considered unreasonable. The district network (including e-mail and Internet use) will not be used to access chat rooms or transmit jokes, chain letters, language offensive in regard to race, religion or gender. Receiving, transmitting and storing files containing sexual content or graphics (including pornography and obscene language) on any district technology resource will not be tolerated. Unless authorized by the district, employees may not access, view, display, store, print or disseminate information using district technology resources that students or other users could not access, view, display, store, print or disseminate.

Community Members

Community members may be granted user privileges at the discretion of the superintendent or designee upon completion of a User Agreement. Community members must abide by all district policies and procedures.

External Users

Consultants, legal counsel, independent contractors and other persons having professional business with the district may be granted user privileges at the discretion of the superintendent or designee, subject to completion of a User Agreement and for the sole, limited purpose of conducting business with the school. External users must abide by all laws, district policies and procedures.
General Rules and Responsibilities

The following rules and responsibilities will apply to all users of the district’s technology resources:

1. Applying for a user ID under false pretenses or using another person's ID or password is prohibited.

2. Sharing user ID’s or passwords with others is prohibited, and users will be responsible for using the ID or password. A user will not be responsible for theft of passwords and IDs, but may be responsible if the theft was the result of user negligence.

3. Deleting, examining, copying or modifying files or data belonging to other users without their prior consent is prohibited.

4. Continued impedance of other users through mass consumption of technology resources is prohibited.

5. Use of district technology for soliciting, advertising, fundraising, commercial purposes or financial gain is prohibited, unless authorized by the district.

6. Accessing fee services without permission from an administrator is prohibited. A user who accesses such services without permission is solely responsible for all charges incurred.

7. Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws. The school district will render all reasonable assistance to local, state or federal officials for the investigation and prosecution of persons using district technology in violation of any law.

8. The district prohibits the use of district technology resources to access, view or disseminate information that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, pervasively indecent or vulgar, or advertising any product or service not permitted to minors.

9. The district prohibits the use of district technology resources to access, view or disseminate information that constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religion or ethnic origin); presents a clear and present likelihood that, because of their content or their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; or will cause the commission of unlawful acts or the violation of lawful district policies and procedures.
10. The district prohibits any use that violates any person's rights under applicable laws, and specifically prohibits any use that has the purpose or effect of discriminating or harassing any person on the basis of race, color, religion, sex, national origin, ancestry, disability, age, pregnancy or use of leave protected by the Family and Medical Leave Act.

11. The district prohibits any unauthorized intentional or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction. The district will hold users responsible for such damage and will seek both criminal and civil remedies, as necessary.

12. Users may only install and use properly licensed software, audio or video media purchased by the district. All users will adhere to the limitations of the district’s technology licenses. Copying for home use is prohibited unless permitted by the district’s license, and approved by the district.

13. At no time will district technology or software be removed from the district premises, unless authorized by the district.

14. All users will use the district’s property as it was intended. Technology resources will not be moved or relocated without permission from an administrator. All users will be held accountable for any damage they cause to district technology resources. The computer instruction coordinator and coordinator of media and technology services will be contacted before hardware is moved from any location.

15. Users shall not plagiarize works that are found on the Internet or any other electronic resource. Plagiarism is defined as presenting the ideas or writings of others as one’s own.

16. If a district student or employee discovers unsolicited, non-educational or offensive language or graphics, or other prohibited content sent by district e-mail or stored on a district computer, they should notify their immediate supervisor as soon as possible. Students will notify the classroom teacher, and teachers/staff will notify the building principal. The building principal will notify the coordinator of media and technology services or computer instruction coordinator. The material will be left on computer until district staff can evaluate the situation. The assistant superintendent-human resources will be notified immediately and further investigation may be required.

**Technology Security and Unauthorized Access**

1. All users shall immediately report any security problems or misuse of the district’s technology resources to an administrator.

2. Use of district technology resources in attempting to gain or gaining unauthorized access to any technology system or the files of another is prohibited.
3. Use of district technology to connect to other systems, in evasion of the physical limitations of the remote system, is prohibited.

4. The unauthorized copying of system files is prohibited.

5. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any district technology are prohibited.

6. Any attempts to secure a higher level of privilege on the technology resources without authorization are prohibited.

7. The introduction of computer viruses, hacking tools or other disruptive or destructive programs into a district computer, network or any external networks is prohibited.

Online Safety and Confidentiality

Curricular or noncurricular publications distributed using district technology will comply with the law and Board policies on confidentiality.

All district employees will abide by state and federal law, Board policies and district rules when using district technology resources to communicate information about personally identifiable students. Employees will take precautions to prevent negligent disclosure of student information or student records.

All students will be instructed on the dangers of sharing personal information about themselves or others over the Internet and are prohibited from sharing such information unless authorized by the district. Student users shall not agree to meet with someone they have met online without parental approval and must promptly disclose to a teacher or another district employee any message the user receives that is inappropriate or makes the user feel uncomfortable.

Electronic Mail

A user is responsible for all e-mail originating from the user’s e-mail account.

1. Forgery or attempted forgery of e-mail messages is illegal and is prohibited.

2. Unauthorized attempts to read, delete, copy or modify e-mail of other users are prohibited.

3. Users are strictly forbidden from sending unsolicited mass e-mail. The district considers more than ten (10) addresses per message, per day a violation, unless the communication is a necessary, employment-related function or an authorized publication.
4. All users must adhere to the same standards for communicating electronically that are expected in the classroom and that are consistent with district policies and procedures.

5. Users must obtain permission from the superintendent or designee before sending any districtwide e-mail messages.

**Communication Devices**

Students shall not use, display or turn on pagers, phones, personal digital assistants or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast or lunch. Exceptions or waivers to this restriction may be made at the discretion of the administration.

**Exceptions**

Exceptions to district rules will be made for district employees or agents conducting an investigation of a use that potentially violates the law, district policies or procedures. Exceptions will also be made for technology administrators who need access to district technology resources to maintain the district’s resources or examine and delete data stored on district computers as allowed by the district’s retention policy.

**Waiver**

Any user who believes he or she has a legitimate educational purpose for using the district’s technology in a manner that may violate any of the district’s policies or procedures may request a waiver from the technology director.

Policy Adopted: Waynesville R-VI School Board
Date: July 16, 2001
Revised: April 21, 2008
I have read the Waynesville R-VI School District Technology Usage Policy EHB and Technology Safety EHB-AP(1) and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action taken against me, including but not limited to suspension or revocation of my access to district technology, and termination.

I understand that my technology usage is not private and that the school district may monitor my use of district technology, including but not limited to accessing browser logs, e-mail logs, and any other history of use. I consent to district interception of or access to all communications I send, receive or store using the district’s technology resources, pursuant to state and federal law, even if the district’s technology resources are accessed remotely.

I understand I am responsible for any unauthorized costs arising from my use of the district’s technology resources. I understand that I am responsible for any damages I incur due to my use of the district’s technology resources.

I have read and understand the district’s Copyright Policy EGAAA and regulations regarding duplication or materials and use of instructional materials. I agree to abide by these regulations, using only materials purchased and cataloged by the district to support instruction of the district curriculum adopted for the appropriate grade level of my students.

Signature of User____________________________Date ____/_____/_____

School ________________________

Home Address ________________________________

Home Phone _________________________________
TECHNOLOGY USAGE
EMPLOYEE TECHNOLOGY AGREEMENT
WAYNESVILLE R-VI SCHOOL DISTRICT

I have read the Waynesville R-VI School District Technology Usage Policy EHB and Technology Safety EHB-AP(1) and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action taken against me, including but not limited to suspension or revocation of my access to district technology, and termination.

I understand that my technology usage is not private and that the school district may monitor my use of district technology, including but not limited to accessing browser logs, e-mail logs, and any other history of use. I consent to district interception of or access to all communications I send, receive or store using the district’s technology resources, pursuant to state and federal law, even if the district’s technology resources are accessed remotely.

I understand I am responsible for any unauthorized costs arising from my use of the district’s technology resources. I understand that I am responsible for any damages I incur due to my use of the district’s technology resources.

I have read and understand the district’s Copyright Policy EGAAA and regulations regarding duplication or materials and use of instructional materials. I agree to abide by these regulations, using only materials purchased and cataloged by the district to support instruction of the district curriculum adopted for the appropriate grade level of my students.

Signature of Employee__________________________Date ____/_____/_____

School ______________________

Home Address ________________________________

Home Phone ________________________________
# Parent/Guardian and Student Technology Agreement

## Technology Usage

Waynesville R-IV School District

Student Name ___________________  Teacher ___________________  Student Number ___________________

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### Parent/Guardian Technology Agreement

I have read the school district’s Technology Usage Policy EHB and administrative procedure EHB-AP(1), which are on the district website (http://www.waynesville.k12.mo.us/Page/2994) or provided in paper form by the school media center. I understand that violation of these provisions may result in disciplinary action taken against my child, ward, or child within my care, including but not limited to suspension or revocation of access to district technology, and suspension or expulsion from school.

I understand that my child’s or ward’s technology usage is not private and that the school district will monitor his/her use of district technology, including but not limited to accessing browser logs, e-mail logs, and any other history of use. I consent to district interception of or access to all communications sent, received, or stored by my child or ward using the district’s technology resources, pursuant to state and federal law, even if the district’s technology resources are accessed remotely.

I agree to be responsible for any unauthorized costs arising from the use of the district’s technology resources and agree to be responsible for any damages incurred by my child, ward, or child within my care.

Check one of these three permission statements for use of technology:

- [ ] I give my permission for my child or ward to utilize the school district’s technology resources.
- [ ] I give partial permission for my child or ward to utilize the school district’s technology resources. I do not wish for my child or ward to have full access.
- [ ] I do not give my permission for my child or ward to utilize the school district’s technology resources.

*Note: Student photographs and names may be published in the school yearbook, local newspapers, and school websites. If you do not wish for your child’s photograph or name to be published, please contact the principal of your child’s school.*

<table>
<thead>
<tr>
<th>Signature of Parent/Guardian</th>
<th>Date</th>
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<tbody>
<tr>
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<td>Home Phone</td>
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<td>Home Address</td>
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### Student Technology Agreement

I have read the school district’s Technology Usage Policy EHB and administrative procedure EHB-AP(1), which are on the district website (http://www.waynesville.k12.mo.us/Page/2994) or provided in paper form by the school media center, and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action taken against me, including but not limited to suspension or revocation of my access to district technology, and suspension or expulsion from school.

I understand that my use of the district’s technology is not private and that the school district may monitor my use of district technology, including but not limited to accessing browser logs, e-mail logs, and any other history of use. I consent to district interception of or access to all communications I send, receive, or store using the district’s technology resources, pursuant to state and federal law, even if the district’s technology resources are accessed remotely.

<table>
<thead>
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<th>Signature of Student</th>
<th>Date</th>
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<tbody>
<tr>
<td>Printed Name of Student</td>
<td>Home Phone</td>
</tr>
<tr>
<td>Home Address</td>
<td></td>
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</tbody>
</table>
TECHNOLOGY STAFF PROCEDURES FOR INCIDENT INVESTIGATION

When a violation of Technology Usage Policy EHB, Technology Safety EHB-AP(1), or the Employee Technology Use Agreement is suspected, the incident should be reported to the employee’s supervisor, the building administrator. The building administrator should contact the Director of Instructional Media and Technology immediately to begin the investigation process. Incident Report Forms 1 & 2 will be completed at the appropriate times during the investigation. All reports and investigations will be kept strictly confidential by everyone involved.

The types of violations will probably fall into these categories:

1. An employee or student observes offensive material displayed or stored on an employee’s computer and reports it to a supervisor.

2. An employee or student receives an e-mail message containing a violation of technology usage policy and regulation, and reports it to a supervisor. If the e-mail comes from within the district, it should be reported immediately and left on the computer. If the e-mail comes from outside the district and violates state or federal law and is suspected to contain a virus or worm, it should be reported immediately and left on the computer. If the e-mail comes from outside the district, but is a nuisance message not containing material violating state or federal law or containing a worm or virus, the user should simply delete the message. (If the user knows the sender, he/she should inform the sender to stop sending messages to the school e-mail address.)

3. An employee has downloaded or installed software that is not licensed for the school or allowed by district policy or has used video materials not owned by the school district. The material will be removed from district equipment and disciplinary measures followed.

Once a building administrator reports the incident to the Director of Instructional Media and Technology:

1. The Director of Instructional Media and Technology will advise the building administrator about the immediate steps to be taken regarding the equipment involved. The offensive material will not be removed until the technology department has saved the files for documentation.

2. Offensive e-mail violation:
The Director of Instructional Media and Technology will go to the school or dispatch a designated district technology staff member to investigate the violation in the presence of the building administrator. An incident report will be completed at this time with the input of the reporting employee, the building administrator and the district technology staff member. The district technology staff member will save the suspected file to the Administration Server and print the file if a printer is available in a location where the printout can be kept confidential. The offensive file may then be deleted by the tech staff member. If the sender of the violation is an employee within the district, step 3 (below) will be followed.

3. Upon receipt of a call by a building administrator regarding suspected violations or discovery that the employee originated a message violating school policy, the Director of Instructional Media and Technology will send a district technology staff member to remove the computer and data storage devices from the classroom or office during a scheduled break or after school hours if possible, so as not to alarm teachers and students. If the violation involves materials that may harm students, the equipment may be removed immediately. The building administrator will be informed of the removal
and will accompany the tech staff member to remove the computer. If the violation does not involve material harmful to students, the removal of the computer will be treated as a routine repair check. The computer will be brought to the Educational Media Center, and locked in the video tape storage room until further investigation can take place.

4. When the computer arrives at the EMC, the Director of Instructional Media and Technology or designated district technology staff member will investigate the violation by searching contents of the computer’s hard drive, desktop, and/or any stored data. They may save any suspect files, logs, or records necessary on the Administration Server, disks, or an external hard drive for documentation. Contents of files or graphics may be printed as required for documentation. An Incident Investigation Report - Form 2 - Action Taken will be completed describing the material found and extent of the violation. If investigation requires expertise beyond the ability of the technology staff, the Assistant Superintendent-Human Resources will be contacted to approve further investigative action.

5. The Assistant Superintendent-Human Resources and building administrator will receive the Incident Investigation Reports Form 1 and 2 and disciplinary steps will proceed. The computer will be returned to the classroom or office as soon as the Professional Improvement Plan required by disciplinary action is in place. If the incident investigation uncovers no violation, disciplinary action will not be required, and the computer will be returned to the classroom or office.

If the material found during the investigation violates state or federal laws, the Assistant Superintendent-Human Resources will contact the appropriate authorities as required by law.
DISCIPLINARY ACTIONS FOR TECHNOLOGY VIOLATIONS BY EMPLOYEES

Disciplinary actions apply to violations of District Policy EHB, EHB-AP(1), and regulations regarding technology and video use. This includes all technology use including computers, Internet, e-mail, and video/DVD. All employees will read and sign the Technology Usage Agreement at the beginning of each school year.

First Violation
Conference with the building administrator and coordinator of media/technology or designee.

Depending upon severity of infraction, the following action(s) will be taken:

A letter of reprimand will be written by the building administrator, signed by the employee, then placed in the employee’s file at human resources. A copy of the signed letter will be sent to assistant superintendent human resources and the media/technology coordinator.

For 30 school days, a monitoring period of the technology used in the violation (Internet resources, e-mail, video equipment, etc.) will be conducted by the technology department. The employee’s passwords will be changed to allow monitoring access. The employee and the administrator will be notified at the end of the monitoring period. If further violations are found, consequences for the second violation will proceed.

Second Violation
Conference with the building principal and coordinator of media/technology or designee.

For 90 days, a monitoring period of the technology used in the violation will be conducted as stated above.

*A professional improvement plan is developed by the building principal and coordinator of media/technology and is discussed with the employee. Both a written and verbal warning will be given that the third violation is insubordination and will be grounds for termination.

*The Professional Improvement Plan will address how the employee will prove understanding of the district policy violated (e.g. write it in their own words). It will outline steps to correct behavior and to monitor employee during the suspension or restriction. The plan may require monitoring technology use after the suspension is lifted and services are restored.

Unsolicited e-mail within the district should be reported according to Technology Usage Policy EHB, & Regulation EHB-AP(1). E-mail from any source that is suspected of containing a virus or worm should be reported. If the material comes from outside the district & does not break state or federal law, the user should just delete it from their machine.

Third Violation – Termination.
**Damages**

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

Note: If the violation breaks state or federal law (such as child pornography), it must be reported to the appropriate state or federal agencies and handled according to those laws. In that situation, the disciplinary action will follow Board Policy for criminal acts.
TECHNOLOGY INCIDENT REPORT FORM 1  
Waynesville R-VI School District

Name of Person Reporting Incident: __________________________ Date: __________

Position/Grade: ______________ Building: __________________________

Date & Time Incident Was Discovered: __________________________

Name of Person Suspected in Violation __________________________

Position/Grade __________________ Building __________________

Room Location of Incident: _________________________________

Identification Number of Computer or Device Involved: __________

Program/Software Involved in Incident: __________________________

Incident Facts: (Please report what happened in detail. Identify witnesses who were present. Attach any printouts of the objectionable e-mail, files, or other pertinent documentation. Use additional pages if needed.)

Past History: (Describe any incidents in the past that you believe are related.)

Your Signature ___________________________ Date ______________
(Person reporting incident)

Signature of Supervisor _______________________ Date ______________

Technology incidents will be reported to the employee’s direct supervisor. The supervisor will contact the Director of Instructional Media/Technology, who will contact the Assistant Superintendent - Human Resources. Objectionable material will remain on the computer until the technology staff is directed to remove it.
TECHNOLOGY INCIDENT REPORT FORM 2 – ACTION TAKEN
Waynesville R-VI School District

Name of Employee Involved __________________________ Date of Report ______

Building __________________________ Position ______________

Name of Person(s) Reporting or Responding to Incident: __________________________

Date of Response________________________

Violation of District Policy Found? Yes No

___ E-mail Violation ___ Personal Use of School Equipment

___ Illegal Software ___ Inappropriate Web Sites Visited

___ Security Violation ___ Inappropriate Text or Graphics on Computer

___ Other: _____________________________________________________________

Describe the nature of the violation. Include quantity of inappropriate files found. Add additional pages if necessary or attach any documentation found.

Date: ____________________
Steps Taken:

____ Equipment Investigated On-site by ________________________________

____ Computer Removed by __________ Location________________________

____ Files Saved by ______________ Location___________________________

____ Files Printed by __________________________

____ Professional Improvement Plan Conference attended by: _____________

____ Technology Use Suspended from __________ to _________________

____ 2nd Violation Conference: Warning of Insubordination & Possible Termination attended by

___________________________________________________________

____ Letter Warning of Insubordination: Sent by________________________

____ 3rd Violation: Termination - Matter referred to Human Resources Director.
DISTRICT TECHNOLOGY EQUIPMENT GUIDELINES

The Waynesville R-VI School District maintains standards to provide high-quality technology equipment, standardized user training, and standardized repair procedures. Selection policy, recommendation, and evaluation are used to purchase equipment that meets district needs and is compatible with the district’s existing network, software, and equipment. Consistency of equipment throughout the district provides a standard that makes efficient maintenance and service possible. District employees will use equipment purchased by the school district, including computers, printers, peripherals, scanners, cameras, projectors, video players/recorders, televisions, or other devices on school premises. Needs for such equipment should be brought to the attention of the building principal, the building library media specialist, and district technology staff.

Purchases
No computer equipment or technology devices will be purchased through district, building, or grant funds without first checking with the Director of Instructional Media/Technology to determine compatibility with existing equipment, maintenance needs, cost, and effect on the network. Equipment will not be purchased unless it meets the needs as stated in the district technology plan and the most current standards determined by district technology staff.

Donations
Should an employee wish to donate equipment to the school for personal use, the item must conform to standards for equipment selected for use in the district according to the district technology staff. Before accepting the donation, the receiving school principal should contact the Director of Instructional Media/Technology to determine such considerations as compatibility, cost of upkeep and repair, and educational use of the equipment. Equipment which does not meet the needs and standards of the district will not be accepted as a donation. The equipment becomes the property of the school district (see Gift Policy-Policies and Procedures Handbook for Library Media Centers).

Repair and Installation
Waynesville R-VI District has technology staff and procedures in place to provide efficient and reliable service for hardware and software. Attempts by untrained staff or students to repair computer equipment and install software can create more difficult repair situations and void warranty agreements with manufacturers. Administrators, faculty, students, and employees, other than trained members of the technology department, will not make any improvements, additions, or changes to their computer equipment. Such changes include installation of any hardware components, repair or replacement of hardware parts, or installation of software applications on district computers.

Requests for services of this nature should be sent only by designated persons including the building principal or secretary, library media specialist, or building technology specialist to the district technology staff technology service database at https://www.myschoolbuilding.com/myschoolbuilding/myitdrequest.asp?acctnum=2058024960. In emergency situations, designated personnel may phone the EMC at 842-2052. Teachers and other staff members should contact the designated persons within their school building and not the district tech staff directly. Requests are prioritized according to guidelines established by the district technology advisory committee (see below). Prompt response to all requests will be a goal of the technology department. If delays are required and parts ordered, the person requesting service will be informed of the delay.
PRIORITY GUIDELINES FOR TECHNOLOGY STAFF SERVICE

1. District Network Service  
   A. Interruption of network service to the entire district  
   B. Administrative Applications: AS-400 (lunch programs), Business Office, administrative applications involving core data, reports for DESE or federal programs, and other deadlines such as grant applications  
   C. Network interruptions involving an entire school building  
   D. District Medianet and Alexandria Circulation Systems  

2. Instructional Labs  

3. Instructional Teacher Computers
GUIDELINES FOR TECHNOLOGY STAFF TROUBLESHOOTING

In the day-to-day operation of computers, school staff may face a variety of minor and major problems. Knowing when to attempt troubleshooting and when to call for help is important. More damage can be inflicted on equipment by a staff member without the knowledge or experience beyond a basic level of operation. The following guide will be used to decide which problems require the assistance of technology staff. Stepsheets for assistance with common district applications are available once you log in to the District website, http://www.waynesville.k12.mo.us, under staff resources.

**Teachers**
Check Cable/Ethernet connection
Check light - plugged in

**Media Specialists**
All above
Server administration functions
Install curriculum software
Work with printer queue

**Building Technology Specialists**
All above
Run Norton’s
Unplug peripherals
Install curriculum software
ANAT

**District Technicians**
*Only Computer Technician, Computer Instruction/Media Specialist, and Computer Instruction Coordinator*
All above
Install system software
Open machines to remove or install components
Install RAM
Network troubleshooting
BORROWED EQUIPMENT

Due to the expense of technology equipment and its vulnerability to damage when transported, it is not recommended that technology equipment be loaned to persons who are not employees of the school district or serve as school board members.

District teachers, other staff, and board members may request the loan of equipment for school purposes or activities, not personal use, by obtaining a form from the building library media specialist, completing the form, and returning it to the specialist. The form will state the use of the equipment and assure the school that the borrowing party’s insurance will cover any theft or damage. The form must be signed by the teacher, the library media specialist, and the building principal. Any equipment returned with damage will be reported to the building principal and replacement or repair costs will be charged to the borrowing teacher.
Borrowed Equipment Form for Students
Waynesville R-VI School District

Date Borrowed: __________________  Due Date: __________________

Equipment Name: _______________________________________

Brand and Model Number: ________________________________

Serial Number: _________________________________________

Replacement Cost: ______________________________________

The equipment borrowed will be used for school purposes or activities, not personal use. Reason for borrowing equipment:

The student and parent will sign below and agree to return the equipment in working order on the due date. The parent will have automobile, homeowner’s or renter’s insurance to cover the replacement cost of the equipment in the event of theft, damage, or natural disaster during transport or use at home. The parent assumes responsibility to supervise use and guarantee return of the equipment in working order. Repair and replacement cost will be charged to the parent if the equipment is found to be damaged or missing while off school property.

Parent’s Signature: ________________________________ Date: __________

Parent’s Name (printed): ________________________________

Student’s Signature: ________________________________

Student’s Name (printed): ________________________________

Library Media Specialist Signature: __________________________

Principal’s Signature: ________________________________
COMPUTER CHECKOUT FORM FOR EMPLOYEES

Before computer equipment may be removed from the school, this form should be submitted through the building library media specialist to the principal. If approval was given, the equipment may then be checked out. For security purposes, the building library media specialist and computer instruction coordinator must be informed of the loan.

Date Borrowed ________________ Date Due ________________

Equipment Name __________________Brand and Model Number ________________

Serial Number ________________Replacement Cost ______________________

I agree that the use of my school computer at home is not for personal reasons and it will be used for purposes that benefit the education of district students. I agree to return the computer to school if the technology staff requests upgrades or cleaning for the computer during the loan period. No software will be installed or removed, and no changes in computer settings will be made while it is on loan. All district technology policies and guidelines for computer usage will apply to the computer’s use during the loan period.

Reason(s) for borrowing equipment:

The borrowing teacher will sign below and agree to return the equipment in working order on the due date. He/she will have automobile, homeowner’s or renter’s insurance to cover the replacement cost of the equipment in the event of theft, damage, or natural disaster during transport or use. The borrowing teacher assumes responsibility to supervise use and guarantee return of the equipment in working order. Repair and replacement costs will be charged to the teacher if the equipment is found to be damaged or missing.

Teacher’s Signature_______________________ Phone Number ___________________

Library Media Specialist’s Signature _____________________________________________
Principal’s Signature __________________________________________________________
_____ Approved  _____ Not Approved

_____ Director of Instructional Media/Technology has been notified.
Signature of Director _______________________________
BORROWED EQUIPMENT FORM FOR NON-EMPLOYEES
Waynesville R-VI School District

Date Borrowed ______________ Date Due _____________

Equipment Name _______________________________________

Brand and Model Number _________________________________

Serial Number _________________________________________

Replacement Cost _______________________________________

The equipment borrowed will be used for school purposes or activities, not personal use. Reason for borrowing equipment:

The borrowing person will sign below and agree to return the equipment in working order on the due date. He/she will have automobile, homeowner’s or renter’s insurance to cover the replacement cost of the equipment in the event of theft, damage, or natural disaster during transport or use. The borrowing person assumes responsibility to supervise use and guarantee return of the equipment in working order. Repair and replacement costs will be charged to the person if the equipment is found to be damaged or missing.

Teacher’s Signature________________________________________

Library Media Specialist’s Signature _________________________

Principal’s Signature ______________________________________
EVALUATION AND REPORTING
PROCEDURES FOR EVALUATING AND REPORTING

The systematic evaluation and reporting of the school media program involves looking at all aspects of the functions of the media center to determine the quality of each program component. The following procedures are followed in the Waynesville School District:

- Daily circulation and facilities usage are maintained.
- Monthly circulation and usage reports are submitted to the appropriate administrators.
- Annual student and staff evaluations are completed, tabulated and analyzed.
- Annual inventory of the collection is completed at the end of each school year. Lost, damaged and obsolete media are noted and recommendations for repairs and replacement are recorded.
- Annual comprehensive year-end reports are completed and submitted to the appropriate administrators. Each spring, report forms will be provided by the EMC office for completion by each library media specialist. The Director of Instructional Media and Technology compiles the reports from each school library media center and sends the information to the district human resources office for core data entry in June.
- Progress of the district media program toward meeting state standards, Comprehensive School Improvement Plan objectives, and requirements of the Missouri School Improvement Program will be evaluated annually and reported to district administrators.
EXAMPLE
Directions for LMC Evaluation for the Core Data Report and District Year End Report

1. You can run Alexandria’s report, and can count up to 5 copies of one title.

Notes on how to count electronic & print materials:

A. Electronic Periodicals (EBSCO, SIRS, Elibrary): You may count electronic sources up to 70% of the required number of periodicals. You must have 8 workstations to use for your online periodicals. You can count up to two copies of a periodical.
B. Newspapers: You can count print copies, even free ones like Essayons, or online newspapers.

4. Transfer the information from the worksheets to the Planning and Evaluation Worksheets. For budget page 10, use amounts actually spent from your last budget printout. You will receive the grant amounts and district technology expenditures from April. See the separate handout “How to Complete Budget Forms on State Report” which is attached.

5. After completing the information on the worksheets, transfer this information to the sample Core Data Report page. Use the Core Data Screen as the cover page for your report.

6. Complete the “Summary of This Year’s LMC Program” and “Recommendations and Goals for Next Year”.

7. Using the planning worksheets, complete your collection plan for next year & your long-range collection plan. Attach your collection plans to the recommendations.

8. If you are below the required quantity of countable items, please indicate that on your report. Don’t buy something to satisfy the numbers of the report. Prioritize your collection needs & buy accordingly. Check the Dewey areas each year because curriculum does change.
EXAMPLE

Checklist for Year-End Reports
What to Send to EMC & What to Keep for Your LMC Records

Send copies of the following reports to the EMC by the deadline.

___ The first page should be the completed **Core Data Screen 7 Sample Page**. (Be sure your writing is legible. The blanks are tiny.)

___ Planning & Evaluation Worksheets

___ Summary of This Year’s LMC Program

___ Recommendations and Goals for Next Year

___ Book Collection Plan - for next year & long-range (3-5 years)

___ Budget for next year

___ Circulation report from Alexandria showing monthly circulation for the past year. If you have sent this monthly, you don’t have to send it again.

*Have on hand at your LMC:

___ Documentation to show collaborative lesson summary log

___ Documentation showing lesson plans, rubrics, and/or projects completed this year

___ Library media center reservation schedule (to show usage)

___ Computer lab schedule (to show usage)

*If these are available electronically, you don’t have to duplicate by having print copies.

**Remember: Keep one copy of all your reports for your records and make a copy for your principal. Schedule a time to visit with him/her about the report.**

Reports are due by the deadline set each year by the Director of Instructional Media and Technology.
COMPUTER READING PROGRAMS & THE LIBRARY PROGRAM
Computer Reading Programs and the Library Media Program: The term “computer reading program” refers to book test programs.

The basic beliefs of the Library Media Program:

The students’ right to choose the books they read is a cornerstone of library service and reading instruction. Students should be able to read quality books on a variety of topics concerning their special interests. Research shows this consistently develops successful readers. All effort should be made to avoid forced choices between books students want to read and books they are required to read.

If implemented with cooperation and compliance with the media program, reading promotion can be a positive influence on students’ reading development. If computer tests are correlated to the current Lmc collection, this solves many of conflicts between computer reading programs and the library media program.

Computer software is selected according to the selection policy of the district. Programs are evaluated and compared to determine those which best meet the needs of the district’s students and teachers. Reviews and comparisons should be consulted in selection tools. Evaluation should include input by the computer instruction coordinator, who will research how the program affects the district network, hardware configuration, and computer instruction program which is aligned with state standards and the state-approved district technology plan.

Guidelines

1. Tests: Computer reading program tests will be purchased customized to the current library media collection of the building. The library media specialist will run the list against the collection and identify books already present for which tests are available. Customized tests would then be either teacher-made or purchased to match books in the collection. This assures the use of the collection to its fullest potential and encourages students to read quality literature already there. Many great works of literature, current fiction, and interesting nonfiction in our libraries are not on company-made tests, but can be added as customized tests. The building administrator will arrange training to prepare teachers and lms to customize teacher-made tests. Tests will not be purchased to match classroom collections.

2. Book Purchases: All library books that are included in the computerized reading program must be purchased in accordance with the district selection policy. Library funds will not be used to purchase individual classroom collections.

A. Selection Policy: If book purchases are necessary as part of the program, the selection of books will follow the attached Waynesville R-VI School Board adopted policy. All books added to the library collection will fit the criteria of the policy and be age appropriate for the students of the school. Teachers and the library media specialist should cooperatively select program titles to fit the selection criteria of the district. The titles to be purchased will first be compared to those in the collection to avoid unnecessary duplication. Books will not be purchased with the single criteria that the title is included in the testing program. Caution should be used in purchasing quantities of book titles selected by a vendor. Quality of binding and paper should be considered. It is recommended that books be purchased from reliable vendors recommended by the EMC.
B. Budget: The media center budget will be dedicated to the goals and mission of the media program in accordance with state recommendations. It should not be used to finance the reading program, purchase books for classrooms, stock a prize store, or pay for reward events.

3. Book Processing/Cataloging
The books will be cataloged in the regular procedure for library materials and placed in the building library collection. The titles will be included in the computer circulation station and catalog database.

4. Book Location
Reading program books will be located in the school library media center and shelved according to the standard shelving procedures of the media program (fiction by authors’ last names, nonfiction by Dewey Decimal number) and will be included with the general collection to facilitate the teaching of location skills. Special sections made exclusively of computer program books will not be shelved separately in the media center or kept as classroom collections as this establishes a commercially selected collection. To promote independent selection, each student should come to the library to check out books. A list of appropriate titles for each level will be available to the student in the classroom and in the library.

5. Labeling of Books
Care should be taken to protect the privacy rights of students, such as their reading level. Program books will be labeled with a dot on the spine to indicate the book is included in the test program. Reading levels and points will be stamped or included on labels inside the front cover, not on the outside of the book.

6. Computer Labs/Library Media Instruction
Scheduling of classroom lessons integrating technology into the curriculum will have precedence over students using the computer labs for program testing. Individual students will use the classroom computer for program testing. Times available for individual students to take tests in the computer lab will be established. If the media specialist is involved in instruction with students and classes in the computer lab or library area, students taking tests should do so independently without interrupting instruction. Classroom teachers in cooperation with LMS will provide group instruction on how to take the tests at the start of the year. New students will be trained by another capable student, the teacher, or the library media specialist.

7. Check Out Procedures
A check out procedure with open access to the book collection will be established cooperatively by the principal, teachers, and library media specialist. Times available for check-out should be scheduled daily (i.e., before school, noon-time) so all students will have the opportunity to exchange books daily. This may require the assistance of paid clerical help, volunteers, or student assistants to run smoothly and provide open access to the collection.

8. Reading Motivation & Rewards
The library media program promotes open access and freedom of reading choice for the students of the district. Children must be encouraged by teachers and media specialists to read all types of literature including fiction, nonfiction, magazines, and newspapers.

The promotion and rewards involved in some computerized reading programs may cause students to feel pressured to read only books from the program if they fear loss of points, falling behind, or missing out on a special prize or event. Special effort will be made to provide students with the opportunity to include books not on the program in their reading selections (example: check out one
program book and one not on the list). Promotion of reading will not be limited to program books. Class reading time should not exclusively apply to program books. Required reading could include periods of time where program books are not assigned to give students a chance to explore other materials in the media collection without fear of losing points. Research shows students become successful readers when a quality book collection is available, and they are allowed to select books to read according to their interests.

9. **Inclusion of Media Specialists**
   Because so many of the practices involved in computer reading programs do correlate to and affect the library media program, the media specialist should be an integral part of the program and serve with teachers on the reading program committee. Working with teachers to select books, promote reading, and provide reading guidance is a role expected of the media specialist. **All grants or donations involving additions to the library media or technology programs will involve consultation with the building library media specialist, the computer instruction coordinator and the media coordinator before submission or implementation.** They can provide assistance with projected expenses and advice on how the grant affects the network, electrical circuits, software licensing, and the media program. Knowing the options and possible conflicts ahead of time creates a smoother planning and implementation process and often saves money and extra work. Being involved in the planning stage also creates a sense of ownership and cooperation for both teachers and media specialists.

10. **Monitor the Program**
    A policy should be established to monitor computer reading programs so they are consistently and appropriately implemented with the library media program in compliance with school district policies, guidelines, and procedures. Any changes or additions to these guidelines should include participation by a committee consisting of the building principals, the assistant superintendent-curriculum, and media coordinator. This committee will meet prior to and at the end of each school year. All building staff members involved with the program should be informed of the guidelines from the beginning of the school year and be advised of any changes.
REPORTS TO: Assistant Superintendent of Instructional Services

CLASSIFICATION: Certified

FLSA STATUS: Exempt

TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education

EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of certificated staff.

JOB SUMMARY
To provide leadership in the development, implementation, and coordination of district library media, instructional technology, and technical services in order to promote the effective use of media and technology by students, instructional staff, and administration.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Assesses needs and develops long-range plans for the district and building level library media and instructional technology programs.

2. Develops district policies and procedures which are consistent with state and national law and standards and designed to accomplish program goals and objectives.

3. Researches and recommends appropriate staff, facilities, instructional materials, and equipment to implement the goals of the district improvement plan and meet state and federal standards.

4. Provides technical, managerial, and advisory support to building media and technology programs, such as cataloging, processing, equipment maintenance/repair, needs assessment, budgeting guidelines, and legal issues involving copyright and technology usage.

5. Supervises the operation of the district educational media center and building level library media and instructional technology programs.

6. Supervises evaluation of the district and building level library media and instructional technology programs, including assessment of resources, equipment, space, curriculum, services, and usage.

7. Participates in the work of state associations and study groups in the areas of library media and instructional technology.

8. Assesses district needs and prepares the educational media center and instructional technology department budgets.

9. Consults with and advises district staff, architects, and contractors to plan building projects including remodeled buildings or new construction and library media centers.

10. Works with central administrators, principals, department heads, teachers, and others to write, implement, and evaluate the district technology plan.

11. Participates in the recruitment, interviewing, and assignment of library media and instructional technology staff.

12. Assists principals in the supervision and evaluation of building library and instructional technology staff.

13. Facilitates and encourages communication among the library media specialists and instructional technology staff.

14. Evaluates the job performance of district media center secretaries and instructional technology staff.

15. Serves as a member of the district’s curriculum development team in the planning and implementation of the K-12
Provides direction to departments, curriculum committees, and professional staff in the evaluation, selection, and implementation of media resources and equipment.

Develops and coordinates a program of integrated library media information and technology skills for all students.

Advises district staff and committees on new trends, best practices, and educational change in areas related to library information and instructional technology.

Attends workshops, conferences, and seminars to identify trends, best practices, current and future standards for library media programs and educational technology.

Interprets and promotes the library media and instructional technology services to teachers, administrators, the Board of Education, and the community by disseminating information via news bulletins, electronic mail, and presentations at Board meetings, district staff meetings, and building staff meetings.

Provides official reports and studies pertaining to library media and instructional technology as required by the state and as needed by the district.

Maintains liaison with other community media resources to publicize and promotes the district technology and library media programs.

Establishes an ongoing program of professional development in the use of instructional resources, information/research strategies, and technology skills.

Explores and evaluates current developments and innovations in the field of instructional media and technology.

Informs the media and technology staff of developments, studies, research, standards, legislation, and in-service opportunities in educational media and technology.

Establishes a program of orientation for new library media specialists and instructional technology staff.

Maintains district student information system in conjunction with Data Processing Director.

SUPERVISORY RESPONSIBILITIES
District instructional media and technology personnel, systems, and services

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION
1. Master’s degree with academic training or instructional technology from a college/university meeting approval by the Missouri Department of Elementary and Secondary Education.
2. Valid certification as a school library media specialist and/or technology specialist
3. A minimum of three years successful teaching experience
4. A minimum of five years successful experience as school library media or instructional technology specialist
5. Successful experience providing professional training to instructional staff
6. Knowledge of state and national standards for library media programs and instructional technology
7. Ability to set goals and develop long- and short-range plans to achieve excellence in the library media and instructional technology programs
8. Experience with successful implementation of media/technology projects and plans
9. Strong knowledge of curriculum, instructional process, and assessment
10. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

COMMUNICATION SKILLS
1. Strong communication, public relation, and interpersonal skills
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback
3. Ability to compose reports, communications, and other required written materials
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

**MATHEMATICAL SKILLS**

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

**REASONING ABILITY**

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

**OTHER SKILLS AND ABILITIES**

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

**ACKNOWLEDGMENT**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.
<table>
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COORDINATOR OF TECHNOLOGY SERVICES

REPORTS TO: Director of Instructional Media and Technology
CLASSIFICATION: Certified
FLSA STATUS: Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of certified staff.

JOB SUMMARY
To analyze, design, and implement existing and proposed information and computer systems for feasibility, time and money requirements, and meeting necessary/mission critical standards.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Serves as liaison extensively with external and internal clients to gather client requirements for information systems operation.
2. Translates client requirements into highly specified project briefs.
3. Produces project feasibility reports.
4. Identifies options for potential solutions and assesses the options for technical and business stability.
5. Creates data flow and entity relationship diagrams to show how data flows from one part of the information system to another and to show how entities interact with each other.
6. Creates logical and innovative solutions to complex information systems and computer systems problems.
7. Compiles specific proposals for modified or replacement systems and present these proposals to the Media and Technology Department and the School Board.
8. Works with district administrators and media/instructional technology and technical staff to develop district policies and procedures consistent with state and national law and standards designed to accomplish program goals and objectives.
9. Evaluates district information systems, including assessment of resources, equipment, space, services, and usage.
10. Cooperates with administration and media/instructional technology and technical staff to develop and implement plans to maximize use of technology, data search and retrieval, and newly developed instructional and management approaches.
11. Works closely with developers and a variety of end users to ensure technical compatibility and user satisfaction of information systems.
12. Works closely with the Director of Instructional Media and Technology to prepare a budget to meet the technology needs of the district.
13. Works closely with Operational Services, Director of Instructional Media and Technology, and technical staff to determine equipment and services to request for e-rate funding, prepare district e-rate applications, and mange the ongoing process to receive discounts for eligible services.
14. Establishes efficient procedures for repair, implementation, and maintenance of the district network, software programs, online resources, and technology equipment for instructional and administrative purposes.
15. Ensures project budgets, deadlines, milestones, and goals are met within their constraints or within acceptable overages.
16. Completes testing schedules and regimens for newly implemented information systems and oversee the execution of the testing.

17. Oversees the implementation of all aspects of the new information systems.

18. Assists the Director of Instructional Media and Technology in the preparation of the district technology plan and required state/national reports.

19. Keeps up-to-date with technical and industry sector developments to ensure new system development is as technologically advanced as possible.

20. Assists the Director of Instructional Media and Technology in an ongoing program of in-service education for teachers in the use of technical skills and new equipment.

21. Develops and coordinates a program of integrating new technology into the curriculum to develop the technical skills of students and teachers.

22. Researches and evaluates the purchase of equipment and resources for teachers and staff to keep abreast of educational trends and strategies.

23. Provides emergency assistance as required to maintain district technology services.

24. Performs other duties and responsibilities as assigned by supervisor.

SUPERVISORY RESPONSIBILITIES

1. Participates in the recruitment, interviewing, and assignment of computer technicians and technical staff.

2. Supervises technical staff to ensure efficient procedures are followed in the purchase, installation, maintenance, updating and repair of the district network, software programs, online resources, and technology equipment for instructional and administrative purposes.

3. Facilitates and encourages the computer technicians and network staff to communicate professionally and effectively with district and building level administrator, library media/instructional technology staff, teachers, and classified staff.

4. Evaluates the job performance of district computer technicians and network staff.

5. Assists principals in the supervision of instruction utilizing new and innovative technology in the classroom.

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Four-year degree in computer information systems, computer science, or information systems management; or equivalent experience.

2. Knowledge of the system development life cycle and its use in analyzing computer information systems in respect to business processes.


4. Knowledge of various network protocols and strategies, computing operating systems, information system security, data processing strategies, and system development strategies.

5. Ability to conduct professional and effective interviews with faculty, staff, and employees to meet district needs.

6. Knowledge and experience managing network operating systems, including Mac OS x Server and Windows 2000 Server.

7. Management or supervisory experience.

8. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Strong communication, public relations, and interpersonal skills.

2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.

3. Ability to compose correspondence, reports, and/or other required written materials.
4. Ability to read, analyze, and interpret information.
5. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
6. Displays courtesy, tact, and respect when dealing with others.

**OTHER SKILLS AND ABILITIES**

11. Maintains appropriate confidentiality.
12. Promotes a harassment-free environment.
13. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
14. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
15. Ability to learn and upgrade job skills in order to meet changing demands of the position.
16. Excellent computer and keyboarding skills.
17. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
18. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
19. Ability to work independently with minimum supervision.
20. Ability to use independent judgment and demonstrates initiative to act without being asked.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

**ACKNOWLEDGMENT**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

________________________________________  ___________  ____________________________  ___________
Employee’s Signature  Date  Supervisor’s Signature  Date
LIBRARY MEDIA SPECIALIST

JD LOCATOR: 3.08.1
Adopted: 1/96
Revised: 7/03

TITLE: Library Media Specialist

QUALIFICATIONS:
1. Bachelor's degree
2. Valid Missouri Teaching Certificate
3. Valid Missouri certification as Library Media Specialist

REPORTS TO: Building administrator

SUPERVISES: Library aide/secretary

JOB GOAL: To provide students and faculty with an enriched library media center environment containing a wide variety and range of materials that will assist with intellectual growth, and aid students and faculty in acquiring the skills needed to take full advantage of media resources.

JOB PERFORMANCE RESPONSIBILITIES:

Standard 1: The library media specialist provides effective management and administration of the media program.

Criterion A: The library media specialist assesses the media program. The library media specialist:
1. Evaluates services, facilities, materials, and equipment on a continuous basis both formally and informally.
2. Involves staff, students, administrators, and parents/patrons in the evaluation of the collection and services (i.e., via observations, discussions, surveys, and advisory committees).
3. Considers modifying the media program based on evaluation results.

Criterion B: The library media specialist participates in the development and implementation of technology.

The library media specialist:
1. Participates on the building and/or district technology committees.
2. Implements strategies which guide retrieval and use of information.
3. Promotes the integration of technology into the curriculum.
4. Encourages the use of new technologies

Criterion C: The library media specialist plans and implements the media center program.

The library media specialist:
1. Establishes and implements short- and long-range goals and related objectives for the media program.
2. Participates in department, team, and/or grade-level meetings.
3. Initiates resource sharing, interlibrary loan, and/or networking.
4. Promotes the development and enjoyment of reading in all content areas and for recreation.
Criterion D:  *The library media specialist establishes and maintains an environment in which students and staff can work at productive levels.*

The library media specialist:

1. Develops, implements, and communicates policies and procedures for the operation of the media center.
2. Initiates and promotes the flexible use of the media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing or listening.
3. Maintains the media center in a functional, attractive, safe, and orderly environment conducive to learning.
4. Encourages proper use and care of media center facilities, materials, and equipment.

Criterion E:  *The library media specialist manages the selection, acquisition, circulation, and maintenance of materials and equipment.*

The library media specialist:

1. Utilizes the Board-approved collection development policy (selection, weeding, reconsideration).
2. Classifies, catalogs, processes, and organizes materials and equipment for circulation.
3. Manages maintenance and repair of equipment.

Criterion F:  *The library media specialist trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.*

The library media specialist:

1. Trains and supervises media center personnel.
2. Collaborates with administrators in the formal evaluation of non-certified media center personnel.
3. Encourages media center personnel to participate in job enrichment activities.
4. Acknowledges contributions of media center personnel.

Criterion G:  *The library media specialist prepares statistical records and reports needed to manage the media program.*

The library media specialist:

1. Maintains a current inventory of holdings.
2. Prepares and submits accurate and timely reports to administration.

Criterion H:  *The library media specialist plans, budgets, and maintains records according to needs and objectives of the media program.*

The library media specialist:

1. Submits budget proposals based on needs and goals of the media program.
2. Maintains accurate records of all disbursements for the media program.
3. Exhibits initiative in the acquisitions and use of a variety of funding sources.

Criterion I:  *The library media specialist manages student behavior in a constructive manner.* The library media specialist:

1. Establishes, clearly communicates, and consistently applies parameters for student behavior.
2. Manages discipline problems in accordance with administrative regulations, Board policies, and legal requirements.
Standard 2: The library media specialist uses effective instructional processes.

Criterion J: The library media specialist implements effective teaching techniques and varied instructional strategies that address the diversity of learners.

The library media specialist:
1. Demonstrates the ability to motivate students to be self-directed learners.
2. Modifies lesson plans and teaching techniques as the learning situation requires.
3. Structures the active participation of all learners.

Criterion K: The library media specialist promotes the development of effective research skills.

The library media specialist:
1. Develops strategies that enable students to access, evaluate, and use information effectively.
2. Integrates information and technology literacy components into the curriculum.

Criterion L: The library media specialist serves as an instructional consultant. The library media specialist:
1. Plans and conducts professional growth (in-service) activities.
2. Initiates interaction with colleagues in planning instructional activities for students.
3. Provides instructional assistance to staff and students in the use and integration of technology.
4. Provides assistance to faculty in the selection of new materials for classroom use.
5. Works with staff and students in the design, production, application, and evaluation of materials.

Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.

Criterion M: The library media specialist demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.

The library media specialist:
1. Responds positively to all patrons.
2. Protects each patron’s right to privacy and confidentiality.
3. Demonstrates willingness to assist all patrons.
4. Demonstrates an understanding and acceptance of students with special needs.
5. Acknowledges the rights of others to hold different views and values.
6. Interacts in a respectful, professional, and friendly manner.
7. Works effectively as a team member with staff.

Criterion N: The library media specialist communicates effectively with students, staff, administrators, and parents/patrons.

The library media specialist:
1. Informs students and staff of new materials, equipment, research, and other opportunities in which they have special interest.
2. Suggests resources outside of the media collection.
3. Communicates with patrons by using a variety of communication tools (i.e., newsletters, web pages, e-mail, presentations to organized groups).

4. Shares information with staff after participating in professional activities.

**Standard 4:** The library media specialist acts as a responsible professional in addressing the overall mission of the school district.

**Criterion O:** The library media specialist participates in professional growth activities.

The library media specialist:

1. Participates in professional activities (i.e., professional organizations, coursework, workshops, conferences).
2. Keeps current on issues related to media services (i.e., current publications, coursework, conferences).
3. Exercises a leadership role in implementing library media and technology innovations in the district.

**Criterion P:** The library media specialist adheres to all policies, procedures, and regulations of the building and district.

The library media specialist:

1. Stays informed regarding policies and regulations applicable to his/her position.
2. Selects appropriate channels for resolving concerns/problems.
3. Complies with district policies on copyright.
4. Exercises responsibility for student management on district property and at district activities.
5. Demonstrates a commitment to intellectual freedom.

**Criterion Q:** The library media specialist collaborates in the development and/or implementation of the building and district vision, mission, and goals.

The library media specialist:

1. Participates in collegial activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, and committee work.

**TERMS OF EMPLOYMENT:** The high school library media specialist has a 196-day contract. Middle school and elementary library media specialists have a 190-day contract. Salary to be determined as established by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board’s policy on the Evaluation of Professional Personnel.

Employee’s Signature _________________________________ Date ____________________

Supervisor’s Signature _______________________________ Date ____________________
TECHNOLOGY INTEGRATION SPECIALISTS

REPORTS TO: Building Principal/Director of Instructional Media and Technology Services
CLASSIFICATION: Certified
FLSA STATUS: Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of certified staff.

JOB SUMMARY
To assist with the effective use of technology throughout the entire school community and provide leadership in the utilization of technology in the instructional program as per district guidelines.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES
NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Provides enthusiastic leadership for the instructional technology program and fosters an atmosphere which encourages faculty and student participation.
2. Works closely with the building administration, library media specialist, faculty, and appropriate district staff to determine the effective use of technology for instruction in all subject areas and grade levels.
3. Works closely with the building administration, library media specialist, faculty, and appropriate district staff in the development of policies and procedures pertinent to instructional technology.
4. Assists in the selection of instructional software to enhance the curriculum and promote the school’s educational philosophy.
5. Evaluates annually the building instructional technology program, assists the library media specialist and other staff with evaluations and reports including hardware and software statistics, and make recommendations in regard to the program.
6. Provides building level and individual staff development to assist teachers to master skills to become independent users of instructional technology.
7. Researches and provides technology information about resources, lesson ideas, and best practices for teachers.
8. Develops a working knowledge of the content area curriculum and technology curriculum and work with building level curriculum committees to select and integrate software that meets the instructional needs.
9. Collaborates with teachers to design lessons, units, and projects using appropriate technology tools for their grade level and curriculum.
10. Demonstrates how to use technology tools to teachers and students in the classroom and computer lab.
11. Models the personal qualities required of all teachers.
12. Prepares lessons that reflect comprehensive understanding of the content, district curriculum, and methodologies appropriate to the needs of the learners.
13. Plans opportunities for students to utilize content area learning in real-life applications.
14. Demonstrates basic technology skills and continued growth in technology knowledge and skills to stay abreast of current and emerging technologies and their applications to student learning.

15. Evaluates and adjusts instructional plans to meet individual needs and/or to address IEP goals.

16. Identifies students’ prior experiences, learning styles, strengths, and needs when designing a lesson plan.

17. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes.

18. Assists in implementing IEP goals for IEP students as applicable in the regular classroom.

19. Provides opportunities for guided and independent practice.

20. Implements curriculum plans that include methods and strategies for applying technology to address content standards and student technology standards.

21. Maintains and supervises scheduling of collaborative planning time and computer labs in conjunction with the building library media specialist.

22. Assists district staff with maintenance, setup and installation of equipment during the student free days of the contract.

23. Perform the duties and responsibilities as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES
None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Missouri Teaching Certificate
2. Master's Degree in Computer Instruction, Media and Technology Services, and/or Curriculum
3. Ability and expertise in use of microcomputers
4. Good interpersonal relations skills
5. Knowledge of Curriculum and Teacher Methodology
6. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

**ACKNOWLEDGMENT**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

____________________________________  ____________  ___________________________________  ____________
Employee’s Signature                      Date                        Supervisor’s Signature            Date
NETWORK MANAGER

JD LOCATOR: 2.22.5
Adopted: 3/03
Revised: 5/06, 6/09, 3/12

REPORTS TO: Coordinator of Technology Services
CLASSIFICATION: Classified
FLSA STATUS: Non-Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY
To design, operate, and maintain the district network as an efficient, stable and secure communications channel for the administration and educational program.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

3. Performs repairs to network cabling and connections, and routes cables appropriately.
4. Maintains a system for responding to requests for additional network connections in conjunction with other technology staff. Maintains an inventory of networking tools and supplies.
5. Set up and manage switches, servers, wireless bridges, and access points. Implements software and hardware upgrades to maintain optimum capacity of networks.
6. Identifies and solves network problems, utilizing a logical troubleshooting sequence and consulting service providers, vendors, and offsite technical support.
7. Monitors traffic, incidents, and trends. Maintains records, logs, network diagrams, and other documentation.
8. Implements security systems on networks and servers. Maintains a password database. Responds to security advisories and takes appropriate action to protect data and systems.
9. Manages IP address assignment, DNS services, and DHCP services. Helps solve user problems with TCP/IP.
10. Maintains network address translation and the firewall.
11. Manages internet content filtering, e-mail, web, and other network servers.
12. Set up and manage Mac OSX and Windows Servers.
13. Implement and maintain an AD/OD environment.
15. Provides emergency assistance as required to maintain district technology services.
16. Develops a flexible work schedule with the supervisor to maintain district technology services.
17. Works with other technology staff, including computer technicians, data processing director, and instructional technology specialists to establish and maintain efficient and reliable network communications.
18. Increases knowledge and stays abreast of trends, innovations, and practices in network and server related tasks.
SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Four-year degree in information systems management, computer science, or related field or equivalent experience.
2. Certification or proof of ability to program and manage Cisco switches and firewalls.
4. Knowledge and experience setting up and supporting DHCP, DNS, and Network Address Translation.
5. Knowledge and experience managing network operating systems, including Mac OS X Server and Windows 2003 and 2008 Server.
6. Knowledge and experience analyzing network problems with network testing equipment and packet analysis tools.
7. Knowledge and experience managing an Exchange environment.
8. Knowledge and experience managing an AD/OD environment.
9. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
10. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
11. Knowledge of common network and system security vulnerabilities and fixes.
12. Ability to design a network and see it through to completion.
13. Familiarity with common network protocols.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to bend or twist at the neck and trunk, reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. The employee is frequently crawling under desks or working above suspended ceilings. Specific vision abilities required by this job include close vision, distance vision, depth perception, peripheral vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. Employee is exposed to moving mechanical parts; high precarious places; risk of electrical shock; and vibration. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

________________________________________________________________________  __________  ________________________________  __________
Employee’s Signature                                      Date                              Supervisor’s Signature                      Date
INSTRUCTIONAL SUPPORT/SERVER SPECIALISTS

REPORTS TO: Coordinator of Technology Systems
CLASSIFICATION: Classified
FLSA STATUS: Non-Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY
To assist in the development of the computer education program of the district, assist with the management of servers and computer network, and provide leadership in the utilization of technology in the library and instructional programs of the district.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES
NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Builds images for different hardware/software configurations and test images to ensure accuracy.
2. Disseminates images to appropriate machines and labs.
3. Maintains the hosting environments for all applications.
4. Responsible for the integration and support of Microsoft Server and Apple Server Products as well as third party applications used in conjunction with all district server products.
5. Troubleshoots third party and web-based application issues.
6. Deployment of new applications and new or updated application code.
7. Monitors application availability, system health, and application server security-related threats.
8. Supports new application projects and efforts.
9. Helps set and enforce application development standards.
10. Evaluates application technology.
11. Evaluates the district’s application infrastructure, and migrate related applications into the school district environment.
12. Responsible for the day-to-day support of all third party server based applications, web applications, and their databases.
13. Maintains internal documents for build procedures to provide uniform compliant production implementation.
14. Works closely with district computer technicians to coordinate delivery of maintenance services for software, computers, and related equipment.
15. Works closely with district library media specialist and instructional specialists to help solve computer usage problems for teachers and students.
16. Assists district library media specialists with informational technology, including library cataloging and student achievement software.
17. Reviews, evaluates, and recommends new technologies, equipment, and software.
18. Configure and deploy iOS devices using an MDM and configuration software.
SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION
1. A high degree of competency in computer technology.
2. A high amount of energy and job dedication.
3. Experience with customer service.
4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS
1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS
1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY
1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES
1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

_________________________________________  ___________  ___________________________  ___________
Employee's Signature  Date  Supervisor's Signature  Date
COMPUTER TECHNICIAN

REPORTS TO: Coordinator of Technology Services
CLASSIFICATION: Classified
FLSA STATUS: Non-Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY
To provide assistance to teachers and other district employees by repairing computers, peripherals, computer network problems, installing cable, and working with other technology staff to keep hardware and networks working for the benefit of teachers, students, and administrators.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Diagnoses hardware and operating system problems and repairs.
2. Cleans computer equipment and peripherals.
3. Installs and reinstalls software for proper operation in the instructional process.
4. Identifies and corrects network problems with local area networks and assists network manager with wide area networks.
5. Helps set up computer labs with proper configuration.
6. Consults and works with other district computer personnel.
7. Configures and sets up printers, projection devices, and other computer peripherals to work effectively for various instructional purposes.
8. Assists media/technology secretary with maintenance of the district computer equipment inventory.
9. Picks up and delivers equipment between school buildings and the EMC.
10. Attends training and acquires certification for Global Services Exchange to operate as an Apple Authorized Service Provider.
11. Conducts an organized system of receiving repair orders, recording problems, and following through with repairs.
12. Receives and records electronic mail and/or phone orders for repairs.
13. Assists with the development of the computer instruction staff to enable them to conduct simple repairs and solve software function problems.
14. Works closely with the Coordinator of Technology Services to manage the online booking system and district cataloging system.
15. Assists with other technology problems and equipment operations when possible.
16. Maintains a computer services repair center with appropriate supplies and equipment.
17. Provides emergency assistance as required to maintain district technology services.
18. Develops a flexible work schedule with the supervisor to maintain district technology services.
SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. High school diploma or equivalent.
2. Two (2) years’ experience in computer repair services.
3. Knowledge of computer hardware.
5. Knowledge of computer peripherals and ability to diagnose problems.
7. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
8. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.

9. Ability to work independently with minimum supervision.

10. Ability to use independent judgment and demonstrates initiative to act without being asked.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

**ACKNOWLEDGMENT**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee’s Signature ___________________________ Date ____________ Supervisor’s Signature ___________________________ Date ____________
ASSISTANT NETWORK COMPUTER TECHNICIAN

REPORTS TO: Coordinator of Technology Services and Director of Instructional Media and Technology

CLASSIFICATION: Classified

FLSA STATUS: Non-Exempt

TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education

EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY

To assist in the operation and maintenance of the district network as an efficient, stable, and secure communications channel for the educational and administrative program. To provide assistance to technology staff and other district employees by repairing computers, peripherals, computer network problems, installing cable, and working with other technology staff to keep hardware and networks working for the benefit of teachers, students, and administrators.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Assists in managing networks, switches, and routers.
2. Assists with testing, documentation, and running of all instructional cabling.
3. Maintains all wiring closets.
4. Assists with moving and setup of computer labs.
5. Assists the network manager with setup and management of servers.
6. Assists with the installation, configuration, and upgrading of software and hardware to maintain programs.
7. Assists with setup of user accounts, and supports established security measures for Mac, Linux, and Windows servers.
8. Assists with consistent on-site and off-site backup procedures.
9. Assists with routine maintenance and cleaning of equipment.
10. Develops a flexible work schedule with the supervisor to maintain district technology services.
11. Works with all district and building media and technology staff to establish and maintain efficient and reliable network communications and support the technology program of the district.
12. Maintains a commitment to ongoing professional development.
13. Diagnoses hardware and operating system problems and repairs.
14. Picks up and delivers equipment between school buildings and the EMC.
15. Assists with configuration and setup of printers, projection devices, and monitors to work effectively for various instructional purposes.
16. Assists with other technology problems and equipment operations when possible.
17. Assists the computer technician to maintain a computer services repair center with appropriate supplies and equipment.
18. Provides emergency assistance as required to maintain district technology services.
19. Assists media/technology secretary with maintenance of the district computer equipment inventory.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. High school diploma or equivalent.
2. Two-year degree from college, technical school, or equivalent from an accredited university with specialized coursework in information systems, computer science, or related field preferred.
3. Knowledge and experience setting up and supporting Mac OS server, Linux servers, and/or Windows servers preferred.
4. Knowledge of managing users in Active Directory (Windows) or Open Directory (Mac OS X) preferred.
5. Knowledge of networking wiring in Ethernet, fiber, and wireless preferred.
6. Knowledge of tape back-up procedures preferred.
7. Knowledge of computer hardware.
9. Knowledge of computer peripherals and ability to diagnose problems.
10. Experience in computer repair services.
11. Knowledge of software installation for Macintosh and PC computers.
12. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
13. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.
OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to bend or twist at the neck or trunk, reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. The employee is frequently crawling under desks or working above suspended ceilings. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. Employee is exposed to moving mechanical parts; high precarious places; risk of electrical shock; and vibration. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

__________________                _________
Employee’s Signature                        Date

__________________                _________
Supervisor’s Signature                      Date
ASSISTANT COMPUTER TECHNICIAN

REPORTS TO: Coordinator of Technology Services
CLASSIFICATION: Classified
FLSA STATUS: Non-Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY
To provide assistance to technology staff and other district employees by repairing computers, peripherals, computer network problems, installing cable, and working with other technology staff to keep hardware and networks working for the benefit of teachers, students, and administrators.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1.Diagnoses hardware and operating system problems and repair.
2.Cleans computer equipment and peripherals.
3.Installs and reinstalls software for proper operation in the instructional process.
4.Assists with network cable installation as directed.
5.Helps set up computer labs with proper configuration.
6.Picks up and deliver equipment between school buildings and the EMC.
7.Assists with configuration and set up of printers, projection devices, and monitors to work effectively for various instructional purposes.
8.Assists with other technology problems and equipment operations when possible.
9.Assists the computer technician to maintain a computer services repair center with appropriate supplies and equipment.
10.Provides emergency assistance as required to maintain district technology services.
11.Develops a flexible work schedule with the supervisor to maintain district technology services.
12.Assists media/technology secretary with maintenance of the district computer equipment inventory.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.
EDUCATION, EXPERIENCE, AND/OR CERTIFICATION
1. High school diploma or equivalent.
2. Knowledge of computer hardware.
4. Knowledge of computer peripherals and ability to diagnose problems.
5. Experience in computer repair services.
7. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
8. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS
1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS
1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY
1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES
1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT
I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee’s Signature Date Supervisor’s Signature Date
ADMINISTRATIVE SECRETARY-MEDIA AND TECHNOLOGY

JD LOCATOR: 4.12.6
Revised: 6/02, 9/07, 4/14

REPORTS TO: Director of Instructional Media and Technology Services

CLASSIFICATION: Classified

FLSA STATUS: Non-Exempt

TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education

EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff. Additional evaluations may be submitted at the discretion of the Assistant Superintendent for Human Resources.

JOB SUMMARY

To assist the Media Coordinator with the efficient operation of the Media Center and Technology Department.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Process correspondence, memoranda, and reports by composing and word processing in a neat, professional manner.

2. Process orders, requisitions, invoices, and maintain accurate budget records for the district media center, district technology funds, and technology grant monies.

3. Work with each librarian to maintain a back-up budget record for the library media centers in the district.

4. Assist staff and visitors in locating and using the media center resources and facilities.

5. Assist the media director with completion and filing of grant forms, E-rate funding requests, and bid requests.

6. Receive, unpack, and verify incoming shipments of materials.

7. Check in and process new materials, equipment, and supplies.

8. Process phone calls and receive staff and all others in a courteous manner.

9. Attend workshops and in-service activities planned for the improvement and development of job-related skills.

10. Maintain leave and PDC records for EMC and technology staff.

11. Arrange professional development registrations, travel, and lodging for EMC and technology staff.

12. Add and delete client accounts for streaming video and Medianet online booking systems.

13. Schedule and set up equipment as needed in the Administration Building conference rooms.

14. Prepare ballots, tabulate, and submit student vote totals for state reading awards.

15. Receive, sort, and distribute mail and other documents.

16. Assist other personnel for the purpose of supporting them in the completion of their work activities.

17. Create PowerSchool parent accounts.
18. Manage iPad volume app purchasing for entire district.
19. Assist in Medianet circulation and online booking workstation by adding, deleting, and updating item records.
20. Laminate materials for staff as needed.
21. Schedule, circulate, and maintain Department of Conservation trunks.
22. Purchase and add eBooks to kindles throughout district.
23. Maintain a copy of software licenses in the district.
24. Create proposals and request quotes for technology equipment.
25. Key orders and process invoices for all technology purchases made in the district.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION
1. High school diploma or equivalent.
2. One-year certificate from college, technical school or equivalent from accredited university with specialized coursework in business administration, secretarial science, or related field preferred.
3. Minimum of five years of increasingly responsible secretarial and administrative experience preferably in a public school district setting.
4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS
1. Strong communication, public relation, and interpersonal skills.
2. Ability to write reports and correspondence consistent with the duties of this position.
3. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
4. Ability to read, analyze, and interpret information.
5. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
6. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS
1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY
2. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
3. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.
OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Excellent grammatical, spelling, and punctuation skills.
8. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
9. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
10. Ability to work independently with minimum supervision.
11. Ability to use independent judgment and demonstrates initiative to act without being asked.
12. Ability to prepare and maintain accurate files and records.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to moderate. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

_________________________   ________________   ___________________   ________________
Employee’s Signature   Date   Supervisor’s Signature   Date
MEDIA SERVICES/TECHNOLOGY SECRETARY

REPORTS TO: Director of Instructional Media and Technology Services
CLASSIFICATION: Classified
FLSA STATUS: Non-Exempt
TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education
EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY

To provide the efficient maintenance and circulation of the district collection of instructional materials.

To assist the technology department with various tasks to include the maintenance of Active Directory, Workgroup Manager, data entry, equipment inventory, and software purchases for iOS devices.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Maintain the Medianet scheduling, circulation, and online booking workstation by adding, deleting, and updating item records.
2. Print and distribute Medianet overdues and other reports as needed.
3. Serve as liaison with the school library media specialists and library secretaries to manage the shipping and return of instructional materials and equipment.
4. Process and catalog new print and audiovisual materials for the school library media centers of the district.
5. Maintain and duplicate inventories, professional development documents, promotional information, and other documents for patrons.
6. Maintain, process, and circulate professional periodicals for district staff. Process taping, shipping, and tracking of off-air programming as requested.
7. Process correspondence, memoranda, and reports by composing documents in a neat, professional manner.
8. Assist staff and visitors in locating and using the media center resources and facilities.
9. Attend workshops and in-service activities planned for the improvement and development of job-related skills.
10. Process phone calls and receive staff and all others in a courteous manner.
11. Laminates materials for staff as needed.
12. Schedule, circulate, and maintain Department of Conservation trunks.
13. Maintain and update the district inventory to include Computers, SmartBoards, iPads, Document Cameras, or any other devices purchased by the district.
14. Assist with the imaging process for new/old machines.
15. Schedule and set up equipment as needed in the Administration Building conference rooms.


17. Maintain the districts central catalog of materials and EMC Alexandria Station.

18. Assist school library media specialists with using the Alexandria Automation System at the building level.

19. Schedule, record, and ship materials for interlibrary loan for the library media centers of the district.

20. Communicate with parents in usage and creation or parent accounts in PowerSchool.

21. Assist in adding eBooks to kindles.

22. Assist in maintaining the district student information system as directed.

**SUPERVISORY RESPONSIBILITIES**

None

**QUALIFICATION REQUIREMENTS:** The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

**EDUCATION, EXPERIENCE, AND/OR CERTIFICATION**

1. High school diploma or equivalent.

2. One-year certificate from college, technical school or equivalent from accredited university with specialized coursework in business administration, secretarial science, or related field preferred.

3. Minimum of five years of increasingly responsible secretarial and administrative experience preferably in a public school district setting.

4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.

5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

**COMMUNICATION SKILLS**

1. Strong communication, public relation, and interpersonal skills.

2. Ability to write reports and correspondence consistent with the duties of this position.

3. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.

4. Ability to read, analyze, and interpret information.

5. Ability to effectively present information and respond to questions, inquiries, and/or complaints.

6. Displays courtesy, tact, and respect when dealing with others.

**MATHEMATICAL SKILLS**

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

**REASONING ABILITY**

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.

2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.
OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Excellent grammatical, spelling, and punctuation skills.
8. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
9. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
10. Ability to work independently with minimum supervision.
11. Ability to use independent judgment and demonstrates initiative to act without being asked.
12. Ability to prepare and maintain accurate files and records.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to moderate. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

_____________________________  __________________  _______________________________  __________________
Employee’s Signature  Date  Supervisor’s Signature  Date
LIBRARY SECRETARY

REPORTS TO: Principal and/or Assistant Principal

CLASSIFICATION: Classified

FLSA STATUS: Non-Exempt

TERMS OF EMPLOYMENT: Salary and work year as reviewed and established annually by the Board of Education

EVALUATION: Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of classified staff.

JOB SUMMARY
To assist the media specialist and other school personnel by the efficient operation of the school library.

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Processes correspondence, bibliographies, memoranda, orders, and reports by typing, composing in a neat professional manner.

2. Assists students, staff, and visitors in locating and using the school library media center resources and facilities.

3. Assists librarian with general supervision of the school library media center.

4. Helps schedule and distribute materials and equipment for use in the school library media center and throughout the school.

5. Helps maintain the circulation desk, updates computer records, prints and distributes overdues and other reports as needed. Helps maintain adequate back-up records.

6. Helps maintain a file of current catalogs for library materials and equipment.

7. Assists librarian in the supervision and training of student assistants and volunteers.

8. Helps check in and process new materials and equipment.

9. Assists students and staff in the operation and care of instructional equipment and computers.

10. Knowledge of all computers and software to assist students and teachers. Monitors internet usage.

11. Attends workshops and in-service activities planned for improvement and development of job-related skills.

12. Assists students and staff with the production of instructional materials.

13. Helps maintain inventories of instructional materials, supplies, and equipment.

14. Maintains files, records, inventories, and accounts as directed by the librarian.
15. Helps book films and other media, and arrange for their distribution, use, and return.

16. Assists librarian in keeping staff and students informed about materials and services available.

17. Accepts phone calls using procedure identified by building principal.

18. Assists librarian with equipment repairs and maintenance.

19. Receives students, parents, and all others in a courteous manner.

20. Performs other job duties and responsibilities necessary in the operation of the principal’s office.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. High school diploma or equivalent.

2. Prior experience or training in secretarial/clerical skills.

3. Basic skills in the operation of office and instructional media equipment.

4. Prior experience and/or knowledge in library terminology and standard practices and techniques.

5. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.

6. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.

2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.

3. Ability to read, analyze, and interpret information.

4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.

5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.

2. Promotes a harassment-free environment.

3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.

5. Ability to learn and upgrade job skills in order to meet changing demands of the position.

6. Excellent computer and keyboard skills.

7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.

8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.

9. Ability to work independently with minimum supervision.

10. Ability to use independent judgment and demonstrates initiative to act without being asked.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

**ACKNOWLEDGMENT**

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________________________________________  __________  __________________________________________  ________
Employee's Signature          Date          Supervisor's Signature          Date
STUDENT ASSISTANTS

The selection, scheduling, duties, and supervision of student aides in the school library media center will vary according to the school organization. The duties assigned to student assistants must be selected carefully, recognizing the abilities and limitations of each individual student. Some of the duties assigned to student assistants may be:

Delivering materials and equipment.
Collating and stapling materials.
Stamping ownership.
Checking in and shelving materials.
Assisting in taking inventory.
Reading shelves.
Checking in and organizing the periodicals and newspapers.
Helping to plan and set up displays.
Covering books with plastic jackets.
Assisting students with the circulation of materials.
Helping to keep the center clean, orderly, and attractive.
VOLUNTEERS

Volunteers donate their time and energies to assist in the routines of the school library media center. They should be reminded to keep a record of their mileage and date/hours of service for income tax purposes. Volunteers may be recruited from many different populations including parents, community, and retired senior citizens. Volunteers should receive orientation and training from the library media specialist to insure effective use of their service. Volunteers may be asked to assist in the following tasks:

Circulating materials to students.

Arranging shelf list cards.

Filing shelf list cards.

Shelving materials.

Maintaining overdue records.

Taking inventory.

Laminating.

Assembling learning centers.

Duplicating materials.

Reading aloud to younger children.

Covering books and mending.

Pulling specialized collections.

Setting up displays.