

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

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LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

HURON DISTRICT MISSION STATEMENT

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS'
MISSION STATEMENT**

Students will develop the ability to access, evaluate, and use information in a variety of formats as well as a lifetime reading habit.

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PHILOSOPHY

Huron School District Library Media Centers

- are an integral part of the district's educational system assisting staff and students in the learning process.
- are responsible for the development of a comprehensive collection that is timely and based upon abilities, interest, and the needs of students and staff.
- provide physical and intellectual access to information in all available formats.
- provide learning opportunities that encourage knowledgeable users and creators of information.
- provide assistance in the use of instructional and professional technology.
- provide full support of curriculum and district/state standards.
- share responsibility with instructors in the teaching of information literacy and research skills.
- provide each student with the opportunity to develop a lifelong reading habit.

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ELEMENTARY PERSONNEL

Elementary library media centers are staffed by library para-educators. There may be RSVP and parent volunteers in each center who help with special projects and clerical work.

All classified librarians may have various other duties as assigned by the building principals in addition to their media center work.

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ELEMENTARY CLASSIFIED LIBRARIAN JOB DESCRIPTION

I. Clerical duties.

- A. Circulation – check books in and out and re-shelve.
- B. Maintain records by doing periodical backups and overdue notices.
- C. Process materials in a timely manner using the electronic library system.
- D. Do minor book repair.
- E. Follow a regular weeding rotation schedule.
- F. Provide information for state library statistical report at the end of the year.
- G. Remove books stamped “discarded” from catalog and stacks.
- H. Book selection – keep current with trends and curriculum using recommended titles from library journals.
- I. Check other sources for materials not located in the building media center.
- J. Meet with supervisor on a regular basis.

II. Media center atmosphere.

- A. Provide bulletin boards and book displays.
- B. Promote and organize reading promotions.
- C. Conduct book fairs.
- D. Keep the center neat and well organized.
- E. Maintain discipline with students at all times.

III. Patron services.

- A. Instruct the students in the use of the catalog and the finding of books in the stacks.
- B. Assist the students in book selection and research, etc.
- C. Be of assistance to teachers and staff members in the selection of materials to support the curriculum.
- D. Work with teachers in the scheduling of library time for their classes.
- E. Conduct a storytime for kindergarten and first grade students.

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ELEMENTARY SERVICES

Media services consist of information skills, curriculum support, material circulation, facility and resource sharing.

Interlibrary loans requests that cannot be fulfilled within the district elementary library media centers can be sent to the high school library media center for out-of-district loans via South Dakota Share-It. These interlibrary loans will be for a specific time period and must be returned on time or the high school center will lose the loan privileges for a year.

The primary focus of the elementary classified librarian is to acquaint the students with library procedures and to teach information literacy, which is a life-long skill. This process will be guided by the current South Dakota School Library Standards (access at <http://doe.sd.gov/contentstandards/>). These skills will prepare students for middle school and high school library media center use with confidence.

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ELEMENTARY POLICIES & PROCEDURES

LIBRARY HOURS

Elementary Libraries are open various hours. Please check with the building office for library hours.

CIRCULATION PROCEDURES:

- **Student checkouts – books:** Check with individual library
- **Overdues:** Notices are sent out to students as needed. Notes are sent home to parents regarding payment for lost or damaged books.
- **Staff checkouts:** Teachers and staff members may check out books, periodicals, and AV material and equipment for an unlimited time.

EQUIPMENT MAINTENANCE:

Major repairs are taken care of by technology personnel or sent out of district to local repair businesses.

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OVERVIEW OF CERTIFIED LIBRARY MEDIA SPECIALISTS' RESPONSIBILITIES

Administrative

Schedule, train, and supervise the adult and student aides, and volunteers.

Coordinate library media center attendance, publicity, public relations, routines, media programs, and regulations.

Collection development--evaluate, select and weed periodicals, books, audio-visual materials/equipment, and hard/software.

Supervise the online catalog and circulation of media materials/equipment. Maintain Destiny website.

Evaluate media services in terms of local needs and regional, state, and federal standards.

Maintain the financial and statistical records of the media center. Complete the South Dakota State Library statistical report for the district.

Cooperate with administration and school organizations and attend department and faculty meetings and in-service. Prepare for and direct district library meetings.

Promote the importance of library media centers in education by serving on community-wide projects, speaking to local organizations, and presenting to the school board.

Acquire, process, distribute, and inventory all materials and equipment, as well as choose those items needing to be rebound, repaired, or discarded.

Provide an opportunity for staff and student participation in the selection of media center materials.

Complete minor equipment repair and complete work order forms for major repairs.

Participate actively in media and education associations.

Read for professional growth and information.

Instructional

Provide media services, materials, and equipment to meet the needs of the school curriculum.

Provide reference services, bibliographies, and reading guidance for staff and students.

Provide traditional and innovative resources for use as teaching and learning tools.

Information literacy and critical thinking. This process will be guided by the current South Dakota School Library Standards (access at <http://doe.sd.gov/contentstandards/>).

Encourage collaboration between classroom faculty, students and the library media specialist.

Assist students and staff with technology when able. Prepare special equipment requests (LCDs etc)

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MIDDLE SCHOOL LIBRARY AIDE JOB DESCRIPTION

I. The aide will assist the SLMS (School Library Media Specialist) with the following clerical duties:

- A. Circulation – assign patron barcodes, create and maintain patron library records, check books in and out and re-shelve, assess and collect fines.
- B. Maintain records by updating patron and materials information and policies on Follett as needed, and doing periodical backups and overdue notices.
- C. Process materials in a timely manner using the electronic library system.
- D. Daily processing of newspapers and periodicals.
- E. Evaluate materials and AV equipment for needed repairs, do minor repairs and troubleshooting, keep track of book and equipment parts replacement needs, as well as keeping a supply inventory.
- F. Weeding of the collection, removing of “discarded” books from the catalog and stacks, and listing gaps in the collection as a result of the weeding.
- G. Assist with scheduling of equipment use, computer lab time, and class time in the library.
- H. Book selection -making suggestions for new books to purchase using recommended titles from library publications, catalogs, and circulation statistics, and maintaining a new materials request list from students and staff.
- I. Check other sources for materials not located in the building media center in regard to interlibrary loans.
- J. Assist in the preparation of the library for the school year and closing out the year with an automated collection inventory and an accounting of all teacher-use materials/equipment.
- K. Help provide statistics for the completion of the state library statistical report at the end of each school year.
- L. Help with instruction of student aides, volunteers, and substitutes as to their duties, and of staff in the use and basic maintenance of AV equipment and computers.

II. The aide will assist the SLMS in maintaining a positive media center atmosphere.

- A. Maintain and rotate appropriate current bulletin boards and book displays.
- B. Promote reading by recommending books to teachers and students in various formats (displays, book talks, bibliographies, etc.).
- C. Assist in keeping the center neat and well organized.
- D. Maintain student discipline at all times.

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**MIDDLE SCHOOL LIBRARY MEDIA CENTER
POLICIES AND PROCEDURES**

- The library media center is available during the day from 8:00 – 3:30.
- Materials may be checked out to middle school students, staff, volunteers, and parents.
- Staff from other district buildings may check out materials.

Circulation policy for

Students:

Books – two weeks
Reference – overnight

Staff:

Books - unlimited
Reference - overnight
Equipment – staff only

Overdue Notices:

A list of students with overdue library materials is distributed to teachers.

Fines:

All materials – five cents a day after a three-day grace period, except a one-day grace period for temporary and overnight materials.

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HIGH SCHOOL LIBRARY AIDE JOB DESCRIPTION

I. The aide will assist the SLMS (School Library Media Specialist) with the following clerical duties:

- A. Circulation –check books in and out and re-shelve, assess and collect fines.
- B. Maintain records by updating patron and materials information and policies on electronic library system as needed.
- C. Process materials in a timely manner using the Follett Library system.
- D. Daily processing of newspapers and periodicals.
- E. Evaluate materials and AV equipment for needed repairs, do minor repairs and troubleshooting, keep track of book and equipment parts replacement needs, as well as keeping a supply inventory.
- F. Weeding of the collection and the removal of “discarded” books from the catalog and stacks, and listing gaps in the collection as a result of the weeding.
- G. Book selection -making suggestions for new books to purchase using recommended titles from library publications, catalogs, and circulation statistics, and maintaining a new materials request list from students and staff.
- H. Check other sources for materials not located in the building media center in regard to interlibrary loans.
- I. Assist in the preparation of the library for the school year and closing out the year with an automated collection inventory.
- J. Help provide statistics for the completion of the state library statistical report at the end of each school year.
- K. Help with the instruction of student aides, volunteers, and substitutes as to their duties.

II. The aide will assist the SLMS in maintaining a positive media center atmosphere.

- A. Maintain and rotate appropriate current bulletin boards and book displays.
- B. Promote reading by recommending books to teachers and students in various formats (displays, book talks, bibliographies, etc.).
- C. Assist in keeping the center neat and well organized.
- D. Maintain student discipline at all times.

III. The aide will assist the SLMS with the following patron services.

- A. Assist the students in book selection and research, the use of the catalog, the finding of books in the stacks, and computer use.
- B. Be of assistance to teachers and staff members in the selection of materials to support the curriculum and by developing bibliographical lists.
- C. Oversee the taking of makeup tests by students in the library.

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**HIGH SCHOOL LIBRARY MEDIA CENTER
POLICIES & PROCEDURES**

- The library media center is available during the day from 7:30 am -3:30 pm.
- Materials may be checked out to high school students and staff, Pride High students and staff, staff from other buildings in the district, and to students from other buildings after review for appropriateness of materials.
- HHS students and staff must have current HHS ID in order to check out library materials.

Circulation Policy for HHS Students:

Books—14 school days
Periodicals (back issues)—overnight
Reference & Teacher Edition books—5 school days
AV Equipment—one class period

Circulation Policy for HHS Staff:

Books—unlimited use
Periodicals—overnight
Reference and Teacher Edition books—10 school days
Av Equipment—unlimited use

Overdue Notices:

Automated email notices will be generated by Destiny each Monday. These emails contain information on materials checked out, overdue materials and estimated fines. Fines not paid by the end of the year will be posted on DDN Campus.

Fines:

All materials – ten cents a day after a three-day grace period, except a one-day grace period for temporary and overnight materials.

Payment of fines:

Students may pay book fines with cash or appropriate books and magazines in good condition. The magazines should have a publication date

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within the last year. School supply and printing charges must be paid with cash.

Lost Books:

Items that are lost must be paid for at replacement cost. Should the item be returned within 2 weeks of the close of school, the student will receive a full refund if book was reported "lost" in a timely manner.

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PROCEDURES FOR SELECTION OF CURRICULUM AND LIBRARY/MEDIA MATERIALS

Objectives for Selection

The Huron School District hereby declares that its selection procedures are

1. to provide a wide range of curriculum and library materials on all levels of difficulty, to enrich and support the curriculum and the personal needs of the students, taking into consideration their varied interests, abilities, maturity levels, learning styles and diverse backgrounds.
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. to provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. to provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical reading and thinking.
5. to provide materials that represent the many religious, ethnic and cultural groups, and reflect their contributions to our American heritage.
6. to place principle above personal opinion and reason above prejudice in the selection of curriculum and library materials.

Responsibility for Selection

The Huron School District Board of Education is legally responsible for the operation of the school. The selection of materials for the Huron School District Library Media Centers is the assigned responsibility of the professionally trained media center personnel. Members of the administration, faculty, supervisors, students and community members are invited to make suggestions for purchases. These suggestions will be reviewed by the professional staff and selected based on selection objectives and criteria.

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Criteria for Selection

Selection of media center materials is a continuous process, based on the needs of a constantly changing and evolving curriculum and the ever-changing and diverse interests and needs of patrons served. The educational goals of the school district, learning and teaching styles, and existing materials must be considered in the selection of media center resources.

Media center materials shall:

- support and contribute to the educational goals of the school, district and state.
- be appropriate for the subject area and age of the intended patron.
- represent differing viewpoints on controversial issues.
- have artistic, historic, and/or literary qualities or scientific accuracy.
- be current and up to date. Materials must be relevant to today's world—reflecting problems, aspirations, attitudes and ideals of a pluralistic society.
- have a physical format and appearance that is appropriate for intended use.
- meet the educational and recreational interests of all patrons.
- be selected for their strengths rather than rejected for their weaknesses.

Literary excellence may be the sole criterion for selection of some materials.

Meeting requirements of individuals with limited reading ability or limited vision may support the addition to the collection.

Books should have durable bindings and be physically attractive to the respective interest level.

eBooks should be available in a format and on hardware that is available to all students in particular schools.

Databases purchased for student use shall meet selection criteria.

Procedures for Selection

In selecting curriculum and library materials for purchase, professional personnel evaluate the existing collection and consult reputable, evaluation selection tools and, on occasion, consult students or adults with knowledge of the subject matter being considered.

Teachers from all departments and/or grade levels are consulted with for their recommendations for curriculum and library materials.

At the secondary level, one or more teachers may teach a course. No materials are purchased which do not meet the approval of all teacher(s) as well as the curriculum director.

The Huron School District Media Centers are given a budget for books, audiovisual materials, periodicals, and online database subscriptions. Additional budgets are allocated for supplies and capital outlays.

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Audiovisual equipment needs are evaluated on a continuing basis. Criteria for replacement include: operating condition, age, need for equipment, cost of repair compared to new, and faculty recommendation. Necessary equipment will be purchased with library funds or building funds.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Donations and Gifts

Donations to Huron School District Library Media Centers are welcomed and appreciated, providing they meet the criteria of our selection policy. Donations that are accepted become the property of the Huron School District and are subject to the terms of the LMC Collection Development policy. Accepting gifts or donations is the responsibility of the professional library staff. Large donations shall be brought to the attention of school administrators.

Monetary gifts are welcomed and will be subject to the conditions listed in the previous paragraph. The professional library staff will treat these funds in the same manner as school district allocated monies.

Donors and library staff will fill out a "Donation Acknowledgement Form" in duplicate, one copy for the donor and one copy to be filed in the LMC. Donors must accept all conditions of the Collection Development Policy. (Form B1)

Interlibrary Loans

Due to limited budget, space and the amount of information that is available, the media center cannot provide all materials that are requested. Therefore, interlibrary loan is used to obtain materials that are beyond the scope of the Huron School District collection. In return for utilizing interlibrary loans to satisfy the need of our patrons, the Huron High School Library agrees to lend its materials to other libraries through the same interlibrary loan network, South Dakota Share-It.

Weeding Policy

The weeding or reevaluation of the library media center collection is an essential, continuous task. The process must be done to assure the media center collection is useful, accurate and relevant. In completing this task, the SLMS and community served must remember that books and materials in the media center are consumable items and are not meant to last forever. (Livingston, 1997) The SLMS must consider the School and Library Media Center Missions, the school's curriculum, collection and the clientele.

Goals:

- A balanced, up-to-date collection that is age and grade level appropriate
- To support changing curriculum
- To utilize space efficiently

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- To pull items for repair, rebinding and replacement
- To provide best quality collection possible
- To provide inviting, clean atmosphere
- To correct mistakes

Guidelines:

Weeding and reevaluation will use the criteria of the selection policy. (See previous segment). The following are guidelines for removal from collection:

- Out-dated (Is a newer version or edition available?).
- Inaccurate, irrelevant
- Inappropriate
- Unneeded duplicate
- Biased, sexist or racial
- Has not circulated for five years
- Damaged, worn, missing pages, dirty—poor appearance
- Material may be obtained elsewhere
- Equipment no longer works or is obsolete
- Materials in obsolete formats
- Weed obvious items as they are handled

The following items should be considered for retention:

- Local interest items—titles, materials, authors
- Standard titles
- Rare or valuable items
- Items useful to special groups or individuals

Responsibility:

Reevaluation of media center items is the responsibility of the professionally trained media center personnel. Individual bias and interest are not allowed to dominate (Bushing).

What to do with removed items:

- Stamp with "Discard", remove pocket, remove record from electronic data bases, books removed from the library that will be destroyed should be torn and all labels removed.
- Items, other than books, purchased through capital outlay funds must have appropriate paperwork (destroy/move/surplus). (Form B4)
- Disposal of items that do not go to the surplus sale (i.e. books) are to be placed in the garbage if not placed in teachers' rooms or sold. Books may not be given away to individuals, but may be donated to the Public Library if they have been contacted and they agree to accept them.

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For help in weeding the SLMS may refer to one or more of the following:

- CREW
- Titlewave
- HW Wilson Senior High Catalog
- Age guidelines such as CREW and Titlewave
- Faculty when appropriate

Documents and Forms

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PROCEDURE FOR RECONSIDERATION OF CURRICULUM AND LIBRARY MEDIA CENTER MATERIALS

The Huron School District supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the Students' Right to Read of the National Council of Teachers of English, and The Freedom to Read statement of the ALA and AAP. (These three documents are included in the Appendix.)

When materials are challenged, the following procedures are to be used for reconsideration of curriculum and library materials:

1. Accept all verbal complaints in a courteous manner. Make no commitments. Complaints should be directed to the SLMS.
2. If unable to resolve the complaint informally, the complainant is informed of the selection procedure and is given a formal "Request for Reconsideration of Curriculum or Library Materials Form" that he/she may submit to the librarian. (Form follows this section)
3. The appropriate personnel are informed of the complaint.
4. Challenged materials continue to be used during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee and notifies the superintendent that such a review is taking place. The review committee, appointed by the principal, includes the curriculum coordinator, the media specialist, one or more classroom teachers, one or more parents, and one or more students (at the high school level only). The material is to be reviewed by the committee within 15 school days. Vacation days and weekend days are excluded.
6. The review committee takes the following steps after receiving the challenged materials:
 - a. reads, views, or listens to the material.
 - b. checks general acceptance of the material by reading reviews and consulting recommended lists.
 - c. determines the extent to which the material supports the curriculum.
 - d. judges the material for its strength and value as a whole and not in part.
7. The review committee presents a written recommendation to the superintendent and the board of education.
8. The challenged materials are retained or withdrawn as mandated by the decision of the board of education.

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**CITIZEN'S REQUEST FOR RECONSIDERATION
OF INSTRUCTIONAL/CURRICULAR/LIBRARY MATERIALS**

School: _____

Name of Complainant: _____

Address: _____

Phone: _____

Complainant represents:

_____ Self

_____ Organization (name) _____

_____ Other Group _____

Author and title of challenged item _____

Type of material (e.g. book, film, etc.) _____

Source, publisher, producer, etc. _____

Copyright or release date _____

Date complainant reviewed material in its entirety _____

Describe and locate [e.g. page numbers in a book, scene(s) in a video, etc.] objectionable material.

Why does the complainant believe material is inappropriate for use? _____

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What does the complainant believe might result from continued use of this material? _____

Are there conditions under which you believe this material might be a value to the instructional program?

What do you believe is the theme and purpose of this item? _____

Are you aware of the judgment of this work by critics or authoritative sources? _____

Are you aware of the instructional purpose for using this work? _____

What would you prefer your school personnel to do about this piece of material?

- _____ Do not assign or recommend it to my child.
- _____ Withdraw it from all students.
- _____ Withdraw it for re-evaluation by the department.
- _____ Restrict for special use under a specific teacher' guidance.
- _____ Assign alternative material.
- _____ Other

Upon receipt of this completed form, the principal will request review of the challenged material by an ad hoc review committee. The committee may consist of a teacher and/or department chairperson, principal, parent, students (when appropriate), curriculum specialist, media specialist. A committee shall be appointed and shall be convened within 20 days after the complaint has been filed with the school principal. Vacation days and weekend days are excluded, except during the summer.

Complainant

Date

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Copyright Policy

The Huron School District will abide by the revised Copyright Law (P.L. 94-553). The media center specialist, staff, and students will follow the "Fair-use" rule that allows them to duplicate work without permission from or payment to the copyright owners.

1. The four "fair-use" key criteria must be met.
 - a. Purpose and character of the use – in other words, how will the materials be used and by whom?
 - b. Nature and format of the copyrighted work. Each format has different allowable uses.
 - c. Amount and importance of the portion used in relation to the copyrighted work as a whole.
 - d. Effect of the intended use upon the potential market value of the copyrighted work. Will the copyright holder lose sales as a result?
2. The media specialist as copyright coordinator will be the one who can answer questions concerning the copyright law.
3. A notice warning copy machine users will be posted. This will absolve the school of any wrong doing and will place liability upon the person doing the copying.

Wording for notice recommended by the American Library Association:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE) GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

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**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS
PRIVACY POSITION STATEMENT**

The Huron School District Library Media Centers will protect and promote the privacy and confidentiality of patron records whenever possible in accordance with South Dakota law [SDCL 1-27-1.5(11)] and the Family Educational Rights and Privacy Act (FERPA). Circulation records and other personally identifiable information will be purged from our records upon the student's exit from the Huron school District.

In collecting information for the library management system, the following questions should be considered:

- Do we need this information to operate efficiently?
- How long do we need to keep the information?
- How will we protect the information we have collected?
- How will we destroy the information we have collected?
- How will we educate our library community about what information we collect and why we collect it?

Upon consideration of these questions, district library staff will consult with the district library committee and administration to assure patron privacy is appropriately protected.

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS
TECHNOLOGY USE STATEMENT**

The Library Media Centers in the Huron School District abide by the Use of Technology Resources Policy, HSD School Board Policy IIBG, and expects students and staff using our technology to abide by the same rules. This policy is available in print in your building's library or on the HSD Website. http://www.huron.k12.sd.us/files/9414/4968/5444/IIBG_Use_of_Technology_Resources_Policy.pdf

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Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- 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.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

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THE FREEDOM TO READ

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

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

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

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

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

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

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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

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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

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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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

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The Students' Right to Read

1981

The current edition of The Students' Right to Read is an adaptation and updating of the original Council statement, including "Citizen's Request for Reconsideration of a Work," prepared by the Committee on the Right to Read of the National Council of Teachers of English and revised by Ken Donelson.

The Right to Read and the Teacher of English

For many years, American schools have been pressured to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. These pressures have mounted in recent years, and English teachers have no reason to believe they will diminish. The fight against censorship is a continuing series of skirmishes, not a pitched battle leading to a final victory over censorship.

We can safely make two statements about censorship: first, any work is potentially open to attack by someone, somewhere, sometime, for some reason; second, censorship is often arbitrary and irrational. For example, classics traditionally used in English classrooms have been accused of containing obscene, heretical, or subversive elements. What English teacher could anticipate judgments such as the following--judgments characteristic of those made by many would-be censors:

- Plato's *Republic*: "This book is un-Christian."
- George Eliot's *Silas Marner*: "You can't prove what that dirty old man is doing with that child between chapters."
- Jules Verne's *Around the World in Eighty Days*: "Very unfavorable to Mormons."
- Nathaniel Hawthorne's *The Scarlet Letter*: "A filthy book."
- Shakespeare's *Macbeth*: "Too violent for children today."
- Fyodor Dostoevsky's *Crime and Punishment*: "Serves as a poor model for young people."
- Herman Melville's *Moby Dick*: "Contains homosexuality."

Modern works, even more than the classics, are criticized as "filthy," "un-American," "overly realistic," and "anti-war." Some books have been attacked merely for being "controversial," suggesting that for some people the purpose of education is not the investigation of ideas but rather the indoctrination of certain set beliefs and standards. The following statements represent complaints typical of those made against modern works of literature:

- J. D. Salinger's *The Catcher in the Rye*: "A dreadful, dreary recital of sickness, sordidness, and sadism." (Without much question, Salinger's book has been for some time the most widely censored book in the United States.)
- Kurt Vonnegut's *Slaughterhouse-Five*: "Its repetitious obscenity and immorality merely degrade and defile, teaching nothing."
- Harper Lee's *To Kill a Mockingbird*: "The word rape is used several times. Children should not see this in any literature book."

Some groups and individuals have also raised objections to literature written specifically for young people. As long as novels intended for young people stayed at the intellectual and emotional level of *A Date for Marcy* or *A Touchdown for Thunderbird High*, censors could forego criticism. But many contemporary novels for adolescents focus on the real world of young people--drugs, premarital sex, alcoholism, divorce, high school gangs, school dropouts, racism, violence, and sensuality. English teachers willing to defend the classics and modern literature must be prepared to give equally spirited defense to serious and worthwhile adolescent novels.

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Literature about ethnic or racial minorities remains "controversial" or "objectionable" to many adults. As long as groups such as Blacks, Indians, Orientals, Chicanos, and Puerto Ricans "kept their proper place"--awarded them by an Anglo society--censors rarely raised their voices. But attacks have increased in frequency as minority groups have refused to observe their assigned "place." Though nominally, the criticisms of racial or ethnic literature have usually been directed at "bad language," "suggestive situations," "questionable literary merit," or "ungrammatical English" (usually oblique complaints about the different dialect or culture of a group), the underlying motive for some attacks has unquestionably been racial. Typical of censors' criticisms of ethnic works are the following comments:

- Ralph Ellison's *Invisible Man*: "The book is biased on the black question."
- Anne Frank's *Diary of a Young Girl*: "Obscene and blasphemous."
- Eldridge Cleaver's *Soul on Ice*: "Totally objectionable and without any literary value."

Books are not alone in being subject to censorship. Magazines or newspapers used, recommended, or referred to in English classes have increasingly drawn the censor's fire. Few libraries would regard their periodical collection as worthwhile or representative without some or all of the following publications, but all of them have been the target of censors on occasion:

- *National Geographic*: "Nudity and sensationalism, especially in stories on barbaric foreign people."
- *Scholastic Magazine*: "Doctrines opposing the beliefs of the majority, socialistic programs; promotes racial unrest and contains very detailed geography of foreign countries, especially those inhabited by dark people."
- *National Observer*: "Right-wing trash with badly reported news."
- *New York Times*: "That thing should be outlawed after printing the Pentagon papers and helping our country's enemies."

The immediate results of demands to censor books or periodicals vary. At times, school boards and administrators have supported and defended their teachers, their use of materials under fire, and the student's right of access to the materials. At other times, however, special committees have been formed to cull out "objectionable works" or "modern trash" or "controversial literature." Some teachers have been summarily reprimanded for assigning certain works, even to mature students. Others have been able to retain their positions only after initiating court action.

Not as sensational, but perhaps more important, are the long range results. Schools have removed from libraries and classrooms and English teachers have avoided using or recommending works which might make members of the community angry. Many students are consequently "educated" in a school atmosphere hostile to free inquiry. And many teachers learn to emphasize their own safety rather than their students' needs.

The problem of censorship does not derive solely from the small anti-intellectual, ultra-moral, or ultra-patriotic groups which will always function in a society that guarantees freedom of speech and freedom of the press. The present concern is rather with the frequency and force of attacks by others, often people of good will and the best intentions, some from within the teaching profession. The National Council of Teachers of English, the National Education Association, the American Federation of Teachers, and the American Library Association, as well as the publishing industry and writers themselves agree: pressures for censorship are great throughout our society.

The material that follows is divided into two sections. The first on "The Right to Read" is addressed to parents and the community at large. The other section, "A Program of Action," lists Council recommendations for establishing professional committees in every school to set up procedures for book selection, to work for community support, and to review complaints against any book or periodical.

The Right to Read

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An open letter to the citizens of our country from the National Council of Teachers of English

Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect. . . . A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.

Justice William O. Douglas,
United States Supreme Court:
Adler v. Board of Education, 1951.

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups.

For example, a teacher might select John Knowles' *A Separate Peace* for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slow readers, and partly because it has proved popular with many students of widely differing abilities. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne's *The Scarlet Letter*, Jack Schaefer's *Shane*, Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovitch*, Pierre Boulle's *The Bridge over the River Kwai*, Charles Dickens' *Great Expectations*, or Paul Zindel's *The Pigman*, depending upon the abilities and interests of the students in each group.

And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. But the teacher selects, not censors, books. Selection implies that a teacher is free to choose this or that work, depending upon the purpose to be achieved and the student or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add, provided life is the better part of literature." Students and parents have the right to demand that education today keep students in touch with the reality of the world outside the classroom. Much of classic literature asks questions as valid and significant today as when the literature first appeared, questions like "What is the nature of humanity?" "Why do people praise individuality and practice conformity?" "What do people need for a good life?" and "What is the nature of the good person?" But youth is the age of revolt. To pretend otherwise is to ignore a reality made clear to young people and adults alike on television and

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radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous but wondrous times we live in, books which talk of the fears, hopes, joys, and frustrations people experience, books about people not only as they are but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of mankind.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. Literature classes should reflect the cultural contributions of many minority groups in the United States, just as they should acquaint students with contributions from the peoples of Asia, Africa, and Latin America.

The Threat to Education

Censorship leaves students with an inadequate and distorted picture of the ideals, values, and problems of their culture. Writers may often represent their culture, or they may stand to the side and describe and evaluate that culture. Yet partly because of censorship or the fear of censorship, many writers are ignored or inadequately represented in the public schools, and many are represented in anthologies not by their best work but by their "safest" or "least offensive" work.

The censorship pressures receiving the greatest publicity are those of small groups who protest the use of a limited number of books with some "objectionable" realistic elements, such as *Brave New World*, *Lord of the Flies*, *Catcher in the Rye*, *Johnny Got His Gun*, *Catch-22*, *Soul on Ice*, or *A Day No Pigs Would Die*. The most obvious and immediate victims are often found among our best and most creative English teachers, those who have ventured outside the narrow boundaries of conventional texts. Ultimately, however, the real victims are the students, denied the freedom to explore ideas and pursue truth wherever and however they wish.

Great damage may be done by book committees appointed by national or local organizations to pore over anthologies, texts, library books, and paperbacks to find passages which advocate, or seem to advocate, causes or concepts or practices these organizations condemn. As a result, some publishers, sensitive to possible objections, carefully exclude sentences or selections that might conceivably offend some group, somehow, sometime, somewhere.

The Community's Responsibility

American citizens who care about the improvement of education are urged to join students, teachers, librarians, administrators, boards of education, and professional and scholarly organizations in support of the students' right to read. Only widespread and informed support in every community can assure that

- enough citizens are interested in the development and maintenance of a superior school system to guarantee its achievement;
- malicious gossip, ignorant rumors, and deceptive letters to the editor will not be circulated without challenge and correction;
- newspapers will be convinced that the public sincerely desires objective school news reporting, free from slanting or editorial comment which destroys confidence in and support for schools;
- the community will not permit its resources and energies to be dissipated in conflicts created by special interest groups striving to advance their ideologies or biases; and
- faith in democratic traditions and processes will be maintained.

A Program of Action

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Censorship in schools is a widespread problem. Teachers of English, librarians, and school administrators can best serve students, literature, and the profession today if they prepare now to face pressures sensibly, demonstrating on the one hand a willingness to consider the merits of any complaint and on the other the courage to defend their literature program with intelligence and vigor. The Council therefore recommends that every school undertake the following two-step program to protect the students' right to read:

the establishment of a representative committee to consider book selection procedures and to screen complaints; and a vigorous campaign to establish a community atmosphere in which local citizens may be enlisted to support the freedom to read.

Procedures for Book Selection

Although one may defend the freedom to read without reservation as one of the hallmarks of a free society, there is no substitute for informed, professional, and qualified book selection. English teachers are better qualified to choose and recommend books for their classes than persons not prepared in the field. Nevertheless, administrators have certain legal and professional responsibilities. For these reasons and as a matter of professional courtesy, they should be kept informed about the criteria and the procedures used by English teachers in selecting books and the titles of the books used.

In each school the English department should develop its own statement explaining why literature is taught and how books are chosen for each class. This statement should be on file with the administration before any complaints are received. The statement should also support the teacher's right to choose supplementary materials and to discuss controversial issues insofar as they are relevant.

Operating within such a policy, the English department should take the following steps:

Establish a committee to help other English teachers find exciting and challenging books of potential value to students in a specific school. Schools without departments or small schools with a few English teachers should organize a permanent committee charged with the responsibility of alerting other teachers to new books just published or old books now forgotten which might prove valuable in the literature program.

Devote time at each department meeting to reviews and comments by the above committee or plan special meetings for this purpose. Free and open meetings to discuss books of potential value to students would seem both reasonable and normal for any English department. Teachers should be encouraged to challenge any books recommended or to suggest titles hitherto ignored. Require that each English teacher give a rationale for any book to be read by an entire class. Written rationales for all books read by an entire class would serve the department well if censorship should strike. A file of rationales should serve as impressive evidence to the administration and the community that English teachers have not chosen their books lightly or haphazardly.

Report to the administration the books that will be used for class reading by each English teacher.

Such a procedure gives each teacher the right to expect support from fellow teachers and administrators whenever someone objects to a book.

**HURON SCHOOL DISTRICT 2-2
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Form B1

| Huron School District Library Media Center Donation Acknowledgement Form |
|---|
| The following items have been donated to the <u> </u> (your school) <u> </u> School Library Media Center to be used at their discretion: _____ _____ |
| Donor Name: _____ Address: _____ Phone: _____ |
| The above items have been given to the <u>(your school)</u> Library Media Center to be used at their discretion and when no longer useful, the media center will dispose of them according to their Collection Development Policy. <p style="text-align: center;">Donor</p> Signature _____ Date: _____ |
| Received by <u>(your school)</u> Library Media Center Signature _____ Position: _____ Date: _____ |

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**HURON SCHOOL DISTRICT NO 2-2
EQUIPMENT SOLD – TRADED – DESTROYED**

DATE: _____

As of the above date the following equipment has been:

SOLD TRADED DESTROYED (Please circle one)

| School ID # | Item | Manufacturer | Model # | Serial # | Vendor | Date Acq. | Cost/ Value |
|-------------|------|--------------|---------|----------|--------|-----------|-------------|
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Building

Building Supervisor

Make in duplicate: One copy for building and one copy for business office.

(This should be landscape)

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

HURON PUBLIC SCHOOLS
LIBRARY AIDE EVALUATION REPORT
Copies to: Superintendent, Librarian, Library Aid, Principal.

| | | |
|--|---------|------------------|
| Library Aide: | School: | Date: |
| Key: 1-Above Average, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory 5-Rating Unknown | | |
| | | <u>1 2 3 4 5</u> |
| 1. Personal Appearance | | _____ |
| Comment: | | |
| 2. Courtesy and Friendliness | | _____ |
| Comment: | | |
| 3. Reliability | | _____ |
| Comment: | | |
| 4. Aggressiveness and Industriousness | | _____ |
| Comment: | | |
| 5. Cooperation with Teachers, Principal, Public | | _____ |
| Comment: | | |
| 6. Library Aide Skills—Overall Rating | | _____ |
| Comment: | | |
| a. Computer Files-Cataloging, Circulation and other records | | _____ |
| Comment: | | |
| b. Assisting Students and Teachers in use of Library Resources | | _____ |
| Comment: | | |
| c. Clerical duties as outlined in Policies and Procedures Manual | | _____ |
| Comment: | | |
| 7. Attitude Toward Job | | _____ |
| Comment: | | |
| 8. Ability to Supervise and Plan | | _____ |
| Comment: | | |
| 9. Punctuality | | _____ |
| Comment: | | |

GENERAL COMMENTS:
(Any item checked 3, 4, or 5 requires an explanation located in the comment section following the item.)
Recommendation for 2006-2007 School year: () Recommended, () Not Recommended, () Recommended with Qualifications

Report was discussed with Library Aide on: _____(Date)

(Library Aide's Signature)

(Supervisor's Signature)

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Huron Public Schools
LIBRARIAN OBSERVATION RECORD

Librarian:

School:

Date

This observation record is to be completed by the supervisor. Following a conference with the librarian observed, signed copies will be distributed to the

Superintendent, Principal and Librarian.

S Satisfactory **N** Needs Improvement **U** Unsatisfactory **N** Not Observed

1. Interpersonal Skills

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH STUDENTS:

- A. ___ Communicates effectively with students and staff.
- B. ___ Interacts with individual students in a mutually respectful and friendly manner.
- C. ___ Protects each user's right to privacy and confidentiality in library media center use.
- D. ___ Demonstrates understanding and acceptance of different views and values.
- E. ___ Gives constructive criticism and praise when appropriate.

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH EDUCATIONAL STAFF:

- A. ___ Interacts with colleagues in planning instructional activities for students.
- B. ___ Shares ideas and methods with other teachers and staff.
- C. ___ Makes appropriate use of support staff services.
- D. ___ Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
- E. ___ Informs administrators and/or appropriate personnel on school related matters.
- F. ___ Responds constructively to criticism, advice, questions and recognition.

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH PARENTS/STUDENTS:

- A. ___ Provides a climate that encourages communication between the library media center and parents or students.

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- B. ___ Cooperates with parents in the best interest of students.
- C. ___ Handles complaints and/or challenged materials in a firm but friendly manner.

2. Curriculum Knowledge

PLANS AND IMPLEMENTS THE LIBRARY MEDIA CENTER PROGRAM OF LIBRARY MEDIA

SKILLS:

- A. ___ Considers long-range objectives when planning instruction appropriate to subject and grade levels.
- B. ___ Develops sequential, short-range objectives that facilitate progress toward defined long-range objectives.
- C. ___ Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when informal instructional situations.
- D. ___ Plans with teachers to identify and implement the library media center skills curriculum within the classroom curriculum.
- E. ___ Encourages independent use of the facility and equipment by students and staff.
- F. ___ Serves as instructional resource consultant and media specialist to teachers and students.

3. Instructional Skills and Techniques

- A. ___ Provides in-service training and library media center orientation as needed.
- B. ___ Administers resource sharing, interlibrary loan and/or networking activities.

PROMOTES THE DEVELOPMENT OF READING SKILLS AND READING APPRECIATION:

- A. ___ Conveys enthusiasm for books and reading.
- B. ___ Develops activities and/or provides individual guidance to motivate reading.

SUPPORTS CLASSROOM TEACHERS IN THEIR INSTRUCTIONAL UNITS:

- A. ___ Assists in choosing and collecting appropriate materials.
- B. ___ Cooperatively plans and teaches content appropriate to

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library media center objectives.

PROVIDES RESOURCES FOR PROFESSIONAL GROWTH OF FACULTY AND STAFF:

- A. ___ Identifies and encourages use of materials from the library media center.
- B. ___ Informs staff of new materials, equipment and research in which they have special interest.

4. Media Center Management

RECOGNIZES THE CRITICAL ROLE OF INFORMATION RETRIEVAL IN THE FUTURE OF

EDUCATION:

- A. ___ Makes long-range plans that guide the development of the library media center.
- B. ___ Provides leadership in using newer technologies for instruction.

ESTABLISHES AND MAINTAINS AN ENVIRONMENT IN WHICH STUDENTS AND STAFF CAN

WORK AT PRODUCTIVE LEVELS:

- A. ___ Maintains the library media center in a functional, attractive and orderly environment conducive to student learning and to support the objectives of the instructional program, providing areas for various types of activities.
- B. ___ Assumes responsibility for proper care and safety of library media center facilities, materials and equipment.

MANAGES STUDENT BEHAVIOR IN A CONSTRUCTIVE MANNER:

- A. ___ Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control.
- B. ___ Exercises consistency in discipline policies.
- C. ___ Corrects disruptive behavior constructively.

DEMONSTRATES COMPETENCY IN SELECTION, ACQUISITION, CIRCULATION AND MAINTENANCE OF MATERIALS AND EQUIPMENT:

- A. ___ Uses a district-approved selection policy based on state

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guidelines.

B. ___ Selects materials and equipment that support the curriculum and promote the school's educational philosophy.

C. ___ Uses approved business procedures for ordering and receiving materials and equipment.

D. ___ Classifies, catalogs, processes and organizes for circulation the education media and equipment according to professional standards established by state and local sources.

E. ___ Uses clearly stated circulation procedures.

F. ___ Establishes and/or follows procedures for maintenance and repair of media equipment.

G. ___ Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.

H. ___ Assists in production of materials as feasible.

PREPARES STATISTICAL RECORDS AND REPORTS NEEDED TO ADMINISTER THE LIBRARY

MEDIA CENTER:

A. ___ Maintains a current inventory of holdings to assure accurate records.

B. ___ prepares and submits to administrators such reports as are needed to promote short and long-term goals of the library media center.

C. ___ prepares and submits reports to other educational officials as requested.

TRAINS AND SUPERVISES LIBRARY MEDIA CENTER PERSONNEL TO PERFORM DUTIES

EFFICIENTLY:

A. ___ Trains and supervises media technicians and student assistants in clerical tasks.

B. ___ Trains and supervises library media center personnel to circulate materials and equipment.

C. ___ Trains and supervises library media center personnel to assist students and staff in the use of the library media center.

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5. Professional Growth

PARTICIPATES IN PROFESSIONAL GROWTH ACTIVITIES:

- A. ___ Sets goals for self-improvement.
- B. ___ uses the self-evaluation to improve professionally.
- C. ___ Keeps abreast of developments in library science and issues related to teaching.
- D. ___ Demonstrates commitment by participating in professional activities (e.g., professional organizations, course work, workshops, conferences.)
- E. ___ Takes advantage of opportunities to learn from colleagues, students, parents and the community.

FOLLOWS THE POLICIES AND PROCEDURES OF THE SCHOOL DISTRICT:

- A. ___ Strives to stay informed about policies and regulations applicable to his/her position.
- B. ___ Selects appropriate channels for resolving concerns/problems.

DEMONSTRATES A SENSE OF PROFESSIONAL RESPONSIBILITY:

- A. ___ Completes duties promptly, dependably and accurately in accordance with established job description.
- B. ___ demonstrates a responsible attitude for student management throughout the entire building.

SIGNATURE OF EVALUATOR _____ **DATE** _____

SIGNATURE OF MEDIA SPECIALIST _____ DAT

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LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**Huron School District 2-2
Library Media Centers
Policies & Procedures Manual**

**Approved as School District Policy
By the Huron School Board**

Board Chairman

Date

Superintendent of Schools

Date

Director of Library Media Centers

Date