

Oak Valley High School Media Center Manual

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Contributions

Each member of our team contributed significantly to the development of the Oak Valley High School Media Center Manual. Our individual contributions are described below. It should be noted that we all reviewed and participated in the development of the manual as a whole, although individual team members focused on certain areas.

Bill Cron

Bill drafted the philosophy, vision, mission, and goals. He also developed behavior guidelines, information on collaboration, and some of the procedures and policies. Bill was chosen to draft these sections in part because of his experience substitute teaching, and because he held interests in these areas.

Margie Morris

Margie drafted many of the library administration procedures, including circulation, inventory, weeding, administrative tasks and interlibrary loan guidelines. She also provided information on facilities, the gift policy, and other items. Margie was chosen to create these because she has significant experience volunteering in libraries in the Ann Arbor Public Schools.

Nicole Olson

Nicole identified and included many district-level policies and related Oak Valley guidelines, such as the use of technology and challenges. She also drafted the collection development and selection policies, the cataloging and processing procedures, and the personnel information. We selected Nicole to contribute this information as she has served as a supervisor and has a first-hand knowledge of personnel issues. Additionally, Nicole has worked in a library and has some familiarity with both technical and procedural information. Nicole also assembled the manual, as her schedule was the most flexible on the days before the manual was due.

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Philosophy¹

The Oak Valley High School Media Center program is founded to promote literacy in all its expressions, to encourage life-long learning, to ensure individual rights of freedom of information, to advance knowledge about the expanding world of information, and to increase exposure to our global society. The Media Center is a world of ideas and information.

¹ Adapted from:
Ann Arbor Pioneer High School Media Center. (n.d.) *Philosophy*. Retrieved April 14, 2007, from

http://www.a2pioneer.org/pioneer.home/pioneer.mediacenter/mission_statement.

Vision²

OVHS commits itself to excellence and equity in education. Each student will achieve at a high level of academic performance, function effectively in the community, and make contributions to the broader society. To accomplish this goal, OVHSMC commits itself to involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. We will construct an environment of excellence and responsibility which fosters intellectual, social, physical, emotional, and ethical growth for all students.

OVHSMC will act in support of the school's vision of guiding all students in planning for their progress both during and after high school. All students will complete an educational program that meets the requirements for admission to a Michigan public college or university. All members of the OVHSMC community will work together to realize this vision in an atmosphere of mutual respect where the contributions of all are valued.

² Taken from:

Evanston Township High School. (1996). *Evanston Township High School vision statement*. Retrieved April 14, 2007, from http://www.eths.k12.il.us/information/pdfs/vision_mission.pdf.

With minor modifications to reflect the Oak Valley High School name and location.

Mission Statement³

The mission of the Oak Valley High School Media Center is to support the curriculum, to work with families and the community to educate and empower every student, and to provide the resources and personnel to ensure that learners can be effective users of ideas and information.

³ Synthesized from:

Ann Arbor Public Schools. (2000). *AAPS mission, core values, and strategic goals*. Retrieved April 14, 2007, from http://www.aaps.k12.mi.us/aaps.about/mission__values__goals.

Novi High School Media Center. (n.d.) *Novi High School Media Center*. Retrieved April 14, 2007 from <http://www.novi.k12.mi.us/schools/novihigh/HSDocuments/MC/HSmedia.aspx>.

American Association of School Librarians. (1998). The vision. In *Information power: Building partnerships for learning* (pp. 1-7). Chicago: American Library Association.

Goals⁴

The goals of the Oak Valley High School Media Center are:

1. To maintain a collection of curriculum-based resources that are current and relevant to the school's philosophy and curriculum.
2. To promote leadership, instruction, and consulting assistance in the use of instructional and information technology.
3. To provide a wide selection of leisure reading material through high-interest young adult books, popular magazines, and newspapers.
4. To create learning experiences that encourage users to become discriminating consumers and skilled creators of information.
5. To maintain a facility that functions as the information center of the school.
6. To provide resources that reflect the multi-cultural composition of the community.

⁴ Excerpted and synthesized from:

North Springs (GA) High School Media Center. (n.d.). *Our goals*. Retrieved April 14, 2007, from

<http://www.northspringshigh.com/library/goals.asp>.

Kankakee Valley (IN) High School Media Center. (n.d.). *Goals and objectives*. Retrieved April 14, 2007, from

<http://www.kv.k12.in.us/kvhs/goals.htm>.

Administration

Administrative Decisions: The OVHSLMC Administrative Decisions Log

Documenting important decisions regarding the Media Center will be the responsibility of the OVHSLMC School Media Specialist. As part of this responsibility, the Media Specialist will be required to maintain and update a print copy of the *OVHSLMC Administrative Decisions Log*. This logbook will serve to document significant administrative decisions made in the Media Center. The Media Specialist will assume sole responsibility for determining which decisions merit documentation. For each selected administrative decision, the Media Specialist will make general notes about the parties involved, the concerns addressed, and the decisions that are ultimately reached. Follow-up notes regarding implementation of decisions may be incorporated in logbook entries as well.

A copy of the *OVHSLMC Administrative Decisions Log* will be maintained at all times in the OVHSLMC office, and will be accessible by all OVHSLMC staff, OVHS building teachers, and OVHS and district-level administrative staff upon request.

Intellectual Freedom Policy

ALA - Access to Resources and Services in the School Library Media Program An Interpretation of the LIBRARY BILL OF RIGHTS⁵

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the [Library Bill of Rights](#) apply equally to all libraries, including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

⁵ Taken from:

American Library Association. (2005). *Access to resources and services in the school library media program*.

Retrieved April 14, 2007, from

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8521>.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

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

Media Specialist Support Resource: ALA FAQs on Intellectual Freedom⁶

What Is Intellectual Freedom?

Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored

Why Is Intellectual Freedom Important?

Intellectual freedom is the basis for our democratic system. We expect our people to be self-governors. But to do so responsibly, our citizenry must be well-informed. Libraries provide the ideas and information, in a variety of formats, to allow people to inform themselves.

What Is The Relationship Between Censorship And Intellectual Freedom?

In expressing their opinions and concerns, would-be censors are exercising the same rights librarians seek to protect when they confront censorship. In making their criticisms known, people who object to certain ideas are exercising the same rights as those who created and disseminated the material to which they object. Their rights to voice opinions and try to persuade others to adopt those opinions is protected only if the rights of persons to express ideas they despise are also protected. The rights of both sides must be protected, or neither will survive.

What Is Obscenity?

Sexual expression is a frequent target of censorship. But the Supreme Court has told us that material is not obscene unless a judge or jury finds that an average person, applying contemporary community standards, would find that the material appeals to the prurient (or morbid, shameful, and unhealthy) interest in sex (note that, by its definition, the Court implicitly recognized that there is such a thing as a healthy interest in sex!); that it depicts or describes certain sexual acts defined in state law in a patently offensive way; and that a reasonable person (community standards do not control this last element) would find that the material lacks serious literary, artistic, political or scientific value. All three elements must be present for material to be judged by a judge or jury as obscene and, therefore, illegal.

How Do You Guide Children When You Can't Be With Them 24 Hours A Day?

Parents who believe that the current state of society and communications make it difficult to shield their children must nevertheless find a way to cope with what they see as that reality within the context of their own family. Libraries can be extremely helpful, providing information about parenting, open communication between parents and children, how to

⁶ Taken from:

American Library Association. (n.d.). *ALA – Intellectual freedom and censorship Q&A*. Retrieved April 14, 2007, from <http://www.ala.org/ala/oif/basics/intellectual.htm>.

communicate with caregivers and the parents of your children's friends about your rules, and the opinions of various organizations representing a wide spectrum of points of view about materials for children. If a child borrows something from a library which that child's parent believes is inappropriate, the parents are encouraged to return the item and make use of the expertise of their librarian to locate materials they prefer, among the hundreds of thousands of choices most public libraries make available.

Don't Librarians Censor Everything They Choose Not To Buy For The Library?

No library can make everything available, and selection decisions must be made. Selection is an inclusive process, where the library affirmatively seeks out materials which will serve its mission of providing a broad diversity of points of view and subject matter. By contrast, censorship is an exclusive process, by which individuals or institutions seek to deny access to or otherwise suppress ideas and information because they find those ideas offensive and do not want others to have access to them. There are many objective reasons unrelated to the ideas expressed in materials that a library might decide not to add those materials to its collection: redundancy, lack of community interest, expense, space, etc. Unless the decision is based on a disapproval of the ideas expressed and desire to keep those ideas away from public access, a decision not to select materials for a library collection is not censorship.

Behavior Guidelines⁷

OVHSLMC Expectations for Behavior include the following basic guidelines:

- Be respectful of others (at all times!)
- Be doing something productive (at all times!)
- Work in a way that permits others to be productive

When a student's behavior fails to meet these standards, as determined by the Media Specialist or Media Center staff, the offending student will receive a warning and the offense will be recorded. If a student's behavior violates standards a second time, the student will lose the privilege of using the Media Center for two weeks. A third violation will result in the student's losing library privileges for four weeks. Students who have lost their library privileges may come to the media center accompanied by a teacher.

Examples of behavior that violates library standards include:

- disrespect toward other students or teachers
- talking loudly or excessively
- disturbing others through words or actions
- bringing food or drink into the library
- inappropriate use of library materials, equipment, or supplies

⁷ Adapted from:

Hopkinton High School Media Center. (n.d.). *Hopkinton High School Media Center About the LMC*.

Retrieved April 14, 2007, from

<http://www.hopkinton.k12.ma.us/high/departments/library/HHSLMC/aboutlmc/aboutthelmc.htm#behavior>.

Informed by:

Ann Arbor Public Schools. (2006-2007). Rights and responsibilities for students, teachers, staff, parents, guardians. Retrieved April 14, 2007, from

<http://www.aaps.k12.mi.us/aaps.forparents/files/studentrightsrespons0607.pdf>.

Budget Management

The Media Specialist receives budget figures for a school year by the end of the previous year. This information is provided by the Oak Valley High School Principal and is based on projected enrollment figures for the coming year. The SLMS is required to spend no more than half of the budget prior to the official head count day in the fall, which will finalize the school's appropriation from the state budget. At this time, adjustments may need to be made to the media center budget.

Orders which are processed through the school may be made during the period of July 1 through February 28; orders submitted past this closing date will be held until the following July 1 and charged against the following year's budget.

The ordering price of materials will be encumbered against the media center budget at the time of ordering; differences in the actual price will be adjusted when orders are received and invoiced. The OVHS Library Media Specialist will maintain her/his own set of records of the budget at all times and not solely rely on the school's records.

In addition to money budgeted by the school, the OVHS PTO has traditionally given the LMC an additional allocation from PTO funds to be spent at the discretion of the Media Specialist. This money may be spent at any time during the school year. The SLMS may spend money out of pocket and request reimbursement from the PTO treasurer using the form available from the school office, or s/he may request a check ahead of time. It is suggested that the Media Specialist make a point of meeting the PTO treasurer at the beginning of each year.

The Media Center budget for materials is for collections acquisitions and library supplies, including supplies needed for covering or repairing items in the collection. It is not intended for furniture or equipment. (Note that PTO supplied funds have no such restrictions.)

It is important that the SLMS spend fully the budget each year, both school supplied and PTO supplied.

Budget Proposal

With access to sufficient funds, budgeting would be less important. But given existing restraints on funds, budgeting is a crucial element in the management of a School Library Media Center. Before establishing a budget for the year, the Media Specialist must consider the goals for the year and prioritize them. Only then can s/he determine the best way to spend the school's appropriation on the Media Center.

The Media Specialist should prepare a budget proposal by the beginning of each school year. Ideally, this should be done prior to the end of the previous school year, but this is not always feasible when staff changes. In addition to specifying priorities for the year's spending, and detailing the plan for how to spend the year's budget, it should indicate how the planned expenditures support the program's mission and goals and how they support Oak Valley High School.

Budget proposals should be itemized and should follow the format on the next page; this form is taken from *Power Tools Recharged*⁸. Note the inclusion of "Estimated Cost/Cost per Learner." Calculating cost per learner is encouraged wherever possible.

⁸ Valenza, J. K. (2004). Form 2-13. In *Power tools recharged: 125+ essential forms and presentations for your school library information program* (pp. 2-13A- 2-13B). Chicago: American Library Association.

Itemized Budget Proposal Worksheet⁹

TOTAL BUDGET REQUESTED:

SCHOOL POPULATION:

TOTAL PER-LEARNER EXPENDITURE:

Category (Budget # or Code)	Item(s)	Estimated Cost/Cost per Learner	Rationale (Connection with Goal, Curriculum, Standard, Etc.)	Priority 1-3 (1 = Critical)
Books and print materials (reference series updates, new fiction, nonfiction, new curricular needs, replacements)				
Print magazine and newspaper subscriptions				
Subscription databases				

⁹ Taken from:

Valenza, J. K. (2004). Form 2-13. In *Power tools recharged: 125+ essential forms and presentations for your school library information program* (pp. 2-13A-2-13B). Chicago: American Library Association.

Hardware/peripherals				
Supplies				
Maintenance/vendor agreements (OPAC, copy machine, security system, interlibrary loan delivery)				
Professional dues and conference expenses				
Bindery				

Other				
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Respectfully submitted, _____

_____, Teacher-Librarian

Position Statement on Flexible Scheduling¹⁰

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

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

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

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

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

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

¹⁰ Taken from:

American Association of School Librarians. (1991). *Position statement on flexible scheduling*. Retrieved April 14, 2007, from <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatement.htm>.

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

THE TEACHER uses resource-based instruction and views the library media program as an integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

(6/91)

Confidentiality of Library and Non-Library Student Records Policy

Library Records

OVHSLMC concurs with the AASL's position statement on the Confidentiality of Library Records, which reads as follows¹¹:

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

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

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

Non-Library Student Records¹²

OVHSLMC understands that the confidentiality of student records is protected by the Family Educational Rights to Privacy Act (FERPA) and other statutes, as well as Ann Arbor Public

¹¹ Taken from:

American Association of School Librarians. (1999). *AASL position statement on the confidentiality of library records*. Retrieved April 14, 2007, from <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm>.

¹² Adapted from:

Haisley Elementary School, Ann Arbor. (n.d.). *AAPS - Haisley Elementary School – Handbook*. Retrieved April 14, 2007, from <http://www.aaps.k12.mi.us/haisley.home/handbook>.

Schools district policy. District-level policies apply in all respects to student records associated with the OVHSLMC. District staff may access a student's records, including the Cumulative Folder (CA60), as well as records of attendance, academic performance, and discipline. This information may be released only to the parent or legal guardian indicated on the student's Notice of Entry or other legal document which may be found in the CA60. Release of student information to anyone else - family members or friends, medical or mental health personnel, or others - is permissible only by written release of the information which is signed by the parent or legal guardian.

Administrative Tasks for the Beginning of the Year¹³

Assess the condition of the facility. Greet the custodial staff and ask for their help scheduling any necessary cleaning or furniture moving.

Decorate the bulletin boards for the beginning of the year.

Prepare the OPAC for circulation procedures for the year. If the names of entering 9th grade students were not obtained from the middle schools before previous year's end, enter them now.

Check any summer collection arrivals against their purchase orders.

Prepare goals for the year and go over them with the OVHS Principal.

Update or create forms necessary to the administration of the library, such as sheets for classrooms or individuals to sign up for use of the computer labs and forms to sign out audiovisual equipment.

Review your policies and procedures. If more than minor changes seem warranted, discuss them with the OVHS Principal. Publicize all changes widely.

Process new materials: enter the records into the online circulation system and put the barcodes on the books. Apply clear covers to books where appropriate.

Update or prepare brochures to promote the media center.

Update orientation presentations. Prepare them if necessary. Schedule orientation sessions for students with classroom teachers.

¹³ Adapted from:

Valenza, J. K. (2004). Form 2-01. In *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Informed by:

Ann Arbor Public Schools. (2000). *AAPS mission, core values, and strategic goals*. Retrieved April 14, 2007, from http://www.aaps.k12.mi.us/aaps.about/mission__values__goals.

Also informed by personal experience and knowledge of the PTO structure at area schools.

The PTO solicits volunteers for the Media Center. Work with the PTO volunteer coordinator to draft a “job description” for volunteers, which s/he will use in the PTO’s solicitation materials.

Introduce yourself to the PTO Treasurer if you did not do so at the closing PTO meeting with elections at previous year’s end.

Make a point of introducing yourself to any new teachers prior to the first faculty meeting. Greet returning teachers prior to that time, as well.

It’s never too early to start collaborating with teachers. Distribute new brochures to them and ask them what brochures/pathfinders might be of use to them in the coming year.

Update or prepare pathfinders for subjects of interest to students, and for those helpful to teachers. (Ask them what they might be interested in.) Include one about subscription databases available and the passwords to use to access them.

The Friends of the Library is a standing committee of the PTO, but do invite all interested faculty to join the group. Convene a meeting with them early to discuss any special programming for the year. Discuss any plans, such as author visits, with the OVHS Principal.

Solicit and train student aides.

Prepare your own monthly to-do list informed in part by what collaborative projects you anticipate launching with classroom teachers, what ideas you generate with the Friends of the Library, and keeping in mind deadlines for activities which may vary from year to year. A sample list of this nature follows the next section, on Administrative Tasks for Year End. You may wish to expand this list over the last few months of the school year when you prepare your monthly list.

Administrative Tasks for Year End¹⁴

Several weeks prior to year end:

Begin a campaign to have circulated materials returned to the media center prior to year end.

Publicize the last date to return each material type for each class of patron.

Make sure you have no \$ unspent!!

Work with teachers to create summer reading lists, and also resource lists for students studying to place out of courses by examination. (These exams are given in early August. Any school counselor can provide you a list of courses which can be tested out of.)

Generate overdue list and prepare notices for individual students and staff.

Begin thinking about next year's budget. Check on increases in vendor prices for standing orders. Assess your magazine holdings and other subscription materials. Think about your equipment needs for the coming year.

Reconcile all outstanding purchase orders.

Before the Last Day of the School Year:

Distribute end-of-year surveys for evaluation purposes to students and staff.

Generate statistical reports and a complete annual report. Distribute copies of these to the OVHS Principal, district administrators, and to the PTO.

Submit a report on your yearly goals to the OVHS Principal.

Remove graduating seniors from the online circulation database.

Enter new students in the online circulation database. (These lists can be obtained from feeder middle schools)

Enter the calendar for the coming year in the online circulation database.

¹⁴ Adapted from:

Valenza, J. K. (2004). Form 2-01. In *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

The complete Form 2-01 is in the following section.

Decide whether to perform an inventory this year. Note whether or not you do so in the Decisions Log. If you choose to inventory, please refer to the Inventory Guidelines in this manual. Also consult resources on weeding, beginning with the Weeding section of this manual. Then, if you perform an inventory this year, you can do some weeding as you go through the collection.

Collect unreturned equipment and do inventory on the equipment collection.

Straighten up the facilities. Make sure all books are shelved and display materials are taken down, for ease of extensive cleaning.

Arrange for any repairs that are needed during the regularly scheduled summer cleaning.

Take your staff to lunch or dinner.

Write thank you notes to volunteers, and try to attend the PTO sponsored dinner for volunteers.

Checklist of Administrative Tasks: An Annual To-Do List for Teacher-Librarians¹⁵

AUGUST

- Visit and sort summer mail. (Avoid being overwhelmed next month!) Try to get paid time for your support staff to help.
- Get bulletin boards in order.
- Assess facility for cleanliness to see if all equipment and furniture is in the right place. Retrieve missing and borrowed items. (Things tend to shift over the summer.)
- Check boxes against purchase orders.
- Create “Welcome Back” brochures and newsletters for students, teachers, and parents.
- Prepare the OPAC for circulation with the school district calendar.
- Prepare or update orientation lessons.
- Prepare list of online databases with remote access passwords for faculty and students. Check vendor invoices and correspondence for any changes since last year’s list.
- Send letters to invite back veteran volunteers.
- Recruit new volunteers.
- Distribute curriculum-mapping documents in classroom teachers’ mailboxes.
- Create or update forms and passes. Review any changes in policies or procedures and inform staff.
- Prepare orientation activities.
- Greet custodians and ask (gently) about any critical cleaning or furniture/equipment moving issues. Follow up with e-mail.
- Order materials for Banned Books Week.
- Examine samples of standardized tests looking for opportunities to design instruction keyed to information-type skills tested.

SEPTEMBER

- Prepare for the grand opening!
- Schedule appropriate student orientations with faculty.
- Distribute an upbeat(!) newsletter for teachers with updated media and database lists and any forms they will need to get started. Invite collaboration!
- Stop by the local public library with appropriate resource materials.
- Check the public library schedule of events to promote with students and teachers.
- Prepare or update policies for circulation, computer use, etc.
- Get class sign-up conference sheets ready for *early bird* teachers.

¹⁵ Taken from:

Valenza, J. K. (2004). Form 2-01. In *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

- Orient and train new volunteers.
- Catalog and process new materials.
- Submit annual goals to principal.
- Approach principal (in-person or by memo or e-mail) with initial plans for any major events—book fairs, author visits, etc.—and include associated costs.
- Join any building/district committee that seems relevant to your mission or interesting to you personally.
- Recruit new and veteran student aides.
- Solicit new members for the Faculty Advisory Committee.
- Submit forms to ensure permission to attend state and national professional conferences.
- Prepare a list of professional magazines for faculty use—distribute Current Awareness Program reminder form.
- Greet the art teachers. Ask sweetly for any emergency supplies you may need. Solicit and welcome any displays of student work. Your facility will be much enhanced by any such exhibits!

Bulletin Board Themes: Welcome back, Labor Day, Hispanic Heritage Month, Banned Books Week, Study skills, Teachers' or students' favorite summer reads, Library Card Sign-up Month, International Literacy Day

Literary Birthdays: Richard Wright (4), Paul Fleischman (5), Jack Prelutsky (8), Jon Scieszka (8), Mildred Taylor (13), Tomie DePaola (15), Robert McCloskey (15), H. G. Wells (21), Stephen King (22), F. Scott Fitzgerald (24), William Faulkner (25), Shel Silverstein (25)

OCTOBER

- Ask to attend the various department meetings.
- Determine any curricular changes to be addressed with new materials or instruction.
- Invite faculty in to examine new resources and discuss upcoming units and assist with weeding the collection in their areas of expertise.
- Conduct initial surveys relating to reading interests, user satisfaction, self-efficacy, creating a baseline for comparison later in the year.
- Catalog and process new materials.
- Orient new faculty members (host them during lunch, free periods, or after school). Discuss services and resources specific to their programs. Suggest future meetings to plan instruction.
- Host the first meeting of the Faculty Advisory Committee.
- Host a Teen Read Week activity.
- Attend parent night and PTA meetings. Prepare packets for parents that include introductory brochures, database password lists, your academic integrity policy, school style sheet, etc. Consider proposing author visits, grants, and book fairs to parents at these events.

Bulletin Board Themes: Teen Read Week, Halloween (bats, spiders, witches, etc.), Autumn, Harvest, Mysteries, International School Library Day, Computer Learning Month, Consumer Information Month, Discoverer's Day/Columbus Day, United Nations Day, National Book Month

Literary Birthdays: Karen Cushman (4), Frank Herbert (8), R. L. Stine (8), John Lennon (9), Oscar Wilde (16), Eugene O'Neill (16), Arthur Miller (17), Phillip Pullman (19), Bruce Brooks (23), Sylvia Plath (27), Dylan Thomas (27), Katherine Paterson (31)

NOVEMBER

- Consider hosting a mock election with the social studies department.
- Browse fall/winter vendor catalogs for promising new titles to discuss with departments.
- Host an activity for Children's Book Week.
- Ask volunteers to read shelves.
- Offer to host a faculty meeting and request a few minutes to discuss and display new materials and databases.

Bulletin Board Themes: Thanksgiving, Immigrants/Pilgrims, Native American Heritage Month, Elections/politics, Harvest, Children's Book Week, Veteran's Day, American Education Week, Family Literacy Day

Literary Birthdays: Stephen Crane (1), Albert Camus (7), Bram Stoker (8), Fyodor Dostoyevsky (11), Kurt Vonnegut Jr. (11), Robert Lewis Stevenson (13), Daniel Pinkwater (15), Margaret Atwood (18), Charles Schultz (26), William Blake (28), Louisa May Alcott (29), Madeline L'Engle (29), C. S. Lewis (29), Jonathan Swift (30), Mark Twain (30)

DECEMBER

- Buy small holiday gifts for volunteers.
- Consider a holiday reception, breakfast, or luncheon for volunteers.
- Distribute reminders about end-of-semester overdues.
- Prepare for holiday break by turning off all electronic equipment.

Bulletin Board Themes: Holidays (Christmas, Chanukah, Kwanzaa), Winter, Gifts, New Year, Human Rights Day (10)

Literary Birthdays: David Macaulay (2), Joseph Conrad (2), Walt Disney (5), Emily Dickinson (10), Melvil Dewey (10), Nostradamus (14), Jane Austen (16), Jerry Pinkney (22), Avi (Wortis) (23), Rudyard Kipling (30)

JANUARY

- Update teachers about new materials.
- Follow up on midterm graduates—library obligations, etc.
- If teachers are retiring or leaving/transferring at midterm, send notices to inspire return of library materials.
- Second semester curriculum updates—meet with as many teachers as possible, especially new teachers, to discuss changes or refinements in curricular units.
- Update principal about progress toward meeting annual goals.
- Consider presenting at PTA meeting regarding improving student research, new electronic resources, etc.
- Host a *marking party*. Invite faculty to grade finals in the library. Offer snacks, music, a collegial environment.

Bulletin Board Themes: Martin Luther King's Birthday, Snowflakes, Winter Olympics, Resolutions, National Book Month, National Hobby Month

Literary Birthdays: J. D. Salinger (1), Isaac Asimov (2), Carolyn Haywood (3), J. R. R. Tolkien (3), Jacob Grimm (4), Sherlock Holmes (6), Zora Neal Hurston (7), Robert Cormier (17), A. A. Milne (18), Edgar Allan Poe (19), Virginia Woolf (25), Lewis Carroll (27), Lloyd Alexander (30)

FEBRUARY

- Analyze focused sections of your collection for upcoming purchasing.
- Target teachers you did not collaborate with first semester for unit planning in the new semester.
- Celebrate Library Lovers Month.
- Order materials for National Library Week.

Bulletin Board Themes: Black History Month, Valentine's Day/Love around the World, Romance! Groundhog Day, Chinese New Year, Presidents Day, Job Shadow Day

Literary Birthdays: Jerry Spinelli (1), Langston Hughes (1), James Joyce (2), Ayn Rand (2), Joan Lowry Nixon (3), James Michener (3), Charles Dickens (7), Laura Ingalls Wilder (7), Jules Verne (8), Alice Walker (9), Judy Blume (12), Jacqueline Woodson (12), Jane Yolen (12), William Sleator (13), Chaim Potok (17), Robert Newton Peck (17), Toni Morrison (18), Amy Tan (19), W. E. B. DuBois (23), Wilhelm Grimm (24), Cynthia Voight (25), Victor Hugo (26), John Steinbeck (27), Donna Jo Napoli (28)

MARCH

- Check budget, begin to reconcile purchase orders, and plan to spend any remaining funds. Funds sometimes freeze in March!
- Begin to solicit teacher input for consideration file for next year's budget.
- Host a Read-Across-America activity.

Bulletin Board Themes: Women's History Month, Beginning of spring, Wind/kites, Read Across America (March 2), National Craft Month, National Nutrition Month, Music in Our Schools Month, March Madness (basketball), Freedom of Information Day

Literary Birthdays: Dr. Seuss (2), John Irving (2), Sid Fleischman (16), Virginia Hamilton (12), Lois Lowry (20), Louis Sachar (20), Randolph Caldecott (22), Robert Frost (26), Tennessee Williams (26), Julia Alvarez (27)

APRIL

- Begin developing budget for next year—examining categories for expenditure: supplies, databases, print materials, professional dues.
- Host a Book Fair celebrating National Library Week or School Library Media Month.
- Consider inventorying a section or two of your collection. Read shelves first.
- Get appropriate presents (or flowers) for your assistants and other very special administrative assistants in the school or district!

Bulletin Board Themes: Earth Day, April Fools Day, National Library Week, School Library Media Month, Zoo and Aquarium Month, Shakespeare's birth and death, National Poetry Month, Young People's Poetry Month, Rain, Flowers, Rebirth, Easter/Passover, School Library Media Month, National Library Week, TV Turn-off Week, World Book and Copyright Day, International Children's Book Day (April 2), Administrative Assistants' Day, National Volunteer Week, El Día de los Niños/ El Día de los Libros

Literary Birthdays: Anne McCaffrey (1), Hans Christian Anderson (2), Washington Irving (3), Maya Angelou (4), Richard Peck (5), Booker T. Washington (5), William Wordsworth (7), Gary Soto (12), Charlotte Brontë (21), William Shakespeare (23), Lois Duncan (28)

MAY

- Begin your major campaign (notices, posters, letters home, etc.) to retrieve problem overdue materials. Remind teachers to return materials they no longer need.
- Set and publicize the last date for all loans and the last date for returns—regular loans? Graduating class? Interlibrary loan? Faculty?
- Work with Language Arts Department to finalize summer reading lists. Post reading list on Web page and share with public libraries and bookstores.
- Promote books on the summer reading list. Begin a summer loan campaign and set the date due.
- Create an overdue list and run overdue notices.
- Communicate with the office about consequences for students who neglect to return materials and procedures and send list of fines and lost materials.
- Distribute overdue notices to students and send friendly reminders to teachers with outstanding materials. Offer to extend loans to teachers for summer use.
- For elementary- and middle-schoolers, ask the local public librarian to promote the public library's summer programs.
- Begin to prepare annual report.
- Inventory supplies and equipment to assess needs for next school year.
- Check vendors' prices for regularly ordered items for next year's budget.
- Schedule summer cleaning projects with custodial staff.
- Examine consideration file and survey faculty by e-mail for final input on materials before preparing purchase orders.
- Assess subscriptions—magazines and newspapers, databases, standing orders—for level of use. Decide on renewals.
- Prepare purchase orders and enter orders in database.
- Reconcile any outstanding purchase orders with Central Office and with the vendors. Are there funds left? Should you transfer funds from one budget code to another? Can you transfer them to next year?
- Analyze results of standardized tests, and target areas of need for instruction in such areas as reading, writing, analysis, problem solving, information processing.

Bulletin Board Themes: Flowers, Spring, Mother's Day, Asian Pacific Heritage Month, Older Americans Month, National Teacher's Day, May Day, Cinco de Mayo, Physical Fitness Month, Memorial Day, National PTA Teacher Appreciation Week, Get Caught Reading Month

Literary Birthdays: Todd Strasser (5), Milton Meltzer (8), Caroline B. Cooney (10), Christopher Paul Curtis (10), L. Frank Baum (15), Paul Zindel (15), Bruce Coville (16), Gary

Paulsen (17), Malcolm X (19), Arnold Lobel (22), Arthur Conan Doyle (22), M. E. Kerr (27), Walt Whitman (31)

JUNE

- Conduct end-of-year surveys relating to reading interests, user satisfaction, skills self-efficacy. Compare with surveys conducted earlier in the year.
- Run statistical reports and complete annual report.
- Distribute annual report to building and main office administrators, board members, and PTA officers.
- Submit report to principal addressing progress toward meeting goals. Thank him/her for support over the past school year.
- Purge graduating class from the database. Promote other classes in the database.
- Write thank-you notes to volunteers.
- Set up calendar for upcoming school year in database.
- Inventory collection or additional portions of collection. Read shelves first; consider weeds as you inventory!
- Collect and inventory outstanding equipment—digital cameras, projectors, etc.
- Arrange for summer cleaning and repair of equipment.
- Straighten up—shelve everything left on book trucks, take down bulletin boards and displays, remove materials from shelves and desktops for more effective summer cleaning.
- Enter new students in the OPAC (get disk from elementary or middle school if possible).
- Take your staff out to lunch or dinner!

Bulletin Board Themes: Summer reading, Good luck, graduates! Father's Day, Flag Day, Beach, Travel

Literary Birthdays: Thomas Hardy (2), Federico Garcia Lorca (5), Cynthia Rylant (6), Nikki Giovanni (7), Carolyn Meyer (8), Maurice Sendak (10), Nat Hentoff (10), Ann Frank (12), Brian Jacques (15), Chris Van Allsburg (18), Jean Paul Sartre (21), George Orwell (25), Eric Carle (25), Pearl Buck (25)

THROUGHOUT THE YEAR

- Look for opportunities to speak to community groups, and attend department or grade meetings.
- During slower times read and weed your shelves. Keep them alive and interesting to users.
- Continue to keep your website alive and valid, a place your users want and need to visit.
- Create pathfinders for major students projects and to address student and faculty research needs.
- Maintain a consideration file of teacher requests and items that would support curricular and student needs.
- Communicate library news with regular (monthly or quarterly) newsletters—print, e-mail, or web-based.
- Offer to collaborate with teachers to create online units or WebQuests to spark up units in need of spark.

- Send updates to your administrators and faculty relating to their personal research needs and interests. Give them what they want before they know they need it. (For instance, if your principal is interested in data-driven management, send copies of any related articles as they come in.)
- Solicit student work from teachers for display. What better way to illustrate your contribution to the learning process!
- Assess teachers' teaching and learning needs and develop in-services or informal meetings to address those needs.

Orientation Presentations

The Media Specialist should have professional presentations ready for numerous circumstances and settings, but especially for orienting members of the educational community to the potential uses of the OVHSLMC.

The Media Specialist should arrange an orientation session for teachers to take place prior to the start of classes. S/he should have a presentation prepared which promotes awareness of the role of the media center in the instructional process.

It should also include the following practical information for the new teacher:¹⁶

- Tour of the facility
- Bibliography of new materials by subject
- Checkout procedure for equipment
- Scheduling procedure for classes, broadcast, equipment
- Brief handout or brochure with important points (these may have already be distributed to teachers independent of orientation sessions.)
- Remote access (home access) information for subscription databases

The SLMS should arrange orientation sessions for students to take place in the first week of the first semester. These need to be scheduled with the classroom teachers, and should cover basic information literacy skills, such as online searching and tools and evaluation of sources, as well as practical information on using the media center, analogous to that provided teachers.

The SLMS should have presentations available for teachers to use with their students. S/he should offer to present them to teacher and students together, but also make it clear to classroom teachers that they are available for classroom teachers to use at their discretion. They should cover topics such as plagiarism and how to do thoughtful research, develop thesis statements and formulate research questions.

¹⁶ Adapted from:

Round Rock Independent School District Library. (n.d.). *Library orientation*. Retrieved April 10, 2007, from

<https://www.roundrockisd.org/home/index.asp?page=390#NewTeacher1>.

Sample presentations on these topics are available on the CD which accompanies *Power Tools Recharged*.¹⁷ This resource is available in the Media Center's professional collection, and may be adapted for use at OVHS.

¹⁷ Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Newsletter

The Media Specialist will post an electronic newsletter on the OVHSLMC website. It should be updated as time allows, ideally once a month, but in no case less often than once a semester.

At this time the Media Center does not produce a print newsletter. The *Oak Valley Gazette*, which is published by students under the direction of the journalism teacher, runs a regular column entitled "Librarian's Corner." It is strongly suggested that the Media Specialist contribute this article to each issue of the *Gazette*, which comes out weekly. It need not be long. In the absence of breaking or special news it might simply include a list of new items received or a note about which classes currently have reserve lists in the media center.

Web Presence

The SLMS is responsible for updating and maintaining the Media Center's website. This site resides on the district server and is linked to from the school website. As such, it needs to have branding consistent with that school's site (which is in turn consistent with the AAPS website). But within this constraint, the SLMS should strive for individuality and visual appeal on its pages.

The OVHSLMC website should contain general information about the media center, as well as links to the OPAC and to all databases to which we subscribe. Electronic versions of all pathfinders should be available on the site.

The SLMS should publish an electronic newsletter about the media center on the website and update it every month.

Copyright & Fair Use Guidelines

Information professionals have a responsibility to respect intellectual property and copyright. The Media Center Specialist shall abide by copyright law, and shall ensure that other staff members and students use Media Center resources in a manner that respects copyright law & fair use guidelines.

A guide to copyright and fair use in an educational setting is provided on the following page.¹⁸

When copyright permission is needed for printed material, the Media Center Specialist shall contact the Copyright Clearance Center at <http://www.copyright.com>. If a copyright fee is charged, the Media Center Specialist shall charge it against the requesting department's budget center.

¹⁸ Chart is taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

The chart was originally published in *Technology & Learning*

****Copyright & Fair Use Guidelines for Teachers are included on this page in the printed manual.****

Records

Media Center staff shall maintain key records. Note that certain records are confidential (see Confidentiality of Library and Non-Library Student Records Policy section of this manual).

Care shall be taken to ensure that the time allocated to keeping records is reasonable. As such, the focus shall be on keeping records only of items needed for future use and/or reports.

Format and timeline for storing records

Records shall not be kept indefinitely, as space and ease of accessing records can be an issue. Certain materials, such as financial records, may need to be kept for a longer amount of time to ensure legal and school guidelines are followed. The building principal will provide information on any applicable guidelines.

Records shall be kept in an electronic form wherever possible, and a backup copy shall be made. A print copy shall be made if the electronic media is no longer commonly used, and the record still must be retained.

Financial Records¹⁹

Financial records shall be retained, including:

- Invoices
- Purchase orders and requisitions
- Receipts
- Budget requests
- Historical budgets

Administrative and organizational²⁰

Records needed for administrative and organizational purposes shall be maintained, including:

- Inventory
 - Lost materials

¹⁹ Adapted from:

Morris, B. J. (2004). Program administration. In *Administering the school library media center* (4th ed, pp. 510-542). Westport, CT: Libraries Unlimited.

²⁰ Adapted from:

Morris, B. J. (2004). Program administration. In *Administering the school library media center* (4th ed, pp. 510-542). Westport, CT: Libraries Unlimited.

- Materials on hand, organized by type of resource
- Organizational charts
- Materials on order
- Loans and gifts
- Licenses
- Repair history of equipment

Service and Curriculum²¹

Records shall be maintained on service provided to staff and students, including:

- Circulation records
- Collaboration with other educators
- Staff instruction and workshops
- Student instruction and workshops
- Student survey results and evaluation
- Class visits
- Current awareness messages delivered

Resources for data collection

The following websites provide ideas and forms for record keeping and data collection.

Toolkit, Charts & Forms, from the Washington State Library:

<http://www.k12library.info/toolkit/chartsforms.html>

Collecting the Data: Templates and Resources for the School Library Media Specialist:

<http://www.nobl.k12.in.us/media/NorthMedia/lms/data/index.htm>

²¹ Adapted from:

Morris, B. J. (2004). Program administration. In *Administering the school library media center* (4th ed, pp. 510-542). Westport, CT: Libraries Unlimited.

Reports

Media Center staff shall prepare reports for the Oak Valley High School Principal. It is the responsibility of the Principal to see that any reports required by the State Board of Education are delivered as needed. The records described in the previous section allow for efficient reporting.

Monthly Reports

The Head Media Specialist shall provide brief reports to the principal on a monthly basis. The reports shall include progress on goals, usage of the Media Center, and information on any special events and programs from the past month and upcoming month.

Annual Reports²²

The Media Center shall provide an annual report covering all aspects of the Media Center.

It shall include a summary of service provided over the year, including:

- Collaborations with staff
- The role of the Media Center in curriculum development and information literacy
- Special events and programs, such as book talks
- Volunteer engagement
- Book club

It shall also include the following statistics:

- Size of collection, by type of resource
- Attendance
- Circulation
- Number of special events
- Volunteer hours worked
- Lessons taught
- Financial
 - Expenses
 - Gifts received
 - Grants received

Charts and graphs shall be provided to make the statistics easier to understand and more compelling.

Next, information on staff development shall be provided, including:

²² Adapted from:

Morris, B. J. (2004). Program administration. In *Administering the school library media center* (4th ed, pp. 510-542). Westport, CT: Libraries Unlimited.

- Personnel changes
- Involvement in ALA, AASL, and other professional associations
- Coursework
- Workshop and conference attendance
- Publications

Finally, recommendations shall be provided, including:

- Short-term goals
- Long-term goals

Other Reports²³

The Media Center may on occasion be required to fill out forms regarding the Media Center for professional and educational organizations. This information is primarily statistical and the data should be easily accessible in the Media Center records.

²³ Informed by:

Morris, B. J. (2004). Program administration. In *Administering the school library media center* (4th ed, pp. 510-542). Westport, CT: Libraries Unlimited.

Program and Staff Evaluation

It is essential that evaluations be conducted to assess the level at which the Media Center program and staff is performing. These evaluations will be used to identify key strengths to maintain and enhance, and areas in need of additional focus and improvement. Thus, it will help guide the future direction of the Media Center program and staff.

Assessments will be conducted using two sets of criteria:

1. Oak Valley High School Media Center goals, which are described in the Goals section of this manual.
2. *Guidelines: Michigan School Library Media Program*²⁴
This set of guidelines was developed by the Michigan Association for Media in Education, based on guidelines presented in *Information Power*²⁵.

Student and Teacher perceptions

Data will also be collected from students and teachers in an annual survey. This survey is intended to ensure users perceive a high level of service, and to identify the reasons why some individuals do not use the Media Center.

Students and teachers will also be surveyed on an intermittent basis about collaboration and ways the Media Specialist helps with their research. These surveys will be conducted within a week of the time of service.

Resources for sample surveys and data collection techniques include:

McGriff, N., Harvey, C.A., & Preddy, L.B. (2004). Collecting the data: collaboration. *School Library Media Activities Monthly*, 20(8), 27-31.

Missouri Department of Elementary and Secondary Education
<http://dese.mo.gov/divimprove/curriculum/library/handbook/studentevalhs.htm>

²⁴ Michigan Association for Media in Education. (2003). *Guidelines: Michigan school library media programs*. Retrieved April 13, 2007, from http://www.mame.gen.mi.us/member%20resources/LMC_Guidelines.pdf.

²⁵ American Association of School Librarians. (1998). *Information power*. Chicago: American Library Association.

Collection Policies and Procedures

Circulation Policies

Recognizing the long term nature of much of the work required of high school students, library media materials will be due at the end of each term, independent of check-out date, with the exceptions noted below.

During second semester, the end of the term will be interpreted as the last day of classes, leaving the exam period available to the Media Specialist to collect unreturned materials.

Exceptions to the full term loan period are as follows:

- New Fiction will circulate for a loan period of two weeks.
- VHS tapes and DVDs will circulate for a loan period of two days.
- The video camera and the digital still cameras will be checked out for a period of one school day only. With the request of a sponsoring teacher, this period may be extended to overnight.
- Materials on classroom reserve lists will circulate for media center use only.

The OVHSLMC balances its liberal loan policy with a correspondingly conservative policy on overdue items. See the “Damaged, Lost, and Overdue Materials Policy” in the following section for further details.

Damaged, Lost, and Overdue Materials Policy

Students with overdue items will not be permitted to check out additional material until the overdue item(s) have been returned or paid for. Overdue notices will be delivered to homerooms for distribution to students each Monday. Borrowing privileges will not be extended in future semesters to students who have outstanding overdue items on the final day of the exam period.

There are no fines levied for overdue items if they are returned within one month of the start of the term following that in which they were checked out. At that time, the student will be billed for the cost of the item. If an item is paid for and subsequently returned, the student will be reimbursed for the cost of the item.

In rare cases, a student may be fined for damage to an item which has been returned.

If students cannot afford to pay the overdue fines, the PTO will cover the charges.

There are no fines or consequences for teachers who do not return materials. The Media Specialist will visit the teacher's classroom and request return of the item.

Interlibrary Loan

Resource sharing is a means of expanding the quantity and range of materials available to patrons of the OVHSLMC. As such, it is beneficial to the school and the Media Center will support the practice wherever possible. In the absence of a district policy regarding this type of cooperation, OVHSLMC will work with those schools which are able and willing, and govern its practice by these guidelines:

- Materials shall only be requested from other district school library media centers. Students and staff will be referred to the Public Library for materials in their collection.
- Materials which are owned by the OVHSLMC will not be requested from other media centers.
- The Media Center will not request reference materials or any other item that a media center would not circulate in its own school.
- Materials shall not be requested for classroom or reserve use.
- Borrowers of loaned items will be held responsible for the policies of the lending media center wherever they differ from the OVHSLMC policies.
- When requests from other schools are made of the OVHSLMC, we will make every effort to respond to the request, affirmatively or negatively, within 24 hours.
- The decision to loan requested materials will be made at the discretion of the Oak Valley SLMS. The SLMS will apply the OVHSLMC lending policy liberally, while giving priority to the needs of Oak Valley users.
- When the SLMS decides to loan materials to another media center in the district, s/he should specify the pickup and delivery methods expected of the borrowing center as well as the due date. In some cases, we may specify that lent materials may circulate only for media center use.

Circulation Procedures

Media Center “cardholders” each have a bar code which is used to check material out to them. The Media Center maintains cards with these barcodes for each patron and keeps them on rolodexes arranged alphabetically.

Materials are checked out using a handheld scanner attached to the computer running the Follett circulation software. Patrons may check out their own materials provided the Media Specialist or a Library Assistant is present in the library.

The patron first scans her/his barcode located on the appropriate rolodex. (There are currently two of them: A-K and L-Z.) Then s/he scans the barcode on the item to be checked out.

Audiovisual equipment is tracked with a written record as well as the electronic one. Teachers are expected to sign the equipment out on the equipment sheet at the front desk, as well as scan their personal barcodes and the equipment barcode. Students checking out A-V equipment shall do so in their own name, but they must have a teacher sign the equipment checkout sheet.

Returns of A-V equipment should be done directly to the Media Specialist or a Library Assistant. All other returned materials should be put in the return slot in the checkout area. Returned materials shall be checked in only by the Media Specialist, Library Assistant, and volunteers. Materials which have been checked in should be placed on the appropriate shelving cart. Carts are kept by the circulation desk and are clearly labeled with the type of material that should be placed on each.

Shelving is done by adult and student volunteers. The Media Specialist and Library Assistant will shelve as necessary to keep the Media Center in proper order. See “Shelving Guidelines and Procedures” in the following section for more details on shelving.

Shelving Guidelines and Procedures²⁶

Thanks for helping us get materials back on the shelves. We are so grateful for reliable volunteers. When you shelve books and other materials it is important to remember that when an item is *mis-shelved*, it is virtually lost to our students and teachers. It is critical that we are careful when we shelve and that when we find materials that are misplaced, we move them to their proper places in the library. If you see a book that appears to have the wrong call number, show it to a member of the library staff.

Special Library Sections	How to Shelve Them
Biography	<p>In this section, books are arranged by the subject's last name. If the library has several biographies about the same person, within that subject, shelve by author.</p> <p style="text-align: center;">B WAS</p>
Fiction	<p>Fiction books are shelved alphabetically by the last name of the author. If an author has several books, within that author's work, the books are arranged alphabetically by title.</p> <p style="text-align: center;">F KIN <i>Carrie</i> F KIN <i>Fire Starter</i> F KIN <i>Pet Cemetery</i></p> <p>If two authors have the same last name, shelve by last name, then by first:</p> <p style="text-align: center;">King, Stephen King, William</p> <p>We shelve Mc and Mac as if both spellings looked like Mac.</p> <p>Our mysteries, science fiction, and romance books have special labels, but they are interfiled in the regular fiction area.</p>
Nonfiction	<p>Nonfiction materials will have Dewey Decimal numbers on their spines. Shelve nonfiction books first by numbers, then by the letters under the numbers that usually stand for the author's last name or the title of the book. Nothing comes before something! Example:</p>

²⁶ Taken from:

Valenza, J. K. (2004). Form 2-13. In *Power tools recharged: 125+ essential forms and presentations for your school library information program* (pp. 2-13A- 2-13B). Chicago: American Library Association.

	<p>973 HAR 973 STE 973.03 HAR 973.3 HAB 973.73 CAT 973.73 STE 973.734 CAT</p>
Reference	<p>Follow the instructions for shelving nonfiction, but make sure to shelve these materials separately in the Reference Area. A reference call number looks like this:</p> <p>R 973.73 ZIN</p>
Reading list books	<p>These are shelved by grade, then alphabetically by author in a special area. Most of these titles are fiction. Color labels note grade levels.</p>
Videos/DVDs	<p>Shelve videos and DVDs together on the shelves behind the desk. They are arranged by Dewey numbers just like our books. Fiction titles and nonfiction titles are arranged separately.</p> <p>VID or VID ALD 973.4</p>
Magazines and newspapers	<p>Shelve today's newspaper on the newspaper rack. Stack older issues by date in the back room.</p> <p>Shelve the current issue of a magazine in the spinning rack near the circulation desk.</p> <p>Shelve older issues by date in the boxes in the stacks.</p>
Professional collection	<p>The professional collection is shelved at the end of our nonfiction books. Arrange these books by Dewey numbers. These books are of special interest to teachers and administrators.</p>

Bring back to the circulation desk, any materials that:

- Do not have spine labels
- Have spine labels that are hard to read
- Have call numbers that do not appear to be right
- Are in poor physical condition
- Have date due cards in their pockets (They may not have been checked in.)

When in doubt, ask for help!

Acquisitions²⁷

Materials which have been selected must be located and acquired. The Media Specialist should acquire materials in a reasonable timeframe, and should make every effort to obtain materials at the best available price.

Retail stores in Ann Arbor often have discounts for classroom teachers and school libraries. Coupled with promotional events, such as “Border’s Book Days”²⁸ which allocates a percentage of purchases for a given time period towards further discounts for our school, this can make buying from retail stores a viable option for some purchases. However, this should be balanced with the need to purchase MARC records from another source.

Book purchases do not require a bidding process in the AAPS district, but it is assumed that the Media Specialist will make wise use of the Media Center budget. Keeping excellent records is crucial. The Media Center maintains relationships and accounts with several vendors or jobbers, but these may change from year to year as the Media Specialist shops for the best discounts. The OVHSLMC does not have standing orders with any vendor with the exception of magazine subscriptions.

Orders are done by paper, not online, and coordinated by the school office. They are done in accordance with standard ordering procedures for all teachers, and complete instructions for ordering can be obtained from the office. However, the Media Specialist should keep a copy of all purchase orders with her/his own budget records.

Orders which have not been received within 90 days should be cancelled.

²⁷ Informed by:

Arizona State Library, Archives and Public Records. (n.d.). *Acquisitions*. Retrieved April 15, 2007, from

<http://www.lib.az.us/cdt/acquis.htm>.

²⁸ You can arrange with Borders to designate two or three days, which should include a weekend, as Border’s Book Days to support Oak Valley High School. If a patron specifies Oak Valley High School as her or his recipient during this time, a percentage of the purchase price goes toward purchasing power for the OVHS LMS.

Audiovisual Equipment Policies

Audiovisual equipment includes two types: (1) display equipment, such as TV or LCD monitors, and (2) production equipment, such as digital still cameras, digital video cameras, and audio recording equipment.

Display equipment is for classroom use. It may be checked out only by teachers or staff, generally for a period of one day, but can be checked out for up to three days upon request. It is highly recommended that teachers sign up at the circulation desk to reserve these materials in advance of the required date. Frequently all 10 LCD monitors owned by the Media Center have been checked out by 9:10 a.m.

When monitors are checked out with the intent of showing R-rated movies to students, the teacher must inform parents ahead of time and provide an alternative lesson for those students who opt out of the restricted material. Forms regarding the display of restricted materials to students are available from the SLMS for the use of classroom students. Further information is available in the following section of this manual.

Cameras and audio recording devices may be checked out by students for use on the school grounds during the day. However, at teacher request, students may be allowed to keep this equipment out overnight and use it outside of the school grounds.

Policy for Using R-Rated Films in the Classroom²⁹

Rationale: The administration recognizes that teachers may want to use materials in instruction that may be potentially controversial or that have been rated off limits to young people despite their instructional or artistic value. Examples of video materials currently carrying an “R” rating include: *Glory*, *Schindler’s List*, *Elizabeth*, *Hamlet*, and *The Joy Luck Club*. Despite their ratings, these materials may provide excellent opportunities for teachers to focus students on critical analysis skills, engage students in debate, present essential cultural context, or examine distinctive forms of aesthetic expression. Students may benefit substantially from viewing and discussing such carefully selected materials that directly relate to their course of study.

Teachers are responsible for assessing the maturity of their students relating to their readiness for the viewing experience, the value of the film to their curricular program, and understanding the culture of their immediate community.

Prior to showing any video in the classroom, teachers should offer sufficient introductory preparation, which includes explanation of the educational purpose of the experience. Following, or during the course of the film viewing, teachers should present appropriate discussion and follow-up learning activities.

PROCEDURE FOR USING R-RATED VIDEOS OWNED BY THE HIGH SCHOOL LIBRARY

Prepare a permission letter/form to send home to parents alerting them of your plan and the curricular value of the film. (A sample letter is attached.³⁰)

FOR USING VIDEOS NOT OWNED BY THE HIGH SCHOOL LIBRARY

Thoroughly review the film before showing it to your students, assessing its relevance to the curriculum and appropriateness for the age and the maturity level of your students.

Before showing an R-rated video to a class, submit the title to the Academic Standards Committee for approval and backing.

²⁹ Taken from:

Valenza, J. K. (2004). Form 2-19. In *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

³⁰ Attached in the following section. The letter is taken from:

Valenza, J. K. (2004). Form 2-21. In *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

If the video is approved, prepare a permission letter/form to send home to parents alerting them of your plan and the curricular value of the film. (A sample letter is attached.)

(Note: Teachers should NOT show films rated NC-17 or X.)

FOR STUDENTS WHO WISH TO USE EXCERPTS OF R-RATED FILMS IN CLASS PRESENTATIONS

Students must obtain permission before using an excerpt of any R-rated film in the classroom. If the teacher approves, he or she should follow standard procedure (committee approval, letter home to parents) prior to allowing the class to view the excerpt.

Letter to Parents Regarding Use of R-Rated Video

The letter below is intended as a convenient template for seeking parental permission for occasions when a teacher might wish to show an R-rated video. Feel free to edit and add specifics explaining the film's value to your course of study.

Dear Parent/Guardian

Your child is currently studying _____ as part of his/her coursework in _____ class. To enhance your child's learning experience/understanding of _____, I am planning to show the film/show excerpts of the film _____ on _____ (list date or dates).

Though the film is rated R, I am convinced of its learning value. The rating is due to _____. (You might also mention how the film was reviewed.) I can assure you that the film will be shown in appropriate context, including discussion and activities before and after viewing. I sincerely believe that my students have the maturity to view this film and that _____ (Explain the learning goals this film or the specific scenes you plan to show will help you achieve in the context of your curriculum.) This film is a part of the high school library's collection/has been approved by our Academic Standards Committee.

Please complete the form below either authorizing or exempting your child from viewing _____. Unless I receive this signed permission slip, I will not permit your child to view/view scenes from the film. If you do not wish to have your son/daughter view this film, I will gladly provide a *relevant and appropriate* alternative assignment.

Feel free to phone or e-mail if you have any questions.

Sincerely,

E-mail:

Phone:

Please complete the following:

Name of student _____

_____ I grant permission for my son/daughter to view the film/view excerpts of the film

(film title) _____.

_____ I prefer that my son/daughter NOT view the film/NOT view excerpts of the film

(film title) _____.

Signature: _____

Gift Policy

Gifts are gladly accepted, but the Media Center reserves the right to use any gifts as the SLMS sees fit. With the exception of new materials, gift items are generally not put into circulation. Rather, they are added to materials to be used in book exchanges, or possibly passed along to families of individual students as the need arises and at the recommendation of the OVHS principal and the relevant classroom teacher.

A list of donors will be maintained and made publicly available, unless the donor requests anonymity. This list may be maintained on the OVHSLMC website, and updates to it may be periodically publicized in the Librarian's corner of the school newspaper. New books donated to the library will be labeled on the flyleaf with the name of the donor(s), and the occasion of the gift, if relevant.

Due to the processing time involved, the Media Specialist will not assign a monetary value to the donation; instead, the donor will be trusted to evaluate the donation fairly for his or her own tax purposes.

Book Mending and Binding

The OVHSLMC does not own or purposefully collect any book which is valuable for its physical representation, independent of its intellectual content. As such, when a resource is significantly damaged the Media Center will usually replace it.

Rebinding or doing extensive repairs on a book is rarely cost-effective. Simple repairs, however, should be undertaken wherever possible.

Simple repairs performed by the OVHSLMC staff include: repairing of torn pages, tipping in (reinserting) a missing page, cleaning of books which have been written on or spilled upon, refastening contents to bindings, and replacing or initially affixing clear protective covers.

Lists of materials needed to repair books are available online from the School District of Philadelphia School Library Handbook at

<http://www.libraries.phila.k12.pa.us/handbook/handbook-bookmending.html>

This page also contains information on where to obtain supplies and contact information for suppliers providing free instructional materials.

Another source for information on repairing books is *A Simple Book Repair Manual*, which is produced by the Preservation Staff at the Dartmouth College Libraries, available at

<http://www.libraries.phila.k12.pa.us/handbook/handbook-bookmending.html>.

This manual contains information on techniques which are not appropriate to the school media center, but it also has very clear instructions on repairing torn pages and tipping in missing pages.

Online Catalog: Basic Overview

The OVHSLMC will utilize Follett as its electronic cataloging system, as is standard for the Ann Arbor Public Schools. Online versions of MARC records will be available to the Media Specialist through Follett's Titlewave tool.³¹

The online version of the Media Center's OPAC (online public access catalog) will be accessible through the Media Center homepage. The online catalog will be accessible ONLY from computers within the AAPS network – that is, computers within OVHS will have access, as well as computers from other schools in the AAPS.

Search capabilities for the site will be standard (author, title, etc.) with the additional capability of searching for items using lexile score. Lexile scores will be included for books that were leveled when entered into the online cataloging system.

Login will not be required for use of the online catalog.

³¹ Login to the OVHSLMC Titlewave account is available at:
<http://www.flr.follett.com/login/>

Cataloging and Processing³²

Processing new materials

The Library Assistant shall process newly acquired materials, with the support of the Media Specialist as needed.

The following procedures shall be followed³³:

1. Unpack new resources
2. Compare materials received with invoices and orders
3. Books shall be laminated as necessary
4. Upload MARC records into library catalog
5. If MARC records were not purchased from the vendor, it shall be cataloged by the Media Specialist (or by the Library Assistant with direction from the Media Specialist)
6. Resources shall be marked with the call number, unless already provided by the vendor
7. Resources shall be marked with the Oak Valley High School Media Center label and contact information
8. A bar code and a security strip shall be attached to the book
9. As per district policy 6190 (see the district Challenges & Controversial Issues Policy in this manual), a listing of newly acquired materials shall be created. It shall be generated automatically from the library catalog.
10. Any items not included in the library catalog shall be added to an Excel file with the following data (if available): title, publisher, publication date, author, and date acquired.
11. Items shall be checked against a list of requests. If the item was ordered at the request or recommendation of a staff member, student, or parent, a slip shall be prepared to notify the requestor that his/her item has arrived.

³² Informed by:

Morris, B. J. (2004). *Administering the school library media center* (4th ed). Westport, CT: Libraries Unlimited.

³³ Steps are informed by Morris, B. J. (2004) and by:

Hillsborough County Public Schools, Division of Information & Technology, Library Media Services. (n.d).

Media handbook. Retrieved April 14, 2007, from

<http://www.sdhc.k12.fl.us/mediahandbook/Sections/e1LibTechServ.htm#x>.

12. New materials intended for student use shall be displayed on a “new items” shelf for two weeks. This makes students aware of the new resources and attracts interest.

Reviewing new resource list

1. The Media Specialist shall review the new resource list and materials, and identify items of use to staff and instructional departments.
2. The Media Specialist shall send a notice to instructors to bring their attention to new resources in their courses and discipline.
3. A select set of new resources shall be included in the Media Center corner of the school newsletter.

Cataloging: obtaining MARC records

MARC records shall be purchased directly from book and audiovisual resource vendors when available. This is a more cost-effective approach to cataloging, and allows Media Specialists additional time to focus on student learning and other core activities.

Cataloging: original cataloging

When a MARC record is not available from the vendor, original cataloging shall be performed by the Media Specialist. Items shall be cataloged according to district standards. As appropriate, the Media Specialist shall provide direction to the Library Assistant in performing cataloging.

Collection Development

COLLECTION DEVELOPMENT³⁴

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff should have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

Analysis of the School Community³⁵

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the county, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

Assessment of the Library Media Collection³⁶

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

³⁴ Taken from:

Baltimore County Public Schools. (n.d.). *Criteria for selection of library media materials*. Retrieved April 15, 2007, from <http://www.bcps.org/offices/lis/office/admin/selection.html>.

A few minor modifications have been made to reflect the Ann Arbor School district instead of the Baltimore.

³⁵ Same source as above

³⁶ Same source as above

Selection and Acquisition of Materials³⁷

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding. The selection policy described later in this manual and the Ann Arbor Board of Education policy³⁸ should be followed when selecting all library media materials.

ORGANIZATION OF THE COLLECTION³⁹

It is critical that the collection be organized so that students and staff can easily access the resources it provides. As such, the collection shall be cataloged, and the OPAC shall be made accessible to all students and staff. Additionally, the physical and digital collections shall be organized in a manner that allows staff and students to efficiently and effectively locate items of interest.

INVENTORY AND ASSESSMENT

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. Library media specialists will develop yearly and long-range plans to assist in ongoing assessment.⁴⁰

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.⁷

Inventory guidelines and weeding guidelines are described in later sections of this manual.

³⁷ Same source as in the footnote above

³⁸ Changed policy references to reflect the Ann Arbor school district and Oak Valley High School

³⁹ Informed by:

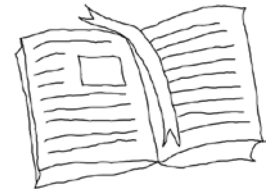
Baltimore County Public Schools. (n.d.). *Criteria for selection of library media materials*. Retrieved April 15, 2007, from <http://www.bcps.org/offices/lis/office/admin/selection.html>.

⁴⁰ Taken from:

Baltimore County Public Schools. (n.d.). *Criteria for selection of library media materials*. Retrieved April 15, 2007, from <http://www.bcps.org/offices/lis/office/admin/selection.html>.

Material Selection Policy⁴¹

It is the policy of the Board of the Ann Arbor School District to provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of the individual students and teachers. The professional staff should provide students with a wide range of materials of diverse appeal. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. In selecting materials, principles outweigh personal opinion. Materials are considered for their quality and appropriateness.



RESPONSIBILITY

1. The board of school directors assumes legal responsibility for the selection of materials in the district's library information centers.
2. Responsibility for the selection of all library materials is delegated to the professional library staff through the building principal. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, and students. Selection is based upon evaluation
 - a. by the professional library staff
 - b. in professional library tools and other review media
 - c. by other responsible professionals
3. In selecting materials, library staff, administrators, and faculty are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, standards adopted by the American Association of School Librarians, and the School Library Standards of the Michigan State Department of Education.
4. The collection will be developed systematically ensuring global perspective, recognizing diversity, representing differing viewpoints, and presenting a well-balanced coverage of subjects and opinions. The collection will include a variety of formats (print, electronic, multimedia, etc.) and a wide range of current materials on various levels of difficulty supporting the diverse interests, learning styles, and viewpoints of the learning community.

CRITERIA FOR SELECTION

1. Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses.
2. Materials should be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests.

⁴¹ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

A few minor modifications have been made to reflect Oak Valley High School and the Ann Arbor Public Schools.

Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.

3. Care will be taken to select materials of educational significance meeting standards of high quality in presentation, educational significance, aesthetic character, artistic quality, literary style, factual content, authenticity, readability, accuracy, durability, and technical production.
4. Materials should be free of stereotype and sexual bias.
5. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.
6. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis. Library materials concerning controversial political, social, and religious issues should inform rather than indoctrinate.
7. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
8. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
9. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
10. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
11. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

PROCEDURES FOR SELECTION

The Media Specialist, in conjunction with teachers, administrators, and the school library media advisory committee, will be responsible for the selection of materials. In coordinating this process, the Media Specialist will do the following:

1. Arrange, when possible, for firsthand examination of items to be purchased.
2. Use reputable, unbiased, professionally prepared selection aids when firsthand examination of materials is not possible. Among the sources to be consulted are:

AASA Science Books and Films

ALA's Award Winning book lists: Newberry, Prinz, Coretta Scott King, etc.

ALAN Review

American Film & Video Association Evaluations

The Best in Children's Books

Booklist

Bulletin of the Center for Children's Books

Children's Software Review

Criticas

Horn Book

Kirkus Reviews

Library Media Connection

Library Journal

Multicultural Book Reviews

Multimedia Schools

New York Times Book Review

Publishers Weekly

Reference Books for School Libraries

School Library Journal

VOYA

Such core collection tools as the Wilson Catalog series: *Senior High School Catalog*
other sources as appropriate

3. Strongly consider the recommendations of faculty, students, and parents.
4. Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting the above criteria.
5. Purchase duplicates of extensively used material.
6. Purchase replacements for worn, damaged, or missing materials basic to the collection.
7. Determine a procedure for preventative maintenance and repair of material.

WEEDING⁴²

The collection of the library information center will be continually reevaluated in relation to evolving curriculum, new material formats, new instructional methods, and the current needs of its users. Materials no longer appropriate should be removed. See the complete Weeding Policy later in this manual.

PROCEDURE FOR CHALLENGED MATERIALS⁴³

⁴² Adapted from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

See Procedures for Challenged Materials section of this manual for information on handling citizen objections to library resources.

⁴³ Adapted from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

ALA: Diversity in Collection Development

See Appendix E for the ALA Statement on Diversity in Collection Development.

Procedure for Challenged Materials⁴⁴

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

1. Complainant will be asked to complete a Citizen Request for Reconsideration of Materials. This report will be forwarded to the superintendent, who will then inform the school board of directors.
2. The Citizen Request will be forwarded to a library review committee, appointed by the superintendent, that will consist of the teacher-librarian, the reading specialist, the principal, a teacher from the school involved, and an administrator from the central office.
3. A meeting of the library review committee will be scheduled within one week of receipt of the Citizen Request.
4. Material will be judged by the committee as to its conformance with the criteria for selection listed in this selection policy.
5. The written decision of the committee will be forwarded to the superintendent, who will inform the school board of directors and complainant of the committee's decision.
6. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent for a review of all proceedings by the school board of directors, who will render a final decision as to the appropriateness of the materials in question.
7. Challenged materials will remain in circulation until the process is completed.

⁴⁴ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Challenges & Controversial Issues Policy: District

Controversial Issues Policy 6190⁴⁵

Adopted: June 18, 2003 Revised: Effective: July 1, 2003

The Superintendent and instructional leadership shall ensure that the use of any controversial topics or materials in the instructional program is:

- Age-appropriate;
- Contributes substantively to student understanding in a manner that could not be achieved using other topics;
- Approached with adequate planning and preparation;
- Presented in an appropriately balanced and objective manner; and
- Respectful of students and community members of different viewpoints.

6190.R.01 - Controversial Issues

Issue Date: 7/1/05 Effective Date: 7/1/05 Revised: 7/1/06 Approved by: Deputy Superintendent-Instruction

1 Purpose

1.1 To provide guidance for the use of controversial topics or materials in the instructional program

2 Organizational Units Affected

2.1 Board of Education

2.2 Central administrative staff

2.3 Instructional Services

2.4 Principals

2.5 Students

2.6 Teachers

3 Definitions

3.1 Reproductive Health Committee: comprised of representatives from Ann Arbor Public Schools staff, parents and the community

⁴⁵ Taken from:

Ann Arbor Public Schools Board of Education. (2005). *6190.R.01 – Controversial issues*. Retrieved April 6, 2007,

from http://www.aaps.k12.mi.us/boe.policies/boe_policy_6000_-_instruction.

4 Background Information

4.1 It is expected that as controversial issues arise in the instructional program, they will be presented in a spirit of open-minded inquiry.

4.1.1 Teachers have an obligation to preserve an attitude of impartiality coupled with intellectual honesty.

4.2 Cross Reference: Board of Education Policy 6000 Core Curriculum; Board of Education Policy 6100 and Regulation 6100.R.01 Curriculum Development

4.3 Library Bill of Rights

4.4 Sex Education is governed by Michigan Public Acts 165 and 166; Current Revised School Code (PA 451 of 1976); and State School Aid Act (PA 94 of 1979), Provisions Regarding the Teaching of HIV/AIDS, Sex Education, Health Education, and Physical Education in Michigan Schools

5 Procedures

5.1 Principals will work with the instructional staff to monitor plans and materials used in the teaching of controversial topics using the five criteria listed in BOE Policy 6190.

5.1.1 age-appropriate

5.1.2 contributes substantively to student understanding in a manner that could not be achieved using other topics

5.1.3 approached with adequate planning and preparation

5.1.4 presented in an appropriately balanced and objective manner

5.1.5 respectful of students and community members of different viewpoints

5.2 Principals will consult with Instructional Services to seek clarification as questions arise.

5.3 Instructional Services will facilitate schools' efforts to inform parents/guardians when the instructional program uses controversial topics or materials.

5.3.1 If possible, parents/guardians will have the option of reviewing materials prior to instruction.

5.4 Information on new curriculum materials adopted by the district or purchased by the building shall be available for public review.

5.4.1 New subject/course materials will be available for parent review during Curriculum Night/Capsule Night programs.

5.4.2 Parents/guardians will be able to review all materials their students use in the instructional program.

5.5 School libraries will maintain a list of new books and materials selected for their collections.

5.5.1 Library media specialists will use the selection criteria and objectives as outlined in Guidelines for Curriculum Materials Centers by the American Library Association.

5.5.1.1 The Board of Education is legally responsible for the selection of library materials.

5.5.1.2 Final authority for the selection of specific library materials is delegated to the principal of the local school.

5.5.2 Parents/guardians and other stakeholders can submit the Citizen Request for Reevaluation of Materials form if they wish to express concern about specific materials used in the library or classroom instructional program.

5.6 Any teacher who discusses sex education must be trained by the Public Health Department and follow all codes outlined in this regulation and other pertinent regulations.

5.6.1 Content to be included in Sex Education curriculum must be approved by the

Reproductive Health Committee.

6 Work Instructions, Templates, & Samples

6.1 Guidelines for Curriculum Materials Centers

(<http://www.ala.org/ala/acrl/acrlstandards/guidelinescurriculum.htm>)

6.2 Library Bill of Rights

(<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>)

6.3 Citizen Request for Reevaluation of Materials (Form 6190.R.01A)

6.4 Samples of letters to inform parents/guardians about new materials and/or controversial materials and topics

6.5 Surveys to seek feedback from school community when controversial topics or materials are used in the instructional program

6.6 Comprehensive information is available at the State of Michigan web site:
www.michigan.gov/mde

7 Training & Feedback

7.1 Instructional Services will provide training for principals, curriculum leaders, department chairs, and teaching staff regarding the use of controversial topics or materials in the instructional program.

7.1.1 The appropriate building administrator will review the five criteria with staff in the fall of each year.

7.2 Schools will provide opportunities for feedback from staff, students, parents/guardians, and interested stakeholders when new materials are adopted by the district or purchased at the building level.

7.2.1 Principals are responsible for reviewing and following up any concerns expressed by members of the school community.

8 Implementation, Compliance & Assessment

8.1 Instructional Services and building principals will monitor the application of the five criteria, and the effectiveness of communication with parents/guardians when teachers use controversial topics or materials in the instructional program.

8.1.1 All staff members are responsible for communicating in writing with their supervisors and parents/guardians at least two weeks in advance when controversial topics or materials are used in the instructional program.

8.1.2 Principals and instructional staff will review and respond to concerns expressed by students and their parents/guardians.

8.1.2.1 If the issue is not resolved, the complainant may use Procedures for the Reconsideration of Instructional Materials. (Revised May 2001)

8.2 All teachers and curriculum for sex education must follow the guidelines as presented in the Michigan Public Acts 165 and 166 and the Current Revised School Code (PA 451 of 1976) and State School Aid Act (PA 94 of 1979), Provisions Regarding the Teaching of HIV/AIDS, Sex Education, Health Education, and Physical Education in Michigan Schools.

Citizen Request for Reconsideration of Materials⁴⁶

Initiated by (name) _____

Phone _____ Address _____

Group affiliation (if any) _____

Have you discussed your objections with the principal, librarian, or a teacher? Yes No

Please list staff members with whom you have spoken. _____

Material in question

Author _____

Title _____ Copyright date _____

Format book periodical CD-ROM/DVD film
 other (please specify) _____

Publisher _____

Please respond to the following questions. If you need more space, please attach additional pages.

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

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

3. Specifically what part of the work did you find objectionable? (Please cite specific passages, pages, sections, etc.)

4. For what age group(s) would you recommend this material?

⁴⁶ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

5. Have you read our district's Material Selection Policy? ρ Yes ρ No

6. What do you believe is the theme or purpose of the work?

7. Could you find any value in the work? (Please describe.)

8. Are you aware of any professional reviews of the work? (Please list.)

9. How would students be affected by exposure to this work?

10. What do you suggest the school/library information center do about this material?

11. What material of equal value would you recommend to convey a similar picture or perspective?

12. How did you come in contact with this material?

Signature: _____ Date: _____

Received by: _____ Date: _____

Guidelines for Curriculum Materials Centers⁴⁷

Approved by ACRL and ALA, January 2003

Curriculum materials centers are essential to the instructional and research needs of students and faculty in programs preparing educators for P-12 schools. These guidelines describe essential elements of administration, services, and collections for curriculum materials centers in all university and college settings.

These guidelines are intended for administrators at all levels of post-secondary education, particularly education deans or department chairs; library deans or directors; librarians responsible for curriculum materials centers; and accrediting and licensure agencies.

DEFINITIONS

- *P-12* refers to preschool through twelfth grade.
- *Curriculum materials* are educational resources that provide curriculum and instructional experiences for P-12 students. These materials are used by educators to develop curricula and lesson plans and may also be used in actual instructional situations with P-12 students. These materials also provide information for those doing research.
- *Curriculum Materials Center (CMC)* refers to a physical location of a curriculum materials collection. Curriculum materials centers are often housed in a main campus library, a branch library building, or in an academic building housing the campus education academic programs.
- *CMC users* are education students and faculty, and may also include P-12 educators, other students, and community members as defined by the CMC's mission.
- *Director* refers to the librarian who has primary responsibility for the CMC; its facilities, administration, collection, personnel, and services

ADMINISTRATION

Mission/Goals

The CMC should have a written mission statement with articulated goals that reflect these guidelines.

⁴⁷ Taken from:

American Library Association. (2003). *Guidelines for curriculum materials centers*. Retrieved April 13, 2007, from <http://www.ala.org/ala/acrl/acrlstandards/guidelinescurriculum.htm>.

- **COLLABORATION**---The mission statement, goal setting, and planning should be jointly developed by the CMC director, an administrator from the unit to which the CMC administratively reports, and faculty representatives from the college or department of education.
- **REVIEW**---The mission statement and goals should be regularly reviewed and updated as needed.
- **COMPLIANCE**---Goal setting should be in compliance with this document of CMC guidelines and appropriate accreditation standards.

Budget

The CMC should have a budget that adequately addresses its needs.

- **FUNDING RESPONSIBILITY**---The CMC director and the administrator(s) responsible for budgeting the unit to which the CMC administratively reports should jointly plan the CMC budget.
- **FUNDING LEVEL**---The CMC budget should be adequate to ensure compliance with state department of education and other accrediting bodies' standards, college/department of education program needs, as well as particular guidelines in this document in the areas of collection, facilities, services, and personnel. It should be reflective of the college of education or department of education enrollment.
- **FUNDING SOURCE**---The CMC budget should be funded as part of the unit under which the CMC is administered. This does not preclude additional funding from other units or sources.
- **ADMINISTRATOR**---The CMC budget should be administered by the CMC director.

Personnel

The CMC staff should include a director and support staff sufficient to maintain the CMC and all services.

- **DIRECTOR**---The CMC director should have a master's degree from an ALA accredited program or equivalent and have preparation in curriculum, teaching methodology, media, and technology. The director should be assigned no less than half time to the management of the CMC.
- **SUPPORT STAFF**---The CMC should have sufficient support staff to maintain the CMC and all its functions. The support staff may consist of paraprofessionals or clerical aides, with at least one being a permanent staff member, and graduate assistants and student assistants. Support staff should have sufficient training to provide a basic level of assistance to CMC users, or refer users as appropriate.
- **CONTINUING EDUCATION**---The CMC director should have regular opportunities for continuing education so that the CMC reflects current trends in curriculum materials and technology. Continuing education opportunities should extend to support staff as needed.

Facilities

The CMC should be a distinct facility that provides for effective use of its resources.

- LOCATION---The curriculum materials center should be located in proximity to the education holdings of the college or university library, or alternatively it should be in the building that houses the college/department of education. The location should be completely accessible as detailed in the Americans with Disabilities Act (ADA).
- HOURS---The CMC should, if housed in the college or university library, be open the hours of that facility's operation. If housed separately, or with the college/department of education, it should be open enough hours to meet the needs of its users. Evening and weekend hours should be included if needed.
- SIZE---The size of the public area of the facility should be adequate to comfortably hold all materials, associated equipment, user study areas and workstations. Room for collection growth should be available. Staff workspace should be adequate to complete work activities efficiently and effectively, including technical library functions, when necessary.
- SEATING---There should be enough seating in the CMC to allow users to work individually or collaboratively. Sufficient seating should be available to accommodate the students in an average-sized class in the teacher education program. A variety of seating types may be available, including, but not limited to study tables, carrels, and lounge seating. If the CMC will be used by small children, appropriately sized seating for them may also be available.
- MAINTENANCE---The facility should be maintained in such a way as to ensure the security and safety of materials, staff, and users. There should be an adequate number of electrical connections and computer ports to meet user and staff needs.
- CLASSROOM---The CMC should have its own classroom, or have a convenient space available for formal instruction. This classroom, or its equivalent, should have adequate seating for the average-sized class in the teacher education program. It should be equipped with technology appropriate for demonstration (and if possible, hands-on practice) of electronic and media resources.

Publicity

The CMC should have a plan for publicizing the CMC, its services, and its collection. Publicity should be directed toward all CMC user groups and should include both formal and informal means.

- WEB SITE---A web site should be used to publicize the CMC, and should be linked to and from the library site and the education site. The web site should include, but not be limited to, the resources and services of the CMC and links to appropriate curriculum materials sites, such as teaching activities, standards, children's literature, publishers, etc.
- PRINTED BROCHURES/GUIDES---CMC brochures/guides should be available in the library publicity area, the college/department of education office area, and appropriate distance locations.
- INFORMAL CAMPUS CONTACTS---The CMC director should make use of faculty liaison activities mentioned in this document to informally publicize the CMC.

- SCHOOL CONTACTS---The CMC should be promoted to appropriate personnel in local schools/districts.

SERVICES

Reference

The CMC staff should provide reference service to its users.

- DELIVERY OF SERVICE---Reference service should be available during all hours the CMC is open, and may include face-to-face, telephone, email, or other appropriate methods of delivery.
- STAFF---CMC staff should be trained to conduct an effective reference interview. They should also have knowledge of the CMC's collection and of external resources in order to provide both ready-reference and in-depth research assistance. CMC student assistants should be knowledgeable about the CMC collection and be trained to provide basic assistance. A professional librarian located in an adjacent area may be called on if the curriculum materials center is not otherwise staffed.

Instruction

The CMC should have a program for instruction in the use of curriculum-related resources.

- COLLABORATION---The instruction program should be developed in collaboration with education faculty, librarians and others as appropriate.
- SETTING---Instruction may take place within the CMC, in the classroom, or in a virtual environment.
- DELIVERY---Instruction should include all appropriate techniques such as guides, lectures, Web pages, tutorials, bibliographies, workshops, orientations, tours, and point of need instruction.
- CONTENT---Instruction should include research strategies and the selection and evaluation of resources, as well as the use of the CMC collection and services, and instructional technology.

Faculty liaison

The CMC staff should seek out and maintain professional contact with teacher education instructional units and with individual faculty members.

- FACULTY CONTACT---Faculty contact should be maintained through both formal and informal means, including, but not limited to, telephone, email, attendance at faculty meetings, instruction sessions, and specialized programming.
- ACCREDITING BODIES---CMC staff should prepare documentation for visiting accrediting organizations as needed and requested.

- **COLLECTION DEVELOPMENT**---In collaboration with faculty, CMC staff should develop the CMC collection to meet instructional and curriculum materials research needs of both faculty and students.

Outreach

The CMC should have a program for serving off-campus users.

- **COLLABORATION**---The off-campus program should be developed in collaboration with off-campus faculty, librarians, and others as appropriate.
- **USERS**---Off-campus users should include distance learning faculty and students, whether courses are offered in an off-campus classroom, through teleconferencing, online, or by other means. Other off-campus users may include students of other universities, P --12 educators, those who home-school and other community members.
- **SERVICES**---Services offered should be equivalent to services at the main campus and should include reference, instruction, and access to CMC materials.
- **DELIVERY**---Off-campus services should be provided by various means as appropriate. Electronic means are particularly well suited to off-campus situations and should be used to their best advantage. These include, but are not limited to: web pages, CMC online catalog, online CMC instruction, email/ mailing lists, online discussion groups, and access/subscriptions to online databases. Other means should be used as appropriate and may include librarian visits to off-campus classrooms, interlibrary loan, document delivery, and agreements with other libraries/CMCs.

Production

The CMC may provide modern, high quality equipment and supplies to meet user needs for production of instructional materials.

- **EQUIPMENT**---The equipment provided for production should allow users to create instructional materials similar to those currently being used in schools, utilizing both traditional and emerging technologies. The equipment should be kept updated, well maintained, and in sufficient quantity to meet typical demand levels.
- **SUPPLIES**---Supplies necessary for production of instructional materials should be provided to users, either for free or on a cost-recovery basis and in sufficient quantity to meet demands.
- **ASSISTANCE**---CMC staff should provide ideas and basic assistance to users, although the responsibility for creating the materials remains with the users.

COLLECTION

General characteristics

The CMC collection supports the College or University's education curriculum with an organized collection of current and high quality educational materials created for use with

children from preschool through grade twelve, and adult education materials, when appropriate.

- **SELECTION**---The selection of curriculum materials should be the responsibility of a professional librarian specifically charged with building the curriculum materials collection.
- **COLLECTION DEVELOPMENT POLICY**---The CMC should have a written collection development policy, as described in the policy section of these guidelines.
- **ORGANIZATION**---The CMC collection should be organized in accordance with current national standards and practices, as described in the access section of these guidelines.
- **LOCATION**---All of the collection should be available in the CMC.
- **SIZE**---The size of the CMC collection should be sufficient to meet the needs of its users, as well as to ensure compliance with state department of education standards.
- **FORMAT**---These resources should represent a variety of formats including print, non-print, and electronic.
- **FUNDING LEVEL**---Funding level for collection materials should reflect the enrollment of education majors and pre-service teachers in comparison to other majors within the institution.

Collection Categories

The CMC should collect materials in a variety of categories, including, but not limited to, textbooks, curriculum guides, children's literature, professional literature, reference materials, education periodicals, media materials, educational tests and measures, and websites.

- **TEXTBOOKS**---Current textbooks in all major curricular subjects and in levels P-12 should be collected. Several publishers should be represented for each grade level in major curriculum areas. This collection may reflect the texts used in the public schools in the region, and schools in which the teacher education students receive field placements. The scope and depth of each subject area should depend upon each institution's needs.
- **CURRICULUM GUIDES/COURSES OF STUDY**---Curriculum guides, preschool through grade twelve, should be collected annually on the local, state, and national levels. All major curriculum areas should be represented, with emphasis on the certification programs of the college/department of education of the institution.
- **CHILDREN'S AND YOUNG ADULT LITERATURE**---This collection should include fiction, nonfiction, picture books, folk and fairy tales, plays, and poetry appropriate for preschool through grade twelve. The collection should be consistent with the recommendations of standard reviewing tools and include annual acquisition of award books such as Caldecott, Newbery, and Coretta Scott King.
- **TEACHING ACTIVITY MATERIALS**---Professional teaching materials that provide ideas and activities for lesson planning and curricular development should be collected. All major curriculum areas and grade levels should be represented in accordance with the needs of the college/department of education.

- **REFERENCE MATERIALS**---Current reference materials, in print and electronic formats, should be acquired. These include materials related to other resources in the CMC (children's literature indexes and bibliographies, educational software directories, etc), as well as reference works intended for use by children and young adults.
- **P--12 MAGAZINES**---Magazines intended for use by children and young adults should be included. Professional education periodicals that provide teaching ideas and review curriculum materials, educational media, and children's and young adult literature may also be represented.
- **MEDIA MATERIALS**---A variety of formats, in both traditional and emerging technologies, should be acquired annually. A range of curriculum concepts, skills, topics, and trends in P-12 curricula should be represented. Materials collected may include instructional games, posters, kits, transparencies, models, flat pictures, videorecordings, sound recordings, computer-based instructional materials, and miscellaneous instructional materials such as puppets, manipulatives, rock collections, etc.
- **TESTS**---Educational tests and measures that support education courses may be collected.
- **WEB SITES**---The CMC website should include links to the vast array of online resources available to teaching professionals for lesson planning and curricular development.

Collection Development Policy

The CMC should provide a written collection development policy that guides the selection and acquisition of materials.

- **MISSION STATEMENT**---The policy should reflect and support the mission of the curriculum materials center.
- **USERS**---The policy should include a statement concerning those served by the curriculum materials center and the extent of that service.
- **COLLABORATION**---The policy should be developed in collaboration with the education faculty.
- **OBJECTIVES**---The policy should identify the scope and objectives of the collection.
- **FORMAT**---The policy should identify the formats in which materials are to be collected.
- **TOOLS AND CRITERIA**---The policy should identify selection tools, criteria and processes to be used in choosing materials.
- **CATEGORIES AND BALANCE**---The policy should set forth the categories in which materials will be collected, such as textbooks, media materials, periodicals, etc., and give guidance for allocating budget resources among the categories.
- **COMPLIANCE**---The policy should address compliance with state standards and appropriate treatment of gender, racial, ethnic, and cultural issues. The policy may address maintenance of a collection of less appropriate materials for research and teaching purposes
- **MAINTENANCE AND WEEDING**---The policy should address regular maintenance of the collection and weeding as appropriate.

Access---Physical

Organization

The CMC collection should be displayed in an organized manner that makes it easily accessible to users.

- **ARRANGEMENT**---The collection should be arranged in the CMC in a systematic pattern with some materials inter-shelved while others are shelved as distinct collections within the CMC.
- **ACCESS**---The collection should be organized in such a way as to make it physically and easily accessible and Americans with Disabilities Act (ADA) compliant. All collection materials, except reserve or historic, should be openly available rather than remotely stored.
- **STORAGE**---The shelving should be appropriate for the various types, sizes and shapes of materials and sufficient to accommodate all items.
- **SIGNAGE**---Adequate and appropriate signage should be clearly posted and visible to direct CMC users to the various areas of the collection.

Processing

The CMC collection should be processed to promote easy access.

- **PRESERVATION**---The collection items should be processed with appropriate reinforcement so that the items are preserved for multiple circulation transactions, yet convenient enough for easy access.
- **INTEGRITY OF UNIT**---Packaging of multiple-piece units should be sturdy and easily maintained to keep the various pieces intact; the multiple-piece containers should be labeled with numbers and types of items contained within; when appropriate, individual pieces should be marked with identifying call numbers so that they can be readily returned to their appropriate container when separated.
- **ITEM LABELING**---Collection items should be clearly and consistently labeled to promote easy retrieval from shelving areas.
- **SECURITY**---Theft detection devices should be used whenever possible.

Circulation Policy

The CMC should provide a written circulation policy.

- **USER GROUPS**---The policy should identify the various user groups served, noting restrictions and privileges for each group.
- **CIRCULATION PERIODS**---The policy should identify circulation periods and restrictions for each type of material.
- **PENALTIES**---The policy should state the penalties, if any, that are imposed.
- **OTHER POLICIES**---The policy should state other regulations, including but not limited to those concerning holds, recalls, interlibrary loan policies, and distance learning students.

- AUTOMATION---The policy should support or encourage use of an automated circulation system.

Equipment

The CMC should provide updated, appropriate equipment, in close proximity to the CMC non-print materials and in sufficient numbers to meet the needs of users to access all of the various non-print materials available in the collection.

- APPROPRIATENESS---Appropriate equipment should be provided so all types of non-print media in the CMC collection can be accessed.
- QUANTITY---A sufficient quantity of equipment should be maintained to meet typical demand levels.
- LOCATION---The equipment should be in close proximity to the CMC non-print media collection so that access is convenient.
- MAINTENANCE---The equipment should be regularly maintained and kept in good working condition, with a budget and technical support to ensure this.
- UPDATING---The equipment should be regularly updated to meet the needs of new technologies.

Access---Bibliographic

Cataloging

The CMC collection should be cataloged in accordance with current national standards, including full subject access.

- DESCRIPTION AND SUBJECTS---The physical description of items should follow currently accepted models (i.e. AACR2R) to include uniform information (title, author, etc.) and subject headings
- CLASSIFICATION---The call numbers on items should follow a nationally accepted classification scheme (e.g. Dewey, LC); the choice of scheme and call numbers can be tailored to fit the CMC's needs. The CMC collection should be cataloged in a timely fashion, with sufficient levels of support
- CATALOGER SUPPORT---Because CMC materials often require longer cataloging time, a model timetable and dedicated time/librarian should be provided for cataloging.
- EQUIPMENT/SUPPLIES---Sufficient equipment and supplies for cataloging and processing should be maintained.

Indexing

Bibliographic and holdings information about the CMC collection should exist on the same retrieval mechanism as other library materials.

- ELECTRONIC and REMOTE ACCESS---The CMC (and its parent institution) should have, or strive to have, electronic and remote access to the collection, with sufficient terminals in the CMC
- INDEXES FOR UNCATALOGED ITEMS---The CMC shall have indexes, preferably electronic, to access non-cataloged items (e.g. curriculum guides on microfiche, etc.)

Evaluation

The CMC should have a plan in place for evaluating the achievement of its mission and goals.

- PLAN---The plan should focus on how well the CMC is meeting its goals and objectives relative to its collection, administration, facilities, and service.
- FREQUENCY---The evaluation should take place on a periodic basis.
- METHODOLOGY---The method used could be accomplished through focus groups, surveys, questionnaires, or other evaluation strategies and should include participation by all user groups. (See appendix I)
- RESOURCES---A variety of published materials related to the management of CMCS are available and should be consulted regularly. (See appendix II)
- RESULTS---The results of the evaluation should be recorded and used in reviewing the viability of the current goals and objectives with changes being made where appropriate.

Appendix I

Adequate and appropriate documentation is vitally important to evaluation of the CMC. Following are examples of types of documentation that may be gathered to show compliance with the guidelines.

- Budget reports
- Calendars
- Collection development policy
- Floor plans
- Inventories
- Policies and procedures
- Publication examples (handouts/bibliographies/pathfinders)
- Publicity materials
- Schedules
- Statistics:
- Reference statistics
- User statistics
- Usage statistics
- Web sites

Appendix II

Bibliography of resources that are recommended for consultation by CMC directors

Curriculum materials center collection development policy. Developed by two joint subcommittees of the Problems of Access and Control of Education Materials Committee, Beth G. Anderson, chair, and Curriculum Materials Committee, Virginia Nordstrom, chair, of the Education and Behavioral Sciences Section. Chicago, Ill: Association of College and Research Libraries, American Library Association, 1993.

Directory of curriculum materials centers [electronic resource]. Compiled by the Curriculum Materials Centers Directory Revision Ad Hoc Committee of the Education and Behavioral Sciences Section; edited by Fred Olive. 5th ed. Chicago, Ill: Association of College and Research Libraries, American Library Association, 2001.
<<http://acrl.telusys.com/cmc/index.html>>

A guide to the management of curriculum materials centers for the 21st century: The promise and the challenge. Prepared by the Ad Hoc Management of Curriculum Materials Committee, Education and Behavioral Sciences Section; edited by Jo Ann Carr. Chicago, Ill: Association of College and Research Libraries, American Library Association, 2001.

Lare, Gary. *Acquiring and organizing curriculum materials*. Lanham, Md: Scarecrow Press, 1997.

About the Guidelines

Curriculum materials centers have been present in libraries and in departments or colleges of education as resources to support educators since the early part of the twentieth century. Calls for standards for CMCs have been made almost from those beginnings. Since these centers have developed from a variety of origins and may serve many different groups and needs, providing guidelines for such centers has been a challenge.

In 1999, the Education and Behavioral Sciences Section of ACRL suggested the formation of an ad hoc committee to develop standards or guidelines for curriculum materials centers. An informal survey of state education agencies and accrediting bodies was conducted by the Curriculum Materials Committee to determine if such standards already existed. None were found. In 2000 the committee was formed, and charged with "developing published standards or guidelines for curriculum materials centers in the areas of, but not limited to, collection, services, management, budget, personnel, and facilities."

These guidelines were reviewed by the ACRL Standards and Accreditation Committee and approved by the Board of Directors of the Association of College and Research Libraries (ACRL) at the 2003 Midwinter Meeting of the American Library Association in Philadelphia, Pennsylvania.

EBSS Ad hoc Curriculum Materials Centers Standards/Guidelines Committee: Ann Brownson and Gary Lare, co-chairs; Beth Broyles, John Hickok, William Meloy, Elizabeth Raum, Yvonne Roux, and Dorothy Schleicher, members.

Weeding

Weeding is an important part of Collection Development: it is based on the same principles of judging the needs of the collection and deciding how best to address those needs. Unnecessary, inaccurate, and outdated materials, and those that were initially chosen poorly, weaken the value of a collection. Limited shelf space and the need for high quality information dictates that we choose carefully those items to add to a school library media center. The same consideration dictates that we carefully choose which items which are to remain in it.

According to Joyce Valenza, the ALA recommends that 5% of a collection is weeded each year.⁴⁸ Weeding should be done in stages, with a portion of the collection tackled each year. The SLMS should keep a record of which materials have been evaluated in a given school year.

In evaluating materials for potential weeding, the Media Specialist needs to consider many factors. Chief among these are relevance, condition, and timeliness.

Relevance

- Does the item support the curricular goals of the school program?
- Does it support the recreational needs of the students?
- How old is it compared to the average shelf life of books in its area?
- Does it circulate?
- Is the age/reading level appropriate to current high school needs?

Condition

- Is the condition of the item substandard?
- Can it be repaired? If so, should it be repaired? With the exception of minor repairs, it is often more cost effective to replace an item than to repair it (see Book Mending and Binding section of this manual)
- Is it unattractive?

Timeliness

- Is the information in the item outdated?
- Has the item been superseded by newer materials in the collection?
- Are there duplicate copies of items which are no longer in high demand?

The pages which follow are reproduced from *Power Tools Recharged*.⁴⁹ They are an excellent resource and contain a very useful chart detailing guidelines for age of materials (based on copyright) for each Dewey class or type of materials.

⁴⁸Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

The advice therein should not, however, be taken for rules. In particular, Valenza's stand on the disposition of weeded materials is somewhat different from what is practiced at the OVHSLMC. While books that contain outdated or inaccurate information are disposed of (preferably by recycling wherever possible), others are in general not handled in this way. The SLMS generally makes these weeded books available to the community at the end of each school year, giving priority perusal of these materials to library volunteers. Books not claimed are donated to the PTO Thrift Shop, which gratefully accepts them as a general rule.

The web resources on weeding on the last page of the Valenza forms were all accurate as of April 13, 2007, with the exception of:

Weeding the School Library (PDF brochure) California Department of Education.
The current URL for this document is
<http://www.cde.ca.gov/ci/cr/lb/documents/weedingbrochure.pdf>

Another good source of references on weeding is

Weeding Library Collections: A Selected Annotated Bibliography for Library Collection
Evaluation: ALA Library Fact Sheet Number 15,
<http://www.ala.org/ala/alalibrary/libraryfactsheet/fact15.cfm>

⁴⁹ Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Weeding and the Teacher-Librarian⁵⁰

WHY WEED?

A quality library media center offers learners a dynamic collection of materials, materials that are carefully selected to meet student needs. Materials on a library's shelves, as well as electronic and online resources, should be continuously and systematically evaluated for relevance, timeliness, and appeal. The American Library Association recommends that 5% of a collection be weeded annually.

Weeding is an ongoing part of the collection development process. Consider it *de-selection*, a process of evaluating and sometimes withdrawing materials that are rarely used, contain inaccurate or dated information, are in poor physical condition, or are no longer relevant to curriculum or student or faculty needs. The flipside of selection, weeding is a process of equal importance. But because weeding is often subject to community controversy, your policy should be a part of your library's/district's collection development policy.

Remember: something is **not** always better than nothing!

THE RATIONALE . . .

Weeding allows a school library to

- Present a more appealing, inviting, easier to use collection
- More effectively utilize limited space
- Ensure that library users access current, accurate information
- Correct past mistakes in the selection process
- Dispel the illusion of a sizable collection when critical need exists for new resources (Numbers can mislead!)
- Identify materials in need of repair or replacement
- Eliminate outdated material or material that has been superseded



HOW TO WEED

Weeding is both a formal and informal process. It occurs informally as you and your staff check books in and out, as you shelve, and as you look for materials on the shelves. Keep an area or a book truck aside for books you may want to discard, repair, or replace.

Plan for formal weeding times during periods you are not likely to be interrupted. It is not necessary to weed the whole collection at one time. Select a focus area, perhaps one in most serious need of weeding, either because of the age of the collection or because you just cannot fit another book in the section. Don't overwhelm yourself!

Make sure your administrator understands the importance of weeding in maintaining a strong library. Let your administrator and your custodian know when you begin to weed in earnest. Your administrator will advise you about how and when to best discard materials. He or she might appreciate the heads-up in the event that *trash scavengers* question your policies.

⁵⁰ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Rely on the expertise of faculty partners in areas where your knowledge is lacking. A physics teacher might offer significant insight if science is not your bag. This activity may serve to inspire new faculty interest in the collection and involvement in your program. Hint: avoid asking pack-rats to help!

If you are new to a building, it is wise to avoid weeding until you have been through one cycle of the curriculum, in other words, probably a year. Assignments in any given school may be quirky, unique, or unpredictable. If you don't observe the cycle, you may dispose of a treasure your history teacher relies on.

WEEDING TOOLS

When you are weeding, have on hand:

- Book truck for possible weeds
- Book truck for items to be bound or repaired
- Boxes for definite discards
- Post-it notes to identify individual issues. (Should we check circulations, out-of-print status, etc?)
- Appropriate school reading lists
- Appropriate collection development tools
 - H. W. Wilson's *Children's Catalog, Middle and Junior High School Catalog, Senior High School Library Catalog*
 - Brodart's *Elementary School Library Collection*
 - Libraries Unlimited's *Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers*
 - Scarecrow's *Reference Books for Children*
 - Bowker-Greenwood's *Best Books for Children, Best Books for Young Teen Readers* (John T. Gillespie)
 - Neal-Schuman's *Core Collection for Young Adults* (Patrick Jones et al.)
- Printed collection reports from your automated system for the section of books you are examining, listing latest checkout dates/circulation history
- Access to Amazon.com (to check on and note out-of-print status, replacement availabilities, alternate purchases, etc.)
- Access to state library catalogs (If many libraries own the title, there might be good reason to keep it.)
- Place marker to note where you left off on the shelves
- Note pad to list materials that need to be replaced

REMEMBER TO

Delete holdings from the automated circ/cat system and update any inventory records.

Mark or stamp the item as WEEDDED or DISCARDED. Remove pockets and cards and other identifying markings.

Avoid distributing weeded items.

Dispose of items with as little publicity as possible. If it's too old and unattractive for your collection, it is not likely to be useful elsewhere.

Avoid donating items to garage sales or other organizations.

If you are weeding because you have unneeded multiple copies, you might consider distributing extra copies to teachers who could use them.

EIGHT CRITICAL Cs TO CONSIDER IN WEEDING

Condition: Is the material too beat-up, worn out, or simply too icky or ugly to borrow? Would anyone really want to borrow it? Is it worth repairing? Is it repairable?

Copyright: Is it too old to be relevant? Remember, the relevance of copyright will vary in different areas of the collection. History and folktales have far longer shelf lives than technology and health materials! Pay special note before weeding books that are out-of-print. (Amazon.com might help you determine this.)

Curriculum and Content: Does this material support your curriculum or student or faculty interests? Is it on current reading lists? Is it a primary source?

Circulation: Has the material *moved*? How recently was it borrowed, referred to, or assigned? Use your circulation statistics to seriously evaluate books that have not circulated in the past five years.

Classics: Is the book a classic, award winner, or of historic or literary significance? Does the author have unique authority? Is the illustrator noted? Is it included in standard collection development tools (*Children's Catalog, Senior High School Catalog, etc.*)? Nonfiction books can be classics too! Be careful about avoiding such titles as Rachel Carson's *Silent Spring* if they are in good condition and relevant to curriculum and research.

Confusing: Is the item culturally or factually "dated," inaccurate, or obsolete? Does it contain gender or ethnic stereotyping?

Community: Does the item have special relevance to the community? Does it deal with local history? Is it a memorial gift?

Copies: Do you have far too many copies of an item no longer in great demand, perhaps no longer required reading? Is it redundant?

COPYRIGHT SUGGESTIONS TO CONSIDER

(Remember to examine each item individually, applying multiple criteria! Every library has different needs. Understand your curriculum and students interest before attempting any major weed!)

Dewey Class or Type	Number of years	Special Considerations
000	2–10	Books on technology age quickly! Books on computers, unless historical, date after three years. Circulating encyclopedia should be no older than eight years.
100	10–15	Look for and avoid weeding classics and famous names in the areas of philosophy and psychology, which may have long shelf lives! The history of witchcraft is likely to be both in demand and on assignment lists. Popular psychology may date quickly.
200	5–10	Titles on the history of religion and mythology may have long shelf lives. Check to ensure your collection represents the religious diversity of the community.
300	3–10	Titles relating to social and controversial issues and careers will date quickly. Keep these very current and balanced! Materials on education, government, holidays, folklore, fashion history, and the law may have lasting value. Weed old versions of test prep books when new versions of tests are in place. Circulating almanacs should be no older than three years, unless the curriculum includes work in historic statistics.
400	10	Your ESL materials should be appealing. Weed frequently. English and foreign language dictionaries and thesauri may be valuable for ten

		years.
500	5–10	Examine all science books for currency after five years. Natural history, botany, science history, and classic works may have longer lives. Make sure all science works reflect current discoveries. Engage science faculty in helping you with these decisions.
600	5–10	Look carefully at books on health and diseases. Information here is in constant flux. Weed books on popular culture, home-making, and crafts no longer in style.
700	Flexible: Use judgment	Art, music, film, theater, and sports history have permanent value. Weed current musical artists and athletes no longer popular. Evaluate sports for local interest.
800	Flexible: Use judgment	Literary classics and literary criticism may have permanent value. Keep poetry collections in good condition.
900	5–15	Historical resources will have longer shelf lives. (Middle Ages, Renaissance, Civil War, etc.) Carefully examine materials on travel, regions, countries, and current events for changes, especially in volatile geographic areas. Consider bookmarking or linking to web travel guides rather than holding on to guides more than five years old.
Biography	Flexible: use judgment	Keep materials on important historical and popular individuals. Keep titles of individuals of local interest. Eliminate “one-hit wonders” and biographies and memoirs of popular individuals your students have never heard of. Keep works of literary and historic value (<i>Death Be Not Proud</i> , <i>Diary of Ann Frank</i>).
Reference	Evaluate titles on individual basis, applying Dewey criteria when appropriate	Print encyclopedias—replace at least one set every five years and consider replacing with continually updated online editions. Weed last year’s almanacs and yearbooks after new ones arrive. Be aware of any need for historical statistical research. Standard references, like <i>Facts About the Presidents</i> , should be weeded when new editions arrive. You may want to keep one or two years in the circulating collection. Evaluate atlases after five years. If space is tight and funding is regular, weed materials duplicated by subscription databases (<i>Wilson Biographies Online replaces Current Biography</i>). Dictionaries, especially unabridged versions, may have long shelf lives.
Fiction	Flexible: use judgment	Avoid weeding classics in good condition and award-winning titles. Replace if worn. Weed duplicates after titles are no longer popular. Unless it’s a classic or popular, weed young adult fiction older than ten years. Consider weeding abridged and poorly bound materials. Replace shabby paperbacks with new copies.
Periodicals	3–5	Is this material available through your online databases? If it isn’t, even if it is old, should you keep it for research in current history? (Woodstock, Challenger Disaster, etc.) Unindexed periodicals have little value after two years.
Multimedia materials		Use criteria listed above according to class. Weed materials in obsolete formats (phonograph albums?). Begin to migrate to emerging formats when (or before) equipment reaches <i>critical mass</i> (VHS to DVD).

MORE RESOURCES ON WEEDING

Weed It! For an Attractive and Useful Collection (Prepared by Karen Klopfer, formerly Western Massachusetts Regional Library System) http://www.wmrls.org/services/colldev/weed_it.html

Sunlink Weed of the Month <http://www.sunlink.ucf.edu/weed>

Introduction to Weeding, Sally Livingston Jefferson County Schools
http://www.pld.fayette.k12.ky.us/lms/weed_int.htm

Weeding (Arizona Public Libraries) <http://www.lib.az.us/cdt/weeding.htm>

Weeding the School Library (PDF brochure) California Department of Education
<http://www.cde.ca.gov/library/weedingschlib.pdf>

Inventory

OVHSLMC policy is to inventory the collection every other year. This is done at the end of the year, during finals week, after the closing date for returning materials to the Media Center. Inventory is a **big** job, and it is a good idea to arrange where possible to have extra paid help during those days or to arrange extra help from volunteers.

Inventory is accomplished using handheld portable scanning devices. The data is downloaded from these to the circulation and cataloging software. (See the district systems manual for instructions on how to do this.) Every item in the collection needs to have its barcode scanned, and this needs to be done in a systematic fashion. Beginning at one end of the Media Center and progressing around the room in a circular pattern works well. It is best to do an entire width of shelving at one time, and not to start on a column without a reasonable expectation that you will be able to finish all rows of it. After doing so, that width of shelving should be cordoned off with a diagonally positioned strip of crepe paper to indicate its completion. These can all be removed after the job is complete.

Staffing

Position Statement on Appropriate Staffing for School Library Media Centers⁵¹

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

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

1. All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialist working full-time in the schools library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the schools size, number of students and of teachers, facilities, specific library program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA programs.

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

(4/91)

⁵¹ Taken from:

American Association of School Librarians. (1991). *Position statement on appropriate staffing for school library media centers*. Retrieved April 14, 2007, from <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementappropriate.htm>.

Job Description: School Library Media Specialist

The official School Library Media Specialist job description has been provided to you by Human Resources and/or your Principal.

The job description on the following page is included to illustrate some of the qualifications and duties of the Media Specialist. It shall not be construed as an exhaustive list of the responsibilities and tasks, but rather shall be viewed as an informative guideline.

If questions regarding your job responsibilities arise, please consult your immediate supervisor or building principal.

Teacher-Librarian Job Description⁵²

SUMMARY

The mission of the school library information program is “to ensure that students and staff are effective users of ideas and information.” It is the job of the teacher-librarian to accomplish this mission as outlined in *Information Power, Building Partnerships for Learning* (American Association of School Librarians and Association of Educational Communications and Technology, Chicago: 1998).



The teacher-librarian serves the learning community by presenting a clear and creative vision for the school library program. He or she supports the educational philosophy and objectives of the school district by engaging in three key roles to facilitate effective delivery of the curriculum: program administration, learning and teaching, and information access and delivery.

The teacher-librarian plans, arranges, administers, and implements the library information center program. She or he organizes, establishes, and supervises routines and procedures for the smooth operation of the library information center. The teacher-librarian is the school’s information technology expert. He or she has technological expertise in electronic information resources, library-management software, and electronic resources available in the content areas. The teacher-librarian instructs students in the skills necessary to effectively access, evaluate, analyze, synthesize, and communicate information in traditional and emerging formats. The teacher-librarian creates and maintains an atmosphere that encourages student and faculty use. She or he updates personal expertise by keeping aware of best practice, belonging to professional organizations, and studying and analyzing library, media, and educational trends. The teacher-librarian’s role is one of an educator, administrator, and information consultant, a professional who is expected to take a leadership role in implementing the school’s educational program.

EDUCATIONAL REQUIREMENTS

The qualified teacher-librarian is both an instructional and knowledge manager. He or she holds professional credentials in education, as well as in library science.

The American Association of School Librarians’ position statement on preparation of school library media specialists recommends:

School library media specialists have a broad undergraduate education with a liberal arts background and hold a master’s degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory, and technology. The academic program of study includes some directed field experience in a library media program, coordinated by a faculty member in cooperation with an experienced library media specialist. Library media specialists meet state certification requirements for both the library media specialist and professional educator classifications. While there may be

⁵² Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

many practicing library media specialists who have only an undergraduate degree and whose job performance is outstanding, the master's degree is considered the entry-level degree for the profession.

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

DUTIES AND RESPONSIBILITIES

Program Administration

Establishes and evaluates annual and long-range goals for the library information program, seeking input from the learning community

Prepares grant proposals when appropriate

Participates in curriculum planning meetings

Plans, administers, operates, supervises, and evaluates the library information center, developing policies to ensure efficient operation and optimal service and revising policies when appropriate

Prepares and administers the library budget, keeping records of all expenditures

Plans and maintains a relevant professional library to promote the professional development of the faculty and administrative staff

Maintains an efficient system of classifying, cataloging, and circulating all library materials; instructs teachers and students in the use of the library system

Develops policies and coordinates procedures for challenged materials

Develops and disseminates policies relating to appropriate use of resources, such as the Internet and school network, intellectual freedom, intellectual property, and academic integrity

Serves as member of the school media and technology committees

Maintains schedule flexible and accessible to learners and faculty

Maintains an environment that encourages learning and fosters use, encouraging appropriate conduct of students using the facility

Supervises and trains paraprofessional, clerical, or technical staff members

Through service on building and district committees, participates in curriculum development and implementation

Maintains cooperative relationships with local public and academic libraries and other community organizations

Prepares schedules, with input from teachers and building administrators, for integrated information skills instruction

Keeps records of student use, circulation, purchases, and losses; provides regular reports on the library as required by the administration and as needed for planning purposes

Trains and supervises library clerks, paraprofessionals, and adult and student volunteers

Supervises the regular inventory of library materials, evaluates the collection, weeds obsolete and worn materials, and updates inventory records and the catalog

Promotes use of library information center materials through displays and published communications

Works collaboratively with many groups within the school culture: parents, teachers, students, administrators, and community members

Instructional (Learning and Teaching)

Works with administration and curriculum leaders to ensure information literacy outcomes are a focus of instruction

Assists teachers in identifying and accessing materials to support content-area instruction as well as professional growth

Consults with teachers about students' instructional needs and learning differences

Provides leadership in the integration of technology into all areas of the curriculum and the instructional practices of the faculty

Models appropriate pedagogy, reflecting research in best practice and learning theory, and works with teachers to improve pedagogy school-wide

Develops a broad view of the entire school curriculum

Is involved with curriculum planning and assessment across disciplines and grade levels

Collaborates with classroom teachers in designing, implementing, and evaluating instruction that ensures integration of literature, information literacy skills, and technologies into student learning

Helps students develop attitudes, habits, and skills leading to lifelong learning and library use

Provides group and individual instruction in information skills, research strategies, and use of resources and equipment

Aids students in communicating the results of their research in traditional and emerging formats

Encourages and facilitates student development of independent library-information skills

Creatively and energetically promotes literacy, reading, and library use through such activities as storytelling, book talks, displays, publications, and special events

Provides reference and readers' advisory services to the general student population, including students who have special learning needs or unusual intellectual interests

Provides targeted and differentiated assistance to students with special learning needs

Provides professional development for the faculty in such areas as new information technologies and information literacy

Supports the continuing educational research of faculty and administrators

Models effective pedagogy and supports classroom teachers in improving their practice

Information Access and Delivery

Functions as the informational technology leader within the school

Understands the role of technology in instruction, student learning, and professional development

Develops policies, procedures, and criteria for selecting a balanced collection to support the curriculum, representative of diverse points of view and conscious of our pluralistic society

Systematically evaluates and weeds the collection

Encourages faculty and student input concerning suggestions for purchase

Develops and maintains information networks and services, and organizes, retrieves, and disseminates or circulates resources to support learners' needs

Provides training to students and faculty in effective use of information systems

Interprets and applies information technologies in curricular context

Promotes effective use of information resources and services both within the school and beyond

Assumes a leadership role in promoting the principles of intellectual freedom by creating and

sustaining an environment promoting free inquiry and exposing students to a broad range of ideas

Ensures intellectual and physical access to materials in all formats for all learners

Promotes use of school information services for independent reading, listening, viewing

Promotes awareness of information resources beyond school facility

Functions as a district/school resource for issues regarding ethical use of information including issues of copyright and intellectual freedom

Prepares lists of topical and new materials to support class assignments and to promote interest in reading

Guides students in materials selection

Provides orientation for new students and faculty

Professional

Presents and attends workshops, in-service activities, and conferences, and takes courses to update professional skills

Reads field-related professional literature and scans materials in content-area journals for items of interest to the professional growth of colleagues

Plans for professional development relating to information technology and pedagogical methods for other staff members

Keeps aware of electronic resources (mailing lists, databases, websites) that foster professional growth

Maintains professional relationships with faculty, administrative staff, and library colleagues

Participates actively in professional associations on the local, state, and national level

Other

Performs such other duties as may be required by the principal or assistants to the superintendent

Reporting Relationships

The teacher-librarian reports to the building principal for all building concerns and to the assistants to the superintendent (or the district library coordinator) for district (curricular) concerns

Job Description: Library Assistant/ Paraprofessional

The official Library Assistant/ Paraprofessional job description has been provided to you by Human Resources and/or your Principal.

The job description on the following page is included to illustrate some of the qualifications and duties of the Library Assistant. It shall not be construed as an exhaustive list of the responsibilities and tasks, but rather shall be viewed as an informative guideline.

If questions regarding your job responsibilities arise, please consult your immediate supervisor or building principal.

Library Assistant/Paraprofessional Job Description⁵³

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities and differentiates the position from others in the district.

SUMMARY

The library paraprofessional is a person trained and skilled in the areas of technical services who provides support to the teacher-librarian in maintaining the efficient operation of the library media center. Under the supervision of the teacher-librarian, the paraprofessional is the responsible for:

- administration of the circulation desk
- supervision of library shelves and reserve collections
- preparation and processing of materials
- preparation of purchase orders
- direction and supervision of student volunteers

The paraprofessional offers *basic* guidance for students and faculty in the use of the library media center including the online catalog, location of items in the collection, subscription databases, library website, applications on library workstations, and multimedia equipment

The paraprofessional has the ability to work independently and manage continual interruptions and shifting job priorities. He or she should possess excellent word processing and database skills, as well as a strong interest in working with young people.

EDUCATIONAL REQUIREMENTS

The position requires post-high school experience or education in the fields of libraries, computers, books, and audiovisual material.

The library paraprofessional must possess an interest in and affinity for direct work with young people. The position requires strong public-relations skills.

DUTIES AND RESPONSIBILITIES

- Prepares materials for circulation.
- Supervises circulation desk and circulation procedures.
- Prepares and distributes overdue notices, letters to parents, and lists of overdues for the main office.
- Sets up reserve collections.
- Helps students and faculty access materials through the use of the online catalog, the library website, and other databases.

⁵³ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

- Has familiarity with the library's print and online resources and assists members of the learning community in accessing print, electronic, and audiovisual services and materials.
- Assists students and faculty in setting up and using media in all formats.
- Searches for and verifies bibliographic information.
- Shelves and retrieves materials.
- Performs preliminary automated cataloging and manages processing and preparation of newly acquired materials.
- Arranges for interlibrary loans and maintains appropriate interlibrary loan records and reports.
- Prepares purchase orders. Maintains and updates databases of purchase orders, as well as video, periodical, and other special collections.
- Verifies invoices against shipments and orders.
- Aids in the preparation of library publications.
- Keeps statistical records on usage, circulation, etc.
- Notifies students when reserved materials are available.
- Assists in preparing bibliographies and updating links for websites and pathfinders.
- Assists with displays and other special projects.
- Supervises and executes automated inventory.
- Assists teacher-librarian in monitoring student behavior in the library and helps to maintain a friendly, cooperative, and productive atmosphere for students, faculty, and parents.
- Performs any other related duties that may be assigned by the teacher-librarian.

REPORTING RELATIONS

The library paraprofessional is responsible through the teacher-librarian to the school principal.

Substitute Preparations

Occasionally a substitute is needed when the Media Center Specialist is out. It is the responsibility of the Media Center Specialist to ensure that adequate preparations have been made, to ensure that the Substitute is successful in serving students.

A handout for substitutes⁵⁴ is available on the following page.

⁵⁴ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Note that two modifications have been made to use “Media Specialist” instead of “Teacher-Librarian”.

Dear
Media Specialist
Substitute,



Thanks for coming in for me. A list of today's visiting classes is on the clipboard. My planning forms and any student handouts and rubrics are attached.

Our library information center staff members are _____

They will be happy to help you locate materials and answer any procedural questions.

The URL for our library website is:

It provides access to many of the resources our students use on a regular basis.

Our students and staff are our first priority. Even if there is no "official" class here, please circulate around the floor to see if anyone needs help with our print resources or at the workstations. During the slow periods, please help us continue the level of service our students and staff expect of us. There are many day-to-day tasks that require attention.

Some tasks you might help with include

- processing books, magazines, software, and other materials
- bookmarking promising websites for upcoming classes or updating a page on the library website
- preparing bibliographies, pathfinders, and reading lists for upcoming assignments
- reading our shelves for misshelved items
- cataloging new materials and gifts
- creating a bulletin board or display
- gathering materials onto a cart for an upcoming student project
- sorting books for shelving
- shelving books
- helping prepare overdue lists or checking to see if "lost" materials wandered back to our shelves
- laminating display material
- repairing materials
- pulling items for the bindery
- troubleshooting any computer problems

It would be best if you could arrange to take lunch during the slowest lunch period. Stagger your lunch with the other staff members.

Please leave a note describing any problems you may have had today.

If there is an emergency you can reach me by phone or e-mail at:

Good luck and thank you again for your help,

Media Specialist

Volunteer Guidelines for Media Center Specialists⁵⁵

Importance of volunteers:

Volunteers can be immensely helpful to the success of the School Library Media Center. The assistance provided by volunteers makes it possible for the Media Specialist to focus on core responsibilities such as teaching and collection development.

Further, volunteering increases student, parent, and community engagement in the SLMC, and imparts a sense of ownership.

Who can volunteer:

- Adults (both parents and community members)
- Students (with permission from parents)

Recruiting Volunteers:

Brochures are provided in the Media Center on “How you can help”, for students. A similar brochure is delivered to parents in an Orientation packet delivered at the beginning of school.

Additionally, the Media Specialist gives brief presentations at the PTO meetings about the Media Center, and mentions volunteer opportunities. The Media Specialist also has a presence at Parent-Teacher Nights, to provide information to parents of students.

Volunteer supervision:

All volunteers must be supervised by the School Library Media Specialist, or in his/her absence, by the Substitute, Library Assistant, or Principal. According to District Policy, volunteers cannot have unsupervised contact with students, unless a background check has been performed.

⁵⁵ Informed by:

Morris, B. J. (2004). *Administering the school library media center* (4th ed). Westport, CT: Libraries Unlimited.

and by:

Ann Arbor Public Schools District Policy 7350 (included in a following section)

Duties of volunteers:

The following activities are suggested for volunteers⁵⁶.

- Shelving books
- Checking resources out and in
- Set up audiovisual equipment
- Filing
- Set up displays
- Write book reviews⁵⁷

⁵⁶ Informed by:

Morris, B. J. (2004). Staff. In *Administering the school library media center* (4th ed, pp. 197-246). Westport, CT: Libraries Unlimited.

⁵⁷ Informed by:

American Library Association. (n.d.). *More than 50 tasks for teen volunteers*. Retrieved April 14, 2007, from <http://www.ala.org/Source/Teens50tasks.doc>.

Tips for Volunteers⁵⁸

Sign in/Sign Out. A sign-in sheet for each volunteer is located at the circulation desk. Please keep track of your hours and check for notes from your supervisor on your page.

Be friendly, polite and professional. This is a customer service job, so smile and speak clearly.

Treat volunteering like a job. If you are scheduled to be here, be here on time ready to work. If you cannot make your shift, please call the library so we know not to expect you.

Users first. Get in the habit of looking around every 5 minutes to see if people left or sat down without signing up. When a student comes over to you, STOP whatever you are doing. Smile and make eye contact THEN ask how you can help them.

Ask for help when you need it. Don't be shy! If you have a question you can't answer or a computer you can't fix, get a librarian right away.

Keep visitors to a minimum. It is okay to greet people you know, but please be brief. Friends and family should not pull up a chair and hang out, or even use a computer next to yours. Get a librarian to gently remind friends that you are working.

Remember you represent the library. Please dress neatly -- whatever you can wear to school you may wear here -- and take care of personal hygiene.

Headphones are not allowed when volunteering. They are distracting and make students think you are unapproachable.

Thank you for not eating and drinking in public areas. Drinks and snacks may be left in the Reference Office.

If you work 4 hours, you get a 20-minute break. This is MANDATORY for students. You may, of course, use the lavatory or water fountain whenever you need to.

Talk to your supervisor. If you are unhappy or have questions or problems, please contact a librarian.

⁵⁸ Adapted from:

Galloway, B. (2006, April 19). *YALSA – Volunteer tips*. Retrieved April 14, 2007, from

<http://blogs.ala.org/yalsa.php?title=teenvolunteertips&more=1&c=1&tb=1&pb=1>.

Volunteer Policy: District

Volunteers Policy 7350⁵⁹

Adopted: June 11, 2003 Revised: Effective: July 1, 2003

The Superintendent and building administrators shall encourage appropriate volunteer work by community members in support of the district's mission and goals.

All volunteers who are expected to have more than incidental contact with children shall undergo a criminal history and unprofessional conduct/reference check prior to serving as a volunteer; the cost to be borne by the district.

The Superintendent and building administrators shall ensure that all volunteers have appropriate experience for their volunteer placement, that they receive all necessary training and information, and that they are placed under the direct supervision of a district employee.

School volunteers shall abide by all of the policies and regulations of the district. A volunteer's service may be discontinued at any time at the discretion of the Superintendent or building administrator.

7350.R.01 - Volunteer

Issue Date: 7/1/05 Effective Date: 7/1/05 Approved By: Superintendent

1 Purpose

1.1 To ensure the continued safety of AAPS students by requiring the same criminal history and unprofessional conduct/reference checks of volunteers (ones with more than incidental contact with students) as required of district employees

2 Organizational Units Affected

- 2.1 Ann Arbor Public School Administration
- 2.2 Human Resource Services staff
- 2.3 Office of Professional Growth & Development
- 2.4 Teachers

3 Definitions

- 3.1 AAPS: Ann Arbor Public Schools
- 3.2 Accurant: private service that does background checks that go beyond the State ICHAT search
- 3.3 ICHAT: Michigan State Police service for background checks; reviews in-state violations
- 3.4 Incidental contact: activities directly supervised by staff when volunteering/assisting

⁵⁹ Ann Arbor Public Schools Board of Education. (2003). *7350.R.01 - Volunteers*. Retrieved April 6, 2007,

http://www.aaps.k12.mi.us/boe.policies/boe_policy_7000_-_communications__comm._relations.

students (i.e. classroom volunteers, office assistance, school newsletter editor, yearbook coordinator, most PTO officers)

3.5 Regular contact: activities involving unsupervised contact with students (i.e. coaches, overnight field trip volunteers, reading tutors, noon hour volunteers, PTO event coordinators – any volunteer who would be alone with a student at any time is considered having “regular” contact.)

3.6 Unsupervised volunteer: any volunteer, as described in 3.1, who is not under the direct supervision on an AAPS employee when working with students

3.7 Volunteer: any university or community volunteer or parent who works with students

4 Background Information

4.1 AAPS administration shall perform background checks on volunteers having regular (unsupervised) contact with students, in support of Board of Education policies 4050, 4100, 4500 and 7350.

5 Procedures

5.1 Administrators with hiring responsibilities or who place unsupervised volunteers shall require that those volunteers complete a Background Check Authorization form and a Volunteer Certification form prior to volunteering in an unsupervised setting.

5.2 Building and/or departmental administration shall perform an ICHAT check.

5.2.1 Once a volunteer has been cleared by ICHAT, he or she may begin work with students.

5.2.2 Completed forms and the original ICHAT report are to be sent to Human Resource Services, which shall maintain this documentation.

5.3 The Human Resources Compliance Officer will review the documents referenced in 5.2.2 and perform a second background check through Accurant.

5.3.1 If the Accurant report is found to be unfavorable, the building administrator will be contacted immediately and the volunteer will be dismissed as soon as possible.

6 Work Instructions, Templates, & Samples

6.1 Volunteer Background Check procedures checklist

6.2 Volunteer Background Check Authorization Form (7350.R.01A)

7 Training & Feedback

7.1 A Volunteer Background Check procedures checklist will be distributed to all principals and supervisors by Human Resource Services.

7.2 Human Resources Services will provide training in background check procedures, as needed, to principals and supervisors.

7.3 Volunteers shall be instructed to familiarize themselves with district policies and regulations, as well as building procedures.

8 Implementation, Compliance & Assessment

8.1 Volunteer background checks shall be kept on file with the HR Compliance Officer for a period of two years, after which time a new background check will be performed.

Contact Information for Other AAPS High School Media Specialists

Community High School Library Media Center

Phone: (734) 994-2021

Diane Crang (crangd@aaps.k12.mi.us)

Rachel Kopka (kopka@aaps.k12.mi.us)

on the web at: <http://www.aaps.k12.mi.us/community/mediacenter/home>

Huron High School Library Media Center

Phone: (734) 994-2089

Sarah Duvall (duvall@aaps.k12.mi.us)

Hugh Murdoch (murdoch@aaps.k12.mi.us)

Lauren Warren (warren@aaps.k12.mi.us)

on the web at: <http://huron.aaps.k12.mi.us/mediacenter/>

Pioneer High School Media Center

Phone: (734)994-2120

Douglas Dawson (dawson@aaps.k12.mi.us)

Susan McKee (mckee@aaps.k12.mi.us)

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Programs

Starting a Student Book Club⁶⁰

Why start a book club?

Everyone is joining a book club. In living rooms, schools, libraries, bookstores, restaurants, even in front of their computers, folks of all ages who crave a bit of intellectual stimulation, and some quiet pleasures, are discussing books and developing a shared reading history. Many of our students are craving this same opportunity. And what better activity for a teacher-librarian to sponsor than a book club!

Among the most rewarding features of a book club is the closeness that its members develop.

Club members often share deep personal experiences. These contributions contribute to group cohesiveness and support. Book club members feel pride in their independent learning and shared reading histories. They enjoy the unique opportunity in their young lives to get together with others who share their passion for reading.

How do you start?

As with any other school club, put Spread the word among your most voracious readers and those kids can find two great leader-type kids, to create their own buzz among parents at PTA meetings and language arts department to help this activity. Don't aim for one and sizes. (In one school club, a from the wrestling team.)

Hold meetings at regular times. around predictable patterns. If many of the members of your band rehearsal days and times.

Hold a brief organizational each other and you as club discussion meeting. Poems and during that first meeting to conduct

Maintain a bulletin board and covers of upcoming readings. Book Club News and Reviews. Web page responsibilities to

Bigger is not necessarily better membership. While the ideal size than ten or twelve members it can opportunity to contribute.



your posters out when school starts. likely suspects, including your most not affiliated with lots of other clubs. If you plant the idea with them and let them begin their friends. Spread the word among through your informal contacts. Use the you select students who might most enjoy "type" of kid. Readers come in all shapes concentration of my membership came

Busy students tend to like to plan their lives Investigate student schedules as you plan. club are also in band, you'll want to avoid

meeting to have members get to know sponsor. Use a short reading for the first short stories work well. You'll need time organizational tasks. announcing meetings and posting reviews Devote space on the library website to Consider delegating bulletin board and reliable students.

for this club. Don't aim for a huge for a book club varies, with clubs of more be difficult to ensure that everyone gets an

⁶⁰ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Order the books well in advance of the meeting. Some titles may be difficult for your local bookstore to obtain in bulk on short notice.

Seek help: Perhaps another teacher, perhaps a very special parent friend? Two alternate club sponsors can help ensure the conversation is lively by contributing questions when student questions run dry and provide a break when the stress of various school year events compete with readings.

Mix it up! Not everyone loves mystery or science fiction. Some readers crave nonfiction. A school book club is likely to include a mix of grades, genders, and interests. Make sure it's clear that every book is not going to be universally loved. Remind students that it is both mind-expanding and good for the soul to be exposed to books they would not ordinarily pick up, books outside their areas of interest and comfort. Brace yourself! At each meeting, someone is likely to express extreme disappointment. Avoid making it the same member each time. Remind students that there are both *good* reads and *powerful* reads. Book clubs are not necessarily about pleasure reading, although members may very often enjoy the readings. Mix it up by sometimes including videos, short story or poetry readings, or even reading a particularly powerful document. Mix lighter and more challenging readings. Mix classics with hot new stuff. You might even consider having the club meet you at a movie theater if an appropriate film premieres and it is truly ripe for discussion.

About leading: You or your club will have to determine the leadership style of the group. You will need someone to lead each meeting. Will the adult sponsors take the responsibility? Will you have upperclassmen or the whole group take responsibility for leadership in turns? In a school book club, club officers may take turns leading or make leadership decisions.

Leadership responsibilities might include gently reminding members to let others speak and encouraging more shy contributors. In a school book club, you may have to work to get the voices of younger students heard. You will need to turn the subject back to the book in case discussion gets uncomfortably or inappropriately personal. Even if a student is chosen to lead the discussion, have around ten open-ended questions prepared just in case your leader runs out of steam!

There are no stupid questions. There are no right or wrong answers. Every club member brings something different and valuable to the table and can enrich our understanding of the reading. Even if you have a list of wonderful questions, the best discussions are often spontaneous. Allow for free flow if the students take off in an exciting direction you hadn't planned, as long as it is in some way relevant. Avoid teaching. This is a club; don't impose curriculum.

Decide on meeting logistics

Options for meeting times might include lunch breaks, after school, or evenings (our facility is open Wednesday nights). Consider how much time you will schedule between meetings. If you are reading books of weight, meeting every month or every six weeks is reasonable. For middle school groups with shorter readings, perhaps every two or three weeks might work. Be sensitive to student stress periods. You may want to skip meetings around midterms, finals, or major project deadlines (like History Day, Science Fair or Senior Thesis). Be sensitive to holidays.

Middle and high school students need sustenance when they discuss literature! If you decide food is an essential, will you share the snack responsibilities? The library seems like the perfect space. If you have a private classroom, it might make the snack issue more workable. Of course, you'll want to arrange chairs in a circle or around tables to promote discussion.

Selecting the readings

Not every *New York Times* best seller works well for a high school or middle school book club.

Caution: One of the adults involved should read each selection in advance to ensure that it is appropriate for the grade or maturity level of the group. Selecting books from award-winning lists for children and young adults provides some guidance, but only you can assess the reading tastes and sensibilities of your own group. Decide on a title selection policy. Students will want input and will question fairness if their suggestions are never acknowledged.

You might try to search the Web for similar groups that have posted reading lists. Solicit old favorites from among group members.

Pick at least two or three books in advance, whether they're chosen by the adult sponsor or consensus of the group. Nothing is more frustrating than spending huge quantities of club meeting time arguing over book choices. You want to spend your limited time talking books!

Use your suggestions to create survey forms and voting lists and tally the lists outside of meeting time. Try to negotiate more than one reading when you make these selections. (For reading suggestions and guides, see the Web resources below!) When you suggest readings, seek and bring copies of reviews to help sell the titles. Bring a copy of the book to pass around. Unless your group is fairly homogeneous (for instance, a middle school mother-daughter club), attempt to select books that meet the diverse interests of your group and that will not totally frustrate your younger or weaker readers.

The outside world and school culture may inspire reading choice. One year our students wanted desperately to visit the Holocaust Memorial Museum in Washington, D.C. I agreed that our club could plan and sponsor the trip if our focus for the year was Holocaust literature. If world events focus student attention on a particular area of our troubled world, consider an engaging memoir, biography, or historical fiction title.

Acquiring and funding the books: It may be difficult to fund all the readings for all students. In some clubs students may buy their own books. Try to find titles that are available in paperback. Contact the local bookstore and see if you can get an educators' discount or if they will make special arrangements for book club leaders. Contact the PTA to see if grant money is available. You may not need to totally fund the books. We use funding for half the cost of books and charge students a fairly modest five dollars. Consider pairing your club with another local club and try swapping sets of books for readings that might interest both clubs.

What is a good book for discussion?

You'll want to select books that are in some way "mind-expanding." Good books have complex characters challenged by choices and situations. Good book choices inspire students to uncover universal truths and explore the personal relevance of these truths. Good books have interesting messages and employ elegant use of language. Avoid escape or formulaic titles, which rely on plot alone and offer no ambiguity. Ambiguity makes for fabulous discussion! Be prepared. When a member of the group recommends a bland or formulaic title, you'll have a bit of tap dancing to do in explaining why it might not be the best choice.

Consider scheduling readings that will make interesting comparisons, for instance, various retellings of fairy tales, books that involve an epic quest, or books on the Middle East. For instance, one year we discussed both Donna Jo Napoli's *Beast* (a retelling of *Beauty and the Beast*) and Gregory Maguire's *Confessions of an Ugly Stepsister* (a retelling of *Cinderella*). Another year we selected several titles with civil rights themes.

What are the responsibilities of a good book club member?

- Read the reading! Nothing is more frustrating to those who actually read the book than attending a meeting full of book slackers and posers. Sure, there will be an occasional meeting when you may not have finished the book, but you owe it to your fellow club members to come prepared to talk. Book Club is a commitment, not just an opportunity to socialize.
- Mark interesting, confusing, or impressive sections. Mark heavily! Use sticky notes if you cannot mark up the book!
- Write questions as you read and as you reflect on what you've read. Some clubs require that every member come with at least one good question at every meeting.
- Look at interesting dialogue. Questions like "What does Jim mean when he says . . .?" often fuel discussion.
- You are not allowed to say, "I hated this book!" without explanation. You may say, "I wish the author had better developed the protagonist!"

I just couldn't feel any sympathy for her." Be open. It is very possible to have a great discussion around a book you didn't particularly like.

- As you read, compare the reading to other books, poems, or plays you have already read.
- Listen and respond thoughtfully to the comments of other club members. Begin your comments with words like "I agree with what Sally just said! You know there's more evidence pointing to this on page 13, when the character says . . ."
- Avoid dominating the discussion.
- Be prepared to read interesting, elegant, or confusing passages aloud.
- If you are a veteran member, try to encourage new members to express themselves.
- Remember, you have something to contribute even if you don't fully understand the work. You have something to say even if you are shy!
- While personal response may add significantly to the discussion, aim for a balance in your comments with direct reference to the reading.
- Have fun!

General questions for any book discussion

- What most impressed you about this reading? Describe your reading experience.
- How does your own life experience contribute to your understanding of this reading?
- Were there parts of the work, particular paragraphs you found confusing?
- What theme or themes does this work ask us to examine?
- What do you believe is the author's message?
- What questions do you think the author expects us to ask? What questions is the author asking him/herself?
- What voice did the author choose for this work? (First person, omniscient narrator, alternating perspectives, etc.) How many narrators are there? Why did the author choose this particular voice or voices? Can we trust the voice?
- How did the language, choice of words, and sentence structure contribute to the reading?
- Why did the author choose the title? Does the title add to our understanding of the work? Were chapter titles meaningful?
- How and why did the author structure the work as he or she did? Did the sequencing make sense? Did he or she use flashbacks or other sequencing devices? How did these devices affect your understanding of the plot, theme, character, or mood?
- What did you think of the characters? Did you empathize with (care about) them? Why or why not? Why did they behave as they did? If you could put yourself in their places, would you respond similarly or differently? How did you feel about the choices they made? What are their flaws and strengths? Do the characters grow through the course of the work?
- Does the dialogue ring true? Why or why not?
- How important is setting, time, or place in this work?
- Were there parts of this reading where you appreciated unusual or elegant use of language?
- Did the author use quotes before a chapter or are they integrated in the work? Do these quotes enhance your understanding or appreciation of the work?
- Is there a clear plot and subplot? Does the subplot contribute to your understanding of the reading?
- How does this book fit into the literary genres or movements you know of?
- Was the story credible?
- What do you feel were the flaws of this reading?

- What kind of imagery does the author use? Does he or she use particular symbols or extended metaphors? Do these strategies enhance your appreciation or understanding?
- Are any broader social issues being discussed than what appears on the surface of the plot? Does the author make his or her points effectively?
- How does this reading compare with our other readings or works you have read on your own? Is it similar to books by the same author, set in the same time or place, with similar characters and themes, or in the same genre? If you have seen a film adaptation of this book, how did it compare?
- Are there any “what if” questions that strike you? For instance, what happens to these characters after the last page?
- Were you satisfied with the resolution?

Preparing to lead

As a teacher-librarian, you have perhaps more tools than any other type of discussion leader. Research the author in Wilson’s *Current Biography* or in *Wilson Biographies* or Gale’s *Contemporary Authors*, off- or online. Look for criticism in GaleNet’s *Literature Resource Center* or any of Gale’s book series of criticism. The For Students series, *Novels for Students*, *Poetry for Students*, *Short Stories for Students*, *Drama for Students*, offer great context and provide excellent choices for readings. For newer works, seek book reviews on Amazon.com and any of your journal and newspaper databases. Book club reading guides abound on the Web. Seek them out as you plan your own questions.

BOOK CLUB RESOURCES AND READING GUIDES

ALA Best Books for Young Adults <http://www.ala.org/yalsa/booklists/bbya>

American Library Association for Parents, Teens, and Kids (click on appropriate book award)
<http://www.ala.org/parents/index.html>

Alex Awards (Young Adult) <http://www.ala.org/yalsa/booklists/alex>

Amazon.com Reading Groups <http://www.amazon.com> (search for Reading Groups)

Barnes & Noble BookBrowser: The Guide for Avid Readers
<http://www.bookbrowser.com/>

Book Group List
<http://www.iland.net/~awahl/>

BookMuse (Powell’s)
<http://www.bookmuse.com>

BookSpot
<http://www.bookspot.com>

HarperCollins Reading Group Guides <http://www.harpercollins.com/hc/readers/index.asp>

HarperCollins Teaching Guides <http://www.harperchildrens.com/hch/parents/teachingguides/>

Houghton Mifflin Readers Guides http://www.houghtonmifflinbooks.com/readers_guides/

KidsReads
<http://www.kidsreads.com>

Morton Grove Public Library Thinking Out Loud Book Club Guides
<http://www.webrary.org/rs/TOL.html>

Multnomah Talk It Up! <http://www.multcolib.org/talk/index.html>

Penguin Putnam Great Books Guides (Click on "Discussion Guides")

<http://www.penguinputnam.com>

Random House Reading Group Guides

[http://www.randomhouse.com/reader
_resources/browsetitle/](http://www.randomhouse.com/reader_resources/browsetitle/)

Reading Group Choices <http://www.readinggroupchoices.com>

Reading Group Guides <http://www.readinggroupguides.com>

Scholastic Discussion Guides [http://teacher.scholastic.com/authorsandbooks/
discguide/index.htm](http://teacher.scholastic.com/authorsandbooks/discguide/index.htm)

SimonSays (Click on "Reading Guides") <http://www.simonsays.com>

Teen Reads

<http://www.teenreads.com>

Vintage Reading Group Guides [http://www.randomhouse.com/vintage/read/
list.html](http://www.randomhouse.com/vintage/read/list.html)

Book Talks

The section on the following page provides helpful information on arranging and preparing for book talks. It is taken from *Power Tools Recharged*.⁶¹

⁶¹ Taken from:

Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.



Book Talk Tips

Book talks are commercials for books. They are one of our best vehicles for pitching our wares. They can take forms as countless as those ubiquitous and highly effective television spots. And they can be great outlets for our professional creativity.

Don't slack! Try not to talk books you haven't read or haven't read in many years. Kids can easily uncover *blurb slackers!*

Grab 'em and don't let go! Engage them right away with a compelling opening. Close strong too!

Mix it up! Include a little something for everyone. Mix fat and skinny books. Mix a fair combination of *boy* and *girl* interests. Include a couple of nonfiction titles in a predominantly fiction talk. Throw in a classic, though you may want to avoid labeling it as such. Mix up your talking strategy too. Use a variety of techniques—demonstration, quotes, dramatization, etc. Interesting pacing works well for this type of presentation. Some talks may be more detailed than others. Two sentences may be all you need to sell some titles.

Theme it! Though there are occasions you'll want to talk books of one genre exclusively, think broad themes. Vary your themes and groupings of books. Interpret ideas and concepts in your talks—challenges, friendship, particular moods, types of characters, plots, and settings across genre.

Organize! Keep outlines of your talks on large index cards. Though you want to talk directly rather than read to the students, you'll often need a cheat sheet. You can clip the cards on the back of book to remind you of characters' names and details and page numbers. Keep these cards on file. They can be shuffled later for inclusion in a variety of other talks.

Be loose! Students love to interact. Be prepared to leave your *script* and ad-lib and accept input.

Prepare! Be able to speak from memory. You want to convey your enthusiasm with your eyes, facial expression, and body language. Consider visiting a class in advance of your talk and asking students about personal favorites.

Gauge your effect! Watch their body language. If you or your audience is bored, drop the offending

book and move on to the next title. After the talk, rethink and refine your approach to that book.

Create a handout! Avoid the confusion of "which one was the one . . .?" Bring a list of the books—authors and titles—you will be talking with brief identifying notes.

Multiply! Attempt to gather multiple copies of the books you plan to talk, either by buying or borrowing from other schools in your district. Consider bringing reserve sign-up sheets for each book to create fair waiting lists. All book copies are limited when you do a successful talk. Be prepared to note "if you liked" titles, other books in a series, and other titles by the same author. When you are book talking several classes in one day, you'll want to include a variety of selections, or by the end of the day, you can expect a lot of frustrated kids.

Dramatize! If it suits the book (and your personality) get into character. Invent dialogue. Talk in the voice of a character and tell a little bit of your story or describe an exciting incident. Bring the audience in to the experience of a character. "Imagine you are home alone . . ." If it works for you, grab a puppet.

Prop it up! Items related to a book inspire curiosity and create a visual or audio focus for your talk. A Vermeer print might be just right to show for *Girl with a Pearl Earring*. Other books might cry out for a bell or a candy bar. Occasionally you might run a muted video clip behind you with a piece of historical footage.

Quote! Don't go overboard in length, but a gripping passage or fascinating bit of dialogue can go a long way to sell a book. Avoid reading for more than a minute.

Tease! Pique their interest, but don't tell too much. Never reveal an ending. End each talk with a clincher. Leave 'em wanting more.

Be creative! Have fun talking the books you love. Experiment with a variety of approaches.

Read professionally! Learn from the experts. Get books by Joni Bodart, Caroline Feller Bauer, Hazel Rochman, and Patrick Jones. Visit the websites of Nancy Keane (<http://nancykeane.com/booktalks/>) and Jennifer Hubert (<http://tin.lib.mi.us/~amutch/jen/index.html>) for ideas and tips or Teen Reads (<http://www.teenreads.com>).

Facilities

Display and Decoration

The Library Media Center should be inviting to students and staff, and the physical space plays a big part in whether it succeeds at being so. The space should be warm and attractive and it should be vibrant: changing space invites students to come see what is new. At the same time, there is comfort in stability and the Media Center should be comfortable.

To satisfy both these needs, the Media Center should have some visual interest that is intended to be long term, and changes only as necessary for maintenance or to involve a new generation of students in decisions about the décor. Currently, the wall behind the seating area is a Jackson Pollack-inspired mural painted by graduating seniors in 2001. It should remain until the paint needs repair or until it no longer has the general appeal to the students that it now does.

Further decorative elements should be more dynamic. The SLMS has traditionally used funds from the PTO to purchase artwork from a graduating senior art student each year. Although previous purchases generally remain on the walls and will probably continue to display providing space permits, they can (and probably should) be rearranged each year.

Temporary displays -- which may be presented on a bulletin board or may be designed for display directly on the walls -- should be designed with decorative elements in mind, but they should serve additional purposes as well. They may commemorate seasonal events, be informative about new books or policies, or they may instruct or motivate. Posters may be purchased or designed; frequently the art teachers will work with the SLMS to get students involved in designing posters or temporary displays. In that case, printing costs are generally shared between departments.

The large bulletin board outside of the Media Center is not entirely at the disposal of the SLMS: there is currently a sign-up for its use in the school office. However, the Media Center is given priority for its use when it is not needed for special programs or projects. Paying special attention to this display is good publicity for the center, as it is visible from outside of the center and can hence be used to draw students into the media center.

There are currently several plants in the media center. The SLMS must make special arrangements with the custodial staff for their care during the summer months.

The media center has one large mobile over the circulation desk area. It is very popular with students and should probably be maintained.

It is strongly suggested that any open space on the shelves be used to display books in an upright fashion. There is also some space to do so on the set of lower shelves under the windows.

There are numerous references about constructing bulletin boards for media center use in *Where Do I Start?*⁶²

⁶² Santa Clara County Office of Education, Library Services. (2001). *Where do I start? A school library handbook*. Worthington, OH: Linworth.

Facility Maintenance

Routine maintenance of the facility is the responsibility of the OVHS custodial staff, under the direction of the SLMS. Special cleaning or repairs should come out of the school's operating budget and not the media center's. It is the responsibility of the SLMS to report such needs to the OVHS Principal and to follow up with district staff after receiving contact information from the Principal.

Curriculum and Teaching

Encouraging Collaboration Between Media Specialist and Teachers

Collaborative planning is defined as the teaming of teachers, library media specialists, and technology specialists to create exciting learning experiences that take advantage of the information-rich and technology-rich environment of the school. No other concept of the role of the library media center program is more central or more vital to its success. Research of library media programs draws the conclusion that collaborative planning is a strong link to achievement of learners. Collaborative planning turns the library media program and technology program from passive to active school initiatives.

Professionals who collaborate to build rich learning experiences find great satisfaction in knowing they make a difference. Their jobs are exciting, extremely busy, rewarding, and empowering. Their peers recognize these professionals as being on the leadership team.⁶³

Why is collaboration also essential in *collection development*?

The key to collection and curriculum development is understanding the informational and learning needs of students and selecting resources and learning experiences that will impact their achievement. Curriculum development and collection development must go hand-in-hand. Since the creation of authentic learning environments for students is at the core of both these activities, it makes sense that the school library media specialist and classroom teachers work collaboratively.⁶⁴

OVHSLMC strongly suggests use of the resources on the following pages to develop and assess collaboration planning.

Resource (A) is a rubric developed by Champlin and Life, which should be applied repeatedly over time to determine whether the level and nature of collaboration is improving between the Media Specialist and OVHS teachers.⁶⁵

Resource (B) is a worksheet which will facilitate the collaborative planning of educational units between the OVHS Media Specialist and teachers.⁶⁶

⁶³ Indiana Learns. (n.d.). *Collaborative planning in the community for library media centers*.

Retrieved April 14, 2007, from <http://www.indianalearns.org/collaborative.asp>.

⁶⁴ Eduscapes. (n.d.). *The school library media specialist: Information access & delivery*.

Retrieved April 14, 2007, from <http://eduscapes.com/sms/access/cdooverview.html>.

⁶⁵ Indiana Learns. (n.d.). *Collaborative planning rubric*.

Retrieved April 14, 2007, from <http://www.indianalearns.org/collaborativeRUB.asp>.

⁶⁶ Philadelphia, PA School District. (n.d.). *District Website*. Retrieved April 14, 2007 from

<http://www.libraries.phila.k12.pa.us/pdf/collaborative.pdf>.

****See this page in the printed manual for Rubric for Collaboration Planning.****

****See this page in the printed manual for Teacher/Librarian Collaborative Unit: Planning. ****

Supporting Student Literacy:
List of NCREL Literacy resources available on the Web⁶⁷

Research conducted or compiled by Learning Point Associates on Literacy:

A Conceptual Model of Adolescent Literacy, 2004
<http://www.learningpt.org/literacy/adolescent/model.php>

Defining Reading Instruction for Adolescents, 2004
<http://www.learningpt.org/literacy/adolescent/define.php>

Seeing Themselves as Capable and Engaged Readers: Adolescents and Re/Meditated Instruction, 2003
<http://www.learningpt.org/pdfs/literacy/readers.pdf>

Using Multiple Texts to Teach Content (2003)
<http://www2.learningpt.org/catalog/item.asp?SessionID=578009840&productID=163>

Using Young-Adult Literature to Enhance Comprehension in the Content Areas, 2003
<http://www2.learningpt.org/catalog/item.asp?SessionID=578009840&productID=161>

Using Technology to Enhance Literacy Instruction, 2001
<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li300.htm>

Addressing Literacy Needs in Culturally and Linguistically Diverse Classrooms, 2000
<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li400.htm>

Monitoring the School Literacy Program, 2000
<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li700.htm>

Literacy Learning on the Net: An Exploratory Study, 2000
<http://www2.learningpt.org/catalog/item.asp?SessionID=578009840&productID=51>

⁶⁷ Learning Point Associates. (2007). *Literacy research links*. Retrieved April 14, 2007, from

<http://www.learningpt.org/page.php?pageID=15>.

Class Visit Planning Form

A class visit planning form is provided on the following page. It is taken from *Power Tools Recharged*⁶⁸.

⁶⁸Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

Class Visit Planning Form

Course Title _____ Teacher _____

Today's Date _____ Visit Date(s) _____ Period(s) _____

Grade _____ Level _____ Number Assigned Sections _____

1. Briefly describe the project/activity _____

2. Content goals/Standards _____

3. Information skill goal(s)/standard(s): Circle all that apply:

Defining problem Locating/Searching Analyzing Documenting/Ethical Use

Organizing/Synthesis Communicating Evaluating/Reflecting

Other _____

4. Assignment begins _____ Assignment is due _____

5. How will students define the research problem/question/thesis?

Students will select ideas from suggestions on an assignment sheet. (Please attach a copy of your assignment sheet or other student handouts.)

Students will independently develop questions/theses for research.

6. What types of materials will students be using?

Free Web Online Subscription Databases Specify _____

Periodicals Books CD-ROMs Audiovisual DVD, Video, etc.

List any specific or major resources you'd like the students to use:

List any materials you would like excluded from use:

Database Examination

A database examination worksheet is provided on the following page, to help students evaluate library databases. The worksheet is taken from *Power Tools Recharged*⁶⁹.

⁶⁹Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

****See this page in the print manual for a copy of the database worksheet.****

Web Page Evaluation

A worksheet of provided on the following page, to help students evaluate the appropriateness and credibility of websites. The worksheet is taken from *Power Tools Recharged*⁷⁰.

⁷⁰Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

****See this page in the print manual for a copy of the Website Evaluation worksheet.****

Teaching Internet Ethics

A sheet of scenarios is provided on the following page, to help teach internet ethics to students. The information is taken from *Power Tools Recharged*⁷¹.

⁷¹Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

****See this page in the print manual for a copy of the Internet Ethics scenarios.****

Technology Use

Computer Use Policy

General computer use guidelines have been established by the district. Students at Oak Valley High School must read the guidelines established in *Regulations for Use of the AAPS Computer Environment*⁷² and sign a card⁷³ acknowledging his or her commitment to abide by those guidelines.

This is addressed during orientation, and the Media Center Specialist does not need to obtain the signatures. However, the Media Center Specialist should enforce these policies, and may remind students that they have agreed to abide by these regulations.

**User Agreement
Computing Environment**

In return for the privilege of using the resources of the AAPS Computing Environment, I agree to abide by the *Rules and Regulations for Use of the AAPS Computer Environment*. I understand that failure to follow these rules can result in having my privileges restricted or taken away.

I have discussed the computer use policy with my parents and agree to abide by it.

Student Name (Printed)

Student Signature

Date

Student ID

Graduation Year

I have discussed the computer use policy with my child and s/he agrees to abide by it.

Parent Name (Printed)

Parent Signature

School

RETURN THIS CARD TO THE
BUILDING SECRETARY

Figure 1. A sample User Agreement card.

⁷² Ann Arbor Public Schools. (1997). *Rules and regulations for use of the Ann Arbor Public Schools Computing Environment (long form)*, in *Ann Arbor Public Schools Computing Environment Policy* (Part III).

Retrieved April 6, 2007 from <http://itd.aaps.k12.mi.us/CompUser/CompUsePolicylong.pdf>.

⁷³ Ann Arbor Public Schools. (n.d.). *User agreement computing environment*. Retrieved April 6, 2007 from http://itd.aaps.k12.mi.us/CompUser/card_student.pdf.

Internet and Technology Acceptable Use Policy: District

6150.R.01 - Acceptable Use of Technology⁷⁴

Issue Date: 7/1/05 Effective Date: 7/1/05 Approved by: Deputy Superintendent-Instruction

1 Purpose

1.1 To provide guidelines for approved use of district technology

2 Organizational Units Affected

2.1 All staff

2.2 All students

3 Definitions

3.1 AAPS: Ann Arbor Public Schools

3.2 Digital content: images, text, pictures, photos, presentations, music, videos, emails and other materials stored in a computer, on the Internet, or on removable electronic media

3.3 Employee: an employee of the Ann Arbor Public Schools

3.4 ITD: Information Technology Department

3.5 Technology: hardware, software, Internet or intranet access and data storage provided by AAPS

4 Background Information

4.1 The purpose of district-provided technology is to facilitate communications in support of research and education. To remain eligible as users, employees' and students' use must be in support of and consistent with the educational objectives of the AAPS. Access is a privilege, not a right, and entails responsible use.

4.2 The AAPS district makes no warranties of any kind, neither expressed nor implied, for the technology it is providing. The district will not be responsible for any damages users suffer, including—but not limited to—loss of data resulting from delays or interruptions in service. The district will not be responsible for the accuracy, nature or quality of information stored on district diskettes, hard drives, or servers, nor for the accuracy, nature, or quality of information gathered through district-provided technology. The district will not be responsible for personal property used to access district computers or networks or for district-provided technology. The district will not be responsible for unauthorized financial obligations resulting from district-provided access to the Internet.

4.3 This policy and all its provisions are subordinate to local, State, and federal statutes.

4.4 Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

5 Procedures

5.1 Students utilizing district-provided technology must first have the permission of and must be supervised by AAPS professional staff. Students utilizing school-provided technology are responsible for good behavior online just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply to AAPS employees.

5.2 The following policies relating to AAPS district-provided technology shall apply in all cases.

5.3 Access, upload, download, and/or distribution of inappropriate material – Users will not use the district system to access material that is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). For students, a special exception may be made if the purpose is to conduct research and access is approved by both the teacher and the parent. District employees may access the above material only in the context of legitimate research.

⁷⁴ Ann Arbor Public Schools Board of Education. (2005). *6150.R.01 - Acceptable use of technology*.

5.3.1 If a user inadvertently accesses such information, he or she should immediately disclose the inadvertent access to a faculty member or a supervisor. This will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.

5.4 Personal Security – Students will not post personal contact information about themselves or other people. Personal contact information includes last name, address, telephone number(s), school address, work address, etc.

5.4.1 Student users will not agree to meet with someone they have met online without their parent's approval and participation.

5.4.2 Student users will promptly disclose to their teacher or other school employee any message or email they receive that is inappropriate or makes them feel uncomfortable.

5.5 Illegal Activities – Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files, materials, and/or information for any reason without permission, even if only for the purposes of "browsing."

5.5.1 Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means.

5.5.2 Users will not use the district system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

5.5.3 Users will not use the district system to knowingly violate any local, State or federal statute.

5.6 Inappropriate Language and Behavior – Restrictions against inappropriate language and behavior apply to public messages, private messages, digital content and material posted on Web pages.

5.6.1 Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive, sexually explicit or disrespectful language, music lyrics, images or photographs.

5.6.2 Users will not post information that, if acted upon, could cause damage or a danger of disruption.

5.6.3 Users will not engage in personal attacks, including prejudicial or discriminatory remarks and/or attacks.

5.6.4 Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by an individual to stop sending him or her messages, the user must immediately stop such behavior.

5.6.5 Users will not knowingly or recklessly post false or defamatory information about a person or organization.

5.6.6 Users will not vandalize, damage or disable the information or property of another individual or organization.

5.6.7 Users will not repost a message that was sent to them privately without permission of the person who sent them the message.

5.6.8 Users will not post private information about another person. Personal contact information includes last name, address, telephone number(s), school address, work address, etc.

5.6.9 Users will not post chain letters or engage in "spamming." Spamming is sending an annoying, unsolicited or unnecessary message to a large number of people.

5.7 System Security – Users are responsible for the use of their individual account and shall take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

5.7.1 Users will immediately notify the system administrator if they have identified a possible security problem. Users shall not go looking for security problems because this may be construed as an illegal attempt to gain access.

5.7.2 Users should avoid the inadvertent spread of computer viruses by following ITD virus protection procedures for downloading material.

5.8 Plagiarism and Copyright Infringement – Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

5.8.1 Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether a work can be used, he or she should request permission from the copyright owner.

5.8.2 Users will respect the rights of copyright holders for music, photographs and other digital content.

5.8.2.1 Specifically, copyrighted music shall not be downloaded and shared.

5.9 Respecting Resource Limits – Users will use the system only for educational and professional or career development activities and limited, high-quality, personal research.

5.9.1 Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer or diskette.

5.9.2 Users will check their email frequently and delete unwanted messages promptly.

5.10 Any violation of district policy and rules may result in loss of district-provided technology. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

5.11 The ITD, as mandated by AAPS policy and the 2000 Children's Internet Protection Act, shall, to the best of its technical capabilities, block and/or filter access to sites and/or material that is deemed obscene, pornographic or harmful to minors.

5.12 The ITD shall maintain a record of all sites and/or material deemed inappropriate for access from school-supplied computers.

6 Work Instructions, Templates, & Samples

6.1 AAPS Acceptable Use Forms (6150.R.01.A, B & C)

7 Training & Feedback

8 Implementation, Compliance & Assessment

8.1 Parents of students in the AAPS district shall be provided with the following information:

8.1.1 The AAPS district is pleased to offer its students access to the Internet. This computer technology allows students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world to significantly expand their available information base.

8.1.2 Families should be aware that some material accessible via the Internet may contain language and/or items that are illegal, defamatory, inaccurate, and/or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

8.1.3 While the district's intent is to make technology available in order to further educational goals and objectives, students may find ways to access other materials as well. Even should the district institute technical methods or systems to regulate students' technology, those methods could not guarantee compliance with the district's acceptable use policy. That notwithstanding, the district believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Toward that end, the AAPS district makes the district's complete Internet policy and procedures available on request for review by all parents, guardians, and other members of the community, and provides parents and guardians the option of requesting for their minor children alternative activities not requiring Internet use.

E-mail Netiquette⁷⁵

See the following page for a sheet that can be posted and handed out to students. It provides guidelines on appropriate behavior and use of e-mail.

⁷⁵ Valenza, J. K. (2004). *Power tools recharged: 125+ essential forms and presentations for your school library information program*. Chicago: American Library Association.

E-mail Netiquette



- Be polite. Show respect for others and their feelings.
- Never reveal your personal address or phone number.
- Check your e-mail daily.
- Do not use inappropriate language.
- DO NOT SHOUT! (Using all capital letters is considered annoying and impolite.)
- Do not assume that your e-mail is private.
- Do not waste online time.
- Delete suspicious messages before you open them. Be aware of potential virus attachments.
- Delete any inappropriate e-mail promptly. Notify an adult if the mail is on the school server.
- Never impersonate another user. Never peek in the files of others.
- Think carefully before you hit the "send" command.
- Do not forward someone else's message without the writer's permission.
- Be aware that your humor may not be understood on the other end. Sarcasm is easily misinterpreted. Use smileys to be clear.
- Delete mail regularly.
- Keep messages short and to the point.
- When posting to a group, use clear subject lines.
- Thank people who take time out of their busy lives to help you.

Computer Lab/Use of Media Center Computers

The OVHSLMC has three computer labs in it. The LMC gives priority for the use of these labs to classroom teachers who may reserve them for classroom use. They must be reserved at least 24 hours in advance, but teachers are encouraged to schedule several days ahead of time to ensure availability at popular times.

Labs which are not in use for a class may be used by individual students who have passes to use the library, and by members of the community at large.

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Appendix A: ALA Code of Ethics

Code of Ethics of the American Library Association⁷⁶

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. **We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.**
- II. **We uphold the principles of intellectual freedom and resist all efforts to censor library resources.**
- III. **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.**
- IV. **We recognize and respect intellectual property rights.**
- V. **We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.**
- VI. **We do not advance private interests at the expense of library users, colleagues, or our employing institutions.**
- VII. **We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.**
- VIII. **We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.**

⁷⁶ American Library Association. (1995). *Code of ethics of the American Library Association*. Retrieved April 14,

2007, from <http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>.

Appendix B: Freedom to Read

Adopted June 28, 1995, by the ALA Council

The Freedom to Read Statement⁷⁷

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

⁷⁷ American Library Association. (2004). *The freedom to read statement*. Retrieved April 14, 2007 from

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>.

publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

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

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

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

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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

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

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

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

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association
Association of American Publishers

Appendix C: Library Bill of Rights⁷⁸

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

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

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

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

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

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

A history of the Library Bill of Rights is found in the latest edition of the [Intellectual Freedom Manual](#).

⁷⁸ American Library Association. (Amended 1996). *Library bill of rights*. Retrieved April 13, 2007, from

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillofrights.htm>.

Appendix D: Support Resource for Media Specialists: AASL Position Statements

The following section contains relevant position statements by the American Association of School Librarians, and is intended to serve as a support resource for the OVHSLMC Media Specialist.

Included in this section:

AASL Position Statement on the Value of Library Media Programs in Education

AASL Position Statement on the Role of the School Library Media Program

AASL Position Statement on Instructional Classification

AASL Position Statement on the Value of Library Media Programs in Education⁷⁹

School library media specialists are an integral part of the total educational team which prepares students to become responsible citizens in a changing global society. In today's information age, an individual's success, even existence, depends largely on the ability to access, evaluate and utilize information. Library media specialists are leaders in carrying out the school's instructional program through their separate but overlapping roles of information specialist, teacher and instructional consultant.

The GOALS 2000 challenge our nation to make education a top priority in preparing students to compete in the worldwide marketplace and make informed decisions about problems facing society. To guarantee every young person an equal and effective educational opportunity, officials must provide each school with library media facilities and resources to meet curriculum needs. Officials must also ensure that each school's staff includes library media professionals and support personnel to carry out the mission of the instructional program.

The American Association of School Librarians is committed to the development and improvement of strong library media programs in all schools. The ability to locate and use information in solving problems, expanding ideas and becoming informed citizens depends on access to adequate library media facilities, appropriate resources and qualified personnel. Recent studies, such as *THE IMPACT OF SCHOOL LIBRARY MEDIA CENTERS ON ACADEMIC ACHIEVEMENT*, show a strong positive correlation between library media programs and student achievement.

The American Association of School Librarians urges all administrators, teachers, school board members, parents and community members to recognize the power of information and the critical need for strong professionally staffed library media programs so all students become effective users of information.

⁷⁹ American Association of School Librarians. (n.d.). *Position statement on the value of library media programs*

in education. Retrieved April 14, 2007 from

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementvalue.htm>.

AASL Position Statement on the Role of the School Library Media Program⁸⁰

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

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

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

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

⁸⁰ American Association of School Librarians. (1990). *Position statement on the role of the school*

library media program. Retrieved April 14, 2007 from

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementrole.htm>.

AASL Position Statement on Instructional Classification⁸¹

AASL supports the inclusion of certified school library media specialists as part of the National Center for Education Statistics (NCES) "Instruction" classification.

School library media centers are classrooms in which school library media specialists teach and students and teachers learn. In school library media centers, students read, utilize print, non-print, and technology resources, and learn to evaluate and use information for projects and reports efficiently, effectively, and ethically, with the goal of developing lifelong learning and literacy skills and strategies. In school library media programs, classroom teachers and school library media specialists collaborate for instruction and support the development of each other's teaching skills. Multiple research studies, more than 60 since 1965, have affirmed that there is a clear link between school library media programs staffed by state-certified school library media specialists and increased student achievement (Library Research Services Web site at <http://www.lrs.org/impact.asp>).

School library media specialists are recognized by the National Board for Professional Teaching Standards (NBPTS) as teachers whose teaching can be measured to meet standards for professional teaching excellence and by the National Commission on Libraries and Information Science (NCLIS) as teachers who are critically important for student achievement (<http://www.nclis.gov/info/schoollibraryactivities.html>). School library media specialists are teachers who serve as crucial partners in ensuring that states and school districts meet the reading requirements that are part of No Child Left Behind (P.L. 107-110). In Part B, Subpart 1, Section 1208 of No Child Left Behind (P.L. 107-110), Instructional Staff is defined as "principals, teachers, supervisors of instruction, librarians, and school library media specialists".

Despite the vital role school library media specialists play as teachers and collaborators with classroom teachers, NCES classifies school library media specialists as "Support Staff--Instruction" rather than "Instruction" along with classroom teachers. School library media specialists were placed in the instructional support category by NCES in the 1950s and remain in this support staff classification.

Failure to classify school library media specialists as instructional staff and to recognize the impact of state-certified school library media specialists on student achievement, especially in reading, may result in a critical loss of funding for library positions and resources and a dangerous deterioration of library services for our nation's children. AASL will take a lead role over the next several years to communicate with state and national government leaders as well as the leadership of educational organizations about the importance of, and the role played by, school library media specialists in student achievement.

⁸¹ American Association of School Librarians. (2006). *Position statement on instructional classification*. Retrieved April 14, 2007 from

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/instclass.htm>.

Appendix E: Diversity in Collection Development

An Interpretation of the Library Bill of Rights⁸²

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other potentially controversial topics.

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs. Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the *Library Bill of Rights*: “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.” A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron’s right to read, view, or listen to materials and resources protected by the *First Amendment*, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

⁸² American Library Association. (1990). *Diversity in collection development*. Retrieved April 13, 2007, from

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8530>.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990.

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