School District of Eleva-Strum
District Library Plan



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MISSION STATEMENT

The Library will provide a positive and welcoming space that will foster a lifelong love of reading, promote critical and innovative thinking, empower students to become lifelong learners and to promote ethical use of technology and information

LIBRARY GOALS

The goals of the School District of Eleva-Strum LMC include:

- To serve all students and staff at the School District of Eleva-Strum.
- To acquire and make available to all students and staff; books, periodicals and other media, as will address their need to:
    - Become well informed
    - Locate answers to important questions.
    - Cultivate the imagination and creative expression.
    - Develop skills for career and vocational advancement.
    - Enjoy leisure by means of reading and other media services.
- To acquire the means to provide the most frequently requested material locally and upon demand.
- To consistently strive to discover new methods and improvements to better serve students and staff.
- To review on a regular basis these goals of The School District of Eleva-Strum LMC and, if necessary , revise them in the light of new developments.



Eleva-Strum L.M.C Circulation and Policies and Procedures

The Eleva-Strum L.M.C encourages its students to be responsible library patrons. As students' progress through the school district they acquire more privileges and responsibilities. Students are responsible for their library materials, returning them on time, renewing them as needed, and taking care of library material.

Library Access

- The LMC will be open during regular school hours: 7:45am-3:45pm.
- Students do not have to bring anything to check out materials. Student numbers, names and pictures are in the ILS.
- Student checkouts can be done during the assigned library time for 4K-5th graders. However, students are encouraged to return and checkout anytime their teacher permits them to visit the library or before and after school.
- Students in grades 6th-12th may check out books at any time during library hours with teacher permission and a pass or during lunch, before and after school.
- Books may be returned to the book drops throughout school or the LMC.

Students Checkouts

- Grades 4K-Kindergarten
  - Each student may check out 1 book. Consideration for special circumstances will be at the discretion of the librarian, teacher and/or parent.
- Grades 1st-3rd
  - Each student may check out 2 books. Consideration for special circumstances will be at the discretion of the librarian, teacher and/or parent.
- Grades 4th& 5th
  - Each student may check out 3 books. Consideration for special circumstances will be at the discretion of the librarian, teacher and/or parent.
- Grades 6th-12th
  - Each student can check out up to 5 books. Consideration for special circumstances will be at the discretion of the librarian, teacher and/or parent.

Self-Checkout

- Self-Checkout introduction begins in 3rd grade.
    - Students will be instructed and trained during their scheduled library time on how to perform self-checkouts.
        - In the grades 3rd-5th students can choose to utilize self-checkout or have the LMS perform checkout.
- Self-Checkout is mainly utilized in the Middle/High School, grades 6th-12th.
    - Students have prior training and knowledge from previous grades to be successful at self-checkout.
        - The LMS is always available if there are problems or questions.

Faculty and Staff

- Faculty and staff have unlimited borrowing capacity.
- Books can be checked out for extended periods of time for classroom use.

Community Members and Families

- Community members and Eleva-Strum Families are encouraged to utilize the many resources in the LMC.
- There is no limit on checkouts and books can be renewed at any time.
- Loans for materials are 2 weeks.

Terms of Material Checkout

- Books can be checked out for up to 2 weeks.
    - Renewals are allowed, except when there is a hold on that book.
- Periodicals can be checked out for 1 week.
- Makerspace, board games, cards and puzzles can be checked out for 2 weeks and renewed as needed.

Renewals

- Books and materials can be renewed for an unlimited time, unless there is a hold or request for that book.
- Renewal requests can be done in person or through an email.

Lost or Damaged Materials

- If a book is lost, the librarian will send a note home to ask the family to help the student locate the material.
    - Once this contact has been made a note will be on the students LMC account that they have materials that are "lost and looking for".
    - The student has until the end of the current school year to find the book. If it is not found the family has a choice to pay for or replace the book.
- If any damage occurs to a book, the students are encouraged to bring the book in and talk to the librarian.

Lost or Damaged Materials Continued

- The librarian will assess and attempt to fix the damaged book. If this cannot be accomplished, depending on the situation, either the library will replace the book or the family.

Overdue Books

- No fines will be charged for overdue books.
- Reminder notices will be sent home with the student for any books overdue.
- If a student has the maximum number of allowed checkouts that are overdue, they will not be able to check books out until one or more of the books are returned.

Holds

- Students and staff can place holds on any materials that are checked out in the library. The person who has that particular item will not be able to renew it.

Interlibrary Loans

- The Eleva-Strum LMC works with the Strum Public Library and WiLS (Winding Rivers Library System) for interlibrary loans for our staff and students. This collaboration allows students, staff and community to have access to a wider variety of materials than the LMC has.
- A library card for the Strum Public Library (or any other libraries within the WiLS) is needed in order to utilize this service.
  - The Eleva-Strum LMS has forms to obtain the library card at the circulation desk.
- Loans can be requested directly to the Eleva-Strum LMS, through the WiLS automated library system or through the WiLS librarian.

Inventory

- Inventory will occur at the end of each school year.
- The LMS and Technology Aide will be responsible for conducting inventory and running the necessary reports.

Privacy Policy

- The Eleva-Strum School District protects its students confidentiality as part of its commitment to intellectual freedom. Confidentiality and privacy are essential for free speech, free thought and free association.
- Confidentiality includes all records with identifying information about students, including their requests for information and materials. It also includes their use of Library computers and the online sites and resources they access. The Library will keep patron information confidential and will not disclose this information except as necessary.



Collection Development Policy

Responsibility: The district LMS is responsible for the selection of materials. Materials will be chosen by the LMS in cooperation with students, staff, faculty and community members.

Selection Criteria: The School District of Eleva-Strum complies with the Wisconsin Statute P18.01(2)(h)(3) which states: "Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society."

Print and Non-Print material will be selected by the following criteria:

- The material will be chosen to support and be consistent with the district and state guidelines.
- The material will be chosen to enrich and support the district curricula.
- The material will be chosen utilizing selected professional resources (School Library Journal, Booklist, The Horn Book, and other professional magazines and journals and websites).
- Materials are considered and chosen based on the representation of opposing sides of controversial issues in order to develop critical reading, listening, viewing and thinking.
- The LMS will evaluate available resources and curriculum needs and will consult with other staff, teachers and administration for future purchase recommendations.
- The materials chosen shall be appropriate for the subject areas and for the age, emotional development, ability level, learning style, and social development of the students for whom materials are selected.
- Materials chosen will be accurate and current in the information they contain.
- The material chosen will provide fair and accurate representations of different religious, ethnic, and cultural groups and their contributions to our society.
- The materials chosen will represent differing and accurate viewpoints of controversial topics.
- The materials chosen will have a physical format and appearance suitable for their use.

Selection Tools

During the selection process the LMS will evaluate the current collection and assess this for further academic, recreational and curricular needs.
The following are some of the tools and resources used in the selection process, however it is not limited to these tools and resources.

- Booklist
- School Library Journal
- The Horn Book
- Good Reads
- School Library Connections
- Title Wave
- The Cooperative Children's Books Center (CCBC)
- The Hub (ALA)
- Children's Book Awards (ALSC)

Gifts and Donations

The Eleva-Strum School District welcomes material gifts and donations. These gifts will be treated as those obtained through the regular selection process and subject to the same criteria. Any gifts or donations not chosen to be included in the system will be added to our donation box to be handed out to families in the community.

Non-Print Materials

- Non-Print materials will be chosen based on the same criteria as print materials.
- These materials are chosen to enrich and support the curriculum, educational and recreational needs of the staff, students, faculty, and community members.
- Non-Print materials consist of, but are not limited to, DVD's , eBooks, audiobooks and Playaway.



Eleva-Strum Library Media Center Privacy Policy

Protecting the Eleva-Strum Students privacy and keeping confidential information that identifies students with their use of library books, materials, websites searched, equipment used, programs attended, serviced provided, and/or staff assistance is an important principle of the Eleva-Strum LMC. This policy affirms the Library's commitment to privacy. Students have the right to be able to utilize the library knowing it is a safe environment to do so.

The following are some, but not limited to what type of student data is protected:

- Items checked out to the students
    - Books
    - Magazines
    - Equipment
    - Games
    - Resource materials
- Items searched in the library system by the students
- Students name, address and phone number
- Any groups and/or programs attended
- Websites searched by the student
- Students financial information
- Students name and school id #

Students data and information will be protected by the following procedures:

- All student's information and records will be stored and maintained in a locked file cabinet in the LMC office.
    - Keys will be given to:
        - LMS
        - Library/Technology Paraprofessional
        - District Office
- Limit the amount of information collected regarding individual students
- Have any service providers agree and sign the Student Privacy Pledge to ensure the utmost privacy.
    - https://studentprivacypledge.org/wp-content/uploads/2020/04/Student-Privacy-Pledge-2-Pager.pdf
- The library system will be set to delete student information and activity 6 months after they graduate or leave the district.

Staff, administrators, faculty and community members will be informed and educated about privacy policy and issues through various avenues. I would first like to set up an area in the library devoted to issues such as privacy, plagiarism, copyright, etc. The staff, administrators, faculty will be made aware of this section in the LMC through advertising in the school newspaper and on the district website. Also on the website and in the newspaper, will be the ALA's Library Bill of Rights (attached). The Library Bill of Rights will also be posted predominantly in the LMC.

Students will be educated and informed of the privacy policy by first introducing them to the area of the library devoted to this. At the beginning of the school year as we tour the library, this space will be visited, allowing students to browse among the collection. Questions will be allowed and answered. To further educate the students, the privacy issues will be integrated in both the Digital Citizenship Program and lessons. As these are ongoing issues, I think it is important to revisit the issues when an opportunity arises, or just as a friendly reminder. I will relate this to the teachers and provide materials that they can refer to while teaching.



Eleva-Strum L.M.C Weeding Criteria and Procedures
&
Challenged or Questioned Books

As selection of appropriate materials is an ongoing process, so too is the deselection or weeding of certain materials in the L.M.C's collection. Many variables and criteria are utilized when deciding to deselect or weed materials. Weeding of materials that are worn, obsolete or unused will help maintain a balanced, useful and up-to-date collection for staff, students and community members.

Weeding Criteria

A periodic evaluation of the L.M.C's material is necessary to remove or replace materials based on these criteria:

Weeding for Appearance

- In poor physical condition
  - Pages torn
  - Covers worn or ripped
  - Missing pages
  - Book is written in
  - Poorly bound or poorly printed editions

Weeding Duplicates

- Unneeded duplicates
- Older editions
- Books that no longer relate to curriculum (class sets)

Weeding Based on Poor Content

- Information is dated
- Information is inaccurate

- Stereotypes are present

Weeding Based on Use

- Non-Fiction Books: Item has not been checked out within the last 10 years.
- Fiction Books: Books have not been checked out within the last 5 years.
    - Classics are excluded
- Encyclopedias and Atlas' should be considered for replacement if they are more than 5 years old.

Categories of Books Which may become quickly outdated:

- 000s: Computers
- 100s: psychology (especially popular literature)
- 300s: college and Career Materials
- 400s: grammar with dated examples and/or illustrators
- 500s: astronomy, physics, chemistry, biology
- 600s: electronics, engineering, health, technology
- 900s: popular biographies

Weeding Procedures

Weeding is an ongoing process in the LMC. Different sections will be evaluated and weeded during different times of each school year and summer months.

- Delete items from the electronic catalog
- With a Sharpie cross out any school identifying marks and the barcodes
- Stamp inside cover with "discard"
- Place the discarded books into boxes labeled for the Annual Book Giveaway in January.
- Books that are in poor condition and cannot be used for the Annual Book Giveaway will be boxed and donated to another library or disposed of.

Challenged or Questioned Books

Occasional objections to a material selection will be made by community members, parents, students or school staff, despite the care taken to select valuable materials for student, teacher and community member use, and the qualifications of persons who select the materials.

The principles of Intellectual Freedom, freedom to read, the First Amendment and the professional responsibility of the staff must be defended, rather than the materials.

Procedures for Responding to Challenged or Questioned Books

- Once an oral or written request for removal has been made to the LMS the following should occur:
    - The building principal needs to be informed within 2 days of the complaint.

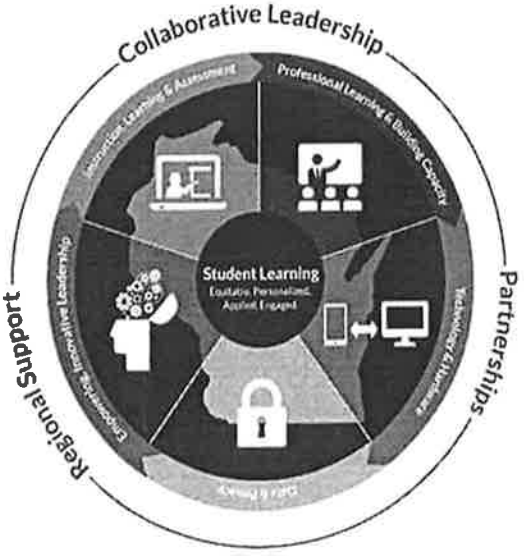
- An informal meeting with the complainant, LMS, and building principal will occur.
- If no resolution is made at the informal meeting the complainant will be asked to fill out the Materials Reconsideration Form.
- The challenged material will not be removed from circulation while the reconsideration process occurs.
- The Materials Reconsideration form should be returned to the building principal.
- The LMS will keep a written record of the complaint, title and synopsis of the meeting.
- A committee will be appointed to review the complaint. This committee will consist of:
    - The LMS
    - The Building Principal
    - A member of the PTO
    - A member of the school board
    - One member of the faculty where the materials are used (if applicable)(If not, a ELA faculty will be selected)
    - One other faculty member
    - A Student from the level at which the complaint was received
- The committee will review the complaint no later than 15 days after the form was received.
    - All members of the committee will read and examine the challenged resources and the completed Materials Reconsideration Form.
    - The members will make a decision to remove or retain the material.
        - This will be accomplished by a show of hands, requiring a simple majority.
    - A written report and recommendation will be sent to the building principal and District Superintendent.
    - A written letter will be sent to the complainant explaining the committee's decision.
- Formal Challenges brought upon by minors must have signed parental consent

Wisconsin Administrative Code PI 8.01 (2)(h)

(h) Library media services. Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel

During the development of the Wisconsin Digital Learning Plan, the Future Ready Framework was adopted as a way to organize key priorities and planning tools for districts.





Future Ready Librarians

The Future Ready Librarian Framework will be a guide to support and improve library programming in order to prepare School District of Eleva-Strum students for a successful future. This model serves to align the goals of our library media program with the Future Ready School Framework, which serves as a key resource for the Wisconsin Digital Learning Plan. Through our professional practice, programs, and spaces, school librarians lead, teach, and support school and district goals. Collaboration between librarians and key stakeholders is crucial to promote and implement innovative learning opportunities for students.

Using the Future Ready Librarian Framework to examine our current library practices will allow our district to develop common language and inspire creative thinking, build new partnerships, and develop a collaborative plan for students and teachers by focusing on the following categories:

- Curriculum, Instruction, and Assessment
- Budget and Resources
- Collaborative Leadership
- Personalized Professional Learning
- Robust Infrastructure
- Community Partnerships
- Data and Privacy
- Use of Space and Time



Current Status: Curriculum, Instruction, and Assessment

- Library instruction supports general education classroom curriculum when possible
- Curate print and digital resources that support curriculum and student interest according to selection policy



Current Status: Personalized Professional Learning

- Opportunities to share in buildings
  - Staff Meetings
  - Grade level meetings
  - Collaborative Meetings



Current Status: Budget and Resources

- Common School Funds are spent to provide students and staff with high quality print and digital resources that support curricular goals.
- Utilize District library loans, Winding River Library and WISCAT loans to provide students and staff with necessary materials.



Current Status: Robust Infrastructure

- Access to databases and other digital resources in elementary, middle and high school buildings.
- 1:1 in grades 3-12.
- Wi-fi network throughout all buildings.
- Hot spots are available for families without internet access at home.



Current Status: Community Partnerships

- Partnership with the Strum Public Library to promote and share library programs and resources.
- Partner with Elementary building PTO for literacy related activities.
- Book Fairs at the elementary and middle school level that are open to the staff, students, families and the community.



Current Status: Data and Privacy

- Teach digital citizenship lessons K-12 that promote:
    - Online safety
    - The importance of securing personal and private information.
    - Responsible and ethical use of the internet and resources.



Current Status: Collaborative Leadership

- Create lessons or resources that support the goals of units and or projects at various grade levels.
- Research and provided materials and resources for units at various grade levels.(National History Day, Renaissance , Poetry, etc.)



Current Status: Use of Space and Time

- Library is open throughout the day and staffed by the Library Media Specialist.
- Middle/High School library has different areas to accommodate reading, group work, games and full classes.
- Full functioning Green Screen Room available.
- Flexible seating has been integrated in the Middle/High School library.
- Elementary Library has appropriate sized seating with different areas to accommodate story time, read to self, activities and partner reading.

Action Plan



Librarians will update curriculum to integrate the Wisconsin ITL standards:

Actions:

- Identify standards within the Wisconsin ITL Standards.
- Identify lessons that are aligned to those standards currently.
- Modify and help develop lesson plans to cover priority standards.



Through continuous collection development, librarians will increase the diversity of collections.

Actions:

- Conduct a collection analysis of elementary, middle and high school.
- Update collections based on the analysis.

- Continue current purchasing practices based on student/staff need/want.
- Continue purchasing practices based on reputable, professionally prepared selection tools.
- Identify areas of need to increase diversity.



Librarians will work to find additional ways to collaborate with teaching staff within their building inorder to align lessons and provide resources that support curricular goals

Actions:

- Identify units or projects that have a media literacy or research focus.
- Create lessons or tutorials to support the goals of the unit or project.
- Explore ways to collaborate with teachers/staff when not possible to attended grade level or Collaborative Team meetings.
- Present ideas to teachers.



Job Title: Library Media Specialist

Reports to: Building superintendent

Job Description: The Library Media Specialist is responsible to ensure that students and staff are effective users of ideas and information. Their mission is to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. They should work to instill a love of learning in all students and ensure equitable access to information and to collaborate with classroom teachers and specialists to design and implement lessons and units of instruction. The Library Media Specialist should provide the leadership and expertise necessary to ensure that the school library program (SLP) is aligned with the mission, goals, and objectives of the school and the school district, and is an integral component of the learning/instructional program.

Required Qualifications: Valid Wisconsin Department of Instruction Instructional Library Media Specialist (1902) , or eligibility to obtain appropriate license upon hire

Position Goals:

- Ensure staff and students are effective users of information, ideas and effective users of technology.
- Empower students to be critical thinkers, enthusiastic readers, skillful researchers, and discerning, technologically literate, ethical users of information.
- To instill a love of lifelong reading.
- To collaborate with teachers and specialists to design and implement lessons and instructional units that align with the district's curriculum and goals.
- To collaborate with teachers and specialists to assess student learning and instructional effectiveness.

Roles and Responsibilities

Teacher: The Library Media Specialist is an integral part of the instruction team. The Library Media Specialist supports student's success by:

- Reading for understanding, for exposure to diversity of viewpoints and genres
- Empowering students as creators, encouraging and facilitating students ot become increasingly self-directed as they engage in critical thinking, collaboration and authentic, real-world problem solving.

- Designing collaborative spaces, providing flexible spaces that promote inquiry, creativity, collaboration and community. Such as Makerspaces.
- Embracing the world of information in all of its formats.
- Working with peers in successful collaboration for learning.

Information Specialist: The Library Media Specialist provides leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information by:

- Developing and maintaining a collection of resources appropriate to the curriculum, the learner, the teaching style, and instructional strategies used within the school community in accordance with the district policy.
- Understanding copyright, fair use and licensing of intellectual property, and assisting students and staff with their understanding and observance of the above mentioned.
- Networking and collaborating with public libraries, universities, librarians to provide access to resources that are outside the school.

Instructional Partner: The Library Media Specialist works with teachers and other educators to build and strengthen connection between student information needs, curricular content, learning outcome, and information resources by:

- Providing and planning professional development opportunities.
- Joining with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning.
- Participating in the curriculum development process at both the building and district levels.
- Collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking.
- Participating in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities.

Leader: The Library Media Specialist creates an exciting and inviting environment for staff, students and community members. The Library Media Specialists role is an ever changing one. He will continually revamp their role and library to meet challenges and changing trends by:

- Serving on decision making teams in the district.
- Benchmarking the school library program to school, state and national program standards.
- Sharing expertise by presenting at faculty meetings, parent meetings and school board meetings.
- Remaining current in professional practices and developments, information technologies and educational research applicable to the school library program.
- Being an advocate for school library programs and the guiding principles of the school library profession.
- Maintaining frequent communication with staff, students and community.



Job Title: Library Aide

Reports to: Library Media Specialist, Building Principal and District Superintendent

Job Summary: The Library Aide assists the Library Media Specialist with daily library operations. Responsibilities include, but are not limited to; processing and cataloging new materials, weeding outdated materials, checking books in and out, shelving books, and assisting students, staff and community members in research, reference, assignments and locating books of interest.

Performance Responsibilities: These responsibilities include, but are not limited to:

- Processing and cataloging new materials: Entering material into the system, barcoding and covering.
- Book repairs
- Assisting the LMS in taking inventory and weeding of outdated materials
- Checking books in and out
- Shelving of books
- Assisting students, staff and community members in research, reference, assignments and locating books of interest.
- Assists in the supervision of the LMC.
- Assists teachers in locating the necessary resources.
- Assists in the checking in/out of technology.
- Helps create exciting activities with the LMS to promote the love of reading.

Minimum Qualifications

- High School Diploma or equivalent

- 1 year experience in library and/or school environment

Knowledge and Skills

- Strong communication skills
- Basic computer skills
- Software skills
- Ability to interact with students in a caring, respectful and confident manner.

Term of Employment: 10 months

Library Student Assistant (TA) Roles & Responsibilities

Objective: The purpose of the Library Student Assistant (TA) role is to provide service and support to the Teacher Librarian, the Library Media Technician, and the students and teachers of Oceanside High School. The Library TA learns workplace skills, behaviors, and dispositions that will prepare them for a role in any career, not just a Library environment.

Section A. Attendance Expectations

- Daily attendance
- Arrive each day on time

Section B. Behavioral/Attitude Expectations

- Positive attitude
- Comply with school cell phone policy throughout class time
- Be responsible
- Understand that this is a job that affects many people
- Follow privacy laws
- Attention to detail
- Problem-solve
- Follow directions and work independently within those directions
- Show initiative - ask how you can help
- Be creative, but understand that some Library work is very repetitive
- Communicate if you will be absent, need help, do not like a certain task, etc.

Bonus: You love reading. This is not necessary for the role, but it would be great if you are a reader and like to recommend books.

Section C. Possible Tasks

- Check in (return) books through Destiny Library Manager
- Check out books through Destiny Library Manager
- Reshelve books in the proper place (you must understand how library books are organized by genre and have a good grasp of ABC order, and pay close attention to detail).
- Properly cover new books with protective laminate
- Label new books
- Move books to new locations
- Check shelves to make sure that books are in order (shelf reading)
- Assist with bulletin board, displays, and decorating
- Dispose of removed/weeded books process
- Assist with overdue notices
- Run errands
- Keep Library neat and clean
- Assist in AVCOM as needed

- **Note, Library TA** is not a study hall. If you need a study hall, please discuss that with your counselor. There will be times where you can have time to work on your school work, but Library duties will always come first. You will be evaluated based on your effort in completing the above tasks and the attitude that you have towards your work.

Library Assistant Evaluation per Quarter

Possible Points	Category
_____/10	Section A. Attendance
_____/20	Section B. Attitude/Behavior Expectations
_____/30	Section C. Task Completion with care and accuracy

Library Privacy Issues

The American Library Association policy on privacy is that all people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. When users recognize or fear that their privacy or confidentiality is compromised, true freedom of inquiry no longer exists. If students are afraid that they will not have privacy, they will stop using the Library. (https://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy)

- It is very important that student assistants do NOT comment on the books that other students are checking out or returning. Do not comment on content, title, nor reading level.

- Also, do not tell friends or other students what another student borrowed from the Library.

- If a student is looking for a certain book, it is not appropriate to look up the book and tell the student the name of another student who has the book checked out.

- Library TAs are entrusted with student identification numbers. You may not tell others the student id numbers, nor use those id numbers for any other purpose than book check-in and check-out.

- Many confidential conversations happen in the Library - students come to the Library for a quiet, safe space. Never repeat what you hear or who you see (unless, of course, you overhear something dangerous - and then, of course, report that!).

- Failure to follow privacy guidelines may result in (1) a failing grade, (2) removal from the TA position, (3) referral to administration and possible disciplinary action.

By signing this document, I understand the expectations of a Library TA, and I agree to follow the privacy guidelines.

Student Signature / Date

Parent Signature/Date

APPENDIX A:

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

School_____ Date_____
Address_____ Phone_____
City_____ State _____ Zip_____

I. OBJECT OF CHALLENGE

Title_____ Copyright/Issue Date_____

Author/Performer(s): _____
Publisher/Producer: _____

Print: __ Book __ Textbook __ Magazine __ Newspaper __ Pamphlet__ Play
__Student Publication.
Non-print: ___Artwork ___Film __Photo ___Sound Recording __ Video

__CD-ROM Or: __Collection __Computer Software __Exhibit

__Performance __Speech __ Other

II. INITIATOR OF CHALLENGE

Request Initiated By:
Name_____
Address_____ City
_____ State _____ Zip_____
Phone (__)_____email_____
Do you represent:
Yourself_____
An Organization (Name please) _____
Other Group (Name, please) _____

III. COMPLAINT RESPONSE (Please comment on each question.)

1. Have you been able to discuss this work with the teacher or school library media specialist who ordered, used or assigned it?

_____ Yes _____ No

Please explain:

2. How did you learn of this work?

3. What do you understand to be the general purpose for using this work?

4. Does the general purpose for the use of this work, as described by the teacher or school library media specialist, seem a suitable one to you?

___ Yes ____No

Please explain:

5. What do you consider to be the general purpose of the author / producer of this work?

6. To what do you object? Please be specific. Cite pages, illustrations, audio visual section, etc.

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

Please explain:

8. In what way do you think a work of this nature is not suitable in a

learning situation?

9. What do you feel might be the result of exposure to this work? 10.

10. What did you find positive about this work?

11. Have you been able to determine the student's(s') responses to this work?

a. What responses were made by the student(s)?

12. For which age group would you recommend this work?

13. Are you aware of the judgment of this work by reviewers or critics?
__Yes __No
Please list the findings:

14. In its place, what work would you recommend that could convey as valuable a perspective of the subject?

15. Do you have other comments concerning this request?

_____

Signature of Complainant

_____

Date

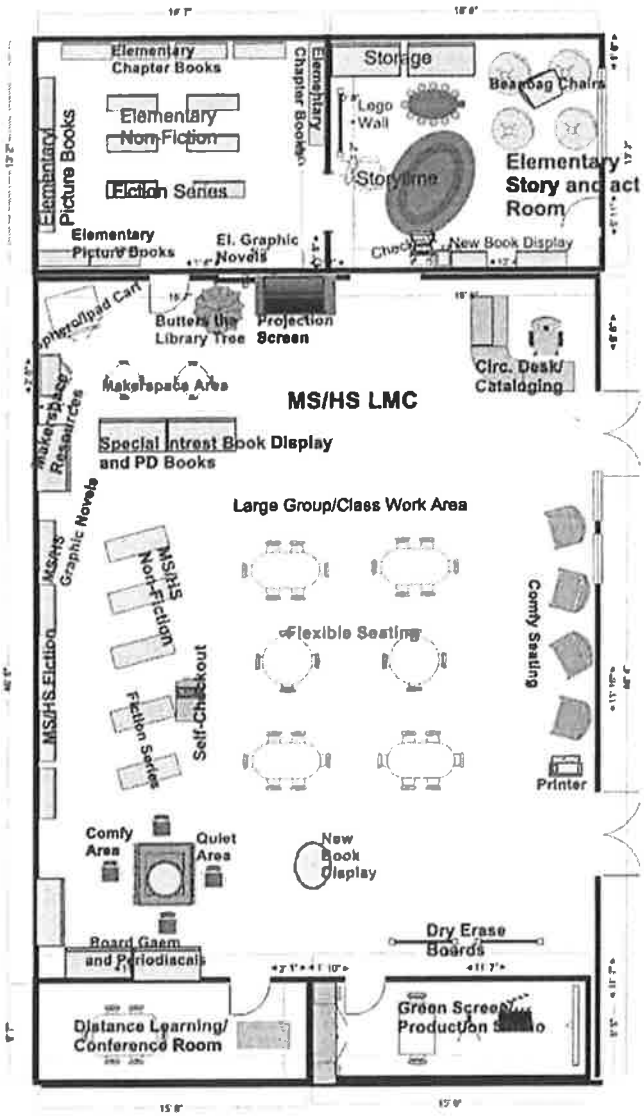
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School

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Date

APPENDIX B: LMC FLOOR PLAN





APPENDIX: C

THE FREEDOM TO READ STATEMENT

&

LIBRARY BILL OF RIGHTS

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

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

A Joint Statement by:

American Library Association

Association of American Publishers

Subsequently endorsed by:

American Booksellers for Free Expression

The Association of University Presses

The Children's Book Council

Freedom to Read Foundation

National Association of College Stores

National Coalition Against Censorship

National Council of Teachers of English

The Thomas Jefferson Center for the Protection of Free Expression

"The Freedom to Read Statement", American Library Association, July 26, 2006.

https://www.ala.org/advocacy/intfreedom/freedomreadstatement

Document ID: aaac95d4-2988-0024-6573-10a5ce6b21b2

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

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

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

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

We therefore affirm these propositions:

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

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at

birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

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

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

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

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

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

   To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the

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

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

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

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

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and

creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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

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

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.