

## **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 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 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

### DCS Library Curriculum Suggested Guidelines

#### Kindergarten Objectives:

##### *The following Media Center Skills will be introduced during Kindergarten:*

- K-1 Students will locate Media Center and identify media center personnel.
- K-2 Students will develop an awareness of Media Center layout.
- K-3 Students will follow procedures for checking out materials.
- K-4 Students will return materials responsibly (on time and in good condition).
- K-5 Students will know how to care for library materials.
- K-6 Students will exhibit appropriate library etiquette.
- K-7 Students will explore a wide variety of literary works.
- K-8 Students will identify parts of a book (cover and title page)
- K-9 Students can identify differences between fiction and nonfiction.
- K-10 Students will have an awareness of award winning literature.

#### First Grade Objectives:

##### *The following Media Center Skills will be introduced during 1<sup>st</sup> Grade:*

- 1-1 Students will work with the alphabetical arrangement of materials.
- 1-2 Students will be introduced to the genre of poetry.
- 1-3 Students will develop and appreciation of multicultural literature.

##### *The following Media Center Skills will be expanded during 1<sup>st</sup> Grade:*

- 1-4 Students will listen attentively and be able to discuss literature.
- 1-5 Students will identify the parts of a book (cover, title page, author, and illustrator).
- 1-6 Students can identify differences between fiction and nonfiction.
- 1-7 Students will have an awareness of award winning literature.

##### *The following Media Center Skills will be reinforced during 1<sup>st</sup> Grade:*

- 1-8 Students will locate Media Center and identify media center personnel.
- 1-9 Students will develop an awareness of Media Center layout.
- 1-10 Students will follow procedures for checking out materials.
- 1-11 Students will return materials responsibly (on time and in good condition).
- 1-12 Students will know how to care for library materials.
- 1-13 Students will exhibit appropriate library etiquette.

## Appendix B

### DCS Library Curriculum Suggested Guidelines

#### Second Grade Objectives:

#### *The following Media Center Skills will be introduced during 2<sup>nd</sup> Grade:*

- 2.1 Students will be introduced to the electronic catalog
- 2-2 Students will utilize age-appropriate reference materials.
- 2-3 Students will work cooperatively.

#### *The following Media Center Skills will be expanded during 2<sup>nd</sup> Grade:*

- 2-4 Students will listen attentively and be able to discuss literature.
- 2-5 Students will identify the parts of a book (cover, title page, author, illustrator, glossary).
- 2.6 Students can identify differences between fiction and nonfiction.
- 2-7 Students will have an awareness of award winning literature.
- 2-8 Students will develop an appreciation of multicultural literature.
- 2-9 Students will work with the alphabetical arrangement of materials.
- 2-10 Students will continue to develop an appreciation of poetry.

#### *The following Media Center Skills will be reinforced during 2<sup>nd</sup> Grade:*

- 2-11 Students will develop an awareness of Media Center layout.
- 2-12 Students will follow procedures for checking out materials.
- 2-13 Students will return materials responsibly (on time and in good condition).
- 2-14 Students will know how to care for library materials.

## **Appendix D**

### **School Librarian's Job Descriptions**

#### **Management**

- Providing a welcoming and respectful climate in the school library.
- Developing a vision, a mission, and goals (both long and short range) for the school library program with input from administrators, teachers, and students.
- Developing a scheduling policy which provides open and flexible access for all students and teachers.
- Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry.
- Working with the technology coordinator to implement the technology plan for the school.
- Working with technology personnel to maintain working and up-to-date computers, Internet access, and other technology peripherals.
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library advisory committee, and industry trends.
- Maintaining budget and expenditure records proficiently.
- Maintaining fair and consistent circulation and use policies.
- Developing a policies and procedures manual for the library that is approved by the local board of education.
- Documenting, reporting, and maintaining records showing the use of library resources.

#### **Organization and Maintenance**

- Providing access to a balanced, up-to-date collection of both print/non-print and digital formats materials, including technology, that meet the needs of students and teachers.
- Establishing, maintaining, and updating an automated catalog and organizing the collection using the Dewey Decimal System or other standard library classification system.
- Arranging the library for a variety of used by large groups, small groups, and individuals.
- Managing the library staff and volunteers.
- Providing professional development for teachers and administrators based on assessed needs to demonstrate how technology and information skills can be used to support the curriculum and instruction.

#### **Instructional Consultant**

- Providing orientation and instruction for students and faculty in the use of the library's materials and equipment.
- Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum.

- Providing instruction and resources to reach diverse student needs.
- Encouraging reading by maintaining an awareness for students' reading interests and by providing guidance in the selection of appropriate materials.
- Developing and implementing reading initiatives to motivate and engage each student in independent reading.
- Collaborating with teachers to integrate inquiry, 21<sup>st</sup> Century Learning Standards, and technology skills into the school curriculum.
- Having knowledge of state and school-wide test results with respect to proficiency in library and information literacy skills.
- Implementing the use of technology into the school library program management and instruction.
- Participating in school curriculum planning meetings.
- Providing professional development to faculty/staff on the use of new and emerging technologies and instructional resources to enhance teaching and learning.

### **Communication**

- Communicating regularly with administrators, teachers, students, and parents about library resources and programs in various forms (ex: staff meetings, newsletters, student newspaper, displays, web page).
- Promoting the use of the library to students, teachers, and parents to ensure that the library is a vital and active center of learning for the entire school community.
- Developing and ongoing advocacy program for the library.
- Working collaboratively with parent organizations and community partners in planning and implementing special projects and seeking outside funding.

### **Professional Growth**

- Attending local, state, and national professional development workshops and meetings geared to school librarians.
- Reading professional library journals to stay abreast of outstanding print and digital formatted materials and current trends in school library programs.
- Staying current on the latest technologies and their use for teaching and learning.

## **Appendix E**

### **DCS Procedure for Challenged Materials**

**The following procedures should be followed when a citizen challenges the appropriateness of an item in the library media collection:**

- 1. When a complaint is received which specifically relates to any materials in the library media center, an informal discussion is held to determine the nature of the complaint.**
- 2. When necessary, a form, Request for Reconsideration of Materials, is provided to the complainant to complete and return to the building principal.**
- 3. The Request for Reconsideration will be forwarded to an ad hoc library review committee, appointed by the superintendent, which will consist of the teacher-librarian, a reading specialist and/or teacher from the school, the building principal, the director of library media services, and a parent member of the school management team.**
- 4. A meeting of this library review committee will be scheduled within two weeks of receipt of the Request for Reconsideration.**
- 5. Material will be judged by the committee as to its conformance with the criteria for the selection listed.**
- 6. The written decision of the committee will be forwarded to the superintendent, who will inform the Board of Education and the complainant of the committee's decision.**
- 7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent requesting the Board of Education, or a sub-committee of the Board of Education, review all of the proceedings. The Board of Education will then render a final decision as to the appropriateness of the materials in question.**
- 8. Challenged materials may remain in circulation until the process is completed.**

**(Source: American Library Association)**

## Appendix F

### Letter to Complainant

Dear

We appreciate your concern for the use of the book, \_\_\_\_\_  
by the author, \_\_\_\_\_ in our school. DeSoto County  
Schools has developed procedures for the selection of materials, but realizes that  
not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the  
District's:

1. Instructional Goals and Objectives;
2. Materials Selection Policy; and
3. Policy Statement: Procedure for handling challenged materials

If you are still concerned after you review this material, please complete the  
Request for Reconsideration of Material form and return it to me. You may be  
assured of prompt attention to your request. If I have not heard from you in two  
weeks, we will assume that you no longer wish to file a formal complaint.

Sincerely,

HSES Principal

## Appendix G

### DCS Request for Reconsideration of a Book

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

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

Requested by: \_\_\_\_\_

Phone Number: (    ) \_\_\_\_\_

Address: \_\_\_\_\_

Complainant Represents:    \_\_\_\_\_ Self    \_\_\_\_\_ Group

Name of Group \_\_\_\_\_

1. Did you read the entire book?    \_\_\_\_\_ Yes    \_\_\_\_\_ No

2. Specifically, what part of the information did you find objectionable, and why? (Please site pages, chapters, etc.)

\_\_\_\_\_

\_\_\_\_\_

3. Would you like to recommend this work for another age group?    \_\_\_\_\_ Yes    \_\_\_\_\_ No

4. If so, for what age group would you recommend this work? \_\_\_\_\_

5. How do you perceive students would be affected by exposure to this work?

\_\_\_\_\_

6. What would you like the school to do about this book?

\_\_\_\_\_ Withdraw it from all students.

\_\_\_\_\_ Withdraw it for re-evaluation.

\_\_\_\_\_ Do not assign it to my child or allow my child access to this book.

\_\_\_\_\_ Place it on a closed shelf for special use with the librarian's guidance

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

## Appendix H

### Cataloging Suggestions for Books

1. Subject Headings  
Library of Congress
2. Fiction  
**F** with first three letters of the author's surname *OR*  
**FIC** with the first three letters of the author's surname
3. Nonfiction  
Classification number with first three letters of author's surname
4. Individual Biography  
**92** with first three letters of author's surname
5. Collective Biography  
**920** with first three letters of author's surname
6. Easy Fiction  
**E** with first three letters of author's surname
7. Short Story Collections  
**808.8** with first three letters of author's surname
8. Foreign Language Options  
Classification number assigned by student *OR*  
Language classification number with first three letters of author's surname
9. Reference  
**REF** above assigned classification number with first three letters of author's surname *OR*  
**R** above assigned classification number with first three letters of author's surname
10. Professional  
**PRO** above classification number of professional books *OR*  
**PROF** above classification number of professional books
11. Special Classification Options  
**YA** with first three letters of author's surname for young adult literature  
**J** with first three letters of author's surname for juvenile literature

## Appendix H

### Dewey Decimal Classification

Nonfiction books are arranged on the shelves in call number order. The call numbers for nonfiction books use Dewey Decimal Classification.

There are ten major subject divisions in the Dewey system:

- 000 – General Knowledge (almanacs, encyclopedias)
- 100 – Philosophy and Psychology
- 200 – Religion
- 300 – Social Science and Folklore
- 400 – Language and Grammar
- 500 – Math and Science
- 600 – Medicine and Technology
- 700 – Arts and Recreation
- 800 – Literature
- 900 – Geography and History

\* Examples of subdivisions with the Dewey system:

- |                       |                                   |
|-----------------------|-----------------------------------|
| 000 General           | 600 Applied Science               |
| 004 Computers         | 610 Medicine                      |
| 070 Journalism        | 620 Engineering                   |
| 100 Philosophy        | 630 Gardening & Domestic Animals  |
| 130 Parapsychology    | 641 Cookbooks                     |
| 150 Psychology        | 650 Business                      |
| 158 Self-help         | 690 Construction                  |
| 200 Religion          | 700 Fine Arts                     |
| 201 Christianity      | 701 Art History                   |
| 290 World Religions   | 720 Architecture                  |
| 292 Mythology         | 745 Crafts                        |
| 300 Social Sciences   | 750 Painting                      |
| 320 Political Science | 780 Music                         |
| 370 Education         | 790 Sports                        |
| 400 Language          | 800 Literature                    |
| 420 English           | 810 American literature           |
| 490 Foreign Languages | 820 British literature            |
| 500 Pure Science      | 900 History, Geography and Travel |
| 510 Math              | 919 Geography and Travel          |
| 520 Astronomy         | 920 Biographies                   |
| 550 Geology           | 940.5 World War II                |
| 570 Biology           | 973 U.S. History                  |

**Appendix I**  
**Weekly Library Schedule**  
**2019-2020**

<b>TIMES</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:55-8:30</b>	Morning Duty	Morning Duty	Morning Duty	Morning Duty	Morning Duty
<b>8:40 – 9:25</b>	1 <sup>st</sup> Grade (Holliness)	1 <sup>st</sup> Grade (Stallcup)	1 <sup>st</sup> Grade (Adkins)	1 <sup>st</sup> Grade (Pipkins)	1 <sup>st</sup> Grade (J. Parrish)
<b>9:30 – 10:15</b>	1 <sup>st</sup> Grade (Shaw)	Library Admin	1 <sup>st</sup> Grade (Klepzig)	1 <sup>st</sup> Grade (Crum)	Library Admin
<b>10:20 – 11:05</b>	Kindergarten (Wade)	Library Admin	Kindergarten (Land)	Kindergarten (Blalock)	Kindergarten (Tutor)
<b>11:05 – 11:45</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>11:45 - 12:30</b>	2 <sup>nd</sup> Grade (Hurdle)	2 <sup>nd</sup> Grade (Watkins)	2 <sup>nd</sup> Grade (Stephens)	Library Admin	2 <sup>nd</sup> Grade (Sommerfeld)
<b>12:35 - 1:20</b>	2 <sup>nd</sup> Grade (Adams)	2 <sup>nd</sup> Grade (Scott)	2 <sup>nd</sup> Grade (Smith)	2 <sup>nd</sup> Grade (K. Parrish)	2 <sup>nd</sup> Grade (Demers)
<b>1:25 – 2:10</b>	Library Admin	Kindergarten (Brown)	Kindergarten (Wiseman)	Kindergarten (Olswanger)	Kindergarten (Whittington)
<b>2:10 - 3:15</b>	Planning and Open Check- Out Time	Planning & Open Check- Out Time	Planning and Open Check- Out Time	Planning and Open Check- Out Time	Planning and Open Check- Out Time
<b>3:15 - 3:50</b>	Afternoon Duty	Afternoon Duty	Afternoon Duty	Afternoon Duty	Afternoon Duty

## **Appendix J**

### **Copyright Chart and Fair Use Guidelines for Teachers**

**To view a chart listing guidelines for Copyright and Fair Use:**

[http://halldavidson.net/copyright\\_chart.pdf](http://halldavidson.net/copyright_chart.pdf)