



Policy & Procedure Manual
for
Library Media Centers



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Mission Statements

Department of Education Mission Statement

The mission of the Mississippi school library media centers is to assist in providing a quality education for every child and to encourage lifelong literacy and learning through reading. Library media centers provide an environment in which students and staff learn to access, evaluate, and apply information using a variety of print and electronic formats. The library media center supports the school's curriculum and assists members of the learning community in becoming effective users of information.

District Mission Statement

The Cleveland School District's mission is to provide a quality education that empowers every student to realize his/her fullest potential.

Library Mission Statement

The mission of the Cleveland School District's Library Media Program is to educate, model, and produce lifelong learners. The library should be an inviting, dynamic environment where learners are capable of accessing, evaluating, applying, and sharing information. With this, the library media center strives to provide students and faculty with a variety of materials and resources that encourage the love of reading and gain knowledge using information literacy skills.

Library Media Specialist Mission Statement

A Library Media Specialist's main job is to be a teacher and then a library media specialist. To promote this idea, the Library Media Specialist's main responsibility is to teach students and faculty the skills to analyze access, manage, integrate, evaluate, and create information in a variety of forms and media.

Vision Statements

District Vision Statement

The Cleveland School District's vision is to develop a community of lifelong learners who demonstrate the knowledge, skills, and values required for productive, global citizens.

Program Vision Statement

Our vision for the Library Media Centers of the Cleveland School District is for the library media center to be the hub of the quintessential learning experience. This includes a comfortable, inviting environment complete with the latest technology available for information retrieval.

Goals and Objectives

Goal No. 1

The Library Media Centers will provide materials to meet the needs of all subject areas according to the College and Career Readiness Standards as well as materials that expand on all subject areas included in the curriculum.

OBJECTIVE: The Library Media Specialist will become an integral part of curriculum and department meetings to ensure that all curriculum needs are met. Teachers are welcomed to turn in requests for library materials that coincide with lesson plans. These materials will be housed in the library and open for all students and faculty members to use.

EVALUATION: Teachers will be given a survey at the end of the academic year to evaluate the curriculum collaboration between the teachers and library media specialists.

Goal No. 2

The Library Media Specialist will maintain a well-organized and well-labeled collection that provides a variety of books and resources that meet the interests of its patrons.

OBJECTIVE: The LMS will work to ensure that both students and teachers have a organized, varied collection to help promote reading skills which will in turn increase overall reading comprehension scores.

EVALUATION: All faculty and students will be given a survey at the end of the academic year to evaluate the overall library in areas such as use and collection resources.

Goal No. 3

The Library Media Specialist will assist with acquisition of new technologies and provide instruction in their utilization inside the classroom.

OBJECTIVE: The LMS will work with the school and district to purchase electronic resources and databases that will coincide with College and Career Readiness Standards. Along with consulting with the technology department when purchasing new electronic resources, the LMS will hold trainings during faculty meetings to help keep teachers up-to-date with the latest technology.

EVALUATION: The LMS will conduct a verbal survey to see if the new technology is working for each department and disseminate that information to the correct departments.

Goal No. 4

The Library Media Specialist will begin a strong collaboration with teachers as instructional partners to develop research units fulfilling the content requirements of the curriculum and the College and Career Readiness Standards.

OBJECTIVE: The LMS and faculty will begin a process of building a working model of collaboration that helps student performance and increases test scores in all areas.

EVALUATION: Both teachers and the library media specialist will meet to help improve the collaborative relationship by the establishment of the Library Advisory Committee. The committee will meet to discuss issues ranging from collaboration to collection.

Goal No. 5:

The Library Media Specialist will promote the legal and ethical use of copyright materials and provide students and staff with information on copyright laws and fair use guidelines for education so that teachers and students share and participate ethically and productively as members of society. (CSD Policy Code IJC, adopted 6/16/2014)

OBJECTIVE: The LMS will conduct a general library tour and orientation program at the beginning of each school year. During this program, both students and teachers will be taught exactly what copyrighted materials are and how to both legally and ethically reproduce these particular materials.

EVALUATION: Both students and faculty members will be monitored when reproducing copyrighted materials to see if that particular portion of the orientation program was or was not effective.

Goal No. 6:

The School Library Media Center (LMC) will be an active informational hub for the school.

OBJECTIVE: The LMS will provide access to informational resources via interlibrary loans, keep abreast of informational needs of the school by seeking information concerning new curriculum developments and departmental decisions, and open its facility to students and staff to provide physical space for educational purposes.

EVALUATION: All users of the Library Media Center will have the opportunity to complete a survey, which will evaluate their use of the library, the services the library provides, and their overall rating of the library in general. These evaluations will help keep the LMCS informed of their patrons' needs when it comes to using the library and its resources.

Operational Procedures

Hours of Operation

The Cleveland School District Library Media Centers are open during school hours Monday – Friday during the school year. Operational times vary by location and need.

ORGANIZATIONAL MEETINGS: The Library Media Center may be used for meetings before or after school. It is the responsibility of the organization's president/leader or secretary to sign up for the appropriate date with the LMS and have a sponsor present, when students are present.

Scheduling Policy for Classes

The Cleveland School District Library Media Center allows teachers to schedule a class to use the Library Media Center and/or the technology resources as scheduling permits. This policy should allow for flexible scheduling for both teachers and students to get the most out of their time in the Library Media Center. Teachers can contact the Library Media Specialist in person or via email to schedule the date/time. Only one class can be scheduled to use the Library Media Center at a time. Teachers are asked to cover project guidelines prior to entering the library due to time constraints. Teachers can also schedule students to use the technology resources; however, the same rules apply regarding how many classes and preparing students prior to entering the lab. There are particular days throughout the school year in which some LMC sites may be closed due to testing, as well as for professional development.

PROCEDURES include but are not limited to:

1) A brief, collaborative planning meeting with the LMS is required before your class uses either the media center or a computer lab. Teachers should bring a copy of the proposed lesson or lesson plan to this meeting.

2) When teachers bring classes into the Library Media Center, it is the teacher's responsibility to sign in. Teachers should remain with their class while they are in the LMC, unless otherwise stated.

Circulation Policy

Students are allowed to check out books for a period of time. The number of books and period of checkout is at the discretion of the LMS at each school.

FACULTY POLICY: Faculty may also check out books from the library collection, including the Professional Collection. This collection covers most curricular areas. Teachers may check out books and print reference materials for a time period set by the school's LMS. Invoices will be issued to faculty for lost books.

FINE POLICY: Students must pay for books that are lost or damaged. Replacement costs are determined by the cost of the book. If the book is not returned in a timely manner, a notice will be sent home indicating the replacement cost. If the matter is not taken care of after notification, a follow up letter will accompany the progress reports and/or report cards. Money will be refunded if a book or print resource is found during the same school year. Money will be collected, receipted, and deposited into the CSD's account for use by the LMS to replace lost books.

Rules

Appropriate behavior and respect for all library patrons, staff/faculty, and property is expected from students while using the library media center. Each individual school has library rules posted, which should be followed by all.

Sign In Procedure

Students at the secondary level will present an appropriate library/ hall pass from the appropriate teacher when entering the library. Students will sign in when using the library during class time. Logs will be kept for records. Elementary students will be escorted to the LMC and picked up at the designated time by their teacher.

Collection Development Policy

Selection Policy

The primary objective of the Cleveland School District library material selection procedure is to provide students and teachers with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view. To this end, the Cleveland School District Board of Trustees, in keeping with the ideas expressed in the School Library Bill of Rights, asserts that the responsibility of District media specialist is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- To provide materials representative of many religious, ethnic, and cultural groups and their contribution to our American heritage, thereby enabling students to develop an intellectual integrity in forming judgments.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive selection appropriate for the users of the library.

Responsibility for Selection of Library Resources

As stated in CSD Policy Code IJLB adopted January, 2016, the identification, selection and recommendation of library materials is primarily the function of the professional staff of the Cleveland School District. Selection of library materials will be guided by the instructional needs of the individual schools, the adequacy of recommended materials in meeting adopted curriculum goals, and the strengths and weaknesses within the existing collection of materials. While professional staff will be encouraged and supported in applying the listed guides to select and recommend library materials, the Cleveland School District Board of Trustees retains sole authority for approving the library materials utilized in the Cleveland School District.

Criteria for Selection of Library Resources

As stated in Cleveland School District's Policy IJLB, the major criterion for the selection of resources is the educational suitability of the resource for its intended use. Library Media Specialists will use educational criteria and professional judgment rather than personal opinions, values, or beliefs in the selection of resources. All materials purchased or accepted as gifts will be evaluated according to the following criteria:

- Relevance to the curriculum
- Relevance to students' informational and recreational needs
- Suitability of subject
- Format and level for intended audience
- Quality and variety of format
- Importance of subject matter to the collection
- Scarcity of materials on the subject
- Published and/or broadcast reviews or inclusion in special bibliographies and indices
- Authority and significance of the author, composer, filmmaker, etc.
- Reputation of the publisher or producer
- Timeliness and/or permanence
- Student interests
- Provision of alternate viewpoints
- Quality of writing, design, illustrations, or production
- Relevance to school community standards
- Potential and/or known demand
- Cost

Procedures for Selection of Library Resources

Educational goals, curriculum needs, faculty needs, students' reading level, maturity level, background, needs and interests, and existing materials will be taken into consideration in developing the library collection. Recommendations by the administrators, faculty members, students, parents, and other community members will be considered. Material selected should be favorably reviewed in one or more current or retrospective professional reviewing tools. Some examples of industry-recognized review sources include, but are not limited to: *H.W. Wilson Company's Core Collections, Booklist, The Book Report, School Library Journal, Horn Book; Kirkuk Reviews*; and other appropriate sources.

Reconsideration of Policies and Procedures and Request for Formal Reconsideration

All materials selected will have been judged on the basis of relevance or permanent value, accuracy, authoritativeness, clear presentation and/or readability, and format. Insofar as it is practical, materials will be provided which present all points of view. Materials will not be excluded because of race, nationality, religion, or political views of the writer. When doubt arises about one of the possible selections whether print or non-print, approval copies will be examined by the librarian and at least two other members of the library advocacy committee.

The following procedures will be followed when a citizen challenges the appropriateness of an item in the library collection:

1. When a complaint is received which specifically relates to any materials in the library, an informal discussion will be held to determine the nature of the complaint.
2. When necessary, a Request for Reconsideration of Library Resources form will be provided to the complainant to fill out and return to the building principal.
3. The Request for Reconsideration of Library Resources will be forwarded to an ad-hoc library review committee, appointed by the superintendent, which will consist of the librarian, a reading specialist and/or teacher from the school, the building principal, the director of library media services (if applicable), and a parent member of the school management team.
4. A meeting of this library review committee will be scheduled within two weeks of receipt of the request for reconsideration.
5. Material will be judged by the committee as to its conformance with the criteria for selection listed.
6. The written decision of the committee will be forwarded to the superintendent, who will inform the Board of Trustees and the complainant of the committee's decision.
7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent requesting the Board of Trustees or a sub-committee of the Board of Trustees to review all of the proceedings. The Board of Trustees will then render a final decision as to the appropriateness of the materials in question.
8. Challenged materials may remain in circulation until the process is completed.

(See Appendix E for Letter to Complainant and form for Request of Reconsideration of Library Materials)

Weeding Policy and Procedures

Weeding is a process by which materials that are no longer useful are removed from the library collection, usually during inventory. However, weeding should be carried out continuously if the library collection is to be kept up to date. Types of materials which should be regularly weeded from the school library are:

1. Items in such poor physical condition that the readers cannot use them
2. Materials whose leaves have become yellowed and brittle with age
3. Sources which contain material that is outdated or no longer true
 - a. Materials in science, or social studies, especially about other lands and people
 - b. The copyright date is a great help in evaluating this type of materials
4. Books which have been replaced by new and revised editions.
5. Materials which are not suitable for the readers using the collection
6. Items which are duplicated of books once popular
7. Dates audiovisual materials and equipment.

Weeded materials should be completely removed so that they will not find their way back to the library. Old editions should be replaced by newer editions and discarded unless there is a special reason for keeping the old one. Material unsuitable to the collection (both print and digital formats) may be offered to other areas of the school, other libraries in the school system, or to a public library.

Responsibility for Weeding of Library Media Center Resources

The responsibility for the weeding of resources from the Library Media Center is entrusted to the Library Media Specialist, who is employed by the CSD. While the final decision rests with the Library Media Specialist, teachers are invited to review the items marked for withdrawal.

Criteria for Weeding of Library Media Center Resources

According to CSD Policy IJLB, Each media specialist will evaluate the collection on a continuing basis to identify materials in need of repair, replacement, or withdrawal. The following criteria are considered when withdrawing materials: (1) Physical condition, (2) Currency of information, (3) Availability, (4) Permanent value, (5) User demand, (6) Other coverage of subject material, and (7) Available space.

Weeding and Collection Maintenance

The Library Media Specialist is in charge of weeding items from the collection based on the MUSTIE acronym that is used in many school and small public libraries:

M = misleading, factually inaccurate

U = ugly, book is worn and torn, in disrepair

S = superseded by a newer edition

T = trivial; or no real discernible value

I = irrelevant to the needs and interests of the community

E = elsewhere available; turn to interlibrary loan for the subject

The final decision of whether to weed a material will be left up to the LMS at each school.

Procedures for Discarding of Library Media Center Resources

1. Deselected items must be disposed of properly and removed from the cataloging system and may follow the guidelines for disposal of obsolete textbooks
2. Items may be donated (if the recipient is made fully aware of the reason for discarding) or sent for recycling
3. The labels and all evidence of ownership must be removed before disposal takes place
4. Include a "Discard" stamp or label on the front and back inside cover of each item

Gift Policy

As stated in CSD Policy Code IJLB, gifts of books or other materials may be accepted, but incorporation into the school library media center's collection is based on collection needs and the judgment of the library media specialists. All gifts are subject to evaluation by the criteria for selection of materials. Commercially prepared materials are accepted if they meet the selection standards, are intended to inform and not to promote sales, and are free from excessive advertising.

When organizations and individual parties express interest in donating books, reference resources, and other educational-related materials to a school library, the school librarian must review potential library donations using the following criteria:

1. Materials should be new or barely used, complete, and attractive
2. Reference materials, including atlases, encyclopedias, subject specific multi-volume sets, and other nonfiction resources should be no more than five years old; science, medical, computer, and other resources in areas in which information quickly becomes outdated should be no more than three years old
3. Fiction books, which are more than 10 years old, will not be accepted with the exception of books by well-known young adult authors and classics
4. All materials including reference, fiction and non-fiction, and other materials should be on the reading level and an interest of students enrolled at the school
5. Non-fiction books should not reflect outdated stereotypes of racial or cultural groups in either the text or illustrations and should avoid oversimplification of complex issues and other distortions that would give readers erroneous or misleading information

6. Textbooks, workbooks, standardized tests, most periodicals, pamphlets, and catalogs will not be accepted.

Collection Analysis

The libraries in the CSD will be both actively involved in the school's academic efforts and tether it to the curriculum. According to the library media center's Policies and Procedures Manual, the LMC's primary purpose is to provide resources to enhance the curriculum standards set forth by the Cleveland School District and College and Career Readiness Standards. The library media center's mission is to "to support the stated goals and objectives of our school district by providing curriculum and technological support, research guidance, literature appreciation, and learning experiences for the students, faculty, staff, and patrons of the school community. The program fosters an environment that encourages inquiry and discovery through the use of organized, accessible resources. The School Library Media Program aids students in becoming independent, lifelong seekers of knowledge who are capable of information retrieval and who value libraries and learning." The library views itself as a serious part of the school's academic community. The virtual library media center will help students to complete academic assignments as well as help teachers plan multi-media informational lessons that coincide with the Mississippi College and Career Readiness Standards.

Collection Analysis Method

The Library Media Center analyzes the collection level by Dewey "hundreds" and material format. Each of the Dewey "hundreds" includes information about the overall weakness of the reference, non-fiction, fiction, teacher resource materials, and several small special collections. A Collection Analysis will need to be run to indicate the materials that need to be weeded due to age, not condition. It is up to the librarian media specialist to decide if the resource needs to be discarded due to condition. Many vendors offer the service of analyzing a collection. Each school LMS is at liberty to make the decision of what vendor to use.

Improvements to the Collection

To improve a particular section of the collection, the library media specialist will work in collaboration with teachers when purchasing both printed and electronic resources. By analyzing the current collection and deciding on future acquisitions goals ahead of time, the LMS will ensure that any purchase decisions will align with the priorities and needs of the libraries and are based on actual evidence.

There is a total of five different selection criteria that a single purchase call be categorized as: 1) relevant to the curriculum; 2) relevant to student interest; 3) items which assist students and teachers to further their academic goals; 4) items which promote social and pleasure reading; and 5) items which reflect multiple points of view through a multicultural lens, including age, race, gender, religion, nationality, language, and professional or social status.

Acceptable Internet Use Policy K - 12

Procedures for Online Usage by Students

See Appendix F for the district approved Acceptable Use Policy. The Rules for the LMC's technology resources are posted at each location.

Appendix A: 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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

Appendix B: Library Orientation

Policy: All students will undergo a brief Library Media Center orientation.

Purpose: To familiarize students with learning materials including the library resources necessary for searching, retrieval, organization, and citation when appropriate of information in all formats.

Procedure: The Library Media Specialist schedules and conducts the library orientation sessions with the necessary interaction with the teacher and students. The orientation class includes:

1. Library policies
2. Introduction to basic research process
3. Follett/DESTINY Card Catalog and other electronic databases (Magnolia)

Research Classes: However, any teacher can schedule an orientation for students to learn better ways to complete assignments in that particular subject. Teachers are asked to have a brief collaborative planning meeting with the library media specialist regarding orientation to ensure students receive the best information concerning researching methods.

Appendix C: Cataloging Practices

A bibliographic record is a type of MARC record that represents a library material. In a school library catalog, the model is to create one good bibliographic record for each district edition of a material and to attach a local holding for each copy. Creating duplicate records clutters the automated system, leads to inconsistency among records, and makes searching the catalog confusing.

Material Types refer to the physical carrier, or format, of the material. Sometimes the Material Type and the Collection Type must be considered when determining the call number prefix, as is the case with Online Resources and Books.

<u>Material Type</u>	<u>Material Includes</u>	<u>Call Number Prefix(es)</u>
Book	Biography	BIO, B, 92
	Reference	REF
	Nonfiction	Use Dewey Number
	Fiction	FIC, F
	Story Collection	SC
	World Languages	SPAN,FR,GER
	Professional Collection	PROF, TR
Audio Recording	CD	AV
Equipment asset	AV Equipment	EQP followed by the fixed
	Computers	
	Cameras	
	eReader	
Big Book		BIGBK
Book with Audio Recording		BKAV
Braille		BRAILLE
Video	VHS/DVD	VID
Kits	Flashcards	KIT
	Game	
	Classroom Readers	
Model	Globe, Model, Posters	MODEL
Electronic Book		EBK
Periodical	Newspapers/Magazines	PER

Cataloging practices differ at each school location. Cataloging specs for each school can be found in the school policies and procedures manual.

Appendix D: Advisory Committee

Responsibilities of the Library Advisory Committee

As advisors to the library media center (LMC) professional staff and as advocates for the library media center program, members of the library advisory committee make a commitment. Each member pledges to support the LMC staff and program and to work collegially to enhance and improve the LMC program, resources, and services for the benefit of all students and teachers.

The library advisory committee works with the LMC professional staff to:

- conduct regular needs assessments to determine what additional resources (e.g., books, audio/visual, computer software, furnishings) are needed in the LMC;
- conduct regular student and faculty surveys to gauge customer satisfaction with the LMC program;
- develop a five-year strategic plan for the library media center based on student and faculty surveys and the needs assessment;
- collect relevant data and use that data to prepare and submit regular reports to the building-level administration and to the district showing direct positive impact of the LMC program on student achievement;
- prepare a budget request to meet the needs identified in the needs assessment;
- develop short-range plans for collection development based on the school's implemented curriculum, a related LMC collection map, and input from teachers and students;
- identify strategies for facilitating collaboration between the classroom teachers and the LMC professional staff to ensure integration of the LMC resources and services into the school's instructional program;
- work with the building-level administration, the LMC professional staff, and the classroom teachers to implement identified collaborative instructional strategies; and
- advocate for the school's library media program.

Schedule of Meetings

The library advisory committee should meet as needed to program planning and discussion of procedural issues.

Appendix E: Request for Reconsideration

1 of 2 pages

LETTER TO COMPLAINANT (Source: American Library Association)

Dear _____,

We appreciate your concern of the use of _____ in our school district. The Cleveland School District has developed procedures for selection materials, but realizes that not everyone will agree with every selection made. To help you understand the selection process, we are sending copies of the district's (1) instructional goals and objectives and (2) materials selection policy.

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal



Request for Reconsideration of Library Resources

Format: Book ____ E-book ____ Periodical ____ CD-ROM ____ Video ____

Title _____

Author _____ Publisher _____

Request Initiated by _____ Phone _____

Address _____

Complainant represents: ____ Self ____ Organization:

Name of Organization _____

1. Did you read/hear/view the entire work? ____ Yes ____ No

2. If not, which part did you read, hear, or view? _____

3. Specifically, what part of the information did you find objectionable, and why? (Please cite pages, frames, sections, CD-ROMS, etc.) _____

4. Would you like to recommend this work for another age group? ____ Yes ____ No

5. If so, for what age group would you recommend this work? _____

6. How do you perceive students would be affected by exposure to this work? _____

7. What would you like for the school to do about this work?

____ Withdraw it from all students

____ Withdraw it for reconsideration

____ Do not assign it to my child or allow my child access to this work

____ Place it on a closed shelf for special use under a specific teacher's guidance

Print Name _____

Signature _____ Date _____

Please list and attach supporting evidence.



Appendix F

Acceptable Use Policy

For Student / Parent / Community Member / Faculty & Staff
Policy IJ

INTRODUCTION

The Cleveland School District has established a computer network to provide Internet access for students, parents, community, and all faculty and staff use. Anyone who uses the computer network will be considered a network user. This will allow access to a variety of Internet resources. In order to use the Internet, students, parents, community members, and educational staff must first read, understand, and sign the following Acceptable Use Policies to comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

ACCEPTABLE USES

1. The computer network for the Cleveland School District has been set up in order to allow Internet access for educational purposes. This includes classroom activities, research activities, peer review of assigned work, and the exchange of project-related ideas, opinions, and questions via email, message boards, and other means.
2. Students will have access to the Internet via computers and other devices. Student access is limited.
3. Student use of the Internet is contingent upon parent/guardian permission in the form of a signed copy of the Acceptable Use Policy. Parents and/or guardians may revoke approval at any time.
4. Material created and/or stored on the system is not guaranteed to be private. Network administrators may review the system from time to time to ensure that the system is being used properly. For this reason, students should understand that emails, material placed on personal Web pages, and other work that is created on the network may be viewed by a third-party.
5. Network users must keep their passwords private. Accounts and/or passwords may not be shared.

UNACCEPTABLE USES

1. The network may not be used to download, copy, or store any software, shareware, or freeware without prior permission from the network administrator.
2. The network may not be used for commercial purposes. Users may not sell products or services through the system.
3. Use of the network for advertising or political lobbying is prohibited.
4. The network may not be used for any activity, or to transmit any material, that violates the United States or local laws. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.
5. Network users may not use vulgar, derogatory, or obscene language. Users may not engage in personal attacks, harass another person, or post private information about another person.
6. Network users may not log on to someone else's account or attempt to access another user's files. "Hacking" or otherwise trying to gain access to another person or organization's computer system is prohibited.
7. Network users may not access Web sites, newsgroups, or chat areas that contain material that is obscene or that promotes illegal acts. If a user accidentally accesses this type of information, he or she should immediately notify a teacher, librarian, and/or network administrator.