

# Madison City

# Schools

Library Media Center Guidelines

Handbook

Rainbow Elementary School

K-5

Vision of the Library Media Program

In collaboration with Rainbow's learning community, our library media program will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

### **Mission of the Library Media Program**

Alabama's School Library Media Plan for the 21 st Century Learner expresses the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by:

- Ensuring learners will be able to independently inquire, think critically, and gain,
- create, and share knowledge.
- Providing the real and virtual access to appropriate, high-quality resources and
- services during and outside the school day.
- Participating in curriculum development and design of learning activities.

### **Standards**

The American Association of School Librarians Standards describes how learners use skills, resources, and tools to:

- Inquire, think critically, and gain knowledge
- Draw conclusions, make informed choices, apply knowledge to new situations, and
- create new knowledge
- Share knowledge and Participate ethically and productively as members or our
- democratic society
- Pursue personal and aesthetic growth

<http://www.ala.org/ala/aasl/aasl/proftools/learningstandards/standards.cfm>

### **Beliefs**

The American Association of School Librarians Standards for the 21 st Century learner offer a vision for teaching and learning to guide the school library media program. Rainbow's school library program will promote the nine foundational common beliefs as the basis of learning.

1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employment needs.
5. Equitable access is a key component for education.

6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

<http://www.ala.org/ala/aasl/aasl/proftools/learningstandards/standards.cfm>

## **OPERATIONAL PROCEDURES**

### **Hours**

The media center is open from 7:30 a.m. until 2:30 p.m. The media specialist will make every effort to accommodate students' and teachers' needs before and after school hours.

### **Student Check-out Policy**

The Rainbow Elementary School Library Media Center is operated for the benefit of the students. We strive to support learning, develop information skills, and promote literature.

Students in grades K-1 are permitted to check out one item at a time. The book is due in one week.

Students in grades 2-5 are permitted to check out a total of three books. The books are due in two weeks.

- **Students who owe overdue materials cannot checkout other materials until the overdue items are returned or brought to the library to be renewed.**
- We do not charge overdue fines.
- Students receive overdue notices weekly from their homeroom teacher.
- **Students with lost or damaged materials must pay the replacement costs for their item before they are allowed to check out any other library materials.**
- Students may visit the library on a daily basis with their teacher's permission.
- *There can be no refunds of money paid for lost or damaged books.*

### Use of the Media Center

- Access to the media center by all students is ensured through flexible scheduling for all
- grades. Teachers are encouraged to bring their classes to the center. The media specialist will make every effort to ensure that all subject areas are equally treated.
- Teachers wishing to schedule the use of the center should consult the library media specialist..
- Teachers must supervise their classes in the media center, unless special arrangements are made with the LMC.
- Teachers are encouraged to send small groups of students for a specific learning objective and purpose to use the LMC at any time during the school day. Students must have a pass stating the purpose and objective.

Individual students are welcome at any time with teacher permission. They must conduct themselves in an appropriate manner. Students coming to the media center should always bring a pass. Activities include, but are not limited to research, reading, and projects.

### Student Behavior in the Media Center

- The media center's goal is to serve the students of Rainbow by providing them with an atmosphere which promotes learning and with quality materials needed to be successful students. In order to reach that goal, students must cooperate in observing the media center's rules of conduct and procedures.
- Students are always welcome in the media center. Students unaccompanied by their teacher should have a pass from their teacher.
- Students accompanied by their teacher are expected to observe all their classroom rules as well as those of the media center.
- Students are encouraged to work together and discuss their research with their study partners, but should talk in a soft voice to not disturb others.
- Students are expected to treat all equipment and materials in the media center with care.

Students must follow the guidelines as set forth in the Student Code of Conduct for acceptable technology/computer usage and academic fraud. The full text policy can be found at:

<https://www.madisoncity.k12.al.us/Page/1125>

*Students may not bring food or drinks into the media center.*

### **Cooperative Planning**

Classroom teachers are strongly encouraged to plan with the media specialist. The media specialist can be an important member of the curriculum design team offering suggestions on ways to incorporate information and technology skills, helping with materials selection, and assisting with the implementation of the lesson. Faculty members or grade level teams who wish to include the media specialist in the various stages of planning should schedule a block of time with her during their planning time, lunch time, or before or after school.

### **Volunteers**

Parents are encouraged to volunteer in the LMC. Please see the Media Specialist if you are interested.

### **Weeding**

Selection is an ongoing process which also includes the removal (weeding) of materials which are worn or dated. Weeding involves evaluating the material's condition and educational value for purposes of replacement or disposal.

### **Selection of Library/Media Materials**

The Rainbow Media Center follows the Madison City Schools policy for all of its procurements. The policy can be located at the following web address:

<https://www.madisoncity.k12.al.us/cms/lib/AL50000433/Centricity/Domain/4/NEW%20Policy.pdf>

### **Challenged Instructional Material Procedure**

"Intellectual Freedom accords to all library users the right to seek and receive information on all subjects from all points of view without restrictions and without having the subject of one's interest examined or scrutinized by others"

<http://www.wla.lib.wi.us/ifrt/documents/accessschoollibrarymediaprogram.pdf>

In accordance with the American Library Association (2006) Intellectual Freedom Manual and the Freedom to Read:

We respect all viewpoints on our collection.

If a parent has questions or concerns regarding one of our selections we urge them to discuss these issues with the media specialist.

The full policy can be located at the following web address:

<https://www.madisoncity.k12.al.us/site/handlers/filedownload.ashx?moduleinstanceid=3738&dataid=1971&FileName=Reconsideration%20Procedures%20Revised%201.pdf>

## **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.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

## **The 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:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

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



*to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed

down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

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

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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 for Free Expression](#)  
[The Association of American University Presses](#)  
[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