

# **Almond-Bancroft Library Media Center Procedures Manual**



## **Purpose**

The purpose of the policy and procedures manual is to inform you of the operation of the Almond-Bancroft School Library Media Center. The manual will be updated as changes are made in the LMC.

## **Mission Statement of the Almond-Bancroft School District**

The Almond-Bancroft School District, with support of families and community members, will provide a safe and supportive learning environment, which challenges and prepares each student for success today and tomorrow.

## **Library Media Center Hours of Operation**

The Almond-Bancroft Library Media Center is open from 8:10am – 3:30pm. every school day. Students must come with a purpose for learning or a classroom pass to check out materials. Faculty members are welcome to browse and pick up materials in person or notify a librarian of needs via email, phone or student messenger.

## **Student Conduct**

Student patrons of the library media center must follow the established rules of acceptable behavior listed below:

1. Use a quiet voice so as not to disturb other media center patrons.
2. Take care of all library media center materials.
3. Keep hands, feet, and objects to self.
4. Leave food and drink outside the LMC.
  - a. Water in a clear and capped bottle is permitted.
5. Sign in at the desk when using a PC or netbook.
  - a. Access to the computers and the Internet is allowed if student signs the “Responsible Use” slip or has one on file with the Technology Coordinator.
6. Do not print from computers without permission.
7. Listen and follow directions from LMC staff.

Failure to comply with the established rules will result in the following consequences:

1. Verbal warning.
2. If student/patron continues misbehavior, s/he will be asked to return to class and the teacher will be notified.
3. If misbehavior is severe, the student/patron will be asked to return immediately to class or sent to the office.

## **Scheduling for Elementary Students**

Elementary students are have a rotating A and B week schedule to visit the library for 30 – 40 minutes. Students will learn library media skills, take part in assorted activities/learning opportunities and will also choose one or two books at a time to check out. Elementary teachers are encouraged to schedule additional time for activities/lessons to enhance what students are doing in the classroom and to foster information literacy. Additional time should be pre-scheduled with the library media specialist in order to ensure needed materials are available and other classes can be notified of the arrangement.

## **Scheduling for Secondary Students**

There is no fixed schedule for grades 6 – 12. Teachers are encouraged to plan class lessons which include research and reference materials and to schedule time for classes to meet in the library space. Teacher and librarian collaboration beforehand assures the best use of resources and time. The teacher is responsible for monitoring all students. Students may visit the library individually to use computers or Internet, to check out books, use periodicals, or browse between the hours of 8:10am – 3:30pm. Written permission from a teacher is required during class times and should be documented in the student's school agenda. Checkouts are for two weeks and are limited to two books per student unless special requests are made. With teacher permission, students may use the library to study, complete tests, or hold small-group meetings.

## **Computer Usage and Printing Policy**

The Secondary LMC has seven PCs and either netbooks with printing capabilities, and the Elementary LMC has three PC's with the ability to print. Classes working in conjunction with a teacher who is present and available may be printed at no cost. Otherwise, personal printed materials must be approved by the librarian and will cost \$.02 for each page from the black and white printer and \$.05 for each color prints.

Since the individual computers will not store materials, each student is encouraged to save work on their personal drive or upload materials to the Gaggles program. Internet use is granted only to the students who have an Acceptable Use Form on file. Computers are for educational use only. Personal email, chatting, music and games are not allowed.

## **Books**

First grade students may check out one book per library visit. The loan period is two weeks. Students in the 2<sup>nd</sup> – 12<sup>th</sup> grades may check out two books for a period of two weeks. Elementary books must be returned to the library in order for the librarian to renew the materials. Special permission for more materials may be granted when necessary for an assignment.

## **Reference Materials**

Reference materials are to be used by students in the library media center. Teachers may borrow reference materials for use in the classroom when necessary.

## **Audio Visual Materials/Equipment**

Students are not allowed to check out AV materials without special permission. Students may use audio visual materials in the LMC to make up a class assignment with supervision.

## **Periodicals**

Magazines and newspapers are not to be taken out of the library media center by students, but may be checked out by faculty members. Copies of an article can be made if needed. Only current issues are displayed. Back issues must be requested at the circulation desk.

## **Faculty Checkouts**

Faculty may check out unlimited numbers of materials for three weeks at a time. Renewals are unlimited all items must be returned on or before the last day of school. Periodicals and equipment must be signed out if taken outside the LMC. Items should be returned within one week so others may use them.

## **Overdue Materials and Fines**

Overdue slips and fine notices will be printed out and distributed to students at school. To help students learn to be responsible, no new loans will be permitted until overdue materials are returned. Middle and high school students are fined \$.05 for each school day a book is late after five days overdue.

## **Lost and Damaged Books**

If a book is lost or damaged, the book must be paid for before additional books can be checked out. Payment for a lost book is reimbursed should the book be found and returned in good condition. Debts remaining at the end of the school year may be turned in to the office and become a part of the student's permanent file. Any items checked out at the time a student withdraws from school must be returned and paid for upon withdrawal.

## **Materials Procedures: Selection**

### General Philosophy

- 1) Print and non-print materials are selected to support educational and curricular goals of the state and district.
- 2) Library materials are selected to support the extra-curricular activities sponsored by the school: organizations/clubs, athletics, drama, music, dance, and social events.
- 3) Library materials are selected to reflect the diverse interest of students. Resources that educate, enrich, entertain, and inform will be provided. Materials will include both basic works of permanent value and timely materials on current issues.

- 4) Materials may present controversial issues, but will provide many viewpoints for the study and understanding of thought provoking issues.
- 5) Materials considered standard works for elementary, middle, and high school collections will be selected.
- 6) Materials are selected to encourage growth of knowledge; to develop literary, cultural and aesthetic appreciation, and to foster ethical development.
- 7) Materials will reflect the concerns and contributions of both sexes and members of various religious, ethnic, social and cultural groups both current and historical.
- 8) Materials will be appropriate for the age, social and emotional development, ability level, and learning styles of the students for whom they are selected. Therefore children's, young adult, and adult titles are included in the collection.
- 9) Materials will be selected to promote lifelong learning and the effective use of ideas and information.
- 10) Ultimate responsibility for the selection rest with the Library Media Specialist, but all faculty members are encouraged to participate in the selection process. Community and student recommendations are also considered.

### Criteria

The established criteria for all subjects and formats include:

- 1) Importance of subject matter to the collection
- 2) Authoritativeness and accuracy of information
- 3) Reputation and significance of the author/performer, producer, editor or publisher
- 4) Timeliness or permanence of the material
- 5) Appearance of the title in recommended bibliographies, indexes, or review sources
- 6) Balance of special group interest with general demand
- 7) Scarcity of material on the subject
- 8) Appropriateness for the age, emotional development, ability level, learning styles and social development of the students
- 9) Presentation of multiple perspectives on controversial issues
- 10) Clarity of style and format
- 11) Reasonableness of cost
- 12) Appeal to our student population

## **Criteria for Specific Types and Formats of Materials**

### Print Materials – Fiction

- 1) Fiction works are selected with a goal of enriching the insight and understanding of oneself and those with whom one lives and works.
- 2) Fiction works are selected with the goal of representing an honest portrayal of some problem, aspect of life, experience, or point of view which broadens or increases understanding of human nature and society.
- 3) Motivation, characterization, setting the plot should be well developed. ***Note: Specific passages must be evaluated in relation to the work as a whole and cannot be given fair consideration out of context.***
- 4) The writing should be of an acceptable literary quality.

- 5) Best sellers and other new works are considered on individual merits as well as other new works.

### Print Materials – Non-fiction

- 1) Non-fiction of lasting value is given first priority, but materials may also be selected to meet a temporary need.
- 2) Information should be accurate and authoritative and presented in a clear and readable style. Expressions of opinion by the author should be readily distinguishable from objective facts and should be sincere and responsible.
- 3) Subjects that are technically difficult and complex should be useful to a reasonable proportion of high school readers having an interest in the subject.
- 4) Faculty and staff members with special fields of interest, experience, or study may be asked to review and make recommendations for materials in these fields.

### **Reviewing Tools**

Reviews in professional library journals, listservs, and websites are used as a basis for selection. These tools include, but are not limited to the examples below:

- School Library Journal
- Fill in name
- Fill in name

Check out weeding policy that we currently have  
Add the challenge process on the bottom of page 11

### **Policy for Library Challenge and Reconsideration**

Occasional objections will arise concerning library resources. It is the LMC's purpose to defend the principles of intellectual freedom embodied in the First Amendment to the Constitution of the United States and expressed in the Library Bill of Rights when considering challenged materials.

If a complaint is made, the following procedure is recommended:

1. The complainant should be informed of the selection procedure and provided with a printed copy of the selection policy adopted by the school LMC.
2. The complainant should be requested to submit the formal "Request for the Reconsideration of Library Materials" to the school principal.
3. When the request is submitted, the principal, in consultation with the certified Library Media Center Specialist, should immediately appoint a review committee to review the challenged material. The review committee should be made up of the Library Media Specialist, a faculty member, a parent, and a student. The committee should report within one month of the principal's request.
4. The review committee should meet its obligation by: A. reading, viewing, or listening to the challenged material in its entirety; B. checking established and acceptable selection tools with a view to gauging the general acceptance of the challenged material; C. establishing relevance of the challenged material to the curriculum and other student

needs; D. completing the appropriate checklist including a judgment of the challenged materials as a whole for its value as an entity in the support of the overall goals and objectives of the educational program.

5. The written recommendation should be presented to the complainant and the principal.
  - a. The principal may bring the information to the school board's attention if the committee's decision is split.
6. The principal will present a final decision to the complainant and the library media specialist.
7. After the complainant reviews the recommendation, s/he may meet with the principal and library media specialist to discuss the challenged materials, committee feedback, and the final decision.

### Request for Reconsideration of Library Materials

Section of the school library the book is located \_\_\_\_\_

Type of material: (ex. Book, DVD, CD) \_\_\_\_\_

Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher or Producer: \_\_\_\_\_

Request initiated by \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the school library in its entirety. If sufficient space is not provided, attach additional sheets.

1. Have you read/viewed this material in its entirety? YES NO (circle one)

2. To what in the material do you object? Please be specific, cite pages, film sequence, and include any other areas of relevance.

3. What do you believe is the theme or purpose of this material?

4. What do you feel might be the result of the student using this material?

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

6. Is there anything good in this material? Please comment.

7. Would you care to recommend other school library material of the same subject or format? If so, please add your recommendation below.

Signature of person completing form \_\_\_\_\_

Date \_\_\_\_\_

Please return to the school principal

------(erase this line when formatted)

Checklist for School Advisory Committee's Reconsideration of Library Material  
Fiction and Narrative Non-Fiction

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Purpose

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

---

---

---

---

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for young adults? \_\_\_\_\_ yes \_\_\_\_\_ no. If no, for what age group would you recommend? \_\_\_\_\_
3. Will the reading and/or viewing and/or listening to material result in a more compassionate understanding of human beings? \_\_\_\_\_ yes \_\_\_\_\_ no.
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? \_\_\_\_\_ yes \_\_\_\_\_ no.

Content

1. Does a story about modern times give a realistic picture of life as it is now? \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ not applicable.
2. When factual, is a part of the story presented accurately? \_\_\_\_\_ yes \_\_\_\_\_ no.
3. Is prejudicial appeal readily identifiable by the potential reader? \_\_\_\_\_ yes \_\_\_\_\_ no.
4. Are concepts presented appropriate to the ability and maturity of the potential readers? \_\_\_\_\_ yes \_\_\_\_\_ no.
5. Do characters speak in a language true to the period and section of the country in which they live? \_\_\_\_\_ yes \_\_\_\_\_ no.
6. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents the chief character or any minor characters? \_\_\_\_\_ yes \_\_\_\_\_ no.
7. Is there a preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate? \_\_\_\_\_ yes \_\_\_\_\_ no.
8. If there is use of offensive language, is it appropriate to the purpose of the text? \_\_\_\_\_ yes \_\_\_\_\_ no.
9. Is the material well written or produced? \_\_\_\_\_ yes \_\_\_\_\_ no.
10. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? \_\_\_\_\_ yes \_\_\_\_\_ no.
11. Does the material make a significant contribution to the history of literature or ideas? \_\_\_\_\_ yes \_\_\_\_\_ no.
12. Are the illustrations appropriate to the story? \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ not applicable.

Reviews

1. Source of review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_.

2. Does this title appear in one or more reputable selection aids?  
\_\_\_\_\_ yes \_\_\_\_\_ no. If the answer is yes, please list titles of selection aids.

---

---

---

Awards

1. Has this material won any awards? \_\_\_\_\_ yes \_\_\_\_\_ no.  
2. If the answer is yes, please list awards below.

---

---

---

Additional comments: \_\_\_\_\_

---

---

---

Recommendation by School Committee for treatment of challenged material(s):

---

---

---

---

---

---

Date: \_\_\_\_\_

Signatures of appointed Review Committee

---

---

Checklist for School Advisory Committee's Reconsideration of Library Material  
Non-Fiction

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Purpose

1. What is the overall purpose of the material? \_\_\_\_\_

---

---

Authenticity

2. Is the purpose accomplished? \_\_\_\_\_ yes \_\_\_\_\_ no.

1. Is the author competent and qualified in the field? \_\_\_\_\_ yes \_\_\_\_\_ no
2. What is the reputation and significance of the author and publisher/producer in the field?

---

---

3. Is the material up-to-date? \_\_\_\_\_ yes \_\_\_\_\_ no.
4. Are information sources well documented? \_\_\_\_\_ yes \_\_\_\_\_ no.
5. Are translations and retellings faithful to the original? \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ not applicable.

Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum for the district and state? \_\_\_\_\_ yes \_\_\_\_\_ no.
2. Is it appropriate to the level of the intended audience? \_\_\_\_\_ yes \_\_\_\_\_ no.
3. Are the illustrations appropriate to the subject and age level? \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ not applicable.

Content

1. Is the content of this material well presented by providing adequate scope, range, depth, and continuity? \_\_\_\_\_ yes \_\_\_\_\_ no.

- 2. Does the material present information not otherwise available?  
\_\_\_\_\_ yes \_\_\_\_\_ no.
- 3. Does this material give a new dimension or direction to the subject?  
\_\_\_\_\_ yes \_\_\_\_\_ no.

Reviews

1. Source of review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more selection aids?

\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation by School Committee for treatment of challenged material(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures of appointed Review Committee

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_