



Library Media Center
Policy and Procedures
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Introduction

Building an effective library media program depends on many things—administrative support, collaboration with all members of the learning community, clear goals and objectives for the program, communication with stakeholders, and consistency in the program administration. This policy and procedures manual assists our Library Media Specialist in the effort to achieve an effective library media program.

Contents

Philosophy	A
Purpose of the Policy and Procedures Manual	AA
Library Media Center Mission Statement.....	AB
Vision Statement	AC
Belief Statements	AD
Goals and Objectives of the Library Media Center	AE
Library Media Center Staff	B
Library Media Specialist.....	BA
Library Media Aide/Assistant.....	BB
Daily Operations	C
Circulation Policies.....	CA
User Services	D
Programs	DA
Checkout Policy for Teachers.....	DB
Collection Development	E
Materials Selection Policy	EA
Materials Selection Criteria	EB
Donated Materials Policy.....	EC
Challenged Materials	ED
Process for Requesting Reconsideration of Materials	EDA
Review Process	EDB
Review Committee Members and Duties.	EDC
Status of Challenged Resource	EDD
Challenge Request Form	EDE
Checklist for School Library Media Review Committee	EDF
Challenged Materials Reporting Form	EDG
Weeding Guidelines	EE
Reports	EF
Equipment Maintenance	F
Standards	G
Position Statements	H

Philosophy

The library media center program exists to support the information and instructional needs of students, teachers, and the greater community. The library media center provides the necessary service of gathering, preparing and providing resources, both material and informational. The library media center establishes an environment of inquiry, discovery, and collaboration that encourages use by all patrons and promotes independent, lifelong learning.

AA

Purpose of the Policy and Procedures Manual

The purpose of the policy and procedures manual is to provide a guide for the operation of the school library media program. The manual will be updated as changes are made in the library media center.

AB

Library Media Center Mission Statement

It is the mission of the school library media program to provide the information resources, training and services that students need to achieve academic success. The school library media program will provide students with the resources and instruction needed to develop the skills necessary to become effective and ethical users of information. We will provide to students and teachers a collection of resources and services that will lead to a curriculum integrated with information literacy skills and that will provide students with a powerful set of tools with which to become life-long learners.

Vision Statement

The School Library Media Program will support the Sumter School District learning community by:

- empowering the school community to become learners, readers, and critical thinkers by facilitating access to ideas and information.
- collaborating in teaching critical thinking and information skills using curriculum integration, flexible scheduling, and project-based learning.
- providing access to up-to-date traditional resources, as well as multimedia technology to support the curriculum and diverse learning styles.
- fostering an open and comfortable setting to include and collaborate with the entire school community.
- encouraging reading and the use of skills and knowledge to promote literacy and lifelong learning.

Belief Statements

- A. The school library media center is a resource that supplements and complements the educational program of the school through the interaction of professional personnel and other members of the learning community.
- B. The library media center should provide a wide range of materials on all levels of difficulty, with diversity of appeal and different points of view.
- C. The library media center should provide an atmosphere in which students can become skillful, discriminating users of all available media.
- D. The library media center should foster library patronage as a lifelong practice.
- E. The library media center can
 - assist each student toward the attainment of his or her maximum potential,
 - assist each student in preparing to assume a responsible role in our society, and
 - help students develop the skills necessary to face the challenges of a changing world.
- F. The school library media center is an ever-changing resource area that extends and supports the core curriculum of the school through the interaction of professional

personnel (including the library media specialist, teachers, and administrators), students, and interested members of the community.

G. The library media staff should

- provide intellectual and physical access to materials in all formats;
- provide instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and
- collaborate with other educators to design learning strategies to meet the needs of individual students.

H. The overall purpose of the library media program is to ensure that all library patrons are effective users of information and ideas.

AE

Goals and Objectives of the Library Media Center Program

Provide materials and services appropriate to the curriculum of the school.

- Provide instruction and assistance to help students achieve learning outcomes.
- Help students and staff reach their information literacy goals.
- Help students and staff learn and use the research process.

Provide materials and services that meet the information and recreational needs of the learning community.

- Create procedures for selecting materials: follow district instructional materials policies. Use district-approved selection sources. Select materials for the curriculum and student interest.
- Create procedures for acquiring materials: follow processes for budgeting, ordering and processing new items.
- Create procedures for maintaining materials: maintain the viability and usefulness of the collection through various processes such as annual inventory of collection, maintenance of materials through repairs, rebinds and weeding, orderly shelving, accurate circulation records, sending overdue notices and bills, and collecting replacement fines.
- Create procedures for maximizing the use of materials: create methods for students and staff to access information in the book, video, magazine, newspaper, and online selections, such as the online public access catalog or OPAC.

Provide opportunities for collaboration between the library media specialist and classroom teachers in order to incorporate information literacy into instruction.

- Seek out support for instructional program through partnerships with teachers, administrators, parents, volunteers, and other community members where ever possible.
- Integrate partnerships in all library media program objectives.

Provide age-appropriate and developmentally appropriate resources in a variety of formats to meet the information needs of all users.

- Create procedures for selecting materials: follow district instructional materials policies. Use district-approved selection sources. Select materials for the curriculum and student interest.
- Create procedures for acquiring materials: follow processes for budgeting, ordering and processing new items.

Promote information literacy.

- Know curriculum for the purpose of selecting, ordering and integrating library materials. Seek input from teachers and students to build collection.
- Plan and teach units or lessons with teachers which integrate research and resources.
- Teach specific electronic resources (SIRS, ProQuest, DISCUS, etc.) which meet identified learning needs.
- Inform teachers of interesting classroom projects and opportunities on the Internet and interesting sites that might be useful in their curriculum.
- Assist student and staff in self-assessing their own use of technology.

Implement the integration of the library media program into the curriculum through collaboration among all members of the school community—teachers, students, parents, and administrators.

- Participate on the school leadership team and provide input to decision-making for the school.
- Work on action teams to implement the strategies of the school improvement plan.
- Develop partnerships to support the school mission, objectives and strategies.
- Seek out support for the program wherever possible: enlist technology-oriented teachers, interested administrators, enthusiastic students, agreeable parents, and willing volunteers.
- Identify and work with the technology leaders in the school to plan for improved instructional uses of technology.

Library Media Center Staff

B

Library Media Specialist

BA

Qualifications

A Master's degree from a program accredited by the American Library Association (or from a Master's level program in Library and Information Science studies accredited or recognized by the appropriate national body of another country) is the appropriate professional degree for school librarians.

A highly qualified candidate will also hold appropriate state certification as a school librarian and have completed a teacher preparation program and/or educational degree.

Reports To: District library supervisor and building principal

Supervises: Paraprofessional(s) who comprise the school library staff, and, if applicable, volunteers and student assistants

Job Goals: Ensure that students and staff are effective users of ideas and information

Empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information

Instill a love of learning in all students and ensure equitable access to information

Collaborate with classroom teachers and specialists to design and implement lessons and units of instruction, and assess student learning and instructional effectiveness

Provide the leadership and expertise necessary to ensure that the school library program is aligned with the mission, goals, and objectives of the school and the school district, and is an integral component of the learning/instructional program

Roles and Responsibilities

Leader

As a leader, the school librarian creates an environment where collaboration and creative problem solving thrive. The school librarian is an excellent communicator who instills enthusiasm in others by making them feel that they are important members of a team. Strong leaders foster an environment of creativity, innovation, and openness to new ideas, welcoming and encouraging input from others to create consensus. They anticipate future obstacles and continually retool to meet challenges. The school librarian demonstrates his or her role as a

visible and active leader within the school community, an advocate for the school library program, and a professional member of the school library community by:

- serving on decision making teams in the school
- taking an active role in school improvement and accreditation activities
- benchmarking the school library program to school, state, and national program standards
- sharing expertise by presenting to colleagues and other stakeholders
- creating an environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff
- encouraging the use of instructional technology to engage students and to improve learning
- collecting and analyzing data to improve instruction and to demonstrate correlations between the school library program and student achievement
- maintaining active memberships in professional associations
- remaining current in professional practices and developments, information technologies, and educational research applicable to school library programs
- advocating for school library programs and the guiding principles of the school library profession; the school librarian is an active, accessible, and informed proponent of the school library profession by:
 - advocating, communicating, and promoting opportunities to improve the profession
 - using local, state, national, and international school library data and research to engage support
 - submitting regular reports providing evidence of what the library and school librarian do to prepare learners to be successful in the twenty-first century
 - demonstrating a commitment to maintaining intellectual freedom
 - promoting the ethical use of information

Instructional Partner

As an instructional partner the school librarian works with teachers and other educators to build and strengthen connections between student information and research needs, curricular content,

learning outcomes, and information resources. The school librarian demonstrates his or her role as an essential and equal partner in the instructional process by:

- participating in the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners
- collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking
- participating in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities
- joining with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning
- providing and planning professional development opportunities within the school and district for and with all staff, including other school librarians

Information Specialist

As information specialist, the school librarian provides leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. The school librarian ensures equitable access and responsible use of information by:

- developing and maintaining a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community in accordance with district policy
- cooperating and networking with other libraries, librarians, and agencies to provide access to resources outside the school
- modeling effective strategies for developing multiple literacies
- evaluating, promoting, and using existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide access to library services
- providing guidance in software and hardware evaluation, and developing processes for such evaluation
- understanding copyright, fair use, and licensing of intellectual property, and assisting users with their understanding and observance of the same
- organizing the collection for maximum and effective use

Teacher

As a teacher, the school librarian empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The school librarian supports students' success by guiding them in:

- reading for understanding, for exposure to diversity of viewpoints and genres, and for pleasure
- using information for assigned and self-selected purposes
- building on prior knowledge and constructing new knowledge
- embracing the world of information and all its formats
- working with peers in successful collaboration for learning
- constructively assessing their own learning and the work of their peers

Program Administrator

As program administrator, the school librarian defines and interprets the policies of the school library program, and guides and directs all activities related to it. The school librarian maximizes the efficiency and effectiveness of the school library program by:

- using strategic planning for the continuous improvement of the program
- ensuring that school library program goals and objectives are aligned with school and district long-range strategic plans
- using effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives
- supervising and evaluating support staff, which may include educational assistants, computer education assistants, volunteers, and student assistants
- preparing, justifying, and administering the school library program budget to support specific program goals
- establishing processes and procedures for selection, acquisition, circulation, resource sharing, etc. that assure appropriate resources are available when needed
- creating and maintaining in the school library a teaching and learning environment that is inviting, safe, flexible, and conducive to student learning
- selecting and using effective technological applications for management purposes
- participating in the recruiting, hiring, and training of other professionals, educational library assistants, students, and volunteer staff
- arranging for flexible scheduling of the school libraries to provide student accessibility to staff and resources at point of need

- ensuring equitable physical access to school library facilities by providing barrier-free, universally designed environments.

**Library Media Aide/Assistant
Job Description**

BB

The library media aide is an essential component of the library media program and assists the school librarian in all duties associated with the effective and efficient operation of the media center.

PERFORMANCE RESPONSIBILITIES

I. Clerical

A. Assuming general secretarial responsibilities:

- typing
- filing
- duplicating materials
- operating computers

B. Compiling statistics:

- recording circulation and other service information
- assisting with annual reports

C. Assist in processing print and non-print materials:

- maintaining consideration and order files
- following processing procedures established by the media specialist

D. Maintaining inventory of and ordering supplies:

E. Circulating print and non-print materials:

- assisting with circulation process
- shelving materials
- assisting with interlibrary loan process
- compiling overdue records

F. Performing other library media center duties as assigned

II. Technical

A. Assisting student and staff with location and use of materials and equipment:

- answering directional questions
- demonstrating the proper use of equipment and software

- operating audiovisual and production equipment

B. Performing preventive maintenance and minor repairs on equipment:

- changing lamps and other easily replaced parts
- cleaning and lubricating equipment parts

C. Producing graphics and display materials:

- assisting in preparing transparencies, posters, charts, graphs, displays, exhibits, and materials for the media center

D. Scheduling use of and delivering materials and equipment:

- Maintaining records of materials and equipment
- Coordinating use of building materials and equipment

E. Assisting with technical processing of information and materials:

- performing tasks of bibliographic searching and processing of materials
- organizing bibliographic information
- preparing information in the appropriate format

F. Maintaining the media collection:

- shelving and filing
- withdrawing items as directed by the library media specialist
- mending and repairing items
- assisting with inventory

G. Performing other library media center duties as assigned

DESIRED QUALIFICATIONS

A high school diploma or equivalent with a general knowledge of instructional technology is required.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the board's policy on the evaluation of professional personnel.

Daily Operations

C

Scheduling of the library media center is dependent on the programming at individual schools. In general, the library media center is expected to be open during the regular school day. The library schedule will be established to maximize student access and facilitate student learning. The library media center should be fully staffed at all times during the school day.

Circulation Policies

CA

Elementary

- No late fines are assessed
- Students are responsible for the cost of lost or damaged library materials

Middle

- Late fines may be assessed at a rate of 5¢ per day per book not to exceed \$2.00 per book
- Students are responsible for the cost of lost or damaged library materials

High School

- Late fines may be assessed at a rate of 10¢ per day per book not to exceed \$5.00 per book
- Students are responsible for the cost of lost or damaged library materials

No refunds for lost or damage fees will be issued after June 30th of the current school year. In the case of extraordinary circumstances, any and all fines or fees may be waived at the discretion of the library media specialist.

User Services

D

Programs

DA

The school library media center provides a wide variety of programs and services which may include, but are not limited to:

- South Carolina Book Award Program
- Computerized Reading Management Program
- DISCUS
- SCOIS
- eBooks
- Interlibrary Loan
- ETV Streamline/Learn360

Checkout Policy for Teachers

DB

- Teachers may check out materials including equipment and audiovisuals.
- If the materials are needed elsewhere, the teachers will be notified to return the needed materials.
- No fines are charged to teachers, but notices are sent as reminders of the materials currently checked out.
- Teachers are responsible for checked out materials that are lost or damaged.
- All materials must be returned before the end of the current school year.
- Equipment is checked out for in school use only.
- If a teacher needs to take the equipment off the campus, he or she must get written permission from the principal.
- All equipment should be returned to the Library media center the day after it is used, unless other arrangements have been made in advance.

Collection Development

E

Material Selection Policy

EA

The Sumter School District Board policy dictates that:

- The library media specialists will identify, order, and organize materials which will implement, enrich, and support the educational program of the school district.
- Principals, teachers, supervisors, and other school personnel will give suggestions, recommendations, and other assistance.
- The media specialist will evaluate the existing collection based on the latest research available and the most reliable sources at their disposal.

Material Selection Criteria

EB

The basic selection criterion is the appropriateness of the material for use at the grade levels served. In addition, the media specialist will judge the materials using the following criteria:

- needs of the school and value to the collection
- validity, accuracy, objectivity, date of publication, and appropriateness of text
- organization and presentation of contents
- clarity, adequacy, and scope of text
- representation of many viewpoints
- high artistic quality and/or literary style
- high degree of readability and/or comprehensibility
- reputation and significance of author and producer; and
- value commensurate with cost

Donated Materials Policy

EC

The library media center welcomes gifts to our resource collection. All donations will be subject to the same selection criteria as purchased resources. If any donation is not selected for inclusion in the resource collection, the gift material will be passed on to a more appropriate recipient.

Challenged Materials

ED

Process for Requesting Reconsideration of Materials

EDA

The review committee will handle all requests for reevaluation, including requests from district employees (e.g., principal, classroom teacher, guidance counselor). In addressing challenges, or requests for reevaluation of a specific library media resource, the main consideration will be to determine the educational value of the resource as a whole. The decision of the review committee may be appealed to the school superintendent and to the board of education.

The reevaluation policy shall:

- encourage ownership of the library media programs by all stakeholders,
- recognize everyone's right to voice a grievance about a particular library media resource and specify which individuals or groups may ask for reconsideration,
- clarify procedures for addressing requests for reevaluation by detailing the review process and establishing a timeline for reconsideration and rendering a decision, and
- specify the types of individuals who will comprise the review committee.

Review Process

EDB

- I. Initial complaint
 - A. The person receiving the initial complaint informs the complainant of the Sumter School District selection policy and the process for addressing requests for reconsideration.
 - B. The principal and media specialist are immediately informed.
- II. Second complaint
 - A. The complaint is referred to the principal, who informs the complainant of the selection policy and the process for addressing requests for reconsideration.
 - B. The chair of review committee is immediately informed.
 - C. The complainant is given a challenge request form. This form must be completed and returned to the Principal or chair of the review committee at least 24 hours before the first meeting of the review committee.
- III. Third complaint
 - A. The issue is referred to the review committee.
 - B. A due process timeline is established, published, and followed.
 - D. The report of the review committee
 - is filed on approved report form,
 - is filed with the superintendent and the committee chair within the time limit,

- includes all materials consulted during the review process, and
- is sent to all involved parties.

Review Committee Members and Duties

EDC

The committee members shall comprise:

- The principal or his or her designee
- One classroom teacher (optional)
- One Guidance counselor
- The library media specialist
- A member of the School Improvement Council (optional)

The principal (or the principal's designee) convenes the committee.

The library media specialist supplies and distributes copies of the challenged resource.

The committee will follow these procedures:

At the first meeting of the committee:

- The media specialist will serve as the chair of the committee.
- The chair will appoint a vice-chair.
- The chair will appoint a recording secretary.

The chair shall:

- Receive notification of a challenge.
- Notify committee of challenge.
 - Set a meeting date.
 - Send a copy of the Request for Reevaluation form to each committee member.
 - Send a copy of the Review Committee Checklist for Reevaluation form to each committee member.
 - Provide each member a copy of the resource in question.
- Obtain reviews of the resource in question and send them to committee members.

The recording secretary shall:

- Record attendance at the meeting.
- Transcribe the minutes of the meeting.
- Complete the committee report form.
- Obtain committee signatures on final report form.
- Send the report to the committee chair and the school superintendent within the specified time limit.
 - Send copies of the final report to all involved parties.
 - Keep written records of all meetings and copies of committee's decision.

Committee members shall:

- Examine the resource in question, considering the resource as a whole and not in isolated segments.
- Examine the reviews.
- Complete the Review Committee Checklist.

- Weigh the educational value of the resource.
- Hear available testimony.
- Make a decision by consensus.
- Record the final decision on the reporting form.

Status of Challenged Resource

EDD

The library media resource will remain in unrestricted use during the reevaluation period.

Sumter School District Challenge Request Form
(Please attach extra pages if needed to complete the statements.)

EDE

Request initiated by _____
Phone Number _____ Address _____

Complainant represents: Self _____ other (please list) _____

MATERIAL QUESTIONED

Title _____

Author, composer, producer, artist, etc. _____

Publisher (if known) _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1. Did you read, view, or listen to the entire work?

2. What do you believe is the theme or purpose of this work?

3. To what in the work do you object? Please be specific, cite exact parts, including page numbers.

4. What of value is there in this work? _____

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

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

7. Are you aware of the judgment of this work by critics? _____

8. Are you aware of the teacher's purpose in using this work? _____

9. What do you prefer the school to do about this work?

_____ Do not assign or recommend it to my child

_____ Withdraw it from all students

_____ Other _____

10. In its place, what work of equal value would you recommend that would convey an adequate perspective of the subject treated?

Optional: Please attach at least 2 professional reviews from professional review sources. These can be found on the SCDISCUS website in the NoveList Plus database. Please see your media specialist for the password for home access.

Signature _____ Date _____

Checklist for School Library Media Review Committee

EDF

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 not otherwise available?

_____ Yes _____ No

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

_____ Yes _____ No

4. Does the material give a realistic picture of life as it is now or during the time period the work represents?

_____ Yes _____ No

5. Is factual information part of the story and is it presented 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 material inappropriate for children?

_____ Yes _____ No

9. If there is use of offensive language, it is 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?

_____ 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

14. Attach at least 2 complete reviews from professional review sources which may include professional journals, curriculum guides, textbook support materials, or educational texts. The SCDISCUS website provides access to reviews in the NoveList Plus database.

Challenged Materials Reporting Form

EDG

1. The material has been deemed appropriate and of educational value and will be retained.

Yes No

2. If no, please explain the future use of this material:

Teacher use only

Use for specific grade levels

Used with parent permission

3. Cite specific reasons for the restriction of this material:

Weeding Guidelines

EE

Library media materials should be weeded if they:

- Are in poor physical condition
- Have not been circulated in the last five years
- Are outdated in content, use, or accuracy (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- Are mediocre or poor in quality
- Are biased or portray stereotypes
- Are inappropriate in reading level
- Duplicate information which is no longer in heavy demand
- Are superseded by new or revised information
- Are outdated and unattractive format, design, graphics, and illustrations
- Contain information which is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities
- Are not selected in accordance with general selection criteria

Reports

EF

Inventory will be conducted annually. The media specialists will utilize the inventory and other reports in Destiny along with student usage data and student performance data to prepare reports for stakeholders throughout the year. District reports and planning sheets will be adjusted annually to meet the needs of any committees or to complete any district projects.

Equipment Maintenance

F

All equipment should be maintained in a clean, safe and efficient manner.

The Library Media Specialist will:

- deliver clean and working equipment (subject to availability) to the teacher upon request
- provide teachers with cleaning supplies appropriate to the equipment specifications
- replace damaged equipment and blown bulbs

The Teacher will:

- maintain equipment in a clean condition
- notify the Library Media Specialist immediately in writing of problems with equipment
- return all equipment in working condition upon request

The South Carolina Department of Education has established guidelines and criteria for Library Media Centers in the publication “Achieving Exemplary Libraries: Program Standards for South Carolina Libraries”. This document provides the template from which all other standards for Sumter County School Libraries should naturally flow.

Achieving Exemplary Libraries: Program Standards for South Carolina School Libraries
https://ed.sc.gov/agency/programs-services/36/documents/Achieving_Exemplary_Libraries.pdf

**The American Library Association
Position Statement on the Role of the School Library Media Program**

Learning for life...whether the focus is on readiness for the next grade or college and career readiness, the school library program plays a crucial role in preparing students for informed living in the 21st century. Today's information universe affords opportunities for around-the-clock access to information in diverse and often unjuried venues. Citizens of this information world must have the skills and dispositions to access information efficiently and to assess critically the sources they rely upon for decision-making, problem solving, and generation of new knowledge.

The school library program provides learning opportunities in multiple literacies that enable students to become efficient and effective in the pursuit of information. Further, the school library program encourages a critical stance as it encourages students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; and to determine the scope and relevance of information to meet their needs. This instruction occurs best in the context of the school curriculum where students have a need to know and are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

Beyond its curricular role, the school library program gives each individual member of the learning community a venue for exploring questions that arise out of individual curiosity and personal interest. As part of the school library program, the school librarian provides leadership in the use of information technologies and instruction for both students and staff in how to use them constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information, using information technologies as well as collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas as well as responsible use of information technologies. These attributes add value to the school community.

The school library program is based on long-range goals developed through strategic planning and reflecting the mission of the school. The school librarian participates fully in all aspects of the school's instructional program including federally mandated programs and reform efforts. The school library program provides flexible and equitable access to all, physically as well as virtually. The collection includes materials to meet the needs of all learners, representing various points of view on current and historical issues, as well as a wide variety of interest areas. Policies, procedures and guidelines are developed to maintain the school library program. Library staffing and budget are sufficient to support the school's instructional program and meet the needs of the school library program goals.

The school library represents for students one of our most cherished freedoms--the freedom to speak our minds and hear what others have to say. Students in America have the right to choose

what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

Revised 01/21/2012

"Position Statement on the Role of the School Library Program", American Library Association, February 9, 2012.

<http://www.ala.org/aasl/advocacy/resources/position-statements/program-role> (Accessed March 20, 2014)

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