

Gallatin Gateway School District #35

Library Policy Handbook



August 2012

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Gallatin Gateway School Library Media Plan

Mission Statement

The mission of the Gallatin Gateway Library Media Program is to ensure that students are effective users of ideas and information. The library media center strives to provide a wide range of materials at appropriate levels which encourage growth in knowledge, establish a life-long love of reading, and foster information literacy.

State Learning Standards

In order to assure that the school library media program is an integral part of the educational program of the school, the following Montana learning standards are followed:

1. Library Media
 - a. A student must identify the task and determine the resources needed.
 - b. A student must locate sources, use information and present findings
 - c. A student must evaluate the product and learning process.
 - d. A student must use information safely, ethically and legally.
 - e. A student must pursue personal interests through literature and other creative expressions.

Objectives

The goals of the media specialist are:

1. To teach students to access, evaluate, and use information.
2. To maintain a well-balanced collection of media appropriate to the needs of the school
3. To provide assistance in locating and using instructional materials.
4. To promote instruction in information literacy to students and faculty
5. To provide instruction materials that will stimulate growth in factual knowledge and literary appreciation.
6. To manage a planned program and a welcoming environment.

Flexible Scheduling

The scheduling for the library media program allows each grade Kindergarten through 8th grade have 30 minutes of allotted library instruction on a weekly basis. Flexible scheduling for the library media program consists of the library media specialist and the classroom teacher planning together for instruction for the use of resources based on student learning needs in each curriculum area. Additional scheduling can be provided for classroom instruction as needed.

Librarian/Teacher Collaboration

Collaboration between the library media specialist and the teacher provides extensive coverage of the content area standards and effective support to assist student engagement in the inquiry/research process. Collaboration occurs through pacing guides, lesson plans, and librarian/teacher or team meetings.

Copyright & Intellectual Property

The school library media program plays a vital role in promoting intellectual freedom. The students' right to access information includes developing skills to locate and obtain materials, examine and interpret information, evaluate, and effectively use the information.

In compliance with the Gallatin Gateway School Handbook #2312P, all students, teachers, and staff members must abide by the policies concerning the concept of Intellectual Freedom and copyright. (See Appendix E)

A. Historical & Cultural Library Collection

The Office of Public Instruction of Montana maintains a list of Indian Education for All resources distributed to schools state wide for collection development. The Gallatin Gateway School Library collection consists of all the resources as required by ARM 10.55.803 and those distributed by OPI and other valuable resources relating to the IEFA learning requirements.

A specific Montana History Collection is available in the library. A designated section with assigned call numbers located on the spine label provides for quick and easy access of the materials.

Tribes and reservations are listed below as assigned by grade level studies.

Tribes of Montana

Grade	Tribe (s)	Reservations
Kindergarten	Crow	Crow Reservation
1 st Grade	Salish, Pend d'Oreille, Kootenai	Flathead Reservation
2 nd Grade	Sioux, Assiniboine	Fort Belknap & Fort Peck Reservation
3 rd Grade	Little Shell	Little Shell Reservation
4 th Grade	Chippewa, Cree	Rocky Boy Reservation
5 th Grade	Salish, Pend d'Oreille, Kootenai	Flathead Reservation
6 th Grade	Blackfeet, Gros Ventre, Assiniboine	Blackfeet, Fort Belknap & Fort Peck Reservations
7 th Grade	Crow, Sioux, Little Shell	Crow & Little Shell Reservation
8 th Grade	Northern Cheyenne	Northern Cheyenne Reservation

B. Library Planning

Long-Range Planning Goals

1. Implement a viable collection development policy
2. To obtain sufficient Indian Education for All resources to meet the Essential Understanding Standards and learning objectives as dictated by district, state, and national laws.
3. Have a complete inventory of all media (fiction, nonfiction, biography, reference, and digital resources) in the Library 4 Universal Database

Cross Curricular Collaboration

Library Literacy and Media Skills are reinforced among the curricular content areas on a regular basis. Collaboration between the Library Media Specialist and classroom teachers occurs daily to ensure students are meeting State Standards and learning objectives. Cross curricular activities and projects consisted of but are not limited to:

- Fourth grade Community Service helpers
- Millionaire's Club
- Bikes for Books
- Read the Most from Coast to Coast Accelerated Reader Challenge
- Bronze Museum
- Unwaxed Museum
- Map Skills
- Nutrition Units

- Ocean Research Projects
- Montana Tour Report
- Middle School Declamations

Partnerships

The Gallatin Gateway School library supports partnerships with surrounding libraries, information agencies, and community resources to provide a wide range of materials for learning and recreational needs. The Library Media Specialist maintains memberships to the Montana Library Association and Headwaters Library Association and has participated in the Midwest Plains Library Association. Participation in meetings occurs on a monthly and yearly basis aside from Internet and telecommunication.

The school library participates in the Montana State Library Shared Catalog. The catalog is a state-wide community and school library collection database of resources that can be distributed through Interlibrary Loans (ILL's). The database can be access on the Montana State Library website. Click on the "My Library" tab and go to "MT Library 2 Go". A list of participants for accessing materials can be selected from the list of participating libraries around the state.

Gallatin Gateway School is also subscribes to Renaissance Learning, a program designed to promote achieve to the highest academic growth for all students, through the Accelerated Reader Enterprise. Accelerated reader is a successful reading program to aid students in reading practice, manage all reading activities, assess students' reading, and build lifelong love of reading and learning.

Library Volunteers

Volunteers are welcome to aide the Gallatin Gateway School Library in maintaining a welcoming and inviting atmosphere for students, teachers, parents, and community members. A list of appropriate tasks for volunteers are as followed:

- Sanitizing Student Computer Station
- Dusting books shelves
- Organizing and arranging books in alphabetical order
- Re-shelving books
- Maintaining/setting up book displays
- Assisting with bulletin boards
- Vacuuming carpet
- Story time participation

Additional tasks may be added as needed.

End of Year Procedures

The Library Media Staff procedures to end the school year consist of the following but are not limited to:

1. Books/materials returned two weeks prior to the last day of school.
2. Inventory
3. Cleaning
4. Fines/Overdue lists distributed
5. Yearly Statistic Reports

C. Collection Development

General Description of the Collection

The Gallatin Gateway School library has a collection of over 6,000 titles including fiction, non-fiction, reference books, and teacher resources. The collection is balanced and equal in its selections with books for all reading levels from pre-school to young adult. The collection is continuously updated, purchases are based on need and teacher request.

1. Special Collections – there is a small number of pieces in special collection, which relate to the history of the community.
2. Oversized Materials – all oversized books are placed on their side in sequence according to their call number. The exception to this is Atlas's which are placed on separate shelving in the reference section.
3. Indian Education Materials – all Indian Education materials are cataloged and shelved in a special section of the reference shelves. They are cataloged in accordance with the directives from the Office of Public Instruction.

Material Selection

The selection of library materials is a professional task conducted by the library media staff. In selecting library materials, the library media specialist will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

In making collection acquisitions, it is the primary objective of implementing and supporting the educational needs of students and the curriculum. It is our goal to purchase a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view as possible. Materials not reviewed in recognized and accepted educational sources are purchased only after careful examination by both the school library media specialist and the school principal/superintendent.

Processing New Materials

Log in procedures 1-7

1. Located on the desktop of the library computer double click on the L4U Platinum 2.3 software icon in desktop.
2. Select "Administrator"
3. Type in password: Items
4. Press enter
5. Type in Username: C0003
6. Type in password: sittucker
7. Press enter

To catalog an Item in Acquisitions:

1. Click on "Functions" and select Acquisitions
2. Click the "Add" Icon on the bottom row of the Acquisitions Management page (This is where books are added to the L4U System)
3. Place the cursor in the "accession number" box. This number is located on your sheet of bar code labels in consecutive order. Always make sure your accession number is correct for each book you label, and keep track as you go along.
4. Peel the accession number label off your sheet and place it vertically on the top of the left hand side of the new book you are labeling.
5. Use the tab button to move on into the ISBN number field. The number is located on the back of the book or on the inside copyright page. Type in the ISBN number correctly.

6. Click the “Check MARC” icon at the bottom of the page. This process searches for the book you are labeling from three different book databases.
7. Choose one of the selections, most likely from Amazon. The key here is to match your book with the selection given by Check MARC. Click on your selection from Check MARC, Amazon, or the Library of Congress. Review the information that is given and check to make sure it matches your book. Author, title, cover, etc.
8. Click “Import”
9. Review your information that you have imported from Check MARC.
10. Place the cursor in the “Call #” field

Possible call #'s are:

- Fiction: FIC ___ and the first three letters of the author’s last name
Example: FIC
SEU
- Nonfiction: Dewey Number, and the first three letters of the author’s last name
Example: 973.9
ABB
- Biographies: BIO ___ and the first three letters of the author’s last name
Example: BIO
CAS
- Indian Ed for All: IEFA ___ in addition to the information required for a fiction or nonfiction resource
Example: (Nonfiction) IEFA 970.3 (Fiction) IEFA LAN
VAN
- Montana History: MT, the Dewey #, and the first three letters of the author’s last name
Example: MT
978.6
HOW
- Graphic Novels: GR, the Dewey #, and the first three letters of the author’s last name
Example: GR
741.59
WAT

11. If the book/item is nonfiction, the Dewey Number will be entered. If not, refer to your Cataloging manual or the copyright page of the item for the information.
12. In the “Cutter” field, type the first three letter’s of the author’s last name
13. In the “Level” field, type the Book Level (BL), Interest Level (MG), Point Value (Pts.), and Quiz number (Quiz #).

Example: BL: 5.2 MG 4-8 15 Pts. Quiz # 123740

14. In the "Cost" field, type in the cost of the book adding \$3.00 for shipping and handling charges.
15. Click Save

Posting items to the Library File:

When an item has been fully cataloged and is ready to be put into circulation, it must be posted to the Library File.

1. *Functions > Acquisitions*
2. Confirm that only the Items to be posed have a Status of Arrived and a Unique Accession #
3. Click *Post*
4. Under *Advanced Features*, Select the applicable options (Ignore if options are already selected)
5. Confirm that the number of records in the message box is correct
6. Click *Post*
 - To exit without posting, Click *Exit*
7. A Confirmation Screen appears, Click *Post Records*

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library media center will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out. The Library Media Specialist, with input from classroom teachers, should weed the collection on an on-going basis.

Media will be discarded according to District procedures and state law. 20-6-604 (See Appendix F)

C-U-DO-IT

C = curriculum fit

U = use

D = damage

O = outdated information

I = interest levels/reading levels

T = too many copies

Curriculum fit – the materials do not fit the current curriculum taught at the school. The mission of the school library is to support the curriculum and the recreations reading needs of the students, not to preserve historical documents or to have comprehensive collections in all areas.

Use – the materials have not been used or checked out for some time. Why are they unused? Materials that are cataloged incorrectly or have unattractive covers might be used if those factors were corrected. Are media materials no longer used because there is not appropriate equipment or the medium is outdated?

Damaged – the materials are so damaged or worn out that they are not usable. You must decide whether to repair, replace or removed them.

Outdated information – some or all of the content is out-of-date and incorrect. This is especially important in areas of science, health, geography and current affairs, where information changed

frequently. Does it have stereotypes or reflect biased viewpoints? Also check science experiments or craft books for unsafe procedures or use of toxic materials.

Interest levels – the interest or reading levels are not appropriate for the students at your school. Have the grade levels or student population changed at your school? The format may not fit the interests of the students – is the print too small, are the illustration of poor quality, is the layout difficult to read?

Too many copies – the title may once have been more popular, but due to change (in curriculum or student interest) fewer copies are needed now.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for media selection. Book not selected with go toward the Used Book Sale. A donation form will be completed for filing and copy given to the donator for materials added to the library collection.

Challenged Material Procedure

In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certified library media personnel must be defended rather than the materials.

If a complaint is made, the following procedure is followed.

1. Complainant will be asked to complete “Request for Reconsideration of Materials” form. (See Appendix G)
2. The Library Media Specialist shall appoint a committee consisting of herself, the Library Assistant, Principal/Superintendent, Board Member, and two teachers to consider the challenge.
3. The committee will review the book using the completed Complainant Request form.
4. Material shall be judged in total, not on objectionable words or phrases. (See Appendix H)
5. The committee will respond to the challenge with a written reply in a timely manner.
6. No material shall be removed from use until a final decision on its status has been made.
7. In the even the committee decision is appealed by the complainant, the school library media specialist shall bring the matter to the attention of the School Board members.

Circulation Policy

The purpose of circulation is to manage the collection: who has materials, the due dates, circumstances of use, and any other information pertaining to the collection. The school board will render a final decision at next scheduled board meeting.

Circulation is automated using the Library 4 Universal system. This system included patron access to the card catalog and the Library Media Specialist’s circulation, cataloging, patron information and report screens. Machine-Readable Cataloging (MARC) records can be viewed if chosen.

Loan Periods

	<u>Students:</u>	<u>Teachers</u>	<u>Community</u>
Reference materials	1 day	1 week	GGs Students Only
Magazines	In Library Use	1 week	In Library Use
Fiction/nonfiction	2 weeks	1 week	1 week
Indian Ed for All	In Library Use	1 week	In Library Use
DVDs/CDs	Teachers Only	1 week	Teachers Only

Individuals who check out books are responsible for the care and timely return of those materials. The library media specialist may assess fines for damaged or unreturned books.

Quantity Allowed

Students are allowed to check out 3 books/materials.
Staff members are allowed unlimited materials.

Reserves

Students and staff may reserve books. The list is based on a first-come-first-serve basis. When a reserve comes into the library, the book is labeled and set aside for two days for the patron. The patron will be notified of the reserved by the library media specialist.

Renewals

Patrons may renew materials a maximum of two times. Then the material must be returned so it can be used by other patrons.

Overdue Policy

A weekly overdue list is printed with all students' names sorted by their homeroom class. Students with overdue materials may not check out more than 3 books. The overdue material(s) will need to be returned before another check out will be allowed. Students are informed by the library media specialist of each overdue material.

Consequences for overdue materials:

Students with overdue materials after six weeks will be considered lost. A notice will be sent home stating the number of overdue materials and replacement costs. Any materials or fees not paid will result in a postponement of receiving the student report card for the ending quarter.

Due to Montana's Library Records Confidentiality Act 22-1-1102 and 11-1-1103, no person may release or disclose a library record or portion of a library record to any person. (See Appendix D)

Lost/Damaged Materials

Depending on the severity of the damage, the patron will be charged the full replacement cost of repair costs for the item.

Patrons who have lost a book must pay the replacement cost book or can replace the book with a comparable copy (hardcover for hardcover/ paperback for paperback).

IF a lost book that has been paid for is found, the money paid to replace the book will be partially refunded depending if a replacement has been purchased (cost - \$3.00 for shipping costs) or not (cost - \$1.00 for processing of the lost book). Replacement materials must meet criteria for media selection.

Example:

\$14.00				
- 3.00				
<hr/>				
\$11.00	⇒	Found Book	⇒	Refund
				\$11.00

Checking Out Materials

I. General Books:

B. Log in procedures 1-7

1. Located on the desktop of the library computer double click on the L4U Platinum 2.3 software icon in desktop.
2. Select "Administrator"
3. Type in password: Items
4. Press enter
5. Type in Username: C0003
6. Type in password: sittucker
7. Press enter

C. To "check out" a library book:

1. In the toolbar located at the top of the page select "functions" then "circulation".
2. Click on the "auto" icon located at the lower right corner of the box. This icon will change to "in only" or "out only".
3. Select "out only" to check a book out.
4. Place the cursor in the "name" box and type in the client's first name.
5. Choose the correct client from the names that appear below.
6. Scan the barcode located on the front of the book to be checked out and press enter. Check screen for accuracy.
 - a. If a screen pops up asking to view any overdue books, click *yes*. Tell the student the books they have overdue.
 - b. If a screen pops up saying they have reached the maximum check out limit (3 books), do not allow them to check out more books until the others have been returned.
 - c. Done! You have checked out a book from GGS library.

D. To "check in" a library book:

1. Log into the L4U software (see log in procedures above 1-7)
2. In the toolbar located at the top of the page select "functions" then "circulation".
3. Click on the "auto" icon located at the lower right corner of the box. This icon will change to "in only" or "out only".
4. Select "in only" to check in a book.
5. Scan the barcode located on the front of the book to be checked in and press enter.
6. Always check the screen to see if action has occurred and there are no error messages.

Done! You have checked in a book to GGS library.

Warnings:

Watch for effort messages and take correct action. Example: if a book has not been properly checked out and you attempt to check it in.

Double check the "in" and "out" icon. Otherwise you end up checking books out to incorrect students. Be sure to scan the correct "Gallatin Gateway School" barcode sticker, not the manufacturer's barcode.

II. Text Book

A. L4U Mobile Log-in Procedures 1-8

1. Open Google Chrome
2. Enter URL: 192.168.0.4
3. Click green *Login* button
4. Type in Client Code: c0003
5. Type in password: sittucker
6. Press enter
7. Click L4U Freedom
8. Click Circulation

B. To “check out” a text book:

1. In the Patron section, place the cursor in the “name” box and type in the client’s first name
2. Click the search icon 
3. Choose the correct client from the names that appear in the Client Search Results if applicable; otherwise, proceed to step 4.
4. In the Mode: Auto section, place the cursor in the “Enter Barcode Here” box
5. Scan/Type the Textbook barcode number
6. Click Enter – Check screen for accuracy
7. Check out is successful if the textbook appears in the Items Info box

C. To “check in” a textbook:

1. Log into L4U Mobile (see textbook log in procedures above 1-8)
2. In the Patron section, place the cursor in the “name” box and type in the client’s first name
3. Click the search icon 
4. Choose the correct client from the names that appear in the Client Search Results if applicable; otherwise, proceed to step 4.
5. In the Mode: Auto section, place the cursor in the “Enter Barcode Here” box
6. Scan/Type the Textbook barcode number
7. Click Enter – Check screen for accuracy
8. Check out is successful if the textbook appears in the Items Info box
9. Check the Item Info box
10. Check in is successful if the textbook status reads “in”

D. Student Learning Objectives

Student Conduct

Student patrons of the library media center must follow the established rules of acceptable behavior listed below. Failure to comply will result in the following consequences:

A. Rules

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. No Running in the library media center.
5. Leave food and drink outside the library media center.
6. Follow Internet AUP guidelines.
7. Listen and follow directions from all library media center staff.

B. Consequences

1. Verbal warning from a media center staff member.
2. If a student continues misbehavior, the student will be asked to return to class. Students may first be separated from other classmates when visiting with a group.
3. If misbehavior is severe, the student will be asked to return immediately to class or be sent to the office.

Learning Objectives

As required by the Montana State Learning Standards, each class by grade level must comprehend and apply the necessary content, context and thinking/reasoning skills along the learning continuum.

Kindergarten Learning Objectives

- | | |
|---|--|
| <input type="checkbox"/> Identify the topic | <input type="checkbox"/> Design original work following established guidelines |
| <input type="checkbox"/> Recognize task-related vocabulary and keywords | <input type="checkbox"/> Compare product to criteria |
| <input type="checkbox"/> Recognize the problem or task | <input type="checkbox"/> Reflect on final product |
| <input type="checkbox"/> Discuss the steps needed to solve the problem | <input type="checkbox"/> Explore ideas for improvement of the product |
| <input type="checkbox"/> Explore possible resources | <input type="checkbox"/> Retell the steps that were used |
| <input type="checkbox"/> Choose resources from a limited selection | <input type="checkbox"/> Discuss how well the process worked |
| <input type="checkbox"/> Recognize the library personnel | <input type="checkbox"/> Define ownership |
| <input type="checkbox"/> Locate basic sections in the library | <input type="checkbox"/> Discuss the concept of intellectual property |
| <input type="checkbox"/> Explore fiction and nonfiction resources | <input type="checkbox"/> Follow school guidelines for responsible use of information resources |
| <input type="checkbox"/> Discuss parts of a book | <input type="checkbox"/> Comply with district technology use policy |
| <input type="checkbox"/> View and listen for information | <input type="checkbox"/> Explore the owner of ideas and information |
| <input type="checkbox"/> Demonstrate active listening | <input type="checkbox"/> Recognize that information comes from a source |
| <input type="checkbox"/> Explore main ideas | <input type="checkbox"/> Interact appropriately in social situations |
| <input type="checkbox"/> Recognize picture clues | <input type="checkbox"/> Explain the need for Internet safety |
| <input type="checkbox"/> Listen and view for purpose | <input type="checkbox"/> Explain appropriate online behavior |
| <input type="checkbox"/> Retell key information | <input type="checkbox"/> Locate personal interest print materials using call numbers |
| <input type="checkbox"/> Credit sources | |
| <input type="checkbox"/> Sequence information | |

- ___ Explore a variety of available resources related to interest
- ___ Discover types of genres
- ___ Respond to materials from a variety of genres
- ___ Explore award winning literature

- ___ Explore a variety of genres for pleasure
- ___ View and listen to available cultural resources
- ___ View and listen to a variety of cultural materials
- ___ Explore community resources

Grade 1 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem
- ___ Discuss possible resources
- ___ Choose resources from a limited selection
- ___ Locate major sections in the library
- ___ Locate fiction resources using call numbers
- ___ Explore fiction and nonfiction resources
- ___ Discuss parts of a book
- ___ View and listen for information
- ___ Explore text using guide words/captions/bold words/ headings
- ___ Demonstrate active listening
- ___ Discuss main ideas and details
- ___ Discuss contextual clues
- ___ Read and listen for purpose
- ___ Listen and identify relevant information
- ___ Retell relevant information
- ___ Credit sources
- ___ Sequence and sort information
- ___ Design original work following established guidelines
- ___ Compare product to criteria
- ___ Reflect on final product

- ___ Discuss ideas for improvement of the product
- ___ Discuss the steps that were used
- ___ Discuss how well the process worked
- ___ Define ownership
- ___ Discuss the concept of intellectual property
- ___ Follow school guidelines for responsible use of information resources
- ___ Comply with district technology use policy
- ___ Explore the owner of ideas and information
- ___ Recognize that information comes from a source
- ___ Interact appropriately in social situations
- ___ Explain the need for Internet safety
- ___ Explain appropriate online behavior
- ___ Locate personal interest print materials using call numbers
- ___ Explore a variety of available resources related to interest
- ___ Discover types of genres
- ___ Respond to materials from a variety of genres
- ___ Explore award winning literature
- ___ Explore a variety of genres for pleasure
- ___ View and listen to available cultural resources
- ___ View and listen to a variety of cultural materials
- ___ Explore online and electronic libraries and resources

Grade 2 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem or task
- ___ Discuss possible resources
- ___ Choose resources from a limited selection
- ___ Locate major sections in the library
- ___ Locate fiction resources using a library catalog and/or database
- ___ Locate sources using a call number

- ___ Explore fiction and nonfiction resources
- ___ Discuss parts of a book
- ___ Read, view and listen for information
- ___ Recognize guide words/captions/bold words/ headings
- ___ Demonstrate active listening
- ___ Identify main ideas and details
- ___ Recognize contextual clues
- ___ Construct meaning from text by reading for purpose
- ___ Summarize information using appropriate tools
- ___ Credit sources

- ___ Organize information
- ___ Design original work following established guidelines
- ___ Compare product to criteria
- ___ Critique final product
- ___ Generate ideas for improvement of the product
- ___ Explain the steps that were used in his/her own words
- ___ Discuss the concept of intellectual property
- ___ Follow copyright and fair use guidelines
- ___ Follow school guidelines for responsible use of information resources
- ___ Comply with district technology use policy
- ___ Discuss concept of plagiarism
- ___ Interact appropriately in social situations

- ___ Discuss Internet safety and distinguish between safe/non-safe sites
- ___ Display appropriate online behavior
- ___ Locate personal interest print materials using call numbers
- ___ Explore a variety of available resources related to interest
- ___ Recognize types of genres
- ___ Locate and select materials from a variety of genres
- ___ Explore award winning literature
- ___ Explore a variety of genres for pleasure
- ___ Examine available cultural resources
- ___ Examine a variety of cultural materials
- ___ Locate and use community resources
- ___ Explore online and electronic libraries and resources

Grade 3 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem or task
- ___ Discuss and identify possible resources
- ___ Determine relevant resources to solve the problem or task
- ___ Locate resources using search techniques
- ___ Locate resources using the library catalog and/or database
- ___ Locate resources using a call number
- ___ Discuss if the resource is useful
- ___ Identify index/table of contents/glossary
- ___ Read, view or listen for information
- ___ Use guidewords/captions/bold words/headings
- ___ Demonstrate active listening
- ___ Discuss main ideas/details
- ___ Recognize and utilize contextual clues
- ___ Construct meaning from text by reading for purpose
- ___ Identify relevant information
- ___ Summarize information and cite sources
- ___ Organize information
- ___ Design original work following established guidelines
- ___ Compare product to criteria

- ___ Judge final product
- ___ Generate ideas for improvement of the product
- ___ Summarize the steps of the process
- ___ Describe how well the process worked
- ___ Discuss the concept of intellectual property
- ___ Follow copyright and fair use guidelines
- ___ Follow school guidelines for responsible use of information resources
- ___ Comply with district technology use policy
- ___ Define concept of plagiarism
- ___ Cite sources
- ___ Interact appropriately in social situations
- ___ Discuss internet safety and distinguish between save/non-safe sites
- ___ Display appropriate online behavior
- ___ Locate personal interest print materials using call numbers
- ___ Identify available resources related to interest
- ___ Recognize types of genres
- ___ Locate and select materials from a variety of genres
- ___ Explore award winning literature
- ___ Correlate personal interest to a genre
- ___ Examine available cultural resources
- ___ Examine variety of cultural materials
- ___ Locate and use community resources
- ___ Access online and electronic libraries and resources

Grade 4 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task

- ___ Discuss the steps needed to solve the problem or task
- ___ Construct a list of possible resources

- ___ Determine relevant resources to solve the problem or task
- ___ Locate resources using search techniques
- ___ Locate resources using the library catalog and/or database
- ___ Locate resources using a call number
- ___ Determine if the resource is useful
- ___ Utilize index/table of contents/glossary if applicable
- ___ Skim and/or scan for information
- ___ Use guidewords/captions/bold words/headings
- ___ Demonstrate active listening
- ___ Recognize main ideas/details
- ___ Recognize and utilize contextual clues
- ___ Construct meaning from text by reading for purpose
- ___ Compile information
- ___ Summarize information and cite sources
- ___ Organize and select relevant information
- ___ Design original work following established guidelines
- ___ Compare product to criteria
- ___ Judge final product
- ___ Generate ideas for improvement of the product
- ___ Summarize the steps of the process
- ___ Describe how well the process worked
- ___ Determine whether the prescribed process was followed
- ___ Respect the concept of intellectual property by following copyright and fair use guidelines
- ___ Follow school guidelines for responsible use of information resources
- ___ Comply with district technology use policy
- ___ Explain concept of plagiarism
- ___ Cite sources for print and nonprint resources
- ___ Interact appropriately in social situations
- ___ Explain the need for internet safety
- ___ Explain appropriate online behavior
- ___ Locate personal interest print materials using call numbers
- ___ Identify available resources related to interest
- ___ Define types of genres in own words
- ___ Locate and select materials from a variety of genres
- ___ Identify award winning literature
- ___ Correlate personal interest to a genre
- ___ Identify and locate available cultural resources
- ___ Compare and contrast variety of cultural materials
- ___ Locate and use community resources
- ___ Access online and electronic libraries and resources

Grade 5 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem or task
- ___ List of possible resources to solve the problem or task
- ___ Identify useful resources
- ___ Identify the copyright date to determine the currency of resources
- ___ Identify and select useful resources
- ___ Use available search tools to locate resources
- ___ Use search techniques to locate resources
- ___ Locate resources
- ___ Identify point of view in resources with assistance
- ___ Recognize and use digital indexes
- ___ Use glossaries and tables of contents
- ___ Locate keywords by skimming and scanning
- ___ Record location of information within resources
- ___ Read, listen and view with guided purpose to accomplish task
- ___ Locate and summarize relevant information
- ___ Use teacher provided note taking method to answer information
- ___ Cite each source
- ___ Transfer information into a prescribed format to accomplish task
- ___ Identify audience
- ___ Construct an original product that meets task criteria
- ___ Present final product in assigned format
- ___ Identify product's strengths and weaknesses according to task criteria
- ___ Critique final product
- ___ Identify areas for improvement of the product
- ___ Summarize the steps of the process
- ___ Describe how well the process worked
- ___ Determine whether the prescribed process was followed
- ___ Discuss areas for improvement of the process
- ___ Define intellectual property as the works of others
- ___ Recognize plagiarism and copyright
- ___ Use paraphrasing and summarizing correctly
- ___ Produce components for an assigned citation format
- ___ Credit the intellectual property of others
- ___ Adhere to copyright laws
- ___ Recognize concept of netiquette
- ___ Follow acceptable use policy
- ___ Use netiquette in supervised online settings

- ___ Collaborates and participates effectively within a safe, social environment
- ___ Express areas of interest
- ___ Explore various formats
- ___ Locate and select resources in interest areas
- ___ Express opinion on selected resources
- ___ Recognize the characteristics of various genres

- ___ Select resources in assigned genres
- ___ Describe preferred genre
- ___ Recognize author's point of view
- ___ Recognize the diversity of cultural expression
- ___ Access interlocal and/or intralocal resources
- ___ Locate and use available community resources
- ___ Access and use assigned digital resources

Grade 6 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem or task
- ___ List of possible resources to solve the problem or task
- ___ Define primary and secondary sources
- ___ Identify useful resources
- ___ Determine the currency of resources
- ___ Identify point of view in resources
- ___ Judge authority and usefulness of resources
- ___ Select the best resources
- ___ Utilize library/media facility
- ___ Use a variety of available search tools and methods to locate resources
- ___ Use search techniques to locate resources
- ___ Locate resources
- ___ Use glossaries and tables of contents
- ___ Use print indexes
- ___ Recognize and use digital indexes
- ___ Identify keywords and keyword phrases by skimming and scanning
- ___ Record location of information within resources
- ___ Read, listen and view with guided purpose to accomplish task
- ___ Locate, summarize and paraphrase relevant information
- ___ Cite each source
- ___ Use note taking to transfer information
- ___ Transfer information into a prescribed format to accomplish task
- ___ Identify audience
- ___ Construct an original product that meets task criteria

- ___ Present final product in assigned format
- ___ Identify product's strengths and weaknesses according to task criteria
- ___ Critique final product
- ___ Identify areas for improvement of the product
- ___ Examine task completion process
- ___ Identify areas for improvement of the process
- ___ Recognize the elements that comprise intellectual property
- ___ Recognize current laws and policies regarding information use
- ___ Use paraphrasing and summarizing correctly
- ___ Produce components for an assigned citation format
- ___ Credit the intellectual property of others
- ___ Adhere to copyright laws
- ___ Use netiquette in supervised online settings
- ___ Follow acceptable use policy
- ___ Identify safe practices in social network and online settings
- ___ Collaborates and participates effectively within a safe, social environment
- ___ Express areas of interest
- ___ Locate and select resources in interest areas
- ___ Explore various formats
- ___ Express opinion on selected resources
- ___ Recognize the characteristics of various genres
- ___ Select resources in assigned genres
- ___ Explain preferred genre
- ___ Recognize that culture impacts creative expression
- ___ Identify an author's cultural bias
- ___ Recognize the diversity of cultural expression
- ___ Access and use assigned digital resources
- ___ Locate and use available community resources
- ___ Access interlocal and/or intralocal resources

Grade 7 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem or task
- ___ Identify possible resources to solve the problem or task
- ___ Use primary and secondary sources
- ___ Identify useful resources
- ___ Identify appropriately current resources
- ___ Identify point of view and bias in resources
- ___ Appraise authority and usefulness of resources
- ___ Select the best resources
- ___ Utilize library/media facility
- ___ Use a variety of available search tools and methods
- ___ Use search techniques to locate resources
- ___ Locate resources
- ___ Judge usefulness of resources
- ___ Use glossaries and tables of contents/use print and digital indexes
- ___ Identify keywords and keyword phrases by skimming and scanning
- ___ Record location of information within resources
- ___ Read, listen and view with guided purpose to accomplish task
- ___ Summarize and paraphrase relevant information
- ___ Cite each source
- ___ Use note taking to transfer information
- ___ Arrange information into a format to accomplish task
- ___ Construct an original product that meets task criteria
- ___ Present final product in assigned format
- ___ Identify product's strengths and weaknesses according to task criteria
- ___ Critique final product
- ___ Identify areas for improvement of the product
- ___ Examine task completion process
- ___ Identify areas for improvement of the process
- ___ Recognize the elements that comprise intellectual property
- ___ Recognize current laws and policies regarding information use
- ___ Use paraphrasing and summarizing correctly
- ___ Produce components for a citation format
- ___ Credit the intellectual property of others
- ___ Adhere to copyright laws
- ___ Use appropriate netiquette in various online settings
- ___ Follow acceptable use policy
- ___ Describe safe practices in social network and online settings
- ___ Collaborate and participate effectively within a safe, social environment
- ___ Express areas of interest
- ___ Locate and select resources in interest areas
- ___ Explore a variety of formats with guidance
- ___ Express and defend opinion on selected resources
- ___ Compare and contrast the characteristics of various genres
- ___ Select resources in various genres
- ___ Explain and justify preferred genre
- ___ Explore how the elements of culture impact creative expression
- ___ Recognize an author's cultural bias
- ___ Recognize the diversity of cultural expression
- ___ Access and use a variety of available digital resources
- ___ Locate and use community resources
- ___ Access and use interlocal and/or intralocal resources

Grade 8 Learning Objectives

- ___ Identify the topic
- ___ Recognize task-related vocabulary and keywords
- ___ Recognize the problem or task
- ___ Discuss the steps needed to solve the problem or task
- ___ Identify a variety of resources
- ___ Use primary and secondary sources
- ___ Identify and defend usefulness of resources selected
- ___ Identify appropriately current resources
- ___ Identify point of view and bias in resources
- ___ Appraise authority and usefulness of resources
- ___ appraise validity, authority and usefulness of resources
- ___ Select the best resources
- ___ Utilize library/media facility
- ___ Use multiple search tools and methods
- ___ Use a variety of search techniques to locate resources
- ___ Locate a variety of resources
- ___ Judge usefulness of resources
- ___ Use glossaries and tables of contents

- ___ Use multiple print and digital indexes
- ___ Identify keywords and keyword phrases by skimming and scanning
- ___ Record location of information within resources
- ___ Read, listen and view with guided purpose to accomplish task
- ___ Recognize differences between summarizing, paraphrasing and/or direct quotation
- ___ Cite each source
- ___ Transfer information through note taking
- ___ Arrange information into a format to accomplish task
- ___ Design and create an original product that meets task criteria
- ___ Present final product in appropriate format
- ___ Self evaluate product's strengths and weaknesses according to task criteria
- ___ Use guidelines to compare self-evaluation to teacher and peer evaluations
- ___ Identify areas for improvement of the product
- ___ Appraise task completion process
- ___ Identify areas for improvement of the process
- ___ Explain the concept of intellectual property
- ___ Recognize, identify and apply current laws and policies regarding information use
- ___ Use summarizing, paraphrasing and direct quotes correctly
- ___ Use in-text citation
- ___ Produce components for a citation source
- ___ Credit the intellectual property of others
- ___ Adhere to copyright laws
- ___ Use appropriate netiquette in various online settings
- ___ Follow acceptable use policy
- ___ Describe safe practices in social network and online settings
- ___ Collaborate and participate effectively within a safe, social environment
- ___ Express and justify areas of interest
- ___ Locate and select a variety of resources in interest areas
- ___ Experiment with a variety of formats
- ___ Express and defend opinion on selected resources
- ___ Compare and contrast the characteristics of various genres
- ___ Select resources in various genres
- ___ Explain and justify preferred genre
- ___ Explore how culture impacts creative expression
- ___ Recognize an author's cultural bias
- ___ Compare and contrast the diversity of cultural expression
- ___ Access and use a variety of available digital resources
- ___ Locate and use community resources
- ___ Access and use interlocal and/or intralocal resources

State Learning Standards

In order to assure that the school library media program is an integral part of the educational program of the school, the following state learning standards are followed:

1. Technology
 - f. Students must use digital tools and resources for problem solving and decision making.
 - g. Students must apply digital tools and resources for problem solving and decision making.
 - h. Students must use digital tools and resources for problem solving and decision making.
 - i. Students must collaborate and communicate globally in a digital environment.
 - j. Students must possess a functional understanding of technology concepts and operations.
 - k. Students must apply digital tools and skills with creativity and innovation to express themselves, construct knowledge, and develop products and processes.

Children's Internet Protection Act Policy

Internet access is available to the District's students and community members. Through its computer network, the District is connected with thousands of computers all over the world. Users may have access to information ranging from different cultures, science related issues, music, politics, and access to many university library catalogs. These are just some of the areas users may be able to explore through the computer network.

Students utilizing school-provided Internet access are responsible for good behavior on-line, just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply. The District may provide filtering software for computers accessing the Internet.

The purpose of the District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of hand consistent with the educational objectives of the District. Access is a privilege, not a right. Access entails responsibility.

Privacy/Confidentiality

Users should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in his/her directory. The school computer network's system operator, or other school employees, may at any time review the subject, content, and appropriateness of electronic communications or other computer files and remove them if warranted. Any violation of District rules will be reported to school administrators.

Copyright:

Users shall not:

1. Copy and forward;
2. Copy and download; or
3. Copy and upload

To the network or Internet server any copyrighted material, without approval by the computer system operator, a teacher, or other school administrator. Copyrighted material is anything written by someone else, such as an e-mail message, a game, a story, or software. Plagiarism is not allowed.

Inappropriate Sites

The use of the District network and the Internet is for educational purposes only. All sites containing pornography or sexually explicit material (written or pictured) are off limits to users.

E-mail/Chatting

Students are prohibited from using e-mail, including District e-mail accessed through a web browser. E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

Hacking

Users shall not infiltrate or “hack” outside computing systems or networks. Examples: the release of viruses, worms, or other programs that damage or otherwise harm an outside computing system or network. Users shall not disrupt a system or interfere with another’s ability to use that system (e.g., by sending “e-mail bombs” that cause a disk to fill up, a network to bog down, or a software application to crash). Nor shall users do any of these things to the District computer system.

Inappropriate Use

Users shall not use the District computer network to:

1. Purchase goods, solicit sales, or conduct business (e.g., by posting an advertisement to a news group). Users shall not set up web pages to advertise or sell a service.
2. Transmit obscene, abusive, sexually explicit, inappropriate, or threatening language. (GGP #3612)

Policy Implementation, Evaluation, and Revision

This policy will go into effect upon approval of the Board of Trustees. It will be the responsibility of the library staff to review this policy every year so that it will serve as a tool to facilitate the on-going evaluation of the collection.

Librarian _____

Date _____

Principal _____

Date _____

Superintendent _____

Date _____

Chair, Board of Education _____

Date _____

APPENDIX A

Library Bill of Rights

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

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 that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

APPENDIX B

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of coworkers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

APPENDIX C

Freedom to Read Statement

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

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

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

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

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

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

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

We therefore affirm these propositions:

- a) *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.

- b) *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.

- c) *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.

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

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet

prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

- e) *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.

- f) *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.

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

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

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

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

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:
American Library Association
Association of American Publishers

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

APPENDIX D

Part 11. Library Records Confidentiality Act

22-1-1102. Definitions. As used in 22-1-1103, the following definitions apply:

(1) "Library" means a library that is established by the state, a county, city, town, school district, or a combination of those units of government, a college or university, or any private library open to the public.

(2) "Library records" means any document, record, or any other method of storing information retained, received, or generated by a library that identifies a person as having requested, used, or borrowed library material or other records identifying the names or other personal identifiers of library users. Library records does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library materials in general or records that are not retained or retrieved by personal identifier.

History: En. Sec. 2, Ch. 476, L. 1985.

22-1-1103. Nondisclosure of library records. (1) No person may release or disclose a library record or portion of a library record to any person except in response to:

(a) a written request of the person identified in that record, according to procedures and forms giving written consent as determined by the library; or

(b) an order issued by a court of competent jurisdiction, upon a finding that the disclosure of such record is necessary because the merits of public disclosure clearly exceed the demand for individual privacy.

(2) A library is not prevented from publishing or making available to the public reasonable statistical reports regarding library registration and book circulation if those reports are presented so that no individual is identified therein.

(3) Library records may be disclosed to the extent necessary to return overdue or stolen materials or collect fines.

History: En. Sec. 3, Ch. 476, L. 1985.

Confidentiality

The Council of the American Library Association strongly recommends that the responsible officers of each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy that specifically recognizes its circulation records and other records identifying the names of library users to be confidential. (See also ALA Code of Ethics, Article III, "We protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired or transmitted" and Privacy: An Interpretation of the Library Bill of Rights.)
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.
3. Resist the issuance of enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.¹

¹Note: Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or

subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

Adopted January 20, 1971, by the ALA Council; amended July 4, 1975; July 2, 1986.

APPENDIX E

COPYRIGHT GUIDELINES

Gallatin Gateway School

2110

STUDENT INSTRUCTION

Copyright in the District

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While the District encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to properly perform their duties.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with District procedures or is permissible under the law should consult the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

Legal References: 17 USC 101 - 1010 Federal Copyright Law of 1976
 10.55.701, ARM Board of Trustees

Cross References:

Policy History:

Adopted on: August 20, 2012

Revised on:

APPENDIX F

MONTANA LOCAL GOVERNMENT RETENTION AND DISPOSITION SCHEDULE

Schedule Title: **SCHOOL DISTRICTS**

VI. LIBRARY RECORDS

Record Series title and Description	Retention and Disposition	Citation/Comments
1. Card Catalog, Paper Format or Computer (see also shelf lists - #9)	Retain until superseded; destroy	
2. Cataloging Sheets (optional)	Retain until no longer needed; destroy	
3. <u>Circulation Records:</u> (Note: Circulation records are confidential)		
a. List of materials circulated by item	a. 1 year after last entry; destroy	Confidential destruction
b. List of materials circulated by patron	b. Retain until return of the item; destroy	
c. List of fees and fines	c. Retain 2 years after a successful audit; destroy	
d. Statistics: Annual	d. Permanent	
e. Statistics: Monthly	e. 3 years; destroy	
4. Interlibrary Loan (ILL) Records/Copyright Compliance	3 years; destroy	Public Law 94-553, Section 107
5. Missing/Lost Books Listing	Retain until superseded; destroy	
6. Patron Registration Cards/Records	Retain until replaced or inactive	
7. Purchase Orders (copies/duplicates)	8 years; destroy	
8. <u>Reports:</u>		
a. Library's annual report	a. Permanent	
b. Annual circulation statistics	b. Permanent	
c. Monthly circulation statistics	c. Destroy after publication of annual circulation statistics	
d. Annual reference statistics	d. Permanent	
e. Monthly reference statistics	e. Destroy after publication of annual reference statistics	
9. Shelf Lists (record of holdings)	Should reflect current collection	

APPENDIX G

REQUEST FOR RECONSIDERATION OF MATERIALS
GALLATIN GATEWAY SCHOOL

Title _____

Book _____ Periodical _____ Other _____

Publisher _____

Date Published _____

Request Initiated by _____

Address _____

Phone _____

City _____ State _____ Zip _____

Do you represent:

 Yourself _____

 An Organization (Name) _____

 Other group (Name) _____

1. To what in the work do you object? (Please be specific)

2. Cite page numbers containing objectionable materials

3. Did you read the entire work? _____

4. To what page did you read? _____

5. What do you feel might be the consequences of reading this work?

6. For what age group would you recommend this work?

7. What do you believe is the theme of this work?

8. What would you like your school library media center to do with this work?

A. ___ Do not assign/lend this work to my child.

B. ___ Return this work to the Staff Selection committee for re-evaluation.

C. ___ Other. Explain _____

Signature _____ Date _____

APPENDIX H

CHECKLIST FOR THE SCHOOL LIBRARY MEDIA RESOURCES COMMITTEE

Title _____

Author _____

Source of material (Use for Internet or on-line materials) _____

A. PURPOSE

1. What is the overall purpose of the material?

2. Is the purpose accomplished?

Yes _____ No _____

B. AUTHENTICITY

1. Is the information authored or otherwise sourced?

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 retelling faithful to the original?

Yes _____ No _____

C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the curriculum?

Yes _____ No _____

2. Is it appropriate to the level of instruction intended?

Yes _____ No _____

3. Are the illustrations appropriate to the subject and age levels?

Yes _____ No _____

D. CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?

Yes _____ No _____

2. Does this material present information otherwise not available?

Yes _____ No _____

3. Does this material give a new dimension or direction to its subject?

Yes _____ No _____

4. Does this material give a realistic picture of life as it is now?

Yes _____ No _____

5. Is factual information part of the story and is it present accurately?

Yes _____ No _____

6. Are concepts presented appropriate to the ability and maturity of the potential reader?

Yes _____ No _____

7. Do characters speak in a language true to the period and section of the country in which they live?

Yes _____ No _____

8. Is there a preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this inappropriate for children?

Yes _____ No _____

9. If there is used of offensive language, is it appropriate to the purpose of the text for children?

Yes _____ No _____

10. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for children?

Yes _____ No _____

11. Does the material 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 _____

12. Is the material well written or produced?

Yes _____ No _____

13. Does the material make a significant contribution to the history of literature or ideas?

Yes _____ No _____