

Quest Academy Library Policies and Procedures

Mission:

The mission of Quest Academy library program is to provide an environment where students can develop their reading skills and increase their knowledge base; where students can strengthen research skills; that compliments and supports the curriculum, character, and enrichment programs. The library program is a place that acts as a resource, research, and reading room for our students and staff. In addition, the library program is to support the greater mission of the school: “to provide students a challenging, technology rich environment, enabling young citizens to become leaders prepared for the challenges of an evolving global community.”

Purpose:

Quest Academy library is focused on making life-long learners of students and staff. The library and its staff are there to aid staff and administration in teaching students by providing materials, maintaining an organized collection, and collaborating with staff in curriculum planning, development, and delivery.

Quest Academy library supports the following statements from the American Library Association: *The Freedom to Read, Statement of Intellectual Freedom* and the *Library Bill of Rights*.

Objectives:

- The Utah State Core Curriculum will serve as the minimum basis for academic requirements.
- The Standards for 21st Century Learner will also assist in providing guidance for instruction.
- Students will learn different research techniques utilizing hard reference materials, internet, trade journals, etc.
- Students will develop their reading skills and knowledge base by accessing reference and nonfiction materials, in print and electronic format, that act as a resource to staff and students. Specifically, these may include books, periodicals, videos, DVD's, art prints, CD's, audiotapes, and links to online resources.
- During designated library time, the library-teacher and/or teacher will provide instruction with an emphasis on research skills.
- The library-teacher will lead a reading and discussion time with students. Students will participate weekly in these activities. Teachers will report that the children respond to the activities positively.
- The library media programs will compliment in-class instruction by creating opportunities for collaborative instruction. This collaborative instruction will occur at least 2 times a year between the librarian and teachers.
- The library will include various forms of multi-media learning resources, complete sets of age-appropriate fiction, non-fiction and reference materials.
- The collection will be built on a foundation of scholastically recommended books, consisting of classic children/young adult literature and local periodicals.
- A wide range of materials, technologies, and other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.
- The library will provide a broad array of quality printed materials to assist the students in developing reading skills at all levels. This will include popular fiction and non-fiction, classics, biographies, and award-winning books in all categories.
- Materials are provided that support the language arts, science and social studies curriculum and the technology emphasis. These programs form the core philosophies for our school. To facilitate these programs, our library media program we will include collections of print and non-print materials that are current, balanced, and relevant.

- The library will maintain a balanced variety of materials as determined by policy, interest, and statistical reports
- The library will have educational learning centers.
- Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
- The library program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
- Policies are in place for the selection and removal of information resources and the use of technologies and the internet.
- The library will spotlight book(s) of the month chosen by teachers, principal, and students when an adequate space is provided.
- Once the collection is established, a new arrivals section will be created when a sufficient area is provided.
- A reading with parents program will be established which will invite parents and children to read together, i.e. moms and muffins; dads and donuts. Parent feedback will be positive. Attendance rates will be high.
- Students and staff are allowed to search online resources and library holdings via the automated software. The librarian-teacher will instruct students and staff in usage of software.

The School Library Committee:

- The school library committee will consist of the teacher-librarian, as well as staff and parents who have been invited to participate.
- The committee will consist of an odd number of voting members, but will be no less than five.
- The teacher-librarian will serve as the non-voting chair.
- All invited members are asked to serve a one year term on the committee.
- The committee will develop an effective feedback program to allow parents, students, and staff to suggest collection purchases and provide evaluation of collection growth.
- The committee will conduct annual surveys with parents, staff, and students. Action will be taken based on results. Overall evaluations will result in 80% or more satisfaction by students, staff, and parents.
 - See appendix for a [Sample Surveys](#).

Policies and Procedures:

- Hours of operation:
 - The library will be open from 8:00-4:00 and other time as arranged and approved.
 - The library will be closed for a 30 minute lunch break.
 - Staff may schedule special classroom visits during “open library.”
 - Students are welcome to come in and use the library if instruction is not being conducted and they are not expected to be in their assigned classroom. This is referred to as “open library.”
- Check-Out:
 - Students will receive a yearly reminder of library expectations prior to checking out.
 - See the appendix for the [Library Disclosure](#).
 - The collection is available to our students for check-out on a one-week basis.
 - Records of patron accounts will not be kept after materials have been returned.
 - Patron library account information is considered confidential and must be treated as such.
 - Records of item usage will be kept.
 - The book must be present when requesting a renewal. A book may be renewed twice. Any renewals beyond the second will be under the discretion of the teacher-librarian.

- Reference materials are for use in the library with the exception of the classroom set of dictionaries. These may be checked out by staff members.
- Audiovisual holdings and equipment are checked out to staff only. These are checked out on a one-day basis.
- Technology based equipment is under the direction of the technology department.
- Lost and Damaged Books:
 - Students are accountable for lost or damaged books/media and must pay for their replacement.
 - A book/media will be considered lost when it is three weeks overdue.
 - Students with lost or damaged books may not check out books over the set limit until the lost or damaged book is returned or paid for.
 - Do not attempt to repair a book yourself.
 - Students may make payments at the office and bring the receipt to the library to clear their account.
 - Fines collected from lost or damaged books will be used by the library to purchase new titles or replace titles that were damaged.
 - If a book is found within the school year it was declared lost, the fine will be refunded. The refund slip and refund may be obtained from the school office.
- Computer Usage:
 - Computers in the library are governed by the school-wide user agreement.
 - All students must sign the Internet User Agreement form before accessing the internet.
 - See appendix for [Internet User Agreement Form](#).
 - If this agreement is broken, the infraction will be documented and the student will be referred to administration for disciplinary actions.
 - Computers are available for research and school assignments. They may also be used to visit educational websites, conduct research for school purposes, or utilize educational software approved by the teacher-librarian.
 - Students working on school assignments take priority over students who want to utilize educational websites or educational software.
- Collection Selection:
 - As the governing body of Quest Academy, the Board of Directors delegates authority for the selection of library resources and materials to the teacher-librarian.
 - The teacher-librarian is responsible for selection, acquisition and circulation of library materials.
 - Classroom teachers are responsible for selecting and utilizing media and equipment in individual classrooms; therefore, careful discrimination must be used to adhere to school policies and international copyright laws.
 - Authoritative selection sources, approved bibliographies and reviews in professional publications will be consulted.
 - Standardized lists and evaluation guidelines are used to create an adequate and balanced collection.
 - Materials will be selected to support the curriculum and offer a variety of materials in different formats.
 - Materials will be selected for their accuracy, timeliness, authoritative and balanced views, and to meet the recreational reading needs of the school community.
 - Student, teacher, staff, administration and community recommendations of materials for purchase are welcomed, and will be given consideration within budgetary constraints.
- Donations:
 - Gifted materials and donations will be evaluated on the same basis as materials purchased for the library and will be added to the collection if they fit the criteria for selection and fill a valid need.
 - Unaccepted donations will be dealt with in a professional manner or refused.
 - See appendix for [Donation Receipt](#).

- Reconsideration of Materials:
 - All complaints about collection holdings, as well as items used within the classroom including textbooks, must be submitted in writing on forms available from the teacher-librarian.
 - See appendix for [Request for Reconsideration of Materials](#).
 - If the patron or citizen refuses to complete and return the form to the teacher-librarian, the concern will not be taken further.
 - When a complaint is followed by a completed form, the following procedures will go into effect:
 - Upon obtaining the completed form, the librarian-teacher will send an acknowledgment letter to the complainant.
 - See appendix for the [Completed Form Received](#) letter.
 - The school library committee will be summoned so the teacher-librarian may introduce the item in question.
 - See the appendix for the [Call to Meet](#) letter.
 - The committee members are then required to review the item in question in its entirety.
 - While reviewing, the committee members will complete a reconsideration checklist.
 - See appendix for [Reconsideration Checklist](#).
 - The teacher-librarian will provide reviews from noteworthy sources of the material being reconsidered.
 - The review should take no longer than 2 weeks, unless the item is very lengthy.
 - Upon completion of reviewing the item by all members, the committee will then hold a meeting to discuss the item under reconsideration.
 - See appendix for the [Material Reconsideration Meeting Roll](#) form.
 - The individual who initiated the reconsideration may attend the meeting.
 - The committee will decide the fate of the item in question and inform the complainant of their decision in writing.
 - A decision is made by a majority vote. The decision may be one of the following:
 - No change to the item.
 - Move the item to the “Special Collections” section in the library.
 - Move the item to an appropriate library.
 - Discard the item.
 - Other appropriate actions.
 - The reconsideration process should not take longer than 3 weeks, unless the item is very lengthy.
 - See appendix for the [Final Report of the School Library Committee](#) form.
 - See the appendix for the [Final Decision Letter to Complainant](#).
 - The material in question will remain in the library automated system during the reconsideration process.
 - No item is to be removed from school use without the recommendation of the school library media committee.
 - The complainant may appeal the decision with the Board of Directors.
- Weeding the Collection:
 - Periodic weeding, which is the discarding and replacement of worn or outdated materials, is essential to maintain a relevant and appealing collection.
 - Materials are considered for weeding if they are worn, mutilated, outdated, or unused.
 - “Classics” may be left, despite low circulation numbers.
 - Older materials which are still relevant and in good condition may also remain in the collection until a suitable replacement can be obtained.

- Older materials which are no longer relevant and no longer circulate will not be replaced.
 - A non-fiction book is considered “older” if it is five to ten years beyond the copyright date.
 - Weeded materials will be set aside for staff and student comments on the items’ usefulness and desirability. The teacher-librarian may request several teachers with expertise in various fields to review the selected materials prior to deleting the items. Once the final decision has been made, the following steps will be taken:
 - Items deemed still relevant will be returned to the shelf.
 - The items weeded will be stamped “discarded” or similar, the barcode altered, and the item removed from the electronic files. Items which have been weeded may be sold, given away, or properly disposed.
 - Items which have been weeded due to wear or damage and are still in high demand or highly relevant will be replaced as funds allow.
 - See appendix for [More to Consider](#).
- Taking Inventory:
 - A yearly inventory of materials and equipment is essential to the evaluation of the library media center. After all items have been inventoried, the automated circulation system will generate a list of missing items. Missing items are tagged for removal from the system.
 - An ongoing informal inventory is conducted throughout the school year.
- Copyright:
 - The Federal copyright governs the duplication, use and display or performance of all copyrighted materials, including printed matter, audiovisual materials, television programs, computer software and the Internet. Violation of the law can subject the violator to legal action by the copyright holder resulting in the levying of fines and/or compensatory damages. Nonprofit status or public ownership does not provide a haven for the law; and public schools are subject to its provisions just as are other agencies and businesses. However, there are exemptions which provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as “fair use.” These exemptions, while helpful in facilitating instructions, do not apply to non-instructional purposes such as reward or motivation.
 - The school staff shall abide by all provision of the copyright laws.
 - Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.
 - The Board of Directors does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials or the improper use of commercially duplicated materials.
 - Copyrighted tests and answers are not to be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system.
 - Employees who willfully infringe upon current copyright laws may be subject to disciplinary actions by the Board of Directors which may include dismissal from current position.
- Staffing:
 - Quest Academy library will have one full-time certified media specialist.
 - When the school population exceeds 500 students, additional library media personnel will be added.
- Volunteers:
 - Families of Quest students are encourage to volunteer 30 hours each school year per family. Volunteer opportunities are available in the library.
 - Return books to shelves.
 - Process newly acquired items.
 - Read to classes.

- Budget and Purchasing:
 - The budget changes yearly but the charter states “adequate funding will be available for library materials & programs.”
 - The responsibility for approving purchases is designated to the administrator of the school by the Board of Directors.
 - When money is to be spent, a “Requisition for Supplies” form must be completed and returned to the office manager.
 - All single-item purchases over \$1,500 must be approved by the Board.
 - Invoices, purchase orders, and authorized facsimiles must be signed by the Administrator or Chair of the Board if the purchase exceeds \$1,500.
 - All expenses regarding professional development which require overnight stay requires Board approval.

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.

1. Books and other library resources should be provided for 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.
2. 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 and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, background or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended June 27, 1967; January 23, 1980 and February 2, 1981 by the ALA Council.

Statement of Intellectual Freedom

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes the same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information—regardless of the format or viewpoints of the presentation—are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.

The need for information and the interest, growth, and enlightenment of the user should govern the selection and development of educational media, not age, sex, race, nationality, politics, or religious doctrine of the author, producer or publisher.

Attempts to restrict or deprive the learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information.

Adopted by: ACET Board of Directors, Kansas City, April 21, 1978.

The Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, 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 avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression: Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. 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.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And 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 upon 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 stress.

Now as always in our history, books are among our greatest instruments of freedom.

They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 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 which are unorthodox or unpopular with 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 which 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 contained in the books 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 books 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 determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views of private lives of its creators. No society of free people can flourish which 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 literature 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 taste differs, and taste cannot be legislated; nor can machinery be devised which 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 with any book the prejudgment of a label characterizing the book or 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 the citizen. 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.

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.

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 expended on the trivial; it is frustrated 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 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 their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens 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 books. We do so because we believe that they are good, 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.⁴

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

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, by the ALA Council and the AAP Freedom to Read Committee.

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

Subsequently Endorsed by:

American Booksellers Association American Booksellers Foundation for Free Expression

American Civil Liberties Union

American Federation of Teachers AFL-CIO

Anti-Defamation League of B'nai B'rith

Association of American University Presses

Children's Book Council

Freedom to Read Foundation

International Reading Association

Thomas Jefferson Center for the Protection of Free Expression

National Association of College Stores

National Council of Teachers of English

PEN American Center

People for the American Way

Periodical and Book Association of America

Sexuality Information and Education Council of the United States

Society of Professional Journalists

Women's National Book Association

The YWCA of the USA

APPENDIX

Quest Academy Library Program Faculty Survey

The purpose of Quest Academy library is to make life-long learners of students and staff. The library and staff are also there to aid you in teaching students by providing materials, maintaining an organized collection, and collaborating with you in curriculum planning, development, and delivery. We need your input so we may better serve you. Please give us your opinion of how we are accomplishing the tasks in the following areas by participating in the survey. If your answer is “no,” we would like to know how we can improve in this area.

The **print** materials in the library sufficiently support your subject area.

_____ Yes _____ No (If no, why not?)

2. The **non-print** materials (videos, etc.) in the library sufficiently support your subject area.

_____ Yes _____ No (If no, why not?)

3. The selection of magazines and newspapers meet my needs as a teacher.

_____ Yes _____ No (If no, why not?)

4. Library staff routinely solicits input from me regarding new materials for the library.

_____ Yes _____ No (If no, please comment.)

5. Library staff routinely informs me of new additions to the collection.

_____ Yes _____ No (If no, please comment.)

6. Adequate audio-visual equipment is available to meet my instructional needs.

_____ Yes _____ No

7. Technology sources in the library (computers, software, online subscriptions) are sufficient to meet my needs.

_____ Yes _____ No

8. What audio-visual/technological equipment or print materials would you like to see added to our library?

9. The procedure for scheduling classes into the library is convenient for me.

_____ Yes _____ No (If no, why not?)

10. Library staff provides effective instruction in the use of the library to students.

_____ Yes _____ No (If no, why not?)

11. The library effectively supports the total school program.

_____ Yes _____ No (If no, why not?)

12. The atmosphere of the library is conducive to learning.

_____ Yes _____ No (If no, why not?)

13. Library staff is friendly and approachable.

_____ Yes _____ No

Additional comments:

Quest Academy Library Program Parent Survey

The purpose of Quest Academy library is to make life-long learners of students. The library strives to have materials relevant to what students are studying in class, as well as recreational reading selections. The library should provide an environment where students increase reading enjoyment and develop better research skills. We need your input so we may better serve your student. Please give us your opinion of how we are accomplishing the tasks in the following areas by participating in the survey. If your answer is “no,” we would like to know how we can improve in this area.

The **print** materials in the library sufficiently support what your student is studying in class.

_____ Yes _____ No (If no, why not?)

2. The **non-print** materials (videos, etc.) in the library sufficiently support what your student is studying in class.

_____ Yes _____ No (If no, why not?)

3. The selection of magazines and newspapers meet the needs of students.

_____ Yes _____ No (If no, why not?)

4. Library staff routinely solicits input from parents regarding new materials for the library.

_____ Yes _____ No (If no, please comment.)

5. Library staff routinely informs parents of new additions to the collection.

_____ Yes _____ No (If no, please comment.)

6. There is adequate library staff to meet the needs of students.

_____ Yes _____ No

7. Technology sources in the library (computers, software, online subscriptions) are sufficient to meet student needs.

_____ Yes _____ No

8. Are you aware of the librarian-teacher’s website?

_____ Yes _____ No

9. The library hours are convenient for you.

_____ Yes _____ No (If no, why not?)

10. Library staff provides effective help in the use of the library to students.

_____ Yes _____ No (If no, why not?)

11. The library effectively supports the total school program.

_____ Yes _____ No (If no, why not?)

12. The total school program effectively supports the library.

_____ Yes _____ No

13. The atmosphere of the library is conducive to learning.

_____ Yes _____ No (If no, why not?)

Additional comments:

Quest Academy Library Program Student Survey

The library strives to have materials relevant to what students are studying in class, as well as recreational reading selections. The library should provide an environment where students increase reading enjoyment and develop better research skills. We need your input so we may better serve you. Please give us your opinion of how we are accomplishing the tasks in the following areas by participating in the survey. If your answer is “no,” we would like to know how we can improve in this area.

The **print** materials in the library sufficiently support what you are studying in class.
_____ Yes _____ No (If no, why not?)

2. The **non-print** materials (videos, etc.) in the library sufficiently support what you are studying in class.
_____ Yes _____ No (If no, why not?)

3. The selection of magazines and newspapers meet your needs.
_____ Yes _____ No (If no, why not?)

4. Library staff routinely for your suggestions regarding new materials for the library.
_____ Yes _____ No (If no, please comment.)

5. Library staff routinely tells you of new additions to the collection.
_____ Yes _____ No (If no, please comment.)

6. There is adequate library staff to meet your needs.
_____ Yes _____ No

7. Technology sources in the library (computers, software, online subscriptions) are sufficient to meet your needs.
_____ Yes _____ No

8. Are you aware of the librarian-teacher’s website?
_____ Yes _____ No

9. The library hours are convenient for you.
_____ Yes _____ No (If no, why not?)

10. Library staff provides effective help in the use of the library.
_____ Yes _____ No (If no, why not?)

11. The library effectively supports the total school program.
_____ Yes _____ No (If no, why not?)

12. The total school program effectively supports the library.
_____ Yes _____ No

13. The atmosphere of the library is conducive to learning.
_____ Yes _____ No (If no, why not?)

Additional comments:

Quest Academy Charter Library Disclosure for 2009-2010

My scheduled library day and time is

1. *Each class has an assigned time each week to visit the library. Please help your student remember to return or renew all books on his/ her class library day.*
2. *Books are checked out for a one week period. Books are due and should be at the school on the student's regularly scheduled class library time. Students may not check out additional books over the set limit quantity, nor renew a book not in the student's possession.*
3. *The library will have open library time, in addition to regularly scheduled class library time. We encourage students to keep a flow of literature on their reading level.*
4. ***Students are accountable for lost or damaged books/ media and MUST pay for their replacement.*** *A book/ media will be considered lost when it is three weeks overdue. Students with lost books may not check out books over the set limit until the lost book is returned or paid for. Do Not attempt to repair a book yourself.*
5. *Please help your student take proper care of books. This includes washing hands before handling books, keeping books away from food and drinks, younger children and pets, and the outdoor elements; not marking on or bending pages, keeping books in a safe place when not in use and carrying books to and from school in a bag or backpack.*
6. *High standards of behavior are expected at all times. Students will adhere to our school wide rules. This means they will listen attentively during story/ instruction time, be courteous to others, take care of the library books, give others "think time", and come into, utilize, and leave the library in a quiet, orderly manner.*
7. *The library curriculum will include current USOE library core curriculum standards, as well as, library skills, and listening/ reading time.*

We are still building our collection. You are welcome to donate both new and gently used books. Donations may be used within the library or individual classrooms.

Let us work together for a successful and positive second year at Quest Academy.

Mrs. Erni

STUDENT and PARENT
ACCEPTABLE USE AGREEMENT

For Quest Academy

Electronic Information Resources

Introduction Electronic information resources are available to qualifying students at Quest Academy.

These resources include access to the school Local Area Network, and Internet services. Our goal in providing electronic services to students is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Scope: Access to computers allows communication with people all over the world, as a result comes the availability of materials that may be considered to be inappropriate, unacceptable or possibly illegal or of no education value in the context of the school setting. Quest Academy has initiated reasonable safeguards to restrict access to inappropriate materials.

Terms and Conditions of this Acceptable Use Agreement: Each student applying for an account will participate in a discussion with his or her sponsoring teacher regarding proper behavior and use of the network. The student signature at the end of this Acceptable Use Agreement is legally binding. The combined signatures also indicate the student and parent/guardian have carefully read and understood the terms and conditions of appropriate use and thereby agree to abide.

1. Acceptable Use: Acceptable use means that a student uses the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations as described in this agreement. Also, as a student, if you have approval to formally “publish” on the Internet, you must abide by the approved publishing guidelines and procedures.

2. Privileges: The use of electronic information resources is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The principal, teacher/supervisor or systems administrator may limit, suspend or revoke the use of the LAN, WAN and/or Internet access.

3. Network Etiquette: Each student is expected to abide by the generally accepted rules of user Etiquette. These rules include, but are not limited to the following:

Be polite. Never send or encourage others to send abusive messages. Use appropriate language. You may be alone on a computer, but what you write, send or receive can be viewed globally! Remember you are a representative of your school.

Use electronic mail appropriately, no sales, advertisements or solicitations, etc. E-mail is not guaranteed to be private. Everyone on the system has potential access to mail. Messages relating to or in support of illegal activities or inappropriate activities, as pertaining to this Acceptable Use Policy, must be reported to the principal, teacher/supervisor or systems administrator.

4. Unacceptable Network Use: Transmission or intentional receipt of any inappropriate material or material in violation of law or school policy is prohibited. This includes, but is not limited to: copyrighted material; threatening or obscene material; material protected by trade secrets; commercial activities by

for-profit institutions; use of product advertisement or political lobbying, including lobbying for student body office; the design or detailed information pertaining to explosive devices, criminal activities or terrorist acts; sexism or sexual harassment; pornography; gambling; illegal solicitation; racism; and inappropriate language. Illegal or inappropriate activities, including games, use of the network in any way that would disrupt network use by others, or activities of any kind that do not conform to the rules, regulations and policies of the Quest Academy, are forbidden.

5. Vandalism: Vandalism is defined as any malicious attempt to harm or destroy property of the user, another user or of any other agencies or networks that are connected to the Network or the Internet system. Vandalism also includes, but is not limited to: abusive overloading of data on the server, or the uploading, downloading or creation of computer viruses. Any engagement in network vandalism constitutes unacceptable use and will subject the student to appropriate disciplinary action.

6. Security: Security on any computer system is a high priority because of multiple users. Do not use another individual's account nor log onto the system as the systems administrator. Any security concern must be reported to the principal, teacher/supervisor or systems administrator.

7. Updating: If any information on your students accounts changes, e.g. phone number, location or address, it is your responsibility to notify the principal, teacher/supervisor or system administrator.

Guidelines for Student Accounts on Utah's Public Education Network

- 1. The primary purpose of the Utah Education Network (UEN) is for the use of the public school professional staff and secondary students access. The use of an individual student account is considered to be a privilege and is permitted to the extent that available resources allow.**
- 2. Secondary students may be granted an account for up to one academic year at a time provided they:**
 - a. Read and agree to follow all guidelines outlined in the Acceptable Use Policy. This agreement is formalized through their signature on the application form;**
 - b. Have at least one teacher sign the application form as a sponsor;**
 - c. Obtain the signature of a parent on the application form.**
- 3. Elementary students are not allowed individual accounts. Teachers of these grades may apply for a class account, but are obligated to directly teach these students in proper network use and supervise them regarding the Acceptable Use Policy.**
 - * The teacher holding this account is ultimately responsible for use of this account and is required to maintain confidentiality with the password (not giving it to students) and is advised to change the password frequently.**
- 4. Students may not maintain accounts upon graduation unless they otherwise qualify under one of the other acceptable use provisions.**
- 5. Generally, students are not permitted to enter professional UEN or Usenet discussion groups. Under certain conditions, posting privileges to specific news groups may be granted.**
- 6. All public school student accounts will be issued by the local administrators and will receive final approval by the State Office of Education.**
- 7. The above-mentioned use is subject to revision in policy. In all cases, use by professional public education staff shall take precedence. The State Office of Education reserves the right as final authority on use of the network.**

Student Signature of Agreement:

Rules of conduct are described in this "Student Acceptable Use Agreement for Quest Academy" and apply when the electronic information system is in use. I understand any violations of the above provisions will result in the loss of my user account and may result in further disciplinary and/or legal action, including but not limited to suspension or expulsion, or referral to legal authorities.

Misuse or violation of this agreement comes in many forms, but can be viewed as any messages, information or graphics sent or received that include/suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and/or other listings previously described in this user agreement. I agree to report any misuse of the electronic information resources to my principal, teacher/supervisor or systems administrator.

I have read this Acceptable Use Agreement and understand that Internet sites are filtered and that Internet use on my school computer is being monitored. I hereby agree to comply with the above described conditions of acceptable use.

Student Name (please print): _____

Student Signature: _____

Date: _____

PARENT OR GUARDIAN:

As the parent or guardian of the above named student, **I have read this Acceptable Use Agreement and understand that Internet sites are filtered by Quest Academy and that school computer Internet use is monitored.** I understand my child may be disciplined for inappropriate or unacceptable use of electronic information resources. I further understand that student use of the electronic information resource system is designed for educational purposes. I understand that it is impossible for Quest Academy to filter or restrict access to all inappropriate materials. I will not hold Quest Academy responsible for inappropriate or unacceptable materials my child may acquire on the network system. I hereby give my permission and approve the issuance of an electronic account for my child.

Parent or Guardian Name (please print): _____

Signature: _____

Date: _____

Quest Academy

4812 W. 4000 S. West Haven, UT 84401

www.QuestAcademyCharter.org

801-399-3066



May 19, 2009

Receipt for Donations:

_____ donated _____ in the amount
of _____ to Quest Academy.

This donation is much needed and greatly appreciated.

Quest Academy Charter School

Principal

Request for Reconsideration of Materials

(Please attach extra pages if needed to complete the statements)

Author, composer, producer, artist, etc. _____

Title _____

Publisher (if known) _____

Request initiated by: Name _____

Phone Number _____ Address _____

Complainant represents: Self or Other (please list) _____

1. To what in the work do you object? Please be specific, cite exact parts.

2. Is there anything good in this material? Please comment.

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

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

5. Did you read, view, or listen to the entire work? If not, what pages or sections?

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

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

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

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

_____ Do not assign or recommend it to my child.

_____ Withdraw it from all students.

_____ Send it back to the proper department or grade level for re-evaluation.

10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or set of values?

Signature of Complainant _____ Date _____

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Completed Form Received Letter

(Date)

(Name and address of complainant)

Dear (Complainant):

I have received your complete Request for Reconsideration of Materials form for the item entitled, _____ . We will now convene the School Media Resources Committee.

Each Committee member will review the material in its entirety (unless the item is a textbook). The principal will then report the Committee's decision to you in writing within 30 calendar days.

If you have any further questions, please contact me at 801-399-3066.

Sincerely,

School Library Media Teacher

Quest Academy

4812 W. 4000 S. West Haven, UT 84401

www.QuestAcademyCharter.org

801-399-3066



Call to Meet

(Date)

(Name and address of committee member)

Dear (committee member):

The material entitled (title), at (school name) has been challenged.

The school policy directs me to convene the School Media Resources Committee to review the challenged material. The first meeting will be held on (date) at (time) in the (location).

As a Committee member, you will need to review the material in its entirety before our final meeting and complete the attached checklist. I have enclosed a copy of the school's selection policy to assist you.

Thank you for serving on this vital Committee.

Sincerely,

School Library Teacher
Quest Academy

Reconsideration Checklist for the School Library Committee

Title _____

Author _____

Source of Material _____

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 education 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 the material present information not otherwise available?

Yes _____ No _____

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

Yes _____ No _____

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

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 world 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, 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 _____

Other comments and notes:

Material Reconsideration Meeting Roll

Item requested for reconsideration: _____

Date: _____

Members of the School Media Resources Committee:

Media-Teacher: _____ Present Yes _____ No _____

Administrator(s): _____ Present Yes _____ No _____

_____ Present Yes _____ No _____

Faculty: _____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

Community Members: _____ Present Yes _____ No _____

_____ Present Yes _____ No _____

_____ Present Yes _____ No _____

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801-399-3066



Final Report of School Library Committee

(Date)

To: (Principal)

From: (Library-Teacher)

Title of item under reconsideration:

Date request for Reconsideration Form received:

Date(s) of Committee meeting(s):

Final Decision of the Committee:

Rationale:

Committee Members present:

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

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801-399-3066



Final Decision Letter to Complainant

(Date)

(Name and address of complainant)

Dear (complainant):

The School Media Resources Committee has reviewed the material titled (title) which you challenged on (date).

After careful consideration and discussion, the Committee has reached a decision. A copy of the report is enclosed. We appreciate your right as a parent to restrict or question any material your child reads, listens to, or views.

It is never the intention of the school system to provide students with learning experiences or activities which are in conflict with the values of parents. For this reason we encourage your child to choose other materials from our selection. Thank you for your involvement. It is through a cooperative effort between the school and the parent that the most effective learning conditions can be obtained.

Sincerely,

Principal
Quest Academy

More to Consider When Removing Books

There are several general categories that comprise the types of books under consideration for retaining or discarding from a school library media center. A few suggestions are offered under each heading. The general groups include:

1. Books of good quality and in good condition -- Shelve correctly and promote use.
2. Books of good quality but in poor condition -- Remove from shelves and either (1) Place in workroom for simple mending or cleaning, or (2) add to pile of books to be sent to a professional bindery for a complete job of rebinding.
3. Books of poor quality but in good condition -- Check approved lists; if not included, lay aside for examination by teachers. Unless there is a positive reason for retaining book, remove it from the collection.
4. Out-of-date books -- Remove from shelves.
5. Little used books -- Often-times these books need only to be brought to the attention of teachers or students. Their use can be prompted by means of plastic jackets (which make them attractive), special displays, use in book talks, etc. If they meet criteria set for good books and are found on standard lists then care should be taken to re-read them and look for values that may have been overlooked. Books basic to all collections (such as the classics) can justifiably be retained in the collection, even though seldom circulated, if old and unattractive editions are replaced by new ones.

Information books, if they have not become too out of date, may not circulate because of changes in curriculum and courses being offered. If there seems a possibility that these courses will again be offered in the not too far-distant future, the books could be retained.

In general, consider for discard for any or all of the following reasons, books that are:

1. Unattractive in appearance because of yellowed paper, fine print, etc.
2. In poor physical condition as to ragged binding, torn or dirty pages, etc.
3. Seldom circulated.
4. With old copyright dates that make the books outdated in content, use or accuracy.
5. Mediocre or poor in quality. These include:
 - a. Poorly written adult books, with stereotyped characters and plots, popular when relatively few children's books were available.
 - b. "Old-fashioned" stories which are so written or illustrated that they are not appealing to children today. These may also include those with a didactic or moralizing tone, once thought to be exemplary reading for the young.
 - c. Fictionalized representations of life in this country and other countries which have contributed to the development of false and stereotyped concepts of minority groups in our country and of people in other countries.
6. Duplicated with several copies of titles no longer in heavy demand.
7. Of a subject matter or treatment not suitable for students served by the library.
8. Set of books (especially in the literature and history sections) which have gathered dust for years.
9. Superseded by new or revised editions.
10. Of passing interest at the time of publication, such as travel and biographies of persons who were known in their generation, but not likely to be of interest again.
 1. Give special consideration to reference books. Check against reviews on the *ALA Booklist and Subscription Books Bulletin*. Sets that are not recommended should be examined carefully with a view to discarding from the school library media center. Older sets that have been replaced may still have value in the classroom.
 2. Do not replace worn out books until their value has been assessed by checking with standard book selection tools and by careful consideration of their place in the relation to the needs of students and teachers. Curriculum changes may have taken place, better books in the field may now be available, and the purchase of the title in a paperback edition may seem feasible.
 3. It is equally important to weed from the library other types of materials, in addition to books. These include:
 - a. Magazines - Do not keep magazines which are not indexed in either the Readers Guide or a similar electronic index longer than the current year. Magazines which are indexed should be kept up to five years, if space allows, and even longer for some often-used ones in school. Hard copies may be deleted if magazines are in electronic form.
 - b. Non-Print Collection - Weeding should be done periodically using the same criteria as print material. Check materials frequently to see if they need repair or cleaning.
 - c. Equipment - Equipment can quickly become poor and even obsolete. It is just as important that you maintain a strong hardware collection that will support your non-print materials as it is to withdraw books.

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