Skyview Middle School
School Library Strategic Plan 2016-18

Library Advisory Committee:
Patty Giosca, Asst. Principal
Donna Smith, ELA, Teacher
Angel Barrientos, ELA Teacher
Cindy Boomhower, ELA Teacher

Lisa L. Fish
University of Colorado
SCHL 5160
April 24, 2016
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Core Values: Literacy, Leadership and Love of Learning

Vision: To create awareness, interest, and meaningful connection in learning the use of print, non-print, and multimedia technology.

MISSION STATEMENT

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- By working with other educators to design learning strategies to meet the needs of individual students.
- By providing intellectual and physical access to materials in all formats.
- By providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas.
Current Statistics and Programs at Skyview

Grades 6th-8th

- Enrollment: **1,050 students**
- SSN and SIED programs
- Only middle school consumer family studies program in the district
- Broadcasting and media production program
- Gateway to technology program
- Eight-room pod outside
- Rated "high" on report card
- Positive behavior support program
- 1:1 iPad program
- 61 full time teachers on staff, it has a student teacher ratio about **18**
- ELD 10%; GT 5.3%; IEP 14%

Square Footage

- Year 2006-Today: 130,000
- Modular buildings: 14,040 each; total: 70,200 square feet
- Total school square footage for all: 200,200 square feet

Free and Reduced Lunch

% Eligible for free lunch: 17%
% Eligible for reduced lunch: 8%
% Ineligible for free/reduced lunch: 75%

Demographics

Enrollment by Gender
## PROPOSED SKYVIEW LIBRARY BUDGET
### 2016-18

| Budget                          | Total Income  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total Income</td>
<td>12,500</td>
</tr>
<tr>
<td>Cost breakdown per student @1050 enrolled students</td>
<td>11.90</td>
</tr>
</tbody>
</table>

### Supplies
- Demco: 439.92
  - Book repair, labels, tape etc.
- Total Office Solutions: 436.58
  - General office and art supplies
- Ink toner for printer 136.84
- SW Supplies: Laminator film 348.00
- Butcher paper 1560.00
- Miscellaneous needs 600.00

### Books
- Fiction 2500.00
- Non-fiction 2000.00
- Reference: World Book Online and Print Encyclopedias 2256.00
- Magazine renewals 350.00

### Technology
- 500.00

### Online Resources
- Destiny Renewal 968.22
- Website Hosting 263.76

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**Total Budget 12,359.32**
### Strategic Goal #1

| **School Improvement Plan Goal (UIP)** | **Which all-school goal are you aligning with for your first goal?***  
Gap between Reading and Writing achievement across all three grade levels: 6-8th will decrease. Reading scores leveled at 71% over 3 year trend with Writing averaging 58%; 13 percentage points below Reading scores. |
|---|---|
| **HESLP Target area (which area would you like to improve upon and WHY?)** | **Select a target area from the HESLP “Evaluation Rubric” in which you would like to make growth. We recommend targeting an area from the “Leadership” or “Instructional Expert” areas of the HESLP rubric. After identifying which area (i.e., ‘collaboration’), write a brief sentence or so for each of the following:**  
**1) WHY you are targeting this area for growth; and,**  
**2) HOW this target area is aligned with your school’s goal.**  
I am focusing on HELSP target #2 Collaboration, and #4 Instructional Delivery Strategies, as well as #10 Curriculum Development Advisor.  
#2: There is currently no collaboration taking place between the LA teachers and the Library in the area of Writing Development.  
#4: I want to work closely to create and implement writing strategies to increase skills  
#10: I want to work with teachers, the Instructional Coach, and the Innovation Specialist to develop and establish writing curriculum used in all three grade levels that is comprehensive and follows a logical Scope and Sequence. |
| **My SMART goal which is worded to show alignment between SIP and HESLP Target area** | **Based on your target area, write growth plan goal #1 here. How is this aligned with your school’s goal?**  
According to UIP Performance Target Plan:  
“We are struggling with the identification process for students needing to Catch Up and may not be giving them directive interventions. We are lacking programs that directly address Writing Growth. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention.”  
By August 2016, and to be implemented for the 2016-17 school year, focusing on growth areas indicated on the TCAP, Reading Plus, and Mobymax assessments, the LA teachers and I will have developed lesson plans for the **28 Writing Modes and Genres** using a shared rubric from Strategies for Writers in 5 areas: |
Audience, Organization, Elaboration, Clarification, Conventions & Skills, and we will co-teach and co-assess for Language Arts only.

As part of their assessment for success, there will be 3 distinct sections developed within their personal portfolios: Graphic organizers, Writing Strategies, and Sharing.

<table>
<thead>
<tr>
<th>My Strategies/Indicators for carrying out my SMART goal</th>
<th>What actions will you need to do to implement your goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In March of 2016 until the end of the year I will meet with the LA teachers and decide which genres will be covered at each grade level. Of the 28 modes, I anticipate some overlap depending on literature being taught, but with some design efforts, the majority of them will be covered by the time they leave middle school.</td>
<td></td>
</tr>
<tr>
<td>• Examine test data and note areas of strength and weakness among each grade level. Instruction can be tailored to meet areas of most need.</td>
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<tr>
<td>• Establish rubric from Strategies for Writers in the 5 areas. Adopt 4 point scoring system: Novice, Apprentice, Proficient, and Distinguished.</td>
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<tr>
<td>• Begin working with Instructional Coach and Innovation Specialist to develop lessons in the library Computer lab that will help support grade level Writing Plans.</td>
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</table>

<table>
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<tr>
<th>My Partners</th>
<th>Who will be your partners in implementing your goal/strategies? List staff members, students, parents or others who will be helping you and your school reach this goal.</th>
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<tbody>
<tr>
<td>6th, 7th, and 8th grade LA teachers, Instructional Coach, and the Innovation Specialist, who will guide me in using technology to deliver multi-modal learning opportunities. My student aides will cover all aspects of daily running of the library and check-outs.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE EVIDENCE of Leadership, instruction and/or collaboration</th>
<th>What measurable ‘Teacher Quality’ evidence can you provide for your principal that is meaningful proof of how you carried out your strategies for your goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confer with my principal for bi-monthly status meetings and share progress in lesson planning for Writing Growth. Present specific multi-modal lessons we created collaboratively to her. For example, if we are teaching a poetry unit and wish to employ iMovie to illustrate 3 poetry terms and create a storyline surrounding the poems of Shel Silverstein, then examples could be pre-uploaded for her evaluation. Creating a folder in G-Drive for the LA to upload pre and post-work samples of student work, as well as portfolios of hard copy examples (posters, Big Books,</td>
<td></td>
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</table>
### MEASURABLE EVIDENCE of Student Growth

What evidence can you provide that shows how what you taught or implemented resulted in student growth?

- Because of the scope of this plan, I think the summative assessments of a 3-5 year period would be the best indicator, as that is my initial starting point.

- Student samples from the beginning of the year to the end will be a second indicator of student growth. If, according to the rubric, a student begins as a “novice” in the 5 content areas, i.e. for Audience, he/she is most of the time showing that “the language is not right for the audience.” But over time becomes Distinguished, then “the writer always uses language that is right for the audience.” This is a jump of 4 levels in improvement. The goal for each year in all the genres would be to move writers from Novice or Apprentice levels up to the Proficient and Distinguished in all 28 genres by the end of 8th grade. Having a trait-specific rubric attached to each writing sample is a concrete way to assess student growth.

### REFLECTION

How did this process go for you this year? Did you make changes to your strategies/goals/measurable evidence? What successes did you have? What ‘aha’s’ did you have? Challenges? Please reflect how things went for you this year.

This goal is going to be work in progress that begins this semester and spills into the summer. It’s a complete overhaul and detailed look into the writing practices of three grade levels. At first I thought my goal might be too broad and I would need to scale down, but after looking at my school’s UIP graphs, writing is consistently lower in these demographics: IEP, FRL, ELL, and minority demographics. GT remains particularly high across all areas. I feel that once we get some standards and continuity in place, then we can get more detailed goals in place within each writing genre.

**Initial research:** When I spoke to three different grade level LA teachers, I discovered they do not have any established writing curriculum plan in place, but use “their own” writing plans. Additionally, they do not have any Scope and Sequence from one grade level to the next, and there is no communication between the grade level teachers on what is covered from one year to the
next to create a comprehensive targeted Writing Plan. As a Teacher Librarian, it would be my goal to close this gap between writing and reading achievement with consistent, clear, and established instructional support.

**Example Grade Six**

**Rubric: Response to Literature**

**Bella Johnson**

is awarded this certificate for

**Increasing 2 Writing levels**

at

**Skyview Middle School**

May 10, 2017

**Mrs. Teacher**
A great way to celebrate student achievement is with a certificate like this at the end of the year that recognizes the jumps in rubric levels for writing mastery.

<table>
<thead>
<tr>
<th>STRATEGIC GOAL #2</th>
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<tbody>
<tr>
<td><strong>School Improvement Plan Goal (UIP)</strong></td>
<td>Which all-school goal are you aligning with for your second goal?</td>
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<td></td>
<td>Reading and Writing go hand-in-hand. For this goal, students will master four strategies for increased organization and comprehension for reading on the World Wide Web with the goal of bettering reading scores beyond the 71% mark. This goal complements and weaves into the natural learning structure of writing goal #1 by supporting digital research.</td>
</tr>
<tr>
<td><strong>HESLP Target area (which area would you like to improve upon and WHY?)</strong></td>
<td>Select a target area from the HESLP “Evaluation Rubric” in which you would like to make growth. We recommend targeting an area from the “Leadership” or “Instructional Expert” areas of the HESLP rubric. After identifying which area (i.e., ‘collaboration’), write a brief sentence or so for each of the following:</td>
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<td></td>
<td>1) WHY you are targeting this area for growth; and,</td>
</tr>
<tr>
<td></td>
<td>2) HOW this target area is aligned with your school’s goal.</td>
</tr>
<tr>
<td></td>
<td>I am focusing on HELSP target 2:E Reading Development, 2:F Digital Literacy, School Leader 3:A</td>
</tr>
<tr>
<td></td>
<td>2:E—Use technology to promote reading and research skills.</td>
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<td></td>
<td>2:F—As technology increases, so does society’s dependence on the internet and the information resources stored there. Yet, educators struggle with keeping up with effective reading strategies for this largely unfiltered array of information and how to incorporate it into classroom practice.</td>
</tr>
<tr>
<td></td>
<td>3:A—Promote the Library space as a center for technology. Create an environment where skills in digital media are learned and applied to other school disciplines.</td>
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<td><strong>My SMART goal which is worded to show alignment between SIP and HESLP Target area</strong></td>
<td>Based on your target area, write growth plan goal #1 here. How is this aligned with your school’s goal?</td>
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Priority Performance Challenge:
According to our 1-yr SPF, we have growth gaps in Reading, Writing and Math with our students needing to Catch Up. We are struggling with the identification process for these students and may not be giving them directive interventions in Math and Reading. We are at a flat-trend of 71%, which sits below district level scores.

By August 2016, and to be implemented for the 2016-17 school year, focusing on growth areas indicated on the Scantron Performance Series Assessment, Reading Plus, and Mobymax assessments, I will have developed lesson plans for Web Literacy using a Strategies for Web Literacy by Wendy Sutherland-Smith on the areas of Keyword Searches, Snatch-and-Grab, Chunking Technique, and Evaluation Skills, and will co-teach and co-assess for Language Arts only. As part of their assessment for success, a series of writing lessons will be developed within their personal portfolios to demonstrate each internet search skill.

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| • In August 2016 I will meet with the LA teachers and decide which genres to collaborate with that best suit the Digital Literacy concepts being taught.  
• Examine test data and note areas of strength and weakness among each grade level. Instruction can be tailored to meet areas of most need.  
• Develop assessments to determine mastery of the 4 concepts and integrate them in the Strategies for Writers rubric structure. | |

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<td>Similar to Goal #1:</td>
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**MEASURABLE EVIDENCE** of Student Growth

What evidence can you provide that shows how what you taught or implemented resulted in student growth?

- This goal is metacognitive in scope and can be difficult to measure. The end result is to help students “think” about how they think about the internet. Mastery of concepts will be reflected in their reading and writing outcomes.
- Similar to Goal #1, a component of rubric-based evaluation. Student samples from the beginning of the year to the end will be an indicator of student growth. The goal for each year in the genres would be to move writers from Novice or Apprentice levels up to the Proficient and Distinguished by the end of 8th grade. Having a trait-specific rubric attached to each writing sample is a concrete way to assess student growth.

**REFLECTION**

How did this process go for you this year? Did you make changes to your strategies/goals/measurable evidence? What successes did you have? What “aha’s” did you have? Challenges? Please reflect how things went for you this year.

This goal is going to be work in progress. In my initial research, specific and standard skills for Web research is not directly addressed such as:

- How to find and limit information (keyword search)
- Breaking information into manageable pieces
- Helping students deal with hyperlinks and hypermedia
- Quickly identifying important information and compiling into online folders
- Skills for dealing with sheer volumes of information and overcoming panic from encountering so much information in a limited time frame
- Skills for overcoming technological difficulties
- Effective evaluation of textual and non-textual features such as determining images as vital to content or not

Finding, developing, and implementing strategies to address these issues is ongoing and the target for Goal #2.
Poster I designed to display in the computer lab for Web Literacy instruction:

### 4 Tips for Internet Research

#### Use Keywords
- Find the important words in your question or sentence.
- Think of other words that mean the same thing. (You can use a thesaurus to help you with this.)
- Think about what the answer to your question might look like:

  **Question:** Why do steam engines work?
  **Answer:** Steam engines work because.

#### Snatch-and-Grab
- Skim text to identify a key word or phrase.
- Grab the text and save in your files or save the site as a bookmark.
- Go back later and read text in a more detailed manner. Cut out information you do not want and keep only the information you need.

#### Chunking Technique
- Break down your topic into smaller pieces.
- Brainstorm words and ideas to use as a search focus for each piece.
- Example: Ancient Egyptians—culture, math, astronomy, and architecture.

#### Evaluate
- Examine the text and images closely.
  - Ask these questions:
    - Does it relate to my topic?
    - Is it important?
    - Is it reliable?
    - Is it true?
The Board seeks to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire a meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression will be encouraged, and fairness in procedures will be observed to safeguard the legitimate interests of a democratic society as set forth in the constitutions of the United States and the state of Colorado.

The final responsibility in the determination of the above rests solely with the Board.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Reviewed: September 2, 1999
- Reviewed: January 14, 2010

LEGAL REFS:

- Constitution of Colorado, Article IX, Section 15
- Constitution of Colorado, Article IX, Section 16
- C.R.S. 22-32-109 (1)(t) (Board of education – specific duties)
- C.R.S. 22-32-110 (1)(r) (Board of education – specific powers)
INTRODUCTION

The Skyview Library’s commitment to privacy and confidentiality has deep roots not only in law, but also in the ethics and practices of the library profession. In accordance with the American Library Association’s Code of Ethics:

“We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.”

At the state level, the Colorado Government Code provides as follows:

All registration and circulation records of any library which is in whole or in part supported by public funds shall remain confidential and shall not be disclosed to any person, local agency, or state agency except as follows:

- By a person acting within the scope of his or her duties within the administration of the library
- By a person authorized, in writing, by the individual to whom the records pertain, to inspect the records
- By order of the appropriate superior court.

The privacy and confidentiality policies of the Skyview Library shall comply with the applicable federal, state and local laws. Records will be made available in the event that a duly authorized request is received from a law enforcement agency.

Outlined below are the rights of library patrons, as well as the responsibilities of this institution, which are based in part on what are known in the United States as the five "Fair Information Practice Principles." These five principles outline the rights of **Notice, Choice, Access, Security, and Enforcement**: 

SKYVIEW LIBRARY’S COMMITMENT TO PATRONS’ RIGHTS OF PRIVACY AND CONFIDENTIALITY

This policy describes patron privacy and confidentiality rights, the steps this Library takes to respect and protect patron privacy when using library resources, and how the Library deals with personally identifiable information that may be collected from library users.

1. **Notice & Openness**

   The Library does not create unnecessary records, only retains records required to fulfill the mission of the Library, and does not engage in practices that would place information on public view.

   While the Library must maintain records of information such as overdue and lost items, outstanding fines, and payments to patron accounts, these records are kept secure and are
purged from the Library’s computer system when no longer needed for library business purposes.

2. **Choice & Consent**
   This Policy explains the Library’s information practices and the choices patrons may make regarding the manner in which personal information is collected and used. The Library will not collect or retain any private or personally identifiable information other than that information required to open an account.

   If library users wish to receive borrowing and other privileges, the Library must obtain certain information about them in order to establish an account (e.g., name, phone number, and address). Personally identifiable information provided will be kept confidential and will not be disclosed to any third party unless the Library is compelled to do so under the law.

3. **Access by Users**
   Individuals wishing to update or verify the accuracy of personal information may do so at the Library’s Circulation Desk. To ensure security of personal data, verification of identity will be required in the form of a photo I.D.

   The purpose of accessing and updating personally identifiable information is to ensure that library operations function properly. Such functions may include: notification of the availability of reserved or Interlibrary Loan items, reminders of overdue materials, etc.

4. **Data Integrity & Security**
   The data collected and maintained by the Library must be accurate and secure. Reasonable steps are taken to assure data integrity and security. Personally identifiable information is protected from unauthorized disclosure.

   **Tracking Users**
   Library visitors or Web site users are not asked to identify themselves or reveal any personal information unless they are:
   - borrowing materials
   - requesting special services
   - accessing the Internet in the Library
   - registering for programs or classes, or

   **Third Party Security**
   When connecting to resources outside the Library’s direct control, the only information released is that which authenticates users as "members of the library community." The Library is not responsible for protecting personal information gathered by outside websites.

   **Staff access to personal data**
   Only authorized library staff with assigned, confidential passwords shall have access to personal data stored in the Library’s computer system for the sole purpose of performing library work. Except when required by law or to fulfill an individual user’s service request, the Library will not
disclose any personal data collected from patrons. The Library does not sell or lease patrons' personal information to any individual or entity.

5. **Compliance**
   Skyview Library will not share data on individuals with third parties unless required by law. Regular privacy audits are conducted in order to ensure that all library programs and services comply with this Privacy Policy. Patrons who have questions, concerns, or complaints regarding the Library’s handling of their privacy and confidentiality rights should file written comments with the Librarian.

Only the school administrators are authorized to receive or comply with requests from law enforcement officers. Library records will not be made available to any agency of the state, federal, or local government unless the Library is served with a subpoena, warrant, court order, or other authorized request that legally requires compliance. All library staff and volunteers have been trained to refer any law enforcement inquiries to library or administrators.
GBEE Staff Use of the Internet and Electronic Communications

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Designation</td>
<td>GBEE</td>
</tr>
<tr>
<td>Office/Custodian</td>
<td>Education/Technical Coordinator</td>
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</tbody>
</table>

The Internet, a global computer network sometimes referred to as the World Wide Web, and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

The Board supports the use of the Internet and electronic communications by staff to improve teaching and learning through interpersonal communication, access to information, research, training and collaboration and dissemination of successful educational practices, methods and materials.

The Board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the District. However, the Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of District computers and computer systems to avoid contact with material or information that violates this policy.

**Blocking or filtering obscene, pornographic and harmful information**

To protect students from material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, a system has been installed to block or filter such material and information from being accessed on all District computers having Internet or electronic communications access. The blocking or filtering system may be bypassed by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of eighteen (18).

**No expectation of privacy**

District computers and computer systems are owned by the District and are intended for educational purposes and District business at all times. Staff members shall have no expectation of privacy when using the Internet or electronic communications. The District reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of District computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through District computers and computer systems shall remain the property of the school District.

**Public records**
Electronic communications sent and received by District employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All employee electronic communications shall be monitored in accordance with EGAEA-R to ensure that all public electronic communication records are retained, archived and destroyed in accordance with state law.

**Unauthorized and unacceptable uses**

Staff members shall use District computers and computer systems in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of District computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No staff member shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability or handicap
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another without express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others protected by confidentiality laws
- using another individual's Internet or electronic communications account
- that impersonates another or transmits through an anonymous remailer
- that would incur any unauthorized expense to the district

**Security**

Security on District computer systems is a high priority. Staff members who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Staff members should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.
Staff members shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to district computers or computers systems
- subvert or attempt to subvert any security controls in place on any district or other computer or computer system
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users
- connect any unauthorized device or component physically or wirelessly to any district computer, computer system or network
- carelessly handle any district computer such that it becomes subject to physical damage, loss, or theft

Any staff member identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications and may be subject to disciplinary and/or legal action.

Confidentiality

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians or District employees that is protected by confidentiality laws. If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and District records in accordance with policies GBJ (Personnel Records and Files), JRA/JRC (Student Records/Release of Information on Students) and EGAEA (Public Electronic Mail Records). Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by the Family Educational Rights and Privacy Act (FERPA). Therefore, the sharing of student records or other confidential information with persons or agencies outside the District via e-mail or other electronic communications is prohibited without prior written consent of the student's parent/guardian, unless disclosure is under an exception to FERPA (See policy JRA/JRC, Student Records/Release of Information on Students for detailed information on student records and FERPA). Student records and other confidential information may be shared with other District staff members via e-mail or other electronic communications, as long as the staff member with whom the records are shared has a legitimate educational interest in the student and the records are shared for a legitimate educational purpose.

Any student records maintained on District technology, including on the electronic mail system or in any other electronic format are part of the student's record and, as such, are available for parent/guardian review and must be maintained in accordance with FERPA requirements. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use e-mail or other electronic communications to disclose student records or other confidential student information in a manner inconsistent with FERPA requirements may be subject to disciplinary action.
Vandalism
Vandalism will result in cancellation of privileges and may result in disciplinary and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the District or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or District-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of unauthorized encryption software.

Unauthorized software
Staff members are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

Staff member use is a privilege
Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in disciplinary action and/or legal action. The District may deny, revoke or suspend access to District technology or close accounts at any time.

Staff members shall be required to sign the District's Acceptable Use Agreement upon hire and when this policy or the Acceptable Use Agreement is revised before Internet or electronic communications accounts shall be issues or access shall be allowed.

School District makes no warranties
The District makes no warranties of any kind, whether expressed or implied, related to the use of District computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the District of the content, nor does the District make any guarantee as to the accuracy or quality of information received.

The District shall not be responsible for any damages, losses or costs a staff member suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.
CIRCULATION POLICY

Rationale:
It is the policy of the SMS Media Center to encourage students, faculty, and staff to make full use of library materials and services, while at the same time instituting a procedure which promotes fair and equitable use.

Goals and Supportive Principles:

The media center supports the ALA and AASL’s concept of free access to library materials for minors and safeguards the rights of the individual student to privacy and confidentiality regarding choice of materials.

Policy Provisions:

Students:

1. Check Out
   - All students are eligible for checkout unless they have lost or damaged materials, or their parents or guardian has requested borrowing privileges be withheld.
   - Checkout is normally handled during classroom library time. However, students are encouraged to borrow and return at any time their teachers permit them to visit the library.
   - Some library materials such as reference books, video tapes, magazines, DVD's, and computer software do not circulate to students.

   1. Terms of the loan
      - Regular books circulate for 2 weeks, graphic novels circulate for 1 week. Due date is the day before the student’s library class time.
      - Students are allowed to check out 3 books at a time, GN can only be checked out 2 at a time.
      - Before withdrawing from SMS, students must return all borrowed materials. Failure to do so will result in the new school librarian being notified.

   2. Renewals
      - A book may be renewed for an additional two week period unless a hold has been placed on it.
      - Students must bring the book to the library to renew it. The materials must be physically presented at the circulation desk for renewal.

   3. Overdue Books
      - Overdue reports printed and handed out each month to the students’ homeroom teachers for him or her to conference with students about late materials.
      - No fines will be issued.
      - Students will not be allowed to checkout other books until the overdue material is
returned. After two weeks, there is no checkout until the overdue items are returned.

- Upon notification by other school libraries, SMS will withhold borrowing privileges of new students until materials are paid for or returned to the original school. However, the SMS Media Center is happy to return any D49 Public School library materials for free.
- Twice a year, students with chronic overdue materials may be referred to the principal for additional action.

4. Lost or Damaged Books

- Students are responsible for paying the average replacement cost of each book lost or significantly damaged.
- Damaged books should be brought to the librarian for assessment and repair. These items should not be repaired at home.
- Students who do not replace lost or significantly damaged materials at the end of the year will not be allowed to borrow materials for one year following the lost item’s due date.
- Any student with financial constraints should see the librarian about other means of paying off the debt.

Staff:

1. Checking out books, audiovisuals, and other materials

- All materials must be checked out on the automated circulation system.
- Reference and reserve books may be limited to overnight use or for single class period.
- Non-print circulation depends on availability of materials and equipment.
- A written or email request may be presented to the librarian for books, videos, and software to be checked out and delivered to the classroom teacher.

2. Terms of the Loan for faculty

- Long-term loans are permitted.
- In order to fulfill other circulation needs, staff members are asked to return materials as promptly as possible when finished.
- Staff may be required to pay for missing materials in the following circumstances: items borrowed for personal use, audiovisual materials, and equipment.
- If an item appears to have been taken by a student, staff will not be responsible for the cost.
- Staff members who have missing materials on a repeated basis will be required to pay for the lost items.
- At times, the media center may purchase items which are particularly expensive and whose loss would be a financial burden. In this event, these materials will be placed on reserve and usage may be overseen by media center staff. Individuals needing access will contact library personnel.

Procedures Established for Policy Implementation:

1. The Circulation policy is published on library’s website for access by all patrons. It may also
be made known through the student handbook, orientation, etc.

Exceptions:
The Council may at its discretion allow exceptions to the provisions in any or all of the charges. The librarian reserves the right to make accommodations in the policy depending on individual circumstances. (For example, students placed into foster care would not be held responsible for missing items left in the home.)
MATERIALS SELECTION POLICY*

It is the goal of the Skyview Library to select, organize, and make accessible library materials in many formats to meet the expressed and anticipated needs and interests of the communities it serves. Access to these materials will:

- Provide insight into a wide range of human and social conditions and cultural heritages
- Support self-education and supplement formal education
- Meet the informational and recreational needs of the community
- Provide a variety of materials on matters of current interest
- Assist the individual to grow intellectually and culturally
- Reflect a broad range of opinions

Materials will not be excluded because they may cause concern to some individuals. They will not be excluded solely because they contain political, religious, or moral views that may be controversial, nor because of language or depictions if they meet other selection criteria. Any restriction of a child's access to materials is the responsibility of the parents.

The Board of Library Trustees endorses the following documents: the Library Bill of Rights, the Freedom to Read and the Freedom to View statements of the American Library Association.

Under the direction of the Librarian, library materials are selected by professional librarians who use critical reviewing media, suggestions from patrons, and professional knowledge. Each proposed selection is evaluated on its own merit and in relation to the collection as a whole, using some or all of the following criteria:

- Cost
- Existing collection
- Popular demand by the public
- Current and future relevance to community needs
- Suitability of subject, style, and format for the intended audience
- Literary quality, artistic value, or importance to its genre
- Availability of the material elsewhere
- Importance of the author or artist
- Sustained interest
- Timeliness

Gifts of materials will be accepted at the discretion of the City Librarian according to the selection criteria listed above.
The Board, though it is ultimately responsible for all curriculum and instructional materials including library books, recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the district's educational philosophy and goals.

The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials that present controversial topics or that for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

1. Religion - Factual, unbiased material on all major religions has a place in school libraries.

2. Ideologies - Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies that exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, and other phases of life.

3. Profanity/obscenity - Materials shall be subjected to a test of literary merit by media specialists and teachers, who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent/guardian to request that his/her child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative materials meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials the Board has adopted.

2. The Board shall not permit any individual or group to exercise censorship over instructional
materials and library collections, but recognizes that at times a re-evaluation of certain materials may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:

a. The person who objects to the book or other material shall be asked to complete and sign the Citizen’s Request for Reconsideration of Instructional Materials form.
b. Following receipt of the formal complaint, the principal will investigate the request by consulting personnel involved and will provide a rationale for the use of the materials in question to the person or group requesting reconsideration within a period of five school days. The principal also will notify in writing the learning services department of the inquiry and response.
c. If the principal’s explanation does not result in a withdrawal of the request, the principal will appoint a chair and a committee with an odd number of members composed of:

1) Department chair/representative and/or library media specialist from the appropriate grade level from outside the building
2) Two teachers in the building from the appropriate grade level or subject matter area
3) Two teachers in the building from a different grade level or subject matter area
4) Students and/or representatives from the official school parent group may be included at the discretion of the principal. One to three committee members may be selected from this group to insure an odd number of members on the committee.

To be present at any or all committee meetings at their own discretion but without a vote are:

1) Teacher/library media specialist involved
2) not more than two individuals or two group representatives requesting the reconsideration
3) Superintendent and/or designee

d. The reevaluation shall be based on the points offered above as well as the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that:

1) Materials shall not be excluded because of the creator’s race or nationality or political or religious views.
2) The value of any book shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions, or incidents in the work.

e. The committee will consider and act on the request for reconsideration of materials. A written copy of the committee’s decision will be provided to all parties involved.

f. Should the solution be unsatisfactory, interested party may appeal the decision to the Board. The Board will have all information regarding the activities and decisions which occurred prior to the appeal being heard. The Board will then review the preceding decisions before announcing its decision. The Board’s decision will be transmitted in writing to all parties involved.

3. At no time during the reconsideration process shall the material in question be withdrawn.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the re-evaluation of materials in library collections upon formal request. On the other hand, students’ right to learn and the freedom of teachers to teach shall be respected.
Overview Introduction:

Falcon District 49 is committed to preparing students to be literate, responsible citizens in a global economy. This initiative will immerse our students into a technology-rich instructional environment to become effective users and communicators of information in order to function in a technological society. Understanding and adhering to the following guidelines and procedures are necessary for the success of the program.

A. Terms of Loan
   1. The parent/guardian(s) and student must sign this agreement in order for the student to be issued an iPad.
   2. Falcon School District 49 will issue an iPad to students upon compliance with the following:
      i. Completion of student and parent orientation
      ii. Submission of signed Falcon School District 49 iPad Agreement
   3. Legal title to the property (iPad) is with Falcon School District. A student’s right of possession and use is limited to and conditioned upon full and complete compliance with this and other school or district policies.
   4. Students may be subject to loss of privilege, disciplinary action, legal action and/or financially responsible for the $499.00 iPad in the event of intentional damage and/or violation of policies and guidelines as outlined in the Falcon School District 49 iPad Agreement as well as the Falcon School District 49 Acceptable Use Agreement (AUA) and BOE policies JS and JS-R.
   5. A student’s possession of the iPad terminates no later than your school’s assigned turn-in day, unless there is a reason for earlier termination determined by the school administration.

B. Optional Insurance Coverage
   1. Falcon School District 49 is offering an optional $30.00 non-refundable, single-use insurance fee for each iPad that is issued to students.
   2. The insurance only covers accidental damage. Insurance does not cover negligence, liquid spills, abuse, loss, theft, or vandalism. For example, throwing the iPad or using the iPad as an umbrella would be considered examples of neglect and abuse. If an iPad is damaged by neglect or abuse, it is the family’s financial
responsibility to cover the costs of repairs up to the replacement cost of $499.00.

3. Families do not have the option to repair the device themselves.

4. If an iPad is damaged, school administration will work with the family to determine if it is a warranty or insurance claim incident.

5. Insurance covers **only the iPad itself, NOT its accessories** (charger, cable or case).

6. Insurance fees must be paid within 30 days of initial presentation of this option. Each additional damage claim needs to be paid in full immediately before the device is returned to the student. In the circumstance of a damaged iPad that has been sent to repair, upon the iPad being returned to the student, it is considered uninsured until another payment has been received.

C. Reporting Damage, Loss, or Theft
   1. In all cases of stolen or lost iPads, the parent/guardian is required to immediately notify a school administrator and file a police report with district security personnel. After filing the police report, the parent/guardian shall notify the school and submit a copy of the police report. The parent/guardian will be required to compensate Falcon School District 49 for the entire price of the stolen items, to include iPad, charging cable, power adapter and case based on current replacement costs.

   2. Willful and deliberate damages or neglect to the device will cause Falcon School District 49 to charge the student/parent replacement and repair cost(s) based on fair market value.

D. Repossession
   1. Falcon School District 49 reserves the right to repossess the iPad at any time if the student does not fully comply with all terms of this agreement.

E. Appropriation
   1. Failure to return the property (iPad, power cable, charger, and case) in a timely manner and/or the continued use of it for non-related school purposes will be referred to law enforcement and until paid for, will result in a hold on the student’s account.

F. Modification to the Program
   1. Falcon School District 49 reserves the right to modify this initiative or its terms at any time.

G. Parent Expectations
1. In order for students to experience all the success and benefits that this program can offer, Falcon School District 49 encourages parents to:
   i. Monitor their child’s appropriate internet use and adherence to the Falcon School District 49 Acceptable Use Agreement (AUA) and BOE policies JS and JS-R when using their iPad. Parents should ensure that their child adheres to Internet guidelines established at home and at school.
   ii. Ensure that only your student will use this iPad and this usage is only for school-related purposes.

H. Email
   1. Email transmissions and transmitted data shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
   2. Students will abide by all email guidelines in BOE policies JS and JS-R.

I. Internet Access/Filtering
   1. As required by the Children’s Internet Protection Act, a current filtering solution (blocking and monitoring inappropriate websites) is maintained by the school system for school use on the iPad.
      i. The school cannot guarantee that access to all inappropriate sites will be blocked.
      ii. It is the responsibility of the user to follow guidelines for appropriate use of the network and the Internet.
      iii. Falcon School District will not be responsible for any problems suffered while on the network or the Internet.
      iv. Use of any information obtained through the Internet is at the user’s own risk.
   2. Falcon School District 49 will not provide internet access for home use.
   3. Parents are expected to monitor the content of their child’s internet usage.

J. Student Accounts
   Students may use an AppleID account to use the backup and management features of iCloud and Find My iPad.
      i. For students under the age of 13, parents are responsible for creating and monitoring their child’s AppleID usage.
      ii. For students over the age of 13, parents are responsible for supervising the creation of and monitoring of their child’s AppleID usage.
      iii. District 49 prohibits the use of shared AppleID’s.
   2. DO NOT share usernames, passcodes, or passwords.
3. Do NOT change your passcode or password without teacher permission.
4. Students are responsible for anything done using their iPad.

K. Privacy and Safety
1. Personal information such as a home address, home phone number, information about family members, or personal interests shall not be published on a publicly accessible website or publicly accessible area of a website.
2. Students shall have no expectation of privacy when using Falcon School District 49 email or computer systems.
3. Recording or video-taping others without permission, or for non-instructional purposes is prohibited. Students shall not use their iPads to collect identifying information including, but not limited to, the camera or voice recordings. Using the camera or recording devices in an inappropriate manner can result in criminal charges.
4. Email messages or social media correspondence shall be used only for approved educational purposes. Students must use appropriate language in all messages.
Student’s Full Name: _______________________________________________

Student’s Signature: _______________________________________________

Student Grade: _________

Parent’s Full Name: ________________________________________________

Parent’s Signature: ________________________________________________

Street Address: ___________________________________________________

City: ________________________________ Zip: ______________

Phone (Home/Cell): ________________ (Work): ____________________

Parent Email - ________________________________

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Insurance Options

Please select one option below:

_____ YES, I would like to purchase the insurance coverage that will cover accidental damages for $30.00. Payment is attached to this iPad agreement signature page.

_____ NO, I do not wish purchase the optional insurance coverage for $30.00 and understand that I will be liable for accidental damage to my child's iPad and be responsible for replacing the iPad. The current cost of replacement for this iPad is $499.00.

Parent/Guaranteed Printed Name: ____________________________________________

Parent/Guardian Signature: __________________________ Date: ___________
I spoke to our building manager and looked online at BOE and there currently is no Facilities Management policy in place. As a matter of fact, Jesse, the man in charge said, “Nope, your library isn’t any more special than the rest of the building.” At which I huffed at him in disagreement.

*Please note that the BOE of Falcon District 49 does not have policies made public in relation to the two topics with an asterisk listed here. Additionally, the policy manual contained in the Skyview Library are five years old and possibly outdated in information. Because of this, I have adapted in their place the ALA approved samples of these policies derived from the Santa Clara Public Library system.