

AGENDA
CITY OF GLENDORA
LIBRARY BOARD OF TRUSTEES – Regular meeting

Library Bidwell Forum

August 20, 2007
7:00 p.m.

The public is invited to address the Library Board on all items on the agenda or on any library matter not on the agenda. Comments may be given when any item is scheduled for consideration. Each speaker is requested to limit comments to three minutes. The Board President may limit redundant comments.

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Library Secretary at (626) 852-4891. Notification 48 hours prior to the meeting will enable the Library to make reasonable arrangements to ensure accessibility to this meeting.

1. CALL MEETING TO ORDER

2. PUBLIC COMMENT PERIOD

Anyone wishing to address any Library matter that is on the agenda or not on the agenda may do so at this time. No action will be taken on items brought up at this time

3. ADOPTION OF AGENDA

Possible motion to revise order of business or other

4. CONSENT CALENDAR

4.1 Minutes of meeting of July 16, 2007- **action item**, Encl., page 1

5. REPORT OF LIBRARY DIRECTOR, Encl., page 6

Written report attached. Additional items may be reported by the Director such as: City, MCLS, State Library and legislative activity. No action will be taken on any items brought up at this time

6. UNFINISHED BUSINESS

6.1 Library Board Goals for FY 2007/2008, Encl. page 30

President Theel to lead discussion on finalizing Library Board goals

7. NEW BUSINESS

7.1 Revision of Administrative Policy 4.03 – Library Display Policy – possible action item, Encl. page 31

President Theel to lead

7.2 Library Events Calendar, Encl., page 50

A calendar of library or significant community events that include library staff participation. All or some of other Board members might choose to participate, no action is required

8. BOARD MEMBER ITEMS

8.1 Agenda Planning Calendar, Encl., page 51

Plans for future meetings to be discussed

8.2 Board member items

Announcements only—no action will be taken on any item brought up at this time

9. ADJOURNMENT

4.

**Consent
Calendar**

Minutes
CITY OF GLENDORA
LIBRARY BOARD OF TRUSTEES – Regular Meeting

Library Bidwell Forum
140 S. Glendora Ave, Glendora CA 91741

July 16, 2007
7:00 p.m.

The Regular Meeting of the Glendora Library Board of Trustees was called to order at 7:05 p.m. by President Sylvia Slakey.

Board members Present: Sylvia Slakey, Mike Conway, Jim Theel, Debbie Deal, Tricia Gomer

Board Members Absent: None

Staff Present: Robin Weed-Brown, Library Director; Elke Cathel, Administrative Assistant;

2. INTRODUCTION OF NEW LIBRARY TRUSTEE, DEBBIE DEAL

Slakey introduced and welcomed Debbie Deal, the new Library Board member. Deal thanked Slakey and stated she is looking forward to working with everyone.

3. PUBLIC COMMENT PERIOD

There was no public to comment.

4. ADOPTION OF AGENDA

There were no changes to the order of the agenda.

5. CONSENT CALENDAR

It was **MSC (Conway/Gomer)** to approve Minutes of meeting of June 18, 2007.

6. REPORT OF LIBRARY DIRECTOR

Weed-Brown stated that Angie Andino submitted her letter of resignation effective July 25. Andino was offered a position at a school district. She will be missed.

Weed-Brown reported that six applications were received for the Senior Librarian position recruitment, which closed July 13. Three out of the six applicants have the required qualifications for this position. Weed-Brown pointed out the large salary discrepancy between the qualified applicants' current salaries and Glendora's salary. The top two qualified applicants currently earn between \$7,200 and \$15,000 more than Glendora pays. The third applicant just recently got her degree.

Weed-Brown reminded the Board that this is the third recruitment for this position. During the first recruitment, which started in January, no applications were received and the recruitment was extended. After a two-month recruitment, a job offer was made to the top candidate. This person, however, accepted another position. There were no other qualified applicants.

The Board discussed Glendora's Senior Librarian job duties. Weed-Brown elaborated on the constant restructuring of staff positions in order to keep qualified employees and the issues that arise with doing a reorganization based on staff currently employed.

Conway commented that many people start their careers at the City of Glendora and then leave for better paying jobs. Weed-Brown said that if the Senior Librarian position can not be filled during this recruitment, she will evaluate the situation and attempt to find alternative solutions, one of which would be to do another reorganization. She added that she will not hire someone unless she has complete confidence in that person as a supervisor. Weed-Brown pointed out that another reorganization would change the focus of the library, since Romero would have to take on more duties as the only Senior Librarian. She would not be able to do as much outreach to schools.

In response to a question, Weed-Brown replied that when she started at Glendora Library, the Friends Foundation supported four positions, all of which were Foundation related. Slakey provided Debbie Deal with background information regarding salary issues pertaining to the Library.

Some discussion ensued on partnering with the Glendora School District and sharing salary expenses for a librarian. Weed-Brown acknowledged this as an option. She voiced several concerns, such as the longevity of the school's monetary support and whether the Library would have to ask for this support every year.

Weed-Brown reported that the Development Office worked Sunday finalizing numbers for Night on the Plaza. This year's preliminary gross profit is \$172,128, up \$6,000 from last year. The net profit is estimated at \$151,038 compared to \$132,389 last year. 437 reservations were made this year compared to 432 last year. Weed-Brown added that the two street names were auctioned off to Marty Rodriguez and Jan's Towing. Deal stated that she was sorry to have missed the event. Weed-Brown stated that \$3315 worth of *Hands Creating the Future* were sold.

Slakey stated that she is looking forward to Dr. Duke's Dead Sea Scrolls Lecture. This is a great opportunity and sounds very interesting.

Weed-Brown stated that the word "Encl." has been added to the agenda to indicate whenever there is an enclosure for a particular agenda item.

In response to a question from Theel regarding the lower number of volunteer hours in the statistics report, Weed-Brown stated that she was not aware of any issues.

Slakey was very pleased with the success of the book store and the Adult Literacy program. Weed-Brown pointed out that the book store sales have increased from \$19,000 last year to \$33,000 this year. The success can be attributed to more space being available to display items and having more merchandise overall. In addition, 50 cent-off merchandise coupons were placed in this year's Summer Reading Club give-away bags. This proved to be very effective. Weed-Brown noted that the book store's e-bay sales are going well. She added that the book store was recently contacted by someone asking to take the magazines that the book store does not want or can not sell. This person will send the magazines to soldiers in Iraq.

7. **UNFINISHED BUSINESS - NONE**

8. **NEW BUSINESS**

8.1 **Election of new Officers – action item**

Slakey opened the nominations for President. Conway nominated Jim Theel as President. **It was MSC (Conway/Gomer) to close nominations and Jim Theel was elected President.** Slakey opened the nominations for Vice President. Slakey nominated Mike Conway. **It was MSC (Slakey/Gomer) to close nominations and Conway was elected Vice President.**

8.2 **Election of two Friends Foundation Liaisons – action item**

Slakey and Conway were last year’s Friends Foundation liaisons.

Slakey stated that the Friends Foundation has 21 Board members, which includes two Library Board members. Traditionally, the Library Board President and one other Library trustee serve as liaisons on the Friends Foundation Board. Slakey added that according to Friends Foundation bylaws, Library Board members can only serve on the Foundation Board for two years. Conway expressed his wish to serve on the Friends Foundation Board for a second year. Discussion was held on the importance of the Library Board President serving on the Foundation Board. Conway felt continuity is more important than the President of the Library Board serving on the Foundation Board.

Slakey nominated Conway and Gomer as Friends Foundation liaisons. **It was MSC (Slakey/Deal) to approve Conway and Gomer as Friends Foundation liaisons.**

8.3 **New Copy Center Pricing – action item**

The Board reviewed and discussed Administrative Policy 4.02, which entails the library’s fines and fees schedule. In reviewing the color photocopies cost comparison chart, Weed-Brown pointed out that the library is neither the cheapest, nor the most expensive.

It was MSC (Deal/Gomer) to approve the revised Library Fines and Fees Schedule, Administrative Policy 4.02.

8.4 **Farmer’s Market and Impact on Library Facilities – possible action item**

Weed-Brown pointed out the memo sent to the City Manager in which she outlined her concerns regarding the impact of the Farmer’s Market on the Library Facility. She added that at this point decisions have already been finalized regarding the Farmer’s Market.

Weed-Brown stated that the library has been asked to make the lobby restrooms available for the Farmer’s Market attendees. Strong comments were made by several Council members that the library is a public building and the bathrooms should be made available instead of using portable toilets, which is what has been used up to this point.

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Weed-Brown stated that she met with the City Manager. He asked staff to research the possibility of putting a gate on the stairway to stop people from going upstairs in the library. The possibility of having an Explorer as a guard in the lobby is also being researched. Conway commented that a gate will not stop anybody determined to get upstairs.

Conway expressed his disappointment that the portable toilets are being placed in the front parking lot when parking already presents a tremendous problem around the City Hall complex. He added that when Glendora Avenue is blocked off for the Farmer's Market, street parking is not available either. The Farmer's Market in its current location impacts parking, safety and increases trash around the library. Slakey stated that the toilets are still there today and still taking up valuable parking.

Weed-Brown shared a staff email with the Board, in which the staff member describes the increased use of the Plaza by kids skateboarding, riding bikes or jumping over the side railing from the Plaza onto Glendora Avenue.

Discussion ensued whether the City Council should be made aware of the Board's concerns. Weed-Brown felt that as long as security and additional restroom cleaning is being addressed, it might be best to wait and document any issues. Gomer concurred. Weed-Brown added that cleaning up after the Farmer's Market attendees should not be expected of library staff.

8.5 Library Board Goals for FY 2007/2008

The goals that were proposed for this year included being involved and helping to support fundraising efforts for the expansion, advocating areas of compensation issues for hiring purposes and supporting staff to complete all on-going Capital Improvement projects. Conway felt that holding Library Board meetings at the Council chambers should also be a goal. Weed-Brown stated that Cathel will type up the 07/08 goals and email them to the Board members. Cathel will also email the 06/07 goals for the Board to review. Additional goals can be added at a later time.

Conway stated that a citizen came to him with concerns regarding a local newspaper being moved from the library lobby to the inside of the library. He asked for this issue to be put on next month's agenda. Weed-Brown explained that patrons had expressed concerns about a particular publication in the lobby. In order to apply guidelines consistently and avoid censorship, all local newspapers were moved inside the library. A sign was posted in the lobby referring patrons to the Information desk for directions to the new location of the local newspapers. Theel asked that this issue be added to next month's agenda. He asked that the Library Board get copies of all papers that were moved. Weed-Brown added that she has been in touch with the City Attorney regarding public forum issues.

8.6 Library Events Calendar

The Board reviewed the events calendar. Theel pointed out the volunteer recognition party on July 30. Seussical the Musical will take place July 22.

9. BOARD MEMBER ITEMS

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9.1 Agenda Planning Calendar

Theel stated that finalizing the Library Board Goals should be on the August 20 agenda. Slakey added that the lobby display policy also needs to be on next month's agenda.

9.2 Board Member Items

Gomer stated that Night on the Plaza was great. The farewell party for Eric Ziegler at Legion Hall was nice. Gomer enjoys the playaways.

Theel welcomed Debbie Deal. He thanked Slakey for a year well done as Library Board President.

Slakey thanked everyone for a great year. She thanked staff for Night on the Plaza. Everyone did a fantastic job. She is very pleased with the success of the book store and the Adult Literacy program. Staff continues to do a wonderful job.

Deal thanked everyone for having her on the Board.

There being no further business, meeting adjourned at 9:30 p.m.

Respectfully Submitted,

Robin Weed-Brown, Library Director

*The above minutes are subject to the Library Board's additions or corrections and final approval.

5.

**Report of
Library
Director**



Glendora Public Library
(626) 852-4891

140 S. Glendora Ave.
library@glendoralibrary.org

Glendora, CA 91741

MEMO

To: Board of Library Trustees
From: Library Director *Rosina*
CC: City Manager
Date: August 20, 2007
Re: Director's Report

Community

As you will see from the division reports from our managers, we have been busy!

At our second fundraiser in July, *Seussical the Musical* held at the Candlelight Pavilion, one of our literacy learners got to show off his reading skills. On stage, filled with children from the audience, Robert Torres read a Seuss story out loud to them. What an accomplishment for Robert! Anne, Mary Pat and I (along with Mary Pat's daughter and Anne's husband) were there to cheer him on. We were so proud of him-indeed the entire audience was and gave him a standing ovation when he finished reading! I have attached a copy of his biography that was at every seat in the theater. And the performance of *Seussical* was excellent!

Along similar lines, I have included a copy of the acceptance letter for our ELF (Early Learning with Families) LSTA grant application. Cindy, Mary Pat and Anne will attend the training in October in Pasadena.

Our Summer Reading Clubs had record-breaking numbers with over 1800 participants. This includes the new SRC program for infants and their parents. In September, our children's staff will begin offering regular story times on Saturdays. We hope this will help our working families to have the opportunity to participate in this special childhood activity. Cindy and her staff have done a great job in evaluating the needs of our community and adding new and additional programs. With the numbers we have been seeing at all of our children's programs, our expansion cannot come too soon!

The tentative timeline for the expansion is that specs will go to the council for approval in October; bid award in December and construction to begin in January '08. Construction is expected to take 60 days-perhaps we will be able to have a grand opening during April-National Library Month! This project will also include the improvements to the front of the library: the walkway, sump pump and drainage improvements and a patio area. It is possible that there may be a few days that we will need to be closed during particularly noisy, as in jack-hammering, or at dangerous construction times. There will definitely be days when the front entrance will not be accessible and patrons and staff will have to be re-routed through the plaza entrance doors.

The carpet replacement project is also underway. Bid opening is scheduled for Sept. 6th and installation in early October. It is possible that we may have to close for a few days when the glue remover has to be applied before the new carpet can be laid. I understand the fumes are very powerful.

For both projects, we will work to minimize impact on our patrons, scheduling work at off hours or days when possible. If we do have to close, staff will have the option of taking vacation time or working in other areas of the building. Staff was notified of this possibility at the August All Staff meeting.

In support of our new businesses in Diamond Ridge, the library and foundation have started accounts at Barnes & Noble Booksellers. The foundation is also scheduled to participate in a "Book Fair" there on Dec. 4th. 10% of the proceeds from all purchases made on that day will go to the Friends Foundation. Library staff will be there that day

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offering two story times as well. So do your holiday book shopping on Dec. 4th (if you can't find it at our FF Plaza Book Loft, that is!)

Staff

I have encouraging news about our Sr. Librarian vacancy. We interviewed two applicants on Aug. 9th (one of the original 3 invited to come to interviews dropped out due to the low salary). One of the applicants has agreed to start the hiring process! She comes to us with 20 years of library experience, a strong technology background and lots of training experience. If all goes well, we hope to have her start on Monday October 8th.

We will be adding office space in the children's room to accommodate our children's staff. By having them actually in the children's room, they will be better able to respond to the changing dynamics of that busy place! This will also free up space in the Reference Office for our new Senior Librarian.

I am proud to announce that Mary Pat Dodson, our Literacy Coordinator, has successfully completed her ProLiteracy of America Trainer certification. She is certified in both Basic Literacy and English as a Second Language. This process takes over a year to complete. Congratulations Mary Pat!

We have 11 staff members, including myself, that will be attending the CLA annual conference in Long Beach, Oct. 26-29, 2007. Early Bird registration saves us money and it closed Aug. 12th. This is a wonderful training and professional development opportunity that happens only every other year in Southern California. Some staff will be attending the full conference and others will be attending only one day.

Director

I watched two very interesting and timely webcasts this past month. One, *Patron Policies and Latchkey Children* was very informative and the entire management team watched it. It was presented by a lawyer who specializes in library issues. The second one was titled *Understanding Today's Boomer Library Consumer* and Sandy Krause watched it with me. Its focus was on marketing programs and services to the Boomer age group and what 'speaks' to them. Sandy works with Anne on adult programming and the insights offered in the webcast will be applied to how we reach out to that, well I must confess, my, age group.

I am including in this month's packet an interesting report just released from the National School Board Association. It discusses research done on how students use online social networking. I thought it would be helpful information when we discuss our internet policy later this fall.

I attended the City Council's quarterly recognition event in July. Two library supporters, Doug Hodson and Maxine Luther, were honored.

At the City Manager's request, the number of staff members with city credit cards was reduced.

I attended a luncheon of SGV Library Directors in July. In August the Foothill Library Consortium will be holding a luncheon meeting at APU. This group has been in hiatus for about 6 years.

So far, impacts from the opening of the library's bathrooms for the Farmer's Market have been minimal. Initially there was a lot of trash, we had damage to materials in the bookdrops on Glendora Ave. (which are now locked during the event), and we have had some minor damage to the men's restroom; overall, nothing too detrimental. A Police Cadet monitors restroom activity.

Elke is on vacation in Germany from Aug. 18 - Sept. 4th. I will try to survive without her!

Next Board Meeting: September 17, 2007

Robert Torres, reader

Robert Torres is an exceptional participant in the Glendora Reads! Adult Literacy Program. He and his tutor, Cass Armstrong, have worked together for four years and have developed a unique working relationship. It all began when Robert's daughter, Christina, told him about the book *The Teacher Who Couldn't Read*, by John Corcoran. Robert checked out the audio book from the library. As he listened, he noticed several similarities between himself and John Corcoran. Both were older, established in the work force, and using some well-planned strategies to succeed in a reading world. Very few were aware that they didn't read. Robert also checked out the video *Bluffing*, and saw similarities to his life in this video as well. Based on his work skills, the main character is offered a promotion to Production Foreman, but loses the opportunity because he lacks literacy skills. In another scene, as the main character reads to his granddaughter by telling about the pictures, she looks up at him and says, "That's not right, Grampy. Mommy, Grampy isn't reading it right. Tell him to read it right." Robert wanted to be able to read to his grandchildren someday.

Robert decided it was time to make a change; if John Corcoran could do it, so could he. He had enough courage to come to the Glendora Reads! Literacy office. Since beginning in the program, Robert has earned two promotions and his Water Distribution License. He is currently working toward his third promotion. He has begun reading for pleasure. Robert's story has been inspirational to many. Even with his full-time work schedule, family, and outside interests, he has made the time and commitment to continue meeting with his tutor, Cass; they have met for over 300 hours of instruction. Robert had many strengths other than reading when he began, but being able to read has opened new doors for him. Robert chose to read today because he believes if he can encourage one person to learn to read it will be worth it. He wishes he had learned sooner, but pride and embarrassment kept him from doing it. He encourages you to keep learning, and if you don't know how to read, to get help now. Glendora Reads! is proud of Robert and so are those who have heard him speak. He has inspired others to meet their challenges, not only in the area of literacy, but in other areas of life as well.

If you know an adult who wants to learn to read, or if you would like to help someone learn to read, contact Mary Pat Dodson, Literacy Coordinator at Glendora Public Library, (626) 852-4897.



July 17, 2007

**CALIFORNIA
STATE LIBRARY**
FOUNDED 1850

Robin Weed-Brown, Director
Glendora Library & Cultural Center
140 S. Glendora Avenue
Glendora, CA 91741-3499

Dear Ms. Weed-Brown:

Thank you for applying to participate in the 2007/08 Early Learning with Families (ELF) grant program under the Library Services and Technology Act (LSTA). I am pleased to inform you that your library has been selected to attend this fall's ELF training institute. In addition, this letter serves as a notice of intent to award funds. I anticipate funding your ELF grant application contingent upon completion of the ELF training and development of an implementation plan at that training. The exact award amount will be determined based on your submitted implementation plan, up to an amount not to exceed \$5,000.

As outlined in the application guidelines, successful applicants must send a three-person team to a mandatory 2 1/2 day training institute. The dates have been adjusted from those identified in the application guidelines to October 9-11, 2007 and the training will take place at the Hilton Pasadena. Your team is to consist of a representative from Library Administration, Children's Services, and a Literacy partner. If there is a scheduling conflict with the training dates or you have questions, please notify the library programs consultant for this project or the project coordinator immediately. All travel expenses associated with attending the training will be reimbursed, subject to approval.

The State Library primary consultant assigned to this project is Suzanne Flint, telephone (916) 651-9796, email sflint@library.ca.gov. The project coordinator (through North Bay Cooperative Library System) is Judy Klikun. Judy can be reached at: 916-446-6378 or by email at: jklikun@sbcglobal.net. If you have not yet done so, please email contact information for each of the three-team members who will be attending the training in October to Ms. Klikun by August 1, 2007 so that she can provide them with all the necessary details and logistical information for the training.

Best wishes for a successful project year.

Yours truly,


Susan Hildreth
State Librarian of California

- cc: Christopher Berger
- Colette Moody
- Suzanne Flint
- Judy Klikun
- Cindy Romero
- Mary Dodson
- Doc.#11273

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Robin Weed-Brown

From: owner-calix@listproc.sjsu.edu on behalf of Cindy Mediavilla [cmediavi@ucla.edu]
Sent: Wednesday, August 15, 2007 10:17 AM
To: calix@listproc.sjsu.edu
Subject: [CALIX:7121] Fwd: NSBA Releases Social Networking Study

Am forwarding from YALSA. Please forgive duplication.

Cindy Mediavilla

NSBA Releases Social Networking Study

http://blogs.ala.org/districtdispatch.php?title=nsba_releases_social_networking_study&more=1&c=1&tb=1&pb=1

Today, the National School Boards Association (<http://www.nsba.org/>) (NSBA) released its study, "Creating & Connecting: Research and Guidelines on Online Social - and Educational - Networking." This study was conducted by Grunwald Associates and underwritten by News Corporation, Microsoft and Verizon.

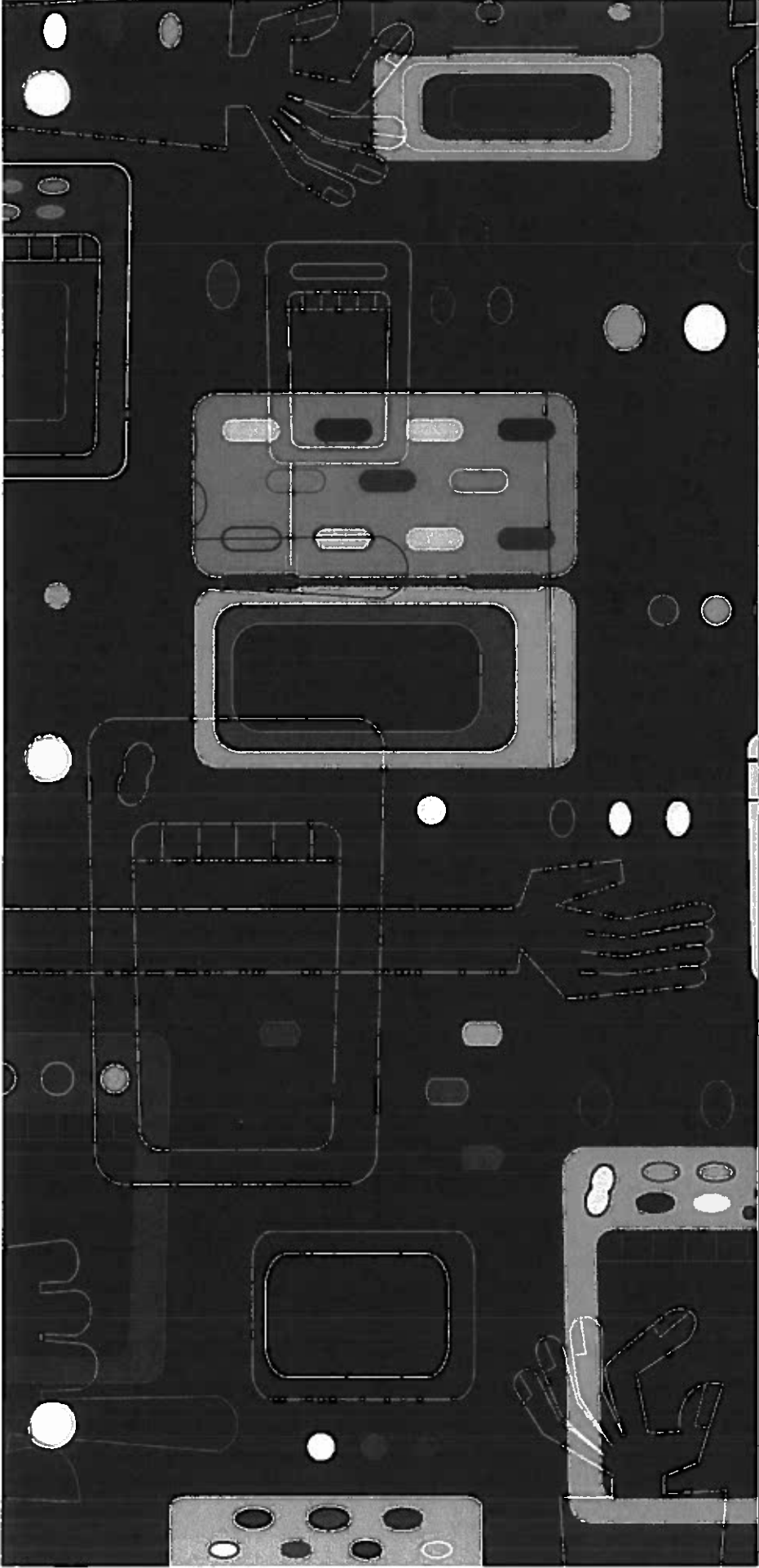
The study defined social networking as a cluster of technical functions that allow users to easily create, share and respond to information. Overall, this study provides some heft for many of the arguments made by ALA. Of note are the following:

- * Many students report using social networking to discuss education-related topics (60%).
- * Social networking is allowing students to engage in creative expression of all kinds.
- * Negative experiences online are much lower than was expected.
- * Parents are much more involved in kids' use of technology than is commonly perceived.
- * Classroom use of technology is increasing, but school technology leaders are skeptical of social networking applications.
- * The majority of districts use some kind of social networking software to communicate with students, parents or the community.

The report, which also includes more in-depth statistics and a list of recommendations for educators, can be found at <http://www.nsba.org/site/pdf.asp?TP=/site/docs/41400/41340.pdf>

As a reminder, ALA has created a wiki with lots of resources, articles, and other information about Interactive Web Applications:

http://wikis.ala.org/iwa/index.php/Main_Page



CREATING & CONNECTING // RESEARCH AND GUIDELINES ON ONLINE SOCIAL — AND EDUCATIONAL — NETWORKING
NATIONAL SCHOOL BOARDS ASSOCIATION



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Online social networking is now so deeply embedded in the lifestyles of tweens and teens that it rivals television for their attention, according to a new study from Grunwald Associates LLC conducted in cooperation with the National School Boards Association.

Nine- to 17-year-olds report spending almost as much time using social networking services and Web sites as they spend watching television. Among teens, that amounts to about 9 hours a week on social networking activities, compared to about 10 hours a week watching TV.

Students are hardly passive couch potatoes online. Beyond basic communications, many students engage in highly creative activities on social networking sites — and a sizeable proportion of them are adventurous nonconformists who set the pace for their peers.

Overall, an astonishing 96 percent of students with online access report that they have ever used any social networking technologies, such as chatting, text messag-

ABOUT THE STUDY

This study was made possible with generous support from Microsoft, News Corporation and Verizon.

The study was comprised of three surveys: an online survey of 1,277 nine- to 17-year-old students, an online survey of 1,039 parents and telephone interviews with 250 school district leaders who make decisions on Internet policy. Grunwald Associates LLC, an independent research and consulting firm that has conducted highly respected surveys on educator and family technology use since 1995, formulated and directed the study. Hypothesis Group managed the field research. Tom de Boer and Li Kramer Halpern of Grunwald Associates LLC provided guidance throughout the study and led the analysis.

A more detailed market research report based on this survey, including findings of interest to industry, is available commercially from Grunwald Associates (www.grunwald.com).

The study was carried out with support from Microsoft, News Corporation, and Verizon. The views of the study do not necessarily represent the views of the underwriters.

ing, blogging and visiting online communities, such as Facebook, MySpace and services designed specifically for younger children, such as Webkins and the chat sections of Nick.com. Eighty-one percent say they have visited a social networking Web site within the past three months and 71 percent say they use social networking tools at least weekly.

Further, students report that one of the most common topics of conversation on the social networking scene is education. Almost 60 percent of students who use social networking talk about education topics online and, surprisingly, more than 50 percent talk specifically about schoolwork.

Yet the vast majority of school districts have stringent rules against nearly all forms of social networking during the school day — even though students and parents report few problem behaviors online. Indeed, both district leaders and parents believe that social networking could play a positive role in students' lives and they recognize opportunities for using it in education — at a time when teachers now routinely assign

homework that requires Internet use to complete. In light of the study findings, school districts may want to consider reexamining their policies and practices and explore ways in which they could use social networking for educational purposes.

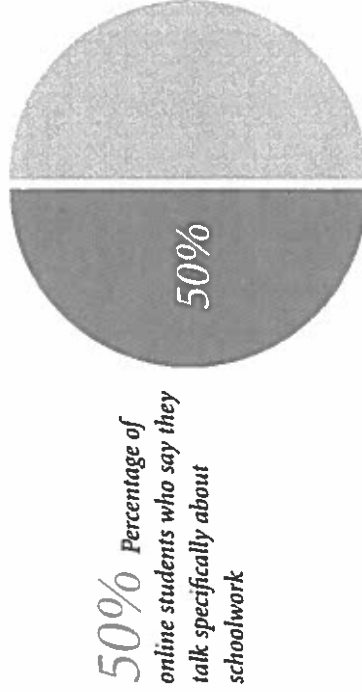
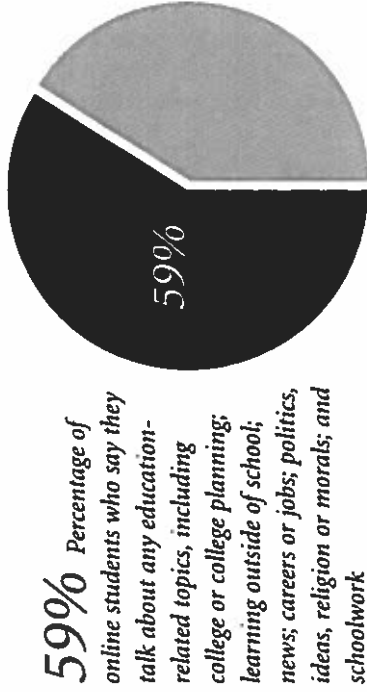
CREATING & CONNECTING// THE POSITIVES

There has been explosive growth in creative and authoring activities by students on social networking sites in recent years.

With words, music, photos and videos, students are expressing themselves by creating, manipulating and sharing content online. This is how they're spending time:

Posting messages. More than one in five online students (21 percent) say they post comments on message boards every day; four out of 10 (41 percent) say they do so at least once a week. In 2002, only 7 percent posted daily and only 17 percent did so at least once a week, according to a similar Grunwald Associates LLC survey.

A HOT TOPIC OF SOCIAL NETWORKING: EDUCATION



Source: Grunwald Associates LLC

Sharing music. Nearly a third (32 percent) of online students say they download music or audio that other users uploaded at least once a week, or upload third-party music or audio themselves (29 percent). More than one in 10 (12 percent) say they upload music or podcasts of their own creation at least weekly.

Sharing videos. Nearly a third (30 percent) of online students say they download and view videos uploaded by other users at least once a week. Almost one in 10 (9 percent) say they upload videos of their own creation at least weekly. Overall, more than one in five online students (22 percent) say they have uploaded videos they created at some point.

Sharing photos. Nearly one in four (24 percent) of online students say they post photos or artwork created by others at least once a week. More than one in five (22 percent) say they post photos or artwork of their own creation at least that often. In 2002, only 12 percent said they “exchange pictures with friends”

once a week or more. Overall, nearly half (49 percent) say they have uploaded photos or artwork at some point.

Site-building. More than one in 10 online students (12 percent) say they update their personal Web site or online profiles every day; one in four (25 percent) do so at least weekly. In 2002, only 12 percent of tweens and teens even had a personal Web site or online profile.

Blogging. More than one in six (17 percent) of online students say they add to blogs they’ve created at least weekly; 30 percent of students have their own blogs. In 2002, blogs were a negligible blip on the online scene for students.

Creating content. In 2002, only about one in seven students (13 percent) said they were involved in online art and story-sharing, either creating it or looking at others’ work. Today, many more students report participating in just one creative process — authoring — every week — and the range of their content creation activities is much broader. One in

six (16 percent) say they use online tools to create and share compositions that are more sophisticated than simple art or stories, including virtual objects, such as puzzles, houses, clothing and games. One in seven (14 percent) create new characters at least weekly, with nearly a third of these students doing so every day. One in 10 (10 percent) start or contribute to online collaborative projects weekly or more frequently. Ten percent send suggestions or ideas to Web sites at least once a week as well. Nearly one in 10 (9 percent) submit articles to sites at least weekly or create polls, quizzes or surveys online.

Nonconformists — students who step outside of online safety and behavior rules — are on the cutting edge of social networking, with online behaviors and skills that indicate leadership among their peers. About one in five (22 percent) of all students surveyed, and about one in three teens (31 percent), are nonconformists, students who report breaking one or more online safety or behavior rules, such as using inappropriate

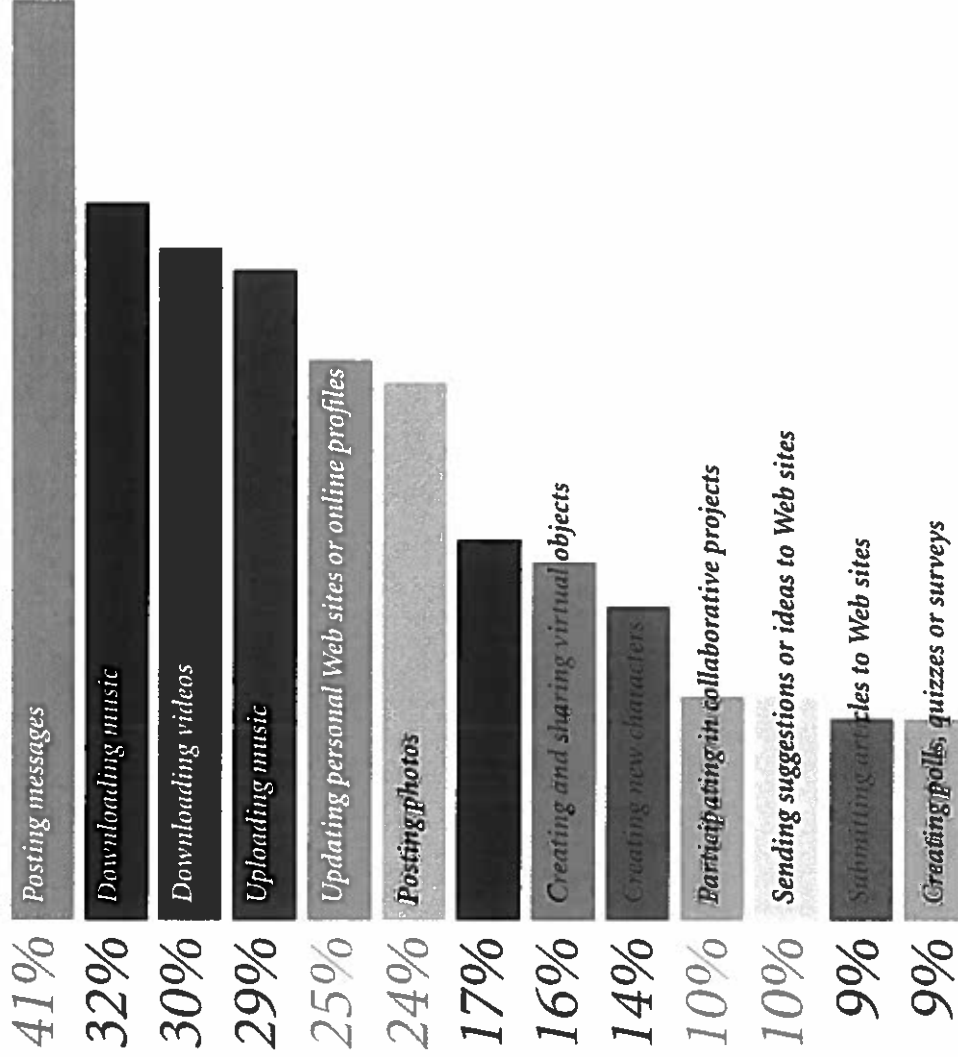
language, posting inappropriate pictures, sharing personal information with strangers or pretending to be someone they are not.

Nonconformists are significantly heavier users of social networking sites than other students, participating in every single type of social networking activity surveyed (28 in all) significantly more frequently than other students both at home and at school — which likely means that they break school rules to do so. For example, 50 percent of nonconformists are producers and 38 percent are editors of online content, compared to just 21 percent and 16 percent, respectively, of other students.

These students are significantly more likely to be heavy users of both new media (online, video games, handhelds) and old media (TV, videos/DVDs, radio). But they are significantly more likely to prefer new media to old. They also are disproportionately likely to learn about new sites and features online, through the “chat vine” or other online mechanisms, while other students are more

POPULAR SOCIAL NETWORKING ACTIVITIES

Percentage of online tweens and teens who say they do these activities at least weekly



Source: Grunwald Associates LLC

LEADING THEIR GENERATION

Nonconformists
are significantly more likely than other students to be:

Traditional influentials (students who recommend products frequently and keep up with the latest brands)

39%

27%

Promoters (students who tell their peers about new sites and features online)

41%

25%

Recruiters (students who get a disproportionately large number of other students to visit their favorite sites)

59%

32%

Organizers (students who organize a lot of group events using their handhelds)

23%

10%

Networkers (students with unusually large networks of online friends)

42
friends

17
friends

Source: Grunwald Associates LLC

likely to hear about them from parents or teachers. Ironically, nonconformists also are more in touch with their parents as well, communicating significantly more frequently with their parents in every way except in person — online or by cell phone, for example — than other students.

These students seem to have an extraordinary set of traditional and 21st century skills, including communication, creativity, collaboration and leadership skills and technology proficiency. Yet they are significantly more likely than other students to have lower grades, which they report as “a mix of Bs and Cs,” or lower, than other students. However, previous research with both parents and children has shown that enhanced Internet access is associated with improvements in grades and school attitudes, including a 2003 survey by Grunwald Associates LLC. In any event, these findings suggest that schools need to find ways to engage nonconformists in more creative activities for academic learning.

CREATING & CONNECTING// THE GAPS



While social networking seems omnipresent in the lives of most teens and teens outside of school, most school districts are cautious about its use in school:

Most schools have rules against social networking activities:

- More than nine in 10 school districts (92 percent) require parents and/or students to sign an Internet use policy. Nearly all (98 percent) districts use software to block access to inappropriate sites.
- More than eight in 10 districts have rules against online chatting (84 percent) and instant messaging (81 percent) in school.
- More than six in 10 districts (62 percent) have rules against participating in bulletin boards or blogs; six in 10 (60 percent) also prohibit sending and receiving e-mail in school.
- More than half of all districts (52 percent) specifically prohibit

any use of social networking sites in school.

Still, despite the rules, there is some officially sanctioned, educationally packaged social networking occurring in schools. Almost seven in 10 districts (69 percent) say they have student Web site programs. Nearly half (49 percent) say their schools participate in online collaborative projects with other schools, and almost as many (46 percent) say their students participate in online pen pal or other international programs. More than a third (35 percent) say their schools and/or students run blogs, either officially or in the context of instruction. More than one in five districts (22 percent) say their classrooms are involved in creating or maintaining wikis, Web sites that allow visitors to add, remove or edit content.

Many school districts also use social networking for professional purposes. For example, more than one in four districts (27 percent) say their schools participate in a structured teacher/principal online community.

Interestingly, districts that report that their parents are influential in technology decision making are more active in social networking (71 percent vs. 59 percent in districts with low parental influence). Further, large, urban and Western districts are typically more active users of social networking than other districts.

Students and parents report fewer recent or current problems, such as cyberstalking, cyberbullying and unwelcome personal encounters, than school fears and policies seem to imply. Only a minority of students has had any kind of negative experience with social networking in the last three months; even fewer parents report that their children have had a negative experience over a longer, six-month period.

Most problems students and parents report are similar to the types of problems typically associated with any other media (television or popular music) or encountered in everyday life:

- One in five students (20 percent) say they have seen inap-

TEACHERS REQUIRING INTERNET USE FOR HOMEWORK

School district leaders report that teachers are now routinely assigning homework that requires Internet use to complete, no longer allowing equity concerns to be a barrier.

Nearly all school districts (96%) say that at least some of their teachers assign homework that requires Internet use to complete.

More than a third of all school districts (35%) say more than half of their teachers assign homework that requires Internet use.

More than nine out of 10 school districts of low socioeconomic status (94%) say some of their teachers assign Internet-based homework, and more than one in four of these districts (27%) say more than half of their teachers do so.

Nearly all school districts (95%) say that at least some of their teachers are using Web pages to communicate assignments, curriculum content and other information.

More than eight out of 10 school districts (88%) subscribe to online educational services or learning management systems, or both. Of these subscribing districts, 87 percent allow students to access these services from home.

appropriate pictures on social networking sites in the last three months; 11 percent of parents referring to their own children over the last six months, concur.

- Nearly one in five students (18 percent) say they have seen inappropriate language on social networking sites; 16 percent of parents concur.
- Personally directed incidents, which are of serious concern to students, parents and educators, are relatively rare. About one in

14 students (7 percent) say someone has asked them for information about their personal identity on a social networking site; 6 percent of parents concur.

About one in 14 students (7 percent) say they've experienced self-defined cyberbullying; 5 percent of parents concur. About one in 25 students (4 percent) say they've had conversations on social networking sites that made them uncomfortable; 8 percent of parents concur.

3 percent of parents concur. Fewer than one in 30 students (3 percent) say unwelcome strangers have tried repeatedly to communicate with them online; 3 percent of parents concur. Only about one in 50 students (2 percent) say a stranger they met online tried to meet them in person; 2 percent of parents concur. Only .08 percent of all students say they've actually met someone in person from an online encounter without their parents' permission.

The vast majority of students, then, seem to be living by the online safety behaviors they learn at home and at school.

- School district leaders seem to believe that negative experiences with social networking are more common than students and parents report. For example, more than half of districts (52 percent) say that students providing personal information online has been "a significant problem" in their schools, yet only 3 percent of students say they've ever given out their e-mail addresses, instant messaging screen names

or other personal information to strangers. Similar differences occur between districts' beliefs and students' and parents' reported experiences with inappropriate material, cyberbullying and other negative incidents.

ONLY .08%
OF ALL STUDENTS SAY
THEY'VE ACTUALLY
MET SOMEONE
IN PERSON FROM
AN ONLINE ENCOUNTER
WITHOUT THEIR
PARENTS' PERMISSION.

CREATING & CONNECTING // EXPECTATIONS AND INTERESTS



While a significant percentage of educators require their students to use the Internet for homework, school policies indicate that many are not yet convinced about the value of social networking as a useful educational tool or even as an effective communications tool. This may indicate that their experience with social networking is limited. However, they are curious about its potential — a sign that there may be some shifts in attitudes, policies and practices in the future.

Both schools and especially parents have strong expectations about the positive roles that social networks could play in students' lives. District leaders say they hope social networking will help students "get outside the box" in some way or another. Nearly half of them (48 percent) expect social networking to introduce students to "new and different kinds of students." More than four in 10 (43 percent) hope

social networking will help students "learn to express themselves better creatively" and "develop global relationships."

But district leaders are skeptical at this point about the educational value of social networking. Fewer than one in three (29 percent) believe that social networking could help students improve their reading or writing or express themselves more clearly (28 percent). Somewhat more of them (36 percent) hope that social networking will help students learn to work together to solve academic problems.

Parents, on the other hand, have higher expectations. More than three in four (76 percent) expect social networking to help their children improve their reading and writing skills or express themselves more clearly; three out of four (75 percent) also expect social networking to improve children's ability to resolve conflicts. Almost as many (72 percent) expect social networking to improve their children's social skills as well.

Both schools and parents are interested in social networking as

an educational tool. Both also demand an educational value and purpose as a requirement for social networking in school.

Nearly nine in 10 district leaders (87 percent) say "strong educational value and purpose" will be a requirement for them to permit access to any social networking site. Urban (89 percent) and rural (96 percent) districts feel particularly strongly about this, compared to their peers. More than seven in 10 parents (72 percent) agree that educational value and purpose are "important" or "very important."

Large proportions of district leaders say that a strong emphasis on collaborative and planned activities (81 percent), strong tools for students to express themselves (70 percent) and an emphasis on bringing different kinds of students together (69 percent) would be required for them to buy into social networking for school use. But most also would insist on adult monitoring (85 percent) and would continue to prohibit chat and instant messaging (71 percent) as conditions of social networking use in school.

STRIKING A BALANCE// GUIDANCE AND RECOMMENDATIONS FOR SCHOOL BOARD MEMBERS



Parents and communities place faith in school board members and educators to protect students during the school day — and that means securing their safety when they're online. It is

appropriate, then, for school boards to approach social networking with thoughtful policies that maintain their parents' and communities' trust.

At the same time, parents and communities also expect schools to take advantage of potentially powerful educational tools,

including new technology. Clearly, both district leaders and parents are open to believing that social networking could be such a tool — as long as there are reasonable parameters of use in place.

Moreover, social networking is increasingly used as a communications and collaboration tool of choice in businesses and higher education. As such, it would be wise for schools, whose responsibility it is to prepare students to transition to adult life with the skills they need to succeed in both arenas, to reckon with it.

Finally, despite the large majorities of students who seem to be highly active social butterflies online, equitable access is still a critical consideration for schools. It is incumbent on schools to recognize the silent minority of students who do not have easy access to computers, cell phones and other devices commonly used for social networking.

Here are some ways that school board members could strike the appropriate balance between protecting their students and providing a 21st century education:

Explore social networking sites. Many adults, including school board members, are like fish out of water when it comes to this new online lifestyle. It's important for policymakers to see and try out the kinds of creative communications and collaboration tools that students are using — so that their perceptions and decisions about these tools are based on real experiences.

Consider using social networking for staff communications and professional development. In districts where structured online professional communities exist, participation by teachers and administrators is quite high.

Nearly six in 10 districts (59 percent) say at least half of their staff members participate, while nearly four in 10 (37 percent) say 90 percent or more do so. These findings indicate that educators find value in social networking — and suggest that many already are comfortable and knowledgeable enough to use social networking for educational purposes with their students.

Find ways to harness the educational value of social networking. Some schools and educators are experimenting successfully with chat rooms, instant messaging, blogs, wikis and more for after-school homework help, review sessions and collaborative projects, for example. These activities appeal to students — even students who are reluctant to participate in the classroom.

Ensure equitable access. Schools have a role to play in closing the digital divide with social networking, just as they have with Internet access. Most students have some way to get online, either in their schools, at public libraries or at home — as educators apparently recognize when they assign homework that requires Internet use. But educators will have to consider the often-impromptu exchanges and instant access that are characteristic of social networking as they plan ways to incorporate it into educational experiences.

Pay attention to the nonconformists. The survey findings identify this group of students as highly engaged and skilled at social networking and as an influential leadership cadre among their peers. Yet they seem to be lukewarm about traditional schoolwork and academics, perhaps because the allure of social networking is more compelling than traditional ways of learning. By reaching out to these students and tapping into their interests, educators could yield a double benefit: a heads-up on the next new things that many other students are likely to gravitate to online and improved academic results for the nonconformists.

Reexamine social networking policies. Many schools initially banned or restricted Internet use, only to ease up when the educational value of the Internet became clear. The same is likely to be the case with social networking. Safety policies remain important, as does teaching students about online safety and responsible online expression —

but students may learn these lessons better while they're actually using social networking tools.

Encourage social networking companies to increase educational value. Educational leaders should work with social networking companies to increase services that are explicitly educational in nature, via informal or formal initiatives that highlight educational offerings.



THE NATIONAL SCHOOL BOARDS ASSOCIATION is a not-for-profit federation of state associations of school boards across the United States. Our mission is to foster excellence and equity in public education through school board leadership. NSBA represents the nation's 95,000 school board members that govern 14,890 local school districts serving more than 47 million public school students.



The Technology Leadership Network (TLN) is NSBA's district membership program designed for education leaders who establish policies and implement technology decisions that enhance teaching and learning, operations, and community outreach efforts.

National School Boards Association
1680 Duke Street
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Division Monthly Reports

140 S. Glendora Ave. Glendora, CA 91741
Tel 626.852.4891 Fax 626.852.4899
www.glendoralibrary.org

To: Robin Weed-Brown

From: Carlos Baffigo, Anne Pankow, Cindy Romero, Sandy Krause, Gaetano Abbondanza

Date: July 2007

Public Services - Cindy Romero, Sandy Krause, Gaetano Abbondanza

July saw the end of a very successful Summer Reading Club. All of our clubs increased registration this summer. Including our new baby club, we had a total of over 1800 participants. The Mother Goose Storytime for infants and toddlers reached record numbers with over 150 people attending the 2 sessions in a single day. All of the events are listed below. We would like to thank Jim Theel and Sylvia Slakey for attending the Youth Volunteer Recognition party and helping us thank the kids who have volunteered their time and energy over the last year. Cindy is looking forward to the September meeting where she will present a final report of the summer. A letter from one of our families is attached to this report.

	Event	Number of participants
July 3, 2007	Great Mouse Detective Movie & Smoothies	180
July 5, 2007	Children's SRC fingerprint creation craft	100
July 7, 2007	Children's SRC Acme Balloon program	140
July 9, 2007	Books Alive - A long Day's Journey into night	14
July 10, 2007	Children's SRC Swazzle Puppeteers	400
July 11, 2007	YA SRC Murder Mystery Party	30
July 12, 2007	Children's SRC Paper Bag Puppet craft	120
July 17, 2007	Children's SRC Animal Magic Show	360
July 19, 2007	Children's SRC Fossil Dinosaur Craft	120
July 21, 2007	YA Alex Rider Movie and book discussion	15
July 24, 2007	Pacific Animal Productions show	400
July 23, 2007	Adult SRC Storyteller – Urban Legends	21
July 25, 2007	YA SRC Ice Cream Party	30
July 26, 2007	Aerodynamic Crafts	140
July 28, 2007	SRC End of Summer party	250
July 31, 2007	Volunteer Recognition party	100
	Total number of participants	2420

Now that SRC is over, the Public Services staff is already hard at work planning events and outreach for the fall. Pirate Day is scheduled for Saturday, September 15 from 10-5 in the Children's Room. If you would like to read a story sometime during the day, please contact Cindy or Gail so we can arrange a time for you. We will also be holding a Pirate Party for the teens at 2pm. The first SAT Workshop of the year is scheduled for Saturday September 22. We are also looking forward to refresher training on several of our databases.

Support Services – Carlos Baffigo

“Change” continues to be the theme this month as we see old friends leave, staff promotions for existing staff taking place, new procedures and systems replacing the old, and new projects start to materialize. Thank you to all staff for your patience and positive outlook in the midst of all the change.

General:

Angie Andino presented her resignation effective July 25th. We will miss her, but wish her the best.

The PT Library Aide III – Adder recruitment ended on July 26th. Michelle Pasillas was promoted to the position. Congratulations Michelle!

Revenue from the new Copy/Print Center started coming in this month. So far the numbers are promising considering a full promotional campaign has yet to take place and the busiest part of the year is yet to come once school starts.

Circulation/Collection Maintenance:

Circulation staff was busy this month adapting to the new service desk and increased traffic due to the Summer Reading Club.

The Check-In Room is receiving the bulk of all the material returned as planned.

New procedures for locking the material returns on Glendora Avenue took effect in July as a result of vandalism during the Farmer's Market. Several a/v items were damaged when a substance was poured into the return.

Facilities:

United Maintenance Systems started as our new janitorial service provider on July 26th. Service has been good so far, with a few exceptions. A meeting with company representatives took place on August 2nd to address these issues.

The Circulation/Reference Service desk was installed through the weekend of July 6th – 8th.

The Check-In Room was operational on July 9th.

Library staff met with Public Works staff and Structural Engineer Jeff Coronado on Tuesday, July 31st to discuss project details and timeline for the Library Expansion CIP. The preliminary timeline has construction starting in January 2008.

Specifications for the Carpet Replacement CIP were submitted to Public Works for approval. The new carpet is to replace the old patterned and blue carpet on the main floor.

Library staff met to begin planning possible floor plan changes to the existing Children's Room. Possible changes will include new carpet, creating office space, rearranging existing shelving and purchasing new shelving to maximize space.

New study carrels were received and replaced the old carrels thanks to the generosity of the Friends Foundation.

New chairs for the public have been ordered and should be received in August.

Acquisitions, Cataloging, Processing, and Periodicals:

The new fiscal year (FY 07-08) started July 1st and there was no hesitation in getting new material in and processed.

Computer Systems/Web Site:

The public computer print release system is working as planned. Computer users are able to easily send and retrieve their print jobs with minimal waiting and hassle.

New receipt printers and scanners were purchased and installed on the new Public Service desk.

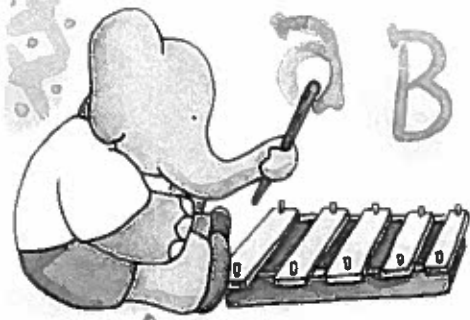
A new on-line version of the Bidwell Forum reservations calendar was completed and implemented. This new calendar is now accessible by all staff in Library Share.

Polaris is working to upgrade the training server (Morpheus) to the latest release of our ILS (Polaris 3.3). A complete system upgrade will take place as soon as the first build is available and before the start of the new calendar year.

Development & Educational Services – Anne Pankow

Night on the Plaza on Saturday, July 14 was a glorious evening and another huge success. The weather finally cooperated and was a mild 85 degrees at the height of the heat. Over 450 tickets were purchased and approximately 420 attended. Eric Ziegler, as his last official act as city manager, authorized the auctioning of 2 street names. The NOP committee, the Friends Foundation and the library are grateful to him and the community for their support of the Friends Foundation fundraiser. The library would not be able to offer the variety and depth of programs without the financial support of the Friends Foundation. The Friends Foundation's sole purpose is to raise money to support library programs and services. This event will gross over \$165,000 and will exceed last year's gross. All promised monies have not been received yet, which is normal for any fundraiser.

The date for Trivia Challenge 16 has been set – April 4, 2008. Write this date in your calendars. Azusa Pacific University has become a popular venue for many community events and workshops. March dates were not available. At least Trivia will take place after Easter, which will please some of our regular attendees. Next year we will book the date immediately after Trivia is over. In the past, we were not able to confirm the date with APU until mid-summer.



27
2 Aug 2007



Dear Miss Cindy,

Thank you so much for Mother Goose Story Time. It is so much fun!

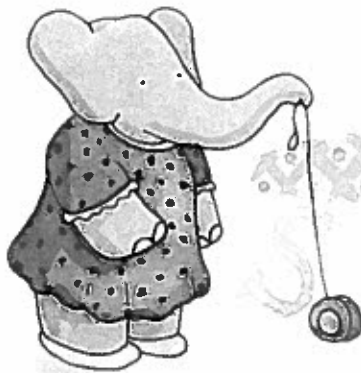
I love the music, the scarves, and most of all the books!

The summer reading program was also a lot of fun. Please, thank your colleagues for all their hard work, the prizes, and wonderful information! I had a blast!

My family appreciates all you are doing with the Glendora Public Library. Your attention to babies and toddlers is commendable. We love books even if we are still learning how to read them.

Thank you!

Love,
Bennet Harris
15½ months



Glendora Public Library Surrogate Data for July 2007

	This Year July	Last Year July	Percent Change	This Year-to-date	Last Year-to-date	Percent Change
<u>Service Indicators</u>						
I. E. Total Library Visitors	26,189	29,328	-11%	26,189	29,328	-11%
I. D. Total Items Loaned	33,305	32,954	1%	33,305	32,954	1%
I. D.4. Electronic Circulation	98	120	-18%	98	120	-18%
III. A. Total Requests for Information	4,956	5,022	-1%	4,956	5,022	-1%
II. A. Total Items Owned	146,961	148,967	-1%	-----	-----	-----
V. A. Total Web & Electronic Resources & Databases	7,915	4,195	89%	7,915	4,195	89%
V. A.2. Library Home Page Views	3,006	0		3,006	0	
VI. A. Total Number of Programs	21	21	0%	21	21	0%
VI. E. Number of Literacy Students Active	33	26	27%	-----	-----	-----
VI. E.1. Literacy Hours Tutored	104	63	65%	104	63	65%
VI. F.1 Total Number of Volunteer Hours	2,530	2,538	0%	2,530	2,538	0%
I. G. Total General Fund Revenue	\$4,305	\$4,875	-12%	\$4,305	4,875	-12%

28

These statistics are subject to verification.

6.

Unfinished

Business

Library Board of Trustees Goals and Objectives for FY 2007- 2008

Goal:

The Library Trustees will serve as active, visible advocates for the library to the greater community.

Objectives:

- The Board will actively be involved in the Library's Children's room expansion and help support fundraising efforts.
- The Board will actively advocate areas of compensation issues for hiring purposes.
- The Board will support staff to complete all Capital Improvement Projects that are in process.
- The Board will strive to make the Library more visible in the community, for example by having Board meetings at the Council Chambers.

7.
New
Business



Glendora Public Library 140 S. Glendora Ave. Glendora, CA 91741
(626) 852-4891 library@glendoralibrary.org

MEMO

To: Board of Library Trustees
From: Robin Weed-Brown, Library Director *Robin*
Date: August 20, 2007
Re: Agenda Item 7.1: Revision to Admin. Policy #4.03: Library Display Policy

Part of the library's strategic plan included improving the look of the lobby area of the library. Work on the lobby began last year and will continue throughout this year. A clean and welcoming entrance to the library requires us to address what types of displays, both literature and exhibit, are appropriate and legally defensible.

To that end, the issue of what is appropriate to be displayed in the library lobby is under review. Library Administrative Policy #4.03, Glendora Library Display Policy, currently addresses only the display cases, not literature. Attached is a draft revision of the policy that includes literature displays for your consideration.

Background

Display and exhibit policies are a complex issue. They encompass public forum issues, censorship and legal pitfalls that libraries, and other public entities, have struggled with for decades. These issues are under constant discussion in the library profession. Key points focus around consistency in applying guidelines and to avoid making exceptions - 'all or nothing', narrow or broad, definitions. The library needs in place a clear definition of what is and isn't allowed to avoid complaints of censorship and fend off lawsuits. This was confirmed by our city attorney.

A policy for using the library's display cases was first established in 1987 (Administrative Policy #4.03) and has been revised and reviewed periodically by the Library Board ever since.

The displaying of general literature and flyers has not been formally covered up to this point. With limited space available in our library, and to keep our entrance area attractive and uncluttered, working guidelines were established for the staff to follow. These working guidelines have now been added to policy # 4.03 for your review.

There are 3 issues that have pushed the literature display issues into the forefront. The first is maintaining control over what is out in the lobby and keeping it clean and uncluttered. The second issue centers on attempts to censor publications available to our patrons. The third is a complaint by a local newspaper's staff member regarding the relocation of their newspaper out of the lobby and into the main library area with the other newspaper publications.

Free newspapers and newspaper-like publications are often made available for the public by their local libraries and Glendora Public Library is no exception. We have been fortunate that until recently the public made no comment

about the variety of free publications available. We have had publications in this format that addressed seniors, employment, local news, alternative lifestyles, arts and entertainment and apartment availability to name some. This situation has now changed.

In the fall of 2006 a complaint was received regarding the types of free newspaper publications available in the lobby. The concern focused on children's access to adult level information in the publication L.A. Weekly. When staff did not immediately respond to the patron's request to get rid of them, this person chose to "self-weed" the publication: she threw all of the copies in the trash cans outside the library denying access for any and all citizens based solely on her personal opinion. Beginning in the winter of 2007, a second similar complaint was made about the same publication by a different person. Her complaint also included a second publication available in the lobby that covered alternative spiritual topics and businesses, The Messenger. She found the subject matter offensive to her religious beliefs. Her complaints continued for 7 months demanding the library cease making these publications available to the public or she would take more definitive action. Despite repeated conversations with this library patron no headway was made.

Based on my 30 years in the library profession I made a decision that I felt: balanced access to publications of interest to our patrons; recognized the legal need to be consistent in implementation; could be supported by our library's collection development policy (which protects the library's collections from individual censorship - Admin. Policy # 4.05 - copy attached) and also responded to our library's limited space.

My decision was to: keep all locally produced free papers (SGV Examiner, Glendora Community News, Highlander, The Messenger, and The Employment Guide) and papers that had been expressly requested by our patrons (L.A. Weekly). This is in keeping with our collection development policy. The free papers are housed at the end of the row of our subscription newspapers with signage highlighting their availability. The employment newspaper is now housed with the other employment publications on the 'job and career' table. Publications that were not produced locally or did not have patron requests were contacted and asked to cease delivery to the library. A sign in the lobby informs patrons that if they are looking for a particular paper that was formally located in that area to ask at the information/reference desk. They are then directed to their new location. There is an added benefit to this relocation: people now come into the main library area and not just the lobby!

A staff member from the SGV Examiner took umbrage over my decision to relocate the newspapers. Despite several conversations with him, he has not been willing to accept the library's decision. He has been speaking poorly of the library to other local newspapers and community members, which causes me concern. The paper is still available; it is simply in a different location. I am happy to report that people are coming in and picking up issues.

The city attorney's opinion is that as long as I am treating all papers equally, my decision is appropriate; it would be in making the exception, by allowing one or some free papers but not all of them in the lobby, that I would be opening up the library to potential problems.

He has reviewed the entire draft policy which now covers both literature and exhibit displays and feels it appropriate and defensible.

City of Glendora
Administrative Policy
No. 4.03

Subject: LIBRARY DISPLAY POLICY

Effective: October 1987, Revised June 15, 1992, Revised October 19, 1992,
Reviewed July 19, 1999, Reviewed August 15, 2005, Reviewed
September 19, 2005, Reviewed August 20, 2007

Policy Objective:

To establish a policy for groups and individuals seeking to display artwork, photographs, hobby collections, or other non-commercial materials of an informative or aesthetic nature in the Glendora Library.

Authority:

Board of Trustees of the Glendora Public Library

Assigned Responsibility:

Library Director and staff

Procedures:

See Attached Regulations

City of Glendora Library and Cultural Center
DISPLAY POLICY - revision draft Aug. 2007
(Administrative Policy # 4.03)

All potential display areas in the library facility are under the control of the Glendora Public Library Board Trustees, with the Library Director administering the policy as established by the Library Board. Library policies protect first amendment rights, are enforced equitably, are available for review by the public and support the American Library Association's *Library Bill of Rights*. All questions arising from this policy are to be brought to the attention of the Library Board, if not resolvable by the Director.

Literature Display Racks:

Literature display racks are reserved for official City of Glendora information, events and programs.

As space is available, in priority order, the following materials will be made available:

1. Other local, state or federal government;
2. Quasi-governmental agencies (e.g. bus and light rail schedules);
3. Public school systems;

Commercial, for-profit, political, religious or personal ads are not permitted.

All literature must be reviewed and approved by Library management before it can be placed in the display racks.

Display Cases:

The Glendora Library provides display cases for individuals or non-profit groups to display original art work, photographs, hobby collections, or other non-commercial materials of an informative or aesthetic nature.

Granting of permission to display materials does not imply Library endorsement of content or responsibility for representing all points of view; nor will the library accept responsibility for the accuracy of any statements made in such materials. Displays using profane language, sexually explicit items, and materials depicting racial prejudices or graphic violence will not be permitted. Space is not available for displays which attempt to persuade the viewer to take a position on a political or religious issue. All displays must be primarily informational in nature. The identification of the individual, group, or agency responsible for the display must be clearly stated for the public to see.

The Library cannot provide transportation, staff assistance, or supplies for the display. The installation and removal of the display and the care of the display while exhibited are the sole responsibility of the exhibitor. Neither the City of Glendora nor the Glendora

Public Library shall incur any liability for either the installation or removal of the display or for protection of the display while it is being exhibited. Except for library sponsored or co-sponsored activities, the Library will not be responsible or act as an agent for display items for sale. No prices may be posted on any display item.

Photographs taken inside the library or publicity dealing with the display must be cleared with the Library Director or designee in advance, and prior to the installation of the display. The library reserves the right to advertise the display in library-sponsored publicity.

Any deviation from the Display Guidelines must be cleared in advance with the Library Director or designee.

Approved and adopted this day, of August, 2007

Ayes: _____

City of Glendora
Library Board of Trustees

Noes: _____

Absent: _____

Attest: _____
Robin Weed-Brown, Library Director

By: _____
Jim Theel, President

DISPLAY CASE GUIDELINES

1. The same persons or group may book the display cases only once in twelve months, and no longer than 18 months in advance. The display may remain up for one month. Exceptions may be granted by the Library Director.
2. The exhibitor must be able to provide enough material to cover the allotted space adequately.
3. The exhibitor must submit a completed display application/release form prior to the installation of the display.
4. As a courtesy, the exhibitor will be reminded of the upcoming display two weeks in advance. An appointment will be made at this time for the actual installation.
5. The display must be installed and removed while the Library is closed to the public. The exhibitor must check with staff before removing the display.
6. Exhibitors who must cancel a display are encouraged to notify the Library as soon as possible.
7. Due to unforeseen circumstances, the Library reserves the right to cancel or reschedule a display.
8. The Library reserves the right to cancel any display that does not comply with Display policies and Guidelines.

CHILDREN'S DISPLAY CASE GUIDELINES

1. The exhibit must fit in a display case measuring 1ft. x 3 ft. and has 2 shelves.
2. The exhibitor is responsible for setting up the display and disassembling the display at the end of the display period during library hours.
3. As a courtesy, the exhibitor will be reminded of the upcoming display 1 week in advance. An appointment will be made at this time for the installation.
4. The display will be placed the first week of the month. The display period is 1 month.
5. The exhibitor/parent must submit a display application/release form at the time of installation of the display.
6. Please make arrangements to pick up your display no later than the 30th of the scheduled month.
7. Exhibitors who must cancel a display are encouraged to notify the library as soon as possible.
8. Due to unforeseen circumstances, the Library reserves the right to cancel or reschedule a display.
9. The Library reserves the right to cancel any display that does not comply with the Display Policy and Children's Display Case Guidelines.



City of Glendora
Library & Cultural Center
Display Case Application/Release Form

37

140 S. Glendora Ave
Glendora, CA 91741
626.852.4891
M-W 10 am-9 pm
Thu-Sat 10 am-5:30 pm
www.glendoralibrary.org

The undersigned exhibitor acknowledges having read and understood the Display Policy, the Display Guidelines and this Application/Release Form. The exhibitor warrants that the proposed display is in compliance with the Policy and the Guidelines.

The exhibitor also acknowledges that the exhibitor is solely responsible for the installation, exhibition and the removal of the display and that the City of Glendora and the Glendora Public Library shall have no responsibility for the display.

IN CONSIDERATION of being permitted to utilize the facilities, services and programs of the CITY OF GLENDORA (or for my child to participate) for any purpose, the undersigned, for himself or herself and such participating children, hereby acknowledges, agrees and represents that he or she has, or immediately upon entering or participating will, inspect and carefully consider such premises and facilities. It is further warranted that the undersigned finds and accepts same as being safe and reasonably suited for the purpose of such observations, use or participation by the undersigned and such children:

IN FURTHER CONSIDERATION THE UNDERSIGNED HEREBY AGREES TO THE FOLLOWING:

- 1. THE UNDERSIGNED, ON HIS OR HER BEHALF AND BEHALF OF SUCH CHILDREN, HEREBY RELEASES, WAIVES, DISCHARGES NOT TO SUE the CITY OF GLENDORA, its directors, officers, employees, and agents (hereinafter referred to as "releasees") from all liability to the undersigned or such children and all his personal representatives, assigns, and next of kin for any loss or damage, and any claim or demands therefore on account of injury to the person or property, whether caused by the negligence of the releasees or otherwise while the undersigned or such children is in, upon, or about the premises or any facilities or equipment therein affiliated with the CITY OF GLENDORA.
2. THE UNDERSIGNED HEREBY AGREES TO INDEMNIFY AND SAVE AND HOLD HARMLESS the releasees and each of them from any loss, liability, damage or cost they may incur due to the presence of the undersigned or such children in, upon or about the CITY OF GLENDORA premises or in any way observing or using any facilities or equipment of the CITY OF GLENDORA.
3. THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR AND RISK OF BODILY INJURY OR PROPERTY DAMAGE to the undersigned or such children due to the negligence of releasee or otherwise while in, about or upon the premises of the CITY OF GLENDORA and/or while using the premises or any facilities or equipment thereon.

The UNDERSIGNED further expressly agrees that the foregoing RELEASE, WAIVER, AND INDEMNITY AGREEMENT is intended to be as broad and inclusive as it permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representations, statements or inducement apart from the foregoing written agreement have been made.

RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT

I HAVE READ THIS RELEASE.

Applicant/Parent Signature

Date

Name of Child (if applicable)

Topic/Type of display:

Items on display:

Date: from _____ to _____

Estimated "market value" \$ _____

Intrinsic or sentimental value \$ _____

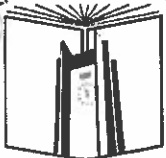
Organization/Individual

Address City State Zip

Exhibitor/Parent Signature Telephone # Date

Approved by Robin Weed-Brown, Library Director Date

GLENDORA PUBLIC LIBRARY



WWW.GLENDORALIBRARY.ORG

140 S. Glendora Ave
Glendora, CA 91741
626.852.4891
M-W 10 am-9 pm
Thu-Sat 10 am-5:30 pm
www.glendoralibrary.org

Subject: Glendora Library Policy Concerning Collection Development

Effective: Adopted April 20, 1998, Revised March 18, 2002

Policy Objective:

To establish a policy of collection development that serves to guide staff in the selection of materials; to inform the public about the principles upon which selections are made; and to defend intellectual freedom

Authority:

Board of Trustees of the Glendora Public Library.

Assigned Responsibility:

Board of Trustees of the Glendora Public Library, Library Director and assigned supervisors.

Policy:

The library connects people to the world of information through materials owned by the library, inter-library borrowing of materials owned by other libraries, use of the resources provided through the Metropolitan Cooperative Library System Reference center, and access to the Internet.

The Glendora Library Board of Trustees, recognizing the varied tastes, interests, backgrounds and abilities of the public served, declares as a matter of Materials Selection Policy that:

1. Library material selection is and shall be vested in the Library Director, and under the Librarian's direction, such members of the staff who are qualified by reason of education, training and experience. Any library materials so selected shall be held to be selected by the Board.
2. The Library strives to select materials to represent all sides of an issue so that the library user can select for oneself items judged to be useful and of interest. It is not the Board's purpose to espouse moral, religious or political points of view or to censor materials that some find objectionable.
3. This Board supports that while anyone is free to reject for oneself material that does not meet with an individuals' approval, one person cannot exercise this right to restrict others' freedom to read. Notwithstanding, responsibility for the reading, listening and viewing of library materials by children rests with their parents or legal guardians.
4. This Board defends the principles of the freedom to read and declares that whenever censorship is involved no library materials shall be removed from the Library save under the orders of a court of competent jurisdiction.
5. The Library welcomes expressions of opinion by patrons, but will be governed by the Collection Development Policy in making additions to or deleting items from the collection.
6. As a defender of intellectual freedom, this Board adopts and declares that it will adhere to and support:
 - a. The Library Bill of Rights, and
 - b. The Freedom to Read Statement adopted by the American Library Association, both of which are made a part hereof.

Attachments:

- A: Library Bill of Rights
- B: Freedom to Read Statement
- C: Definitions and Procedures
- D: Patrons Request for Evaluation of Library Resources

Approved and adopted this 18 day of March 2002

Ayes: 5

City of Glendora
Library Board of Trustees

Noes: 0

Absent: 0

Attest: Robin Weed-Brown
Robin Weed-Brown, Library Director

By: Doug Hodson
Doug Hodson, President

4.05 Formerly Programming on City Cable Station
Deleted 11/01/94

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961, and January 23, 1980
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

**GLENDORA PUBLIC LIBRARY
COLLECTION DEVELOPMENT POLICY: Definitions and Procedures (03/02)**

"The libraries of America are and must ever remain the homes of free, enquiring minds,"
President Dwight D. Eisenhower, June 24, 1953 (letter to the American Library Association)

*"If librarians select materials well, they will provide materials that please many people
and materials that disturb many"*
Gary Strong, California State Librarian, 1991 (letter in response to a complaint to the Governor)

MISSION STATEMENT

The Glendora Public Library enriches the community by connecting people to the world of ideas, information and imagination to support their work, education, personal growth and enjoyment. The library stimulates civic involvement and is a symbol of the community's well being.

COMMUNITY OF GLENDORA

The library serves the city of Glendora; a quiet residential community located approximately 21 miles northeast of Los Angeles and bounded by the cities of Azusa to the west, Covina to the south and San Dimas to the east as well as unincorporated portions of Los Angeles County. Glendora is approximately 19 square miles with a population of 49, 450 per 2000 census.

The 2000 census gives the following ethnic breakdown for the city of Glendora:

- | | |
|-----------------------|--------|
| 1. White: | 67.90% |
| 2. Hispanic: | 21.7% |
| 3. Asian: | 6.2% |
| 4. African-Americans: | 1.4% |
| 5. other race: | 2.8% |

Glendora is primarily a bedroom community with no major industry and a small-business, retail, service economy. The median income is \$46,116. Residents aged from 25-49 years old account for the largest age group. Seniors and young children account for the second largest groups with teenagers representing the lowest percentage of the population. Residents are proud of the small-town atmosphere, the downtown "village", the historic houses, and the town's motto of "Pride of the Foothills".

The Collection Development Policy serves to guide staff in the selection of materials; to inform the public about the principles upon which selections are made; and to defend intellectual freedom.

The library connects people to the world of information through materials owned by the library, inter-library borrowing of materials owned by other libraries, use of the resources provided through the Metropolitan Cooperative Library System Reference Center, and access to the Internet;

The Glendora Library Board of Trustees, recognizing the varied tastes, interests, backgrounds and abilities of the public served, declares as a matter of Materials Selection Policy that:

1. Library material selection is and shall be vested in the Library Director, and, under the Librarian's direction, such members of the staff who are qualified by reason of education, training and experience. Any library material so selected shall be held to be selected by the Board.
2. The Library strives to select materials to represent all sides of an issue so that the library user can select for oneself items judged to be useful and of interest. It is not the Board's purpose to espouse moral, religious or political points of view or to censor materials that some find objectionable.
3. This Board supports that while anyone is free to reject for oneself material that does not meet with an individual's approval, one person cannot exercise this right to restrict others' freedom to read. Notwithstanding, responsibility for the reading, listening and viewing of library materials by children rests with their parents or legal guardians.
4. This Board defends the principles of the freedom to read and declares that whenever censorship is involved no library material shall be removed from the Library save under the orders of a court of competent jurisdiction.
5. The Library welcomes expressions of opinion by patrons, but will be governed by the Collection Development Policy in making additions to or deleting items from the collection.

DEFINITIONS

"Censorship" as broadly defined means suppression of ideas or information that certain persons, whether as individuals, groups or in official capacity, find objectionable or dangerous.

“Classics” refers to a work that has withstood the test of time as an item of recurring or continuing interest.

The word “material” has the widest possible meaning; it may include books (hardbound and paperbound), pamphlets, maps, magazines and journals, comic books, newspapers, manuscripts, films, sound recordings, video recordings, computer software, electronic resources, and other forms of recorded information and expression.

“Selection” refers to the decision that must be made either to add a given item to the collection or to retain one already in the collection. It does not refer to guidance in assisting a library user.

“Weeding” is another term used to describe the selection decision of whether or not to retain an item already in the collection.

OBJECTIVES OF SELECTION

The Glendora Public Library provides materials for City residents that fulfill their curiosity, further learning, inform and offer enjoyment. The Library strives to have a broad, general collection that meets the daily needs of the majority of residents.

The primary objective of selection shall be to enrich community life by providing current and classic reading, listening and viewing resources for all ages. The Library will always be guided by a sense of responsibility to both present and future in adding materials that will enrich the collections and maintain an overall balance. The Library also recognizes an immediate duty to make available materials for enlightenment and recreation, even though such materials may not have enduring interest or value.

The widest possible variety of subjects and views are included in the collection. Selection is based on the merit of a work in relation to the needs and interests of the community. Critical judgement is used to select those items best suited to fill these needs. Cost, space, usefulness, demand and current holdings must also be considered.

Treatments of varying complexity of subjects or works are sought to meet the needs of all residents, regardless of their social or physical status or level of intellectual achievement.

The collection shall be well balanced with current and retrospective materials in various formats and levels of comprehension.

The Library strives to provide materials of recognized worth, giving users an appreciation of the varied trends in thought and expression.

Materials will be provided to represent diverse opinions on controversial issues, giving users an opportunity to develop their critical sense, and to arrive at intelligent, though opposite conclusions.

WEEDING

In order to maintain an up-to-date, useful collection, worn and obsolete materials are continuously weeded. Materials may also be withdrawn if they are little used or superseded by a new edition or better work on the same subject. The library endorses the concept of recycling printed materials and tries to use or dispose of unneeded materials in a manner which fosters this concept.

Titles are withdrawn from the collection through systematic weeding by selectors. Materials withdrawn due to loss or damage may be replaced by the same or similar work if there is still a demand. Systematic weeding is required of every selector in order to keep the collection responsive to patrons' needs, to insure its vitality and usefulness to the community, and to make room for newer materials. Subject areas should be reassessed at least every two years, though some areas may require more frequent review.

PRIORITIES

1. The top priority for collection development is for high-demand, high-interest materials. The collection includes current and popular materials with sufficient duplication to meet demand. A substantial percentage of the collection has been published within the past five years.
2. The collection emphasizes informational materials to support individual, business, government and community interests. There is also an emphasis on supporting special reading needs and coordinating access to local human services and information.
3. The collection has a wide range of circulating subject materials relevant to the interests of life-long learning.

4. The collection has a variety of materials and formats for young children and for adults working with them, including picture books, videocassettes, read-along books with cassettes, sound recordings and computer software. Popular titles are available in multiple copies. Materials are selected which are considered to be of value and interest to children from pre-reader through pre-adulthood. These materials are not always shelved by age groupings. The library attempts to make all its resources available to users of all ages with emphasis on need, interest and ability rather than chronological age.
5. Under the library's current priorities, the collection includes materials to supplement, not duplicate, what is available in local elementary and secondary school and community college libraries. Resources include reference materials, periodicals, and indexing services. Textbooks and curriculum-related materials for these programs are provided only where the materials also serve the general public.
6. Duplication of nearby specialized reference and research materials is avoided unless convenience and frequency of use make it mandatory. In order to provide access to materials beyond the scope of our collection development policy, the Library is a member of the Metropolitan Cooperative Library System (MCLS) and the OCLC interlibrary loan network, an international bibliographic database, for print materials. Photocopies are supplied in lieu of periodicals and reference.
7. The Library attempts to provide current technologies to meet information needs and represent popular culture. Works most representative of current significance and permanent value are considered for multi-type formats whenever appropriate. Choice of format is based on ease of use, availability of equipment to library users, special needs of library users and suitability of the medium to the content and cost.
8. Except for local history and documents, all parts of the collection must be used regularly in order to be retained in the collection.

DUTIES OF STAFF

All staff members selecting library materials shall keep the objectives and selection criteria in mind, while applying their knowledge and experience in making decisions. Performance evaluations of selection staff include an assessment of the degree to which their collections adhere to these criteria and meet the needs of residents.

SELECTION CRITERIA

General Selection Criteria

No item in a library collection can be indisputably accepted or rejected by any given guideline or standard. Certain basic principles, however, can be applied as guidelines.

In selecting any item for addition or retention, staff shall take into consideration:

1. The degree and accomplishment of purpose
2. Authority and competency of the author, composer, etc.
3. Comprehensiveness in breadth and scope
4. Sincerity and fundamental objectivity
5. Clarity and accuracy of presentation
6. Appropriateness to the interests and skills of the intended users.
7. Relation to existing collections
8. Relative importance in comparison with other materials on the subject
9. Importance as a record of the times for present and future use.
10. Projected use by Glendora residents
11. Opinions expressed by competent reviewers in industry-recognized journals; reviewers on other library staffs; and subject experts

Objective data is used to allocate funds to purchase subjects and formats in accordance with community needs. These include monitoring library use statistics, annual surveys of user interests, and satisfaction rates.

The library encourages suggestions and comments about the collection. They are important in helping to decide what to acquire. The general public and all staff members are encouraged to recommend items for consideration.

GIFTS

Acceptance of any gift materials is contingent on their meeting the above criteria for selection.

The Library welcomes gifts of books and other library materials or money to buy such materials, but reserves the right to use and dispose of gift materials as seems appropriate for current needs. They may be added to the collection if needed, exchanged with or given to other libraries and non-profit institutions, sold at library booksales with proceeds used to buy new library materials, or discarded if not usable for any of the preceding purposes.

Books or other library materials accepted for the collection which were given as special gifts or as memorials shall carry a special gift plate identifying the donor and/or the person in whose memory the gift is made, if the donor requests. The library is under no obligation, however, to replace these gifts if they are lost, damaged or worn, or to keep them after they have become obsolete or of no further value to the library.

No other conditions may be imposed relating to any gift either before or after its acceptance by the Library.

RECONSIDERATION OF LIBRARY MATERIALS

Concerns about specific library materials may be brought to the attention of any staff member. The complainant will be given the option of speaking to a supervisor or submitting a written statement (Attachment D). Concerns shall be reviewed by the appropriate selector and a report given to the Library Director. The Director will respond in a timely manner. If the concern is not resolved at this level, the Library Board shall be the final authority.

USE OF LIBRARY MATERIALS

The Library recognizes that many materials are controversial and that any given item may offend some library user. Selections will not be made on the basis of any anticipated approval or disapproval, but solely on the merits of the work in relation to the building of the collections and to serving the interests of Glendora residents.

Library materials will not be marked or identified to show approval or disapproval of the contents, and no item will be sequestered except for the express purpose of protecting it from injury or theft.

The use of rare and scarce items of great value may be controlled to the extent required to preserve them from harm, but no further.

Selection will not be inhibited by the possibility that materials may inadvertently come into the possession of children.

GLENDORA PUBLIC LIBRARY—COLLECTION DEVELOPMENT POLICY

PATRON'S REQUEST FOR EVALUATION OF LIBRARY RESOURCES

We appreciate your interest in the materials which have been selected for inclusion in the collection of the Glendora Public Library. If you have a concern about a specific item, we would appreciate your assistance in addressing the matter. Please fill out this form and return it to the library. The staff will evaluate the material and forward a recommendation to the Library Director.

Name _____ Date _____

Address _____

City _____ State _____ Zip _____ Phone _____

Resources on which you are commenting:

- Books
- Magazine
- Newspaper
- Compact Discs
- Video & DVD
- Audio Books
- Computer Software
- Web Links & Electronic Resources
- Content of Library Program
- Other

1. Title _____

2. Author/Producer _____

3. What brought this title to your attention? _____

4. Have you seen or heard reviews of this material? _____

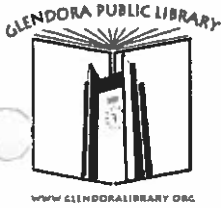
5. Please comment on the resource as a whole. _____

6. Please note your specific objections. _____

7. What resource(s) would you suggest to provide additional information on this topic? _____

Please use the back of this form if additional space is needed. Thank you for taking the additional time to complete this form. Your Request for Evaluation will be given careful consideration and a response will be provided.





Glendora Public Library Events

August 2007

- 04 10 a.m. *Coffee 'n' Books* in the Library – main floor
15 7 p.m. *A Novel Idea – "A Thousand Splendid Suns"* by Khaled Hosseini - main floor
20 7 p.m. Library Board meeting – Bidwell Forum

September 2007

- 01 10 a.m. *Coffee 'n' Books* in the Library - main floor
03 Labor Day – Library closed
08 **10:30 a.m. New Saturday storytime – Family storytime ages 2-5**
15 10 a.m. - 1 p.m. Adult Literacy - Dyslexia Workshop – Bidwell Forum
15 10 a.m. - 5 p.m. Pirates Day Celebration – Children's room
15 2 p.m. Teen Pirate Book Party – Young Adult area
17 7 p.m. Library Board meeting – Bidwell Forum
17 **11 a.m. & 7 p.m. Books Alive – "All The Pretty Horses"** by Cormac McCarthy – main floor
19 Glendora Day at the LA County Fair
22 10 a.m. – 3 p.m. SAT workshop – Bidwell Forum
29 9:30 – 3 p.m. Tutor training – Bidwell Forum

Storytimes

- "Time for Tykes" – ages 3 -5- Tuesday & Wednesday 10:30 a.m.
- "Family PJ Storytime" – ages 3 -5 - Wednesday 7 p.m.
- The third Wednesday of every month is **craft night** after "Family PJ Storytime"
- "Mother Goose Storytime" for infants & toddlers- Thursday 10:30 a.m. & 11:30 a.m.
- **"Family Storytime" – ages 2-5 – Saturday 10:30 a.m. NEW!**

Community Outreach

- Babies, Books and Bibs/Family Literacy Outreach, 1st Thursday of every month, Foothill Presbyterian Hospital
- Born To Read, 1st Wednesday of every month at 12:35 p.m. at Arrow High School –on summer hiatus

Foundation Executive Board Meeting

- September 7, 2007 @ 7:00 a.m. Library – Main Floor

Foundation Quarterly Board Meeting

- October 16, 2007 @ 7:00 a.m. Library – Main Floor

8.
Board
Member
Items



Glendora Public Library
Board Agenda Planning Calendar
FY 07- 08

- July 16** Elect officers; Foundation Liaisons appointed; Library Board Goals
- August 20** Library Board Goals finalized; Review Admin Policy 4.03
- September 17** SRC wrap up; Holiday Hours-Thanksgiving & Christmas
- October 15** Internet Policy Review
- November 19** Budget Priorities FY 07-08-initial discussion
- December 17** Mid-year review of goals 07-08
- January 28** Budget 08-09; Board Award discussion
Monday
 (Adjusted for MLK Day)
- February 25** Goal planning 08-09; Friends Foundation funding staff
Monday
 requests for 08-09
 (Adjusted for President's Day)
- March 17** Candidates for Board vacancies
- April 21** Candidates for Board vacancies
- May 19** Closed session: Self-evaluation of the Board-begin process
 & Evaluation of the Director-begin process
- June 16** Agenda planning 08-09; Closed session: Eval. Lib board;
 Eval- Lib Dir