

GRHS LIBRARY MANUAL



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GUIDING PRINCIPLES

MISSION & VISION STATEMENT

Mission

The purpose of the Gateway High School School Library Media program is to ensure that the learning community is guided to develop the skills to select, evaluate, and use relevant resources and reading materials. Each member of the community understands how to use library materials in ways which benefit their learning strategies and behaviors as well as in ways which produce new and meaningful knowledge.

Vision for the School Library Media Center

Our vision for the School Library Media program is to create a safe learning environment with engaging opportunities necessary for student learning and critical thinking through exemplary instruction.

LEARNING PHILOSOPHY FOR THE SCHOOL LIBRARY

In alignment with the American Association of School Librarian's (AASL) Common Beliefs outlined in National School Library Standards for Learners, School Librarians, and School Libraries (2017), the library should be a relevant and unique space that bolsters the success of the entire learning community (p. 11). The library itself should exist as a liminal place between the classroom and home where connections and ideas take shape for the school community. The AASL recognizes the library's crucial role as a third space. AASL asserts that the library is "important for on-site, personalized, and self-directed learning" (2017, p. 11). As a result, the librarian's instructional methods should be student-centered, where the school librarian bridges personal connections and offers relevant and individualized instruction as a way to promote and instill life-long learning that prepares the student for their future goals, whatever they might be.

Not only does the school librarian lead the school by promoting learning strategies for both academic and personal endeavors, but the librarian should generate a genuine interest in the act of learning and reading in order to instill an appreciation for research techniques and strategies as well as build the student's "academic and personal competencies" (AASL, 2017, p. 13). By focusing on the individual student's competencies, the School Library Media program also ensures its dedication to the student's intellectual freedom as students should be able to select and evaluate a wide breadth high-quality resources in order to build their own beliefs and ideas in an independent and evaluative way (AASL, 2017, p. 13). Overall, the school library harnesses the rising power of information technology by teaching modern and relevant research strategies and skills. The library provides a physical space where students can use the latest technological resources to learn and develop as members of a larger learning community (AASL, 2017, p. 13).

Referenced Work:

American Association of School Librarians. (2017). National School Library Standards for Learners, School Librarians, and School Libraries. Chicago: American Library Association.

SCHOOL LIBRARY ENVIRONMENT

BEHAVIOR EXPECTATIONS

As our vision states, the School Library Media Center is a safe environment for students and other members of the learning community to develop and reflect on learning behaviors and strategies as well as foster a love a reading.

To maintain this environment, when in the School Library Media Center, we expect the learning community to operate based on the following four principles:

1. Respect One Another

Everyone who enters the library should respect one another's opinions and beliefs. The library is a space to learn from each other, so being sure to listen and respond to each other in acceptable ways is expected of all who enter.

2. Respect the Space

We ask everyone who enters the media center to respect the space by gently handling library equipment, including (but not limited to) computers, iPads, supplies, and books. In order to make the media center a space relevant for all members of the learning community, as outlined in our philosophy, mission, and vision, we expect our visitors to keep equipment and materials in good standing so that all may use library materials and have uninterrupted access to information.

3. Willingness to Learn

Regardless of whether you are a part of the library, staff, or student body, we all have something to learn from each other. We expect all who enter the library to have an open mind and maintain a desire to learn new things as well as reflect on our mistakes as gateways to a more promising solution; thus, library staff should reflect and seek to consistently improve on everyday tasks in order to model learning behavior for our students and other members of the learning community, or as our philosophy states, "lead the school by promoting learning strategies for both academic and personal endeavors".

4. Make Safe & Ethical Choices

In order to maintain the safe environment discussed in our vision, we expect all members of the learning community to practice safe and ethical behaviors, online and in the library itself. Patrons and staff should respect copyright and intellectual property laws, such as acknowledging and citing information utilized that is not their own. Patrons and staff should also engage in behaviors that keep students and other members of the learning community safe from any bodily harm, which includes reporting unsafe instances.

LIBRARY SPACE EXPECTATIONS

In addition to the four overruling expectations listed on the previous page, the following are the other main facets/physical spaces of the library environment in which additional environmental expectations dictate how the space runs:

- Book Selection | Library Stacks
- Study & Reading | Quiet Area
- Makerspace Area
- Teaching & Presentation Area
- Teacher/Professional Space

Please see below for a detailed description of expectations for each area:

Book Selection | Library Stacks

During the book selection process, students and other members of the learning community have the right to freely roam the library in order to select literature that appeals to their personal interests and/or academic needs as mentioned in our philosophy – “the School Library Media program also ensures its dedication to the student’s intellectual freedom as students should be able to select and evaluate a wide breadth high-quality resources in order to build their own beliefs and ideas in an independent and evaluative way.” Thus, students may select any book they would like, regardless of reading level and/or content.

We encourage students to speak at a low level during this process in order to allow them to continue to collaborate and lead each other in the selection and use of library materials while simultaneously respecting the right of others to pick their books without excess noise.

Study & Reading | Quiet Area

The library designates a small space for students and other learning community members who need silence to learn or read; thus, the noise level in this area must maintain complete silence with a no talking rule. This space is strategically designed from the farthest point of the makerspace area, which alternatively relies on collaboration and thus intense discussion. Students may sit wherever they desire in this area.

Makerspace Area

The Makerspace area contains STEAM projects as well as other manipulatives for students to tinker and create. STEAM often requires collaboration which thereafter results in intense discussion. The noise level for this space is moderate, allowing

patrons to speak normally (inside voices) but not in excessively loud or screaming tones. Students may roam freely between station to station while in this space and use any of the materials in the space for their personal or academic projects.

Teaching & Presentation Area

The Teaching & Presentation area is designed for class lessons and discussions. When in this area, students must remain quiet unless directed to speak by the instructor in order to allow each learning member to share and learn from one another.

Students may also eat their lunch in this area when no class/presentation is scheduled; however, they must eat at the tables reserved from lunch, away from the quiet/study area.

Teacher/Professional Space

Only teachers and other learning community staff members are permitted in this part of the library as its existence supports our mission to allow educators and other members of the learning community the space to grow and develop as educational leaders. Teacher supplies will also be housed in this area of the library. The library also hosts designated shelf space for Educator Professional Development Literature.

LIBRARY POLICIES

CIRCULATION POLICY

Check Out	Patrons may check out up to 10 books for 21 days; however, patrons in good standing may check out more than 10 books on a case-by-case basis.
Check In	Patrons may return their books by either placing them in the circulation desk book drop off or handing their book to the librarian.
Renew	As long as the book is not on hold for another person, patrons are welcome to renew their book(s) for an additional 21 days by either bringing their physical book to the circulation desk or emailing/verbally notifying the librarian.
Overdue Books	Patrons will be sent periodic notices of overdue books until the book is returned to the library. We do not fine our patrons for late books.
Lost & Damaged Books	<p>Patrons who lose or damage library books may repay the library in one of the following ways:</p> <ul style="list-style-type: none"> • Volunteer in the library to “work” off debt • Purchase an equivalent book • Pay the book purchase price

LIBRARY LUNCH POLICY

We are happy to have students eat lunch in the library; however, we will only accept students who follow the below rules in order to ensure a positive environment for all our students and teachers:

1. Sign In/Sign out

Students must go to the cafeteria first to sign out. Then, sign in at the library.

2. Maintain Proper Seating

Students may walk around in the library if they are working on a project or activity. Students must not run, sprint, or yell.

Students must remain seated until the bell rings. If students have extenuating circumstances (i.e. medical concern), you may leave 5 minutes before the bell rings but not before that time.

3. Listen to Directions

When the librarian or instructor is speaking to the lunch group, you must listen and remain quiet to await directions.

4. Respectful Behavior

Students must treat each other with respect and cannot mentally or physically hurt one another.

If students break any of the rules above, they will be suspended from eating in the library for a week. If after students return, they break another rule, they will lose the privilege of eating lunch in the library for the rest of the year.

CHALLENGED BOOK POLICY

If a patron or community member wishes to remove a book from the library collection, they must submit a formal written complaint with explicit reasoning why the book is detrimental to the *entire* learning community.

A school library professional staff/curriculum committee, comprised of school and community members, will read the book/library material in question as well as review the written complaint. The main purpose of the committee will be to determine if the book/library material is harmful to the learning community and offers no informational/learning opportunities.

Formal Patron Written Book Complaint Form:

https://docs.google.com/document/d/1yBrMhkAxEwGVOXjEJMFTtFatGQa7uM3tJ_HX6K8c90w/edit

PRIVACY & CONFIDENTIALITY POLICY

In line with American Library Association (ALA) guidelines, our library believes all students have the right to access the complete library collection and resources without interference (American Library Association [ALA], 2007).

No affiliate within the school or school library program has a right to deny the student selection of materials/use of library resources, regardless of personal beliefs.

In the event of a challenged book, request for student's reading history and/or digital history, the library conforms to the American Association of School Librarians (AASL) position statement (2006), which may be summarized in three points:

1. Library records are confidential and are "not to be used for purposes other than routine record keeping," which include tasks such as maintaining resource access, assuring resources are available to users, arranging facilities, providing "resources for the comfort and safety of patrons, or to accomplish the purposes of the program or "service"
2. "The library community recognizes that children and youth have the same rights to privacy as adults."
3. The library does not keep records that reveal the names of users as it would be in violation of the confidentiality of library record laws adopted in the majority of states. Any trail of library users' records should thus be destroyed as soon as possible (ALA, 2006).

With our vision of the library as a "safe" space, we need students to feel safe and trust that the library will provide them with the intellectual freedom that is their innate right as human beings.

We, therefore, will not, under any circumstances release student library records unless subpoenaed to do so, at which time "the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured" (ALA, 2006).

To read and better understand the ALA position and policies on library confidentiality and to further investigate the above mentioned citations, please visit the following links:

- Access to Resources and Services in the School Library
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

- Position Statement on the Confidentiality of Library Records
<http://www.ala.org/aas/advocacy/resources/statements/library-records>
- Policy on Confidentiality of Library Records
<http://www.ala.org/advocacy/intfreedom/statementspols/otherpolicies/policyconfidentiality>

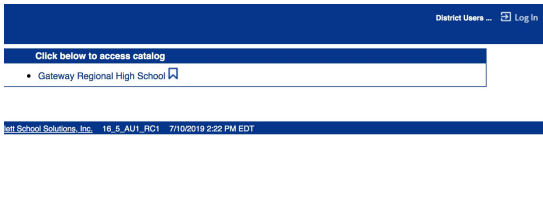
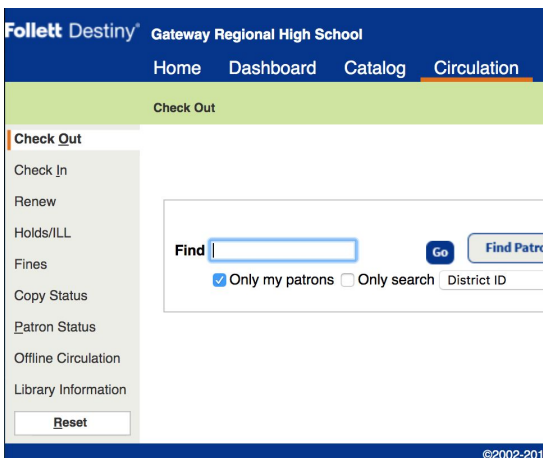
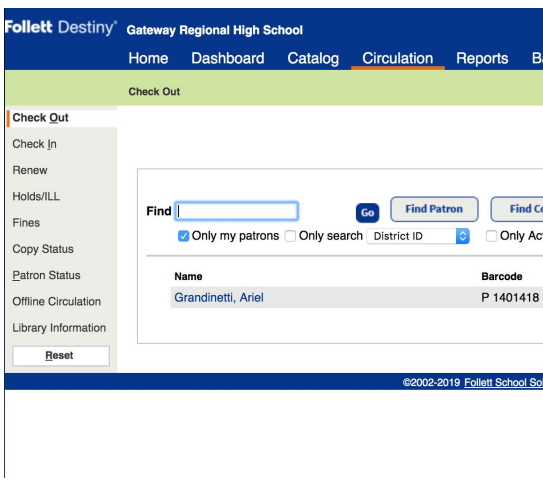
LIBRARY PROCEDURES

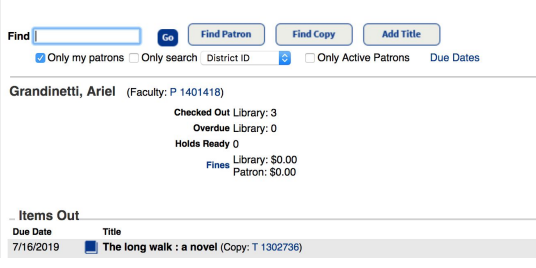
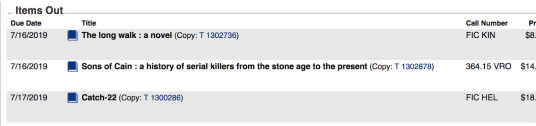
USING DESTINY

Check Out

In order for patrons to take library books and resources home with them, they must first check out the desired material at the circulation desk in order for the library to maintain proper records.

The below lists the step-by-step instructions for checking out the student:


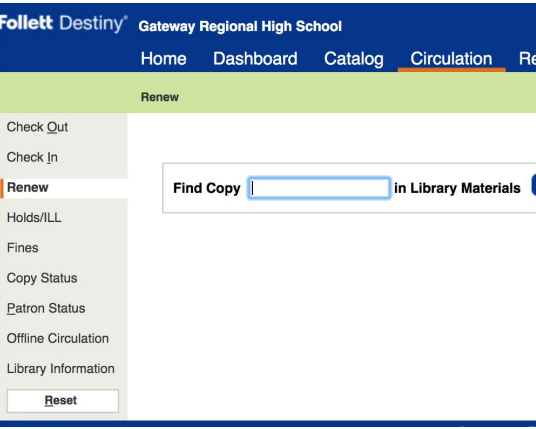
<p>1</p>	<p>Go to gateway.follettdestiny.com and click Log In in the upper right hand corner. Then, log in using the given credentials.</p>	
<p>2</p>	<p>Once logged in, click on Circulation from the top menu. then Check Out found in the left menu of the system.</p>	
<p>3</p>	<p>Enter the student's last name in the find bar, then hit the Find Patron button. Their name should then appear below the search bar. Click on it.</p>	

<p>4</p>	<p>After clicking on the link, you will be brought to a screen where you can view the patron's record. Make sure the cursor is in the search bar and scan the barcode located on the back of the book using the hand-held scanner.</p>	
<p>5</p>	<p>Confirm the book is checked out to the patron by checking that the new book title(s) appear under the patron's name.</p>	

Renew

If a student would like to keep a book longer than their original circulation time, the student may renew their book in order to extend their due date and avoid receiving late notices. Please ensure that the book is not on hold for another patron before completing the steps below.

Follow the below steps if the student has the physical book in hand:

<p>1</p>	<p>Go to gateway.folletdestiny.com and click Log In in the upper right hand corner. Then, log in using the given credentials.</p>	
<p>2</p>	<p>Once logged in, click on Circulation from the top menu. then Renew found in the left menu of the system.</p>	
<p>3</p>	<p>If the student has the book in hand, scan the barcode on the back of the</p>	

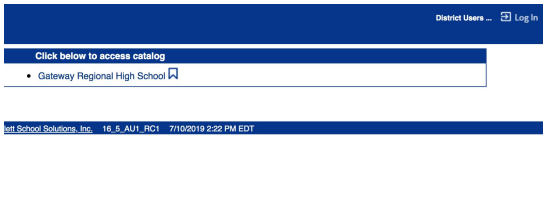
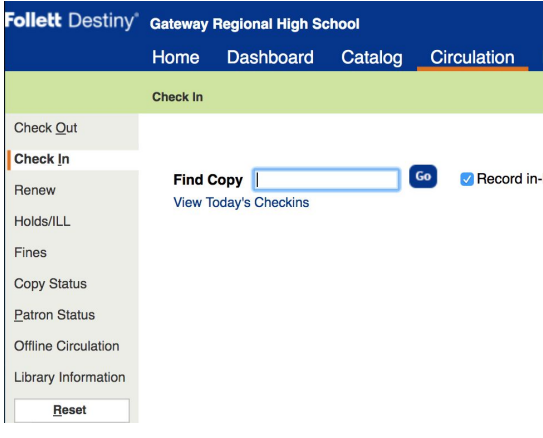
	book. A screen will appear that it is now renewed with the new due date.	
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ALTERNATE RENEW INSTRUCTIONS:

If the student does not have the book in hand and simply verbally and/or electronically notifies us, we may also follow the **Check Out** steps above to number 4, find the book in the patron’s history, and then just click the **Renew** button.

Checking In Books

Library staff checks in the library books and materials to indicate which books have been returned and, thus, have reentered our circulation for other patrons:

1	Go to gateway.folletdestiny.com and click Log In in the upper right hand corner. Then, log in using the given credentials.	
2	Once logged in, click on Circulation from the top menu. then Check In found in the left menu of the system.	
3	Scan the barcode located on the back of the book. Wait for the noise & book to appear on the screen to confirm that it has been checked into the system.	
4	Afterwards, we place the books on the recirculation shelf to indicate that these books are ready to be put back on the appropriate shelf.	

COLLECTION & CIRCULATION PROCEDURES

Shelving Books

We check in books every morning, prior to the start of library classes, as well as throughout the day (in the event students and/or teachers forgot to include their books with the class check in).

When shelving books, we should follow the below procedure:

1. Decide what section of the library you would like to reshelv and take a letter (or letters) from the corresponding section of the “Need to be Shelved” cart (i.e. As in 500s).
2. Locate the area you will be shelving in and place books in order according to the below organizational chart.
3. When shelving books, we pull all books on the shelf forward and then palm them to be level with the forefront of the shelf. Doing so helps to keep our library collection visible to patrons and prevents a title from being lost behind bigger books.

Category	Description of Organization	Sample Call Number
Fiction	Fiction texts are found by the “FIC” indicator on the spine of the book and by the last three letters of the author’s last name. Fiction titles are displayed by genres with a corresponding genre spine label (See appendix).	FIC AUT
Nonfiction	Nonfiction texts use the abridged Dewey Decimal Number (DDN) and list the last three letters of the authors last name. Nonfiction books are displayed by genre with a corresponding genre spine label. Each genre	812.4 AUT

	category is in order of the DDN.	
<i>Biography</i>	Although a subset of nonfiction, Biography texts are organized and labeled apart from the abridged Dewey Decimal System utilized for the majority nonfiction texts. A “B” indicator as well as the last name of the person the biography is about is how these texts are labeled.	B AUT
Professional Development	Professional literature are texts designed to meet the needs of the educators and administrators in the learning community and are indicated as such with the “PROF” designation followed by the abridged Dewey Decimal System number. These texts are then separated by DDS section to reveal the professional development content.	PROF 001 AUT
Reference	Although a subset of nonfiction, Reference texts are organized and labeled apart from the abridged Dewey Decimal System utilized for the majority of nonfiction texts. A “REF” indicator is listed on the spine of the text with visual displays categorizing the	REF 331

	<p>different reference types (i.e. Dictionary, Thesaurus, Encyclopedia, etc.). Blue stickers are affixed to the reference materials that may be checked out no more than two days.</p>	
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Unpacking Books

If the library should receive a new book package, we follow the below steps:

1. Place the package behind the circulation desk at labeled location.
2. Upon opening the package, the packaging slip should be retrieved.
3. As each book is removed from the package, make a mark to indicate the library received item on the packaging slip.
4. Once packaging slip is compared with the materials, the new books should be placed in the "To Be Cataloged" shelf near the circulation desk, if they do not already have a pre-fixed label attached.
5. If the package is from Titlewave/Follett, notify the librarian so that she may updated the MARC records in the digital catalog.

Missing/Wrong Shipments

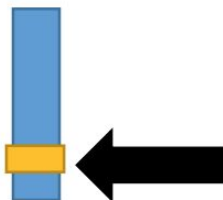
In the event there is a missing book or a wrong item:

1. Use the Customer Service number provided on the packaging slip to contact Follett and explain the situation.
2. Save the packaging slip with detailed notes of the conversation with Follett.
3. Place the packaging slip in the "Open Orders" file, which should be reviewed biweekly to follow-up on unresolved concerns.
4. Record the order number on the Excel Spreadsheet designated for cataloging books.

Labeling Books

New books ready for labeling will be in the bin indicated accordingly. Library staff follows the below guidelines when labeling:

Spine labels should be placed at the bottom of the book's spine. See below figure:



Labels to indicate genre may be placed directly below the spine label.

Barcodes

Barcodes should be placed horizontally on the back of the book, right side, as well as on the bottom right corner of the inside back book cover in the case that the book becomes damaged. In the event a barcode covers the title or author name, the barcode may be adjusted accordingly but remain as close as possible to the original location. See below figure for standard procedure:



Mending Books

When a damaged book is discovered, one of three options may take place:

1. Discard
2. Replace
3. Repair

Discard

Books will be discarded if they meet the following criteria:

- Published in 1990s or earlier
- Not circulated in the past 5 years, despite book talks and displays
- Contains outdated and/or inaccurate information

Replace

If a book is beyond repair (i.e. pages are torn and missing, cover is torn and shredded, previously mended and damaged again), it can be set aside for replacement as long as it meets the following criteria:

- Published in the 2000s or beyond
- Circulated in the past 4 years
- Contains accurate and relevant information

Repair

A book should be repaired when it meets the following criteria:

- Published in the 2000s or beyond
- Circulated in the past 4 years
- Contains accurate and relevant information
- Information/Text is not missing due to the damage

Please note before a book is discarded or replaced, the school librarian should be consulted to confirm.

Mending Procedures

Once it is decided a book will be repaired, it should immediately be placed in the appropriate bin to be repaired. Repairs should be planned for and built into the weekly library schedule so that books do not remain out of circulation.

Follow the below instructions to repair the book:

1. Clamp the fore edge of the book.
2. Focus your attention to the exposed spine of the book and scrape any leftover glue.
3. Bend book to one side and evenly spread the glue. Repeat this step while bending to the opposite side.
4. Once the glue semi dries, get a piece of wax paper and fold on top of the uncovered spine of the book.
5. Unclamp the fore edge of the book and clamp the exposed spine of the book instead. Ensure the book is completely flat until dries.
6. Spread glue again. Either place original book cover/spine on top of the book or Japanese tissue if spine is missing.
7. As using the glue to fuse to the front and back cover, use wax paper as a barrier between the glue and the pages of the book.
8. Let sit for a few hours.

Note: If pages are ripped inside the book, use clear plastic tape to adhesive the ripped pages back together.

Weeding Books

Our criteria for weeding a book is similar to our damaged book policy listed above and restated here:

- Published in 1990s or earlier
- Not circulated in the past 5 years, despite book talks and displays
- Contains outdated and/or inaccurate information

As with our discarding/replacement procedure, we ask that the School Library Media Specialist review weeding selections prior to being discarded/donated; therefore, any weeded books must be placed in the appropriate weeding bin for the librarian to consider.

VOLUNTEERS & STUDENT LIBRARY ASSISTANTS

EXPECTATIONS FOR VOLUNTEERS & STUDENT LIBRARY ASSISTANTS

Our volunteers allow the school library to flow more naturally and efficiently for our students and learning community! We cannot thank you enough for your participation in our school library program. By volunteering you are not only helping the School Library Media Specialist, but you are helping students succeed academically and intellectually, as the library is a hub of learning and literacy!

Volunteer participation in the school library program runs best when volunteers adhere to the below expectations:

Frequency & Schedule

We have no preference as to how frequent a volunteer comes to assist us, but we only ask that we are given prior notice of available times and days at least two weeks in advance so that we can plan accordingly for the visit. Although it is not required, we prefer for volunteers to work on a regular basis (i.e. every Monday) in order to build a routine that allows the library to run smoothly for the learning community.

Volunteers may build their schedule and/or sign up for library volunteer visits through our Google Calendar in order to avoid conflicting times with other volunteers and/or library media events. The school librarian must approve the volunteer's Google Calendar submission prior to the volunteer visiting in order to confirm that the time slot is indeed open.

Sign in & Out

In order to keep track of all outside visitors and tasks completed, volunteers must sign in and out upon arrival and departure. Upon sign in, the volunteer should review the volunteer checklist and initial any tasks completed during volunteer hours so that the school librarian and other volunteers are aware of tasks that still need to be completed.

Notification of an Absence

Ideally, we ask volunteers to notify us of their absence at least 24 hours in advance so that we can plan accordingly and/or adjust our schedule. If a volunteer is regularly

scheduled, we would prefer a week notice, if possible, so we can plan accordingly for any interruption in their regular schedule.

INTERACTING WITH STUDENTS & TEACHERS

Students

Encouraging student use of our media center is one of our most important goals. As our mission states, we desire students (and other learning community members) to “use library materials in ways which benefit their learning strategies and behaviors as well as in ways which produce new and meaningful knowledge.”

To encourage student use and positive associations with the library media space, the following guidelines should mold our interactions with students and other patrons:

- Always be respectful to the students and greet them to make them feel welcomed in the library media space.
- Respect the student’s desires by listening to what they are requesting and doing your best to help them find the material, regardless of our own personal views or beliefs.
- Do not discourage students from reading or selecting a particular text as we value their intellectual freedom (see Philosophy).
- Guide students to the resources and or literature they request; however, promote their own independent learning skills by modeling our behavior as we guide them to their requested resource.
- When students seem frustrated or resolved not to utilize the library space, remain cheerful and help them build personal relevance to library materials by inquiring about their personal interests, but never force students to pick a library book.
- Respect the student’s privacy and do not discuss student book selection with anyone other than the student’s guardian, only when asked.

Teachers

Although our primary focus is on student use, we acknowledge that teachers are an integral partner to the library media space as they interact with our students on a daily basis. We must service our teachers in order to help them develop their own educational and teaching skills to better help our students, thus, we should follow the above guidelines, as well as the additional ones listed below, outlined for educators specifically:

- Encourage teachers to ask us for assistance in the library space.

- Happily, (and gratefully), accept teacher requests for assistance and/or collaboration on a task.
- Direct teachers to our professional literature collection when relevant.
- Be open to and ask for their feedback on student receptions to text and their opinion of library environment/areas of improvement.

CLERICAL LIBRARY JOB DESCRIPTIONS

We value your time and dedication to the library and want you to enjoy your experience volunteering. Please let our School Library Media Specialist know if you have a special interest in any one area, so that we can better plan your time doing something you truly enjoy!

The below table summarizes typical clerical jobs. Detailed procedure instructions may be found on page 16 for the below tasks.

JOB	DESCRIPTION
<p>Checking Out Books</p>	<p>The entire learning community is permitted to “check out,” or borrow library books and materials, from the library any time during library hours.</p> <p>During check out, the library staff utilizes the Follett Destiny system to maintain and keep track of the library collection.</p>
<p>Checking In Books</p>	<p>Check in refers to the library task of “checking in” returned books, so that we may begin the re-shelving process. Patrons may drop off their library books in the designated hole of the circulation desk.</p>
<p>Shelving Books</p>	<p>We typically resshelf our books at the beginning and end of every day in order to ensure our patrons have access to as many resources as possible.</p> <p>When shelving books, volunteers should consider the arrangement of our library</p>

	<p>collection, which is organized into four main categories:</p> <ul style="list-style-type: none"> ● Fiction ● Nonfiction ● Professional Development ● Reference
Unpacking Books	The librarian may periodically receive packages with new books to be introduced and cataloged to the library collection.
Labeling Books	Labeling books is the final step in the library cataloging process, which involves getting them ready to be introduced to the library collection. Adhering labels and barcodes to book collections is what enables us to maintain an organized catalog and library system for the learning community.
Mending Books	Books that are damaged and worth salvaging will need to be mended in order to continue circulating in our library.
Weeding Books	One important facet of our library mission is to remain a “relevant” space for the learning community. To do this, we “weed,” or remove non-relevant and outdated books from the library collection. Volunteers are a wonderful resource in this area as their outside perspective can help us clean up and make our library collection more appealing to our patrons.
Designs & Displays	The School Library Media Center is a space where the school community can come and admire their hard work! Thus, we routinely publicize and showcase student work. Volunteers who are

	<p>interested in creatively displaying our student work are welcome to create original bulletin boards and displays that show off our students and school! Aside from bulletin boards and physical displays within the school library media space, we welcome any volunteer interested in digital marketing materials to help us develop and maintain our library website, calendar, online presence (social media posts), or any general marketing to keep students and other learning community members visiting and utilizing the space!</p>
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APPENDIX

