GRADED

THE AMERICAN SCHOOL OF SÃO PAULO

Library Procedures Manual



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Mission, Vision, and Values

Mission

Inspire. Challenge. Succeed.
Every Student. Every Heart. Every Mind.

Vision

Individuals empowered to reach their potential and positively impact the world.

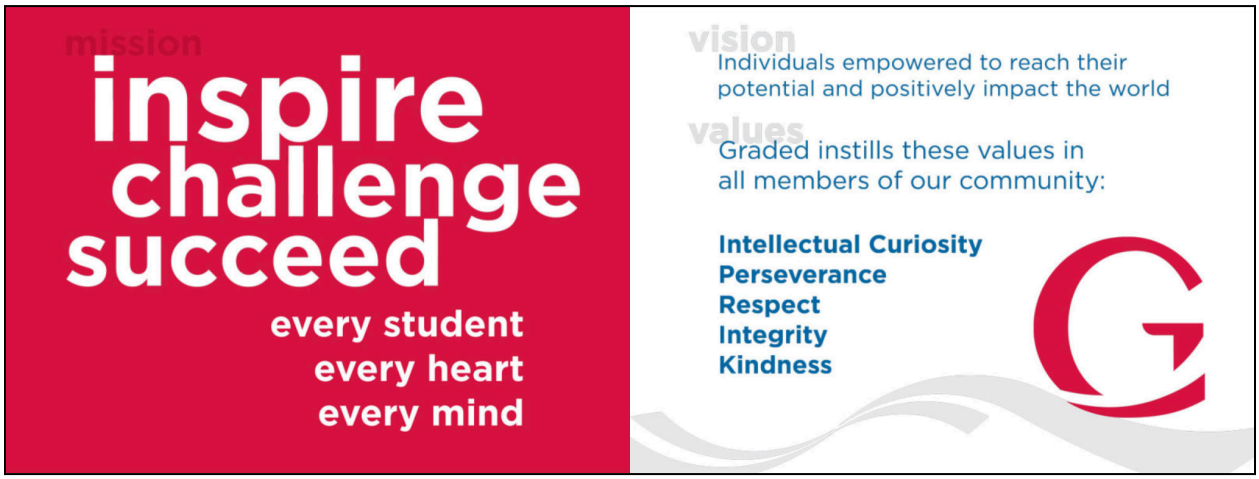
Values

Graded instills these values in all members of our community:

- Intellectual Curiosity
- Perseverance
- Respect
- Integrity
- Kindness

Identity Statement

Graded is an American school serving an international community that instills excellence and empowers students to succeed in a global society.



Library Mission

The Graded Libraries partner with students, faculty, and staff to foster critical thinking, information literacy, and a vibrant culture of reading throughout our community. We strive to eliminate barriers to access, champion inclusivity, and promote mutual respect among all members of our community.

In support of the Graded Mission, we:

Inspire

- the community to explore new passions, read for pleasure, and broaden perspectives through empathy.

Challenge

- students to synthesize ideas, evaluate the credibility of information, and create original work.
- faculty to intentionally integrate information literacy into the curriculum.
- all community members to use information effectively, ethically, and responsibly.
- our team to remain at the forefront of education and library science.

Succeed

- by providing diverse, multilingual resources in both print and digital formats that meet the needs of all learners.
- by equipping students with tools to organize their thinking, evaluate information, and become independent learners.
- by strengthening teaching and learning through collaborative planning, instructional partnerships, and resource sharing with faculty.

Description of the School Libraries

Graded Libraries

Graded features two purpose-built library spaces, each designed to meet the specific needs of its students.

In the Lower School, library sessions are built into the regular school day and offered in both English and Portuguese, reflecting the school's commitment to supporting students' native-language development while fostering multilingual growth.

The Upper School Library, serving both Middle and High School students, functions as a dynamic academic hub. It offers a variety of learning environments—including collaborative tables, quiet reading areas, and individual study spaces—to support both group work and independent learning.

Together, the two libraries house a combined collection of more than 32,000 books in multiple languages, including English, Portuguese, and Spanish, providing students with broad access to global authors and diverse perspectives.

Annual Library Report

The Annual Library Report is the library's primary tool for communicating its impact, demonstrating accountability, and documenting progress throughout the school year. By bringing together circulation data, program highlights, instructional initiatives, and community engagement, the report provides meaningful evidence of how the library supports teaching and learning across the school.

Each library will produce an Annual Library Report at the end of the school year, which will be shared with the Graded community.

The primary audience for the report is school leadership; however, digital copies will also be shared with faculty and staff through divisional communications. Members of the Board of Directors and the Development Office will also receive the report. An example of the Lower School Library's Annual Library Report is available here.

Library Operations

Library Hours

Lower School Library	Upper School Library
Monday, Tuesday, Thursday, Friday: 8:00 am–4:00 pm **Wednesday:** 8:00 am–3:00 pm	**Monday–Friday:** 8:00 am–4:30 pm

Circulation

Lower School Library:

Patron Group	Borrowing Limit	Borrowing Period
Early Years	1 English book + 1 Portuguese book	2 weeks
Grades 1–2	3 English books + 1 Portuguese book	2 weeks
Grades 3–5	4 English books + 1 Portuguese book	2 weeks
Parents	5 books	2 weeks
Staff	5 books	2 weeks
Teachers	30 books	2 weeks
Grade-Level Teams	40 books	40 days

Upper School Library:

Patron Group	Borrowing Limit	Borrowing Period
Grades 6–12	10 books	2 weeks
Faculty	15 books	4 weeks
Staff	10 books	2 weeks
Parents	10 books	2 weeks

Parents and staff may borrow up to **10 books total** across both libraries, with a maximum of **five books** from the Lower School Library.

Students in Grades 6–12 may borrow materials from the Lower School Library only when the requested title is not available in the Upper School Library and a copy is available in the Lower School collection. Likewise, Grade 5 students may borrow materials from the Upper School Library only when the requested title is not available in the Lower School Library and a copy is available in the Upper School collection.

Upper School students may also borrow materials from the Lower School Library during PAL classes and other approved cross-divisional activities.

Renewals

Books may be renewed once, provided another patron has not placed a hold on the item.

Holds

Patrons may search the library collections and check item availability online through **Destiny Discover**. If an item is available, it may be held at the circulation desk for up to 24 hours, allowing patrons time to return any overdue materials before checking it out.

If an item is currently checked out, patrons may request a hold through Destiny Discover or with the assistance of a librarian. When the item is returned, it will be reserved for the next patron in the queue.

For Lower School students, held books will be delivered to the student's homeroom teacher on the next school day.

If a patron has overdue materials or has already reached the borrowing limit when a held item becomes available, the item will be reserved for up to three consecutive school days. If the patron does not return the overdue materials or free borrowing capacity within that period, the hold will be canceled, and the item will be returned to the collection.

Contracted Services

Graded Libraries are intended to serve members of the Graded community. Library materials are not available for checkout by service providers, vendors, or contractors.

Library Spaces

Behavior Expectations

The Graded Libraries are designed to be welcoming spaces where all members of the learning community can connect with one another, access information, and engage with technology. To help maintain an environment that is safe, respectful, and conducive to learning, all patrons are expected to follow a few shared expectations.

A common understanding of these expectations helps foster the culture of respect and belonging that our libraries seek to cultivate. Consistent with our mission, our guiding principles are to:

- eliminate barriers to access whenever possible rather than impose unnecessary restrictions;
- prioritize inclusive practices that ensure all members of the community feel welcome;
- foster mutual respect among students, families, faculty, staff, and library personnel in the interpretation and application of library policies.

Classes

The Lower School Library offers scheduled library classes for 51 homerooms, serving students from PK3 through Grade 5.

PK3, PK4, and Kindergarten classes visit the library for 45 minutes once every eight-day cycle. Students in Grades 1–5 attend one 30-minute library class per eight-day cycle. In addition, Portuguese classes in Grades 1–5 visit the library for 15 minutes once each cycle to support both Mother Tongue and Portuguese Additional Language instruction.

Reserving Library Spaces

The Lower School Library includes a conference room and a library classroom, both of which may be reserved through the Event Manager (EvM). Reservations can be requested through the Lower School Office or the library staff. The main library space is not available for reservation. Requests to use the space should be discussed directly with the librarians.

Entire Classes or Large Groups

Teachers who wish to bring an entire class or a large group of students to either library should notify the library team in advance, either by email or in person.

Advance communication helps ensure that the space, resources, and staff support are available.

Individual Students or Small Groups

Individual students or small groups who wish to visit the library to locate resources or work independently must present a library pass issued by their classroom teacher. During busy periods, students may be asked to return to class if space is limited.

Grade 11-12 Students with Academic Prep Blocks

Students scheduled for Academic Prep blocks must sign in at the library's circulation desk upon arrival. Available seating depends on the library's daily schedule, with a maximum capacity of 35 students.

After School

The Upper School Library is open for student use until **4:30 pm** each school day.

The Lower School Library is open until **4:00 pm** each day (except Wednesdays) for students and parents to browse the collection and borrow materials.

Parents

Parents are welcome to use both Graded libraries before and after school. Library accounts are available to all parents, allowing them to borrow materials from either library.

Library Management System

Graded Libraries use **Follett Destiny** as the online library management system, providing the entire school community with easy access to library resources.

Introduced in the 2026–27 school year, Destiny enables students, faculty, staff, and parents to search the collection, discover new titles, check item availability, place holds, renew eligible materials, and manage their library accounts online through the Graded website.

Patrons can explore the library's print and digital collections anytime, anywhere.

Destiny can be accessed here:

- Upper School Library
- Lower School Library

Lost and Damaged Library Materials

These policies apply to all students, parents, faculty, and staff who borrow materials from the Lower and Upper School Libraries.

Lost or Damaged Materials

Library materials that are not returned may be considered lost and subject to replacement charges. Materials returned in damaged condition may also incur replacement charges. In both cases, the replacement cost will be charged to the student's tuition account.

Replacement costs are based on the current price of the item through Titlewave or Amazon (in U.S. dollars for English-language materials and Brazilian reais for Portuguese-language materials), plus 25% to cover shipping and processing costs.
For damaged materials, families will receive advance notification, including a description of the damage and photographs documenting it, before any charges are applied.

If a lost item is found and returned by the end of the same semester in which it was charged, the full replacement cost will be credited back to the student's tuition account. Materials returned after that time are not eligible for reimbursement.

Due Dates and Lost Item Processing

- **Lower School Library**: Lost or damaged materials may be charged to the tuition account as incidents occur.
- **Upper School Library**: Materials not returned by the end of the month following their original due date may be designated as lost. At the end of September, November, February, April, and June, all materials that remain overdue from the previous two months will be processed as lost and charged to the student's tuition account.

Departing Students and Families

Students leaving Graded during the school year (except during the final month of school) must return all library materials, including textbooks, by the 25th of the month preceding their departure. No additional borrowing is permitted after that date. Any outstanding materials will be charged to the student's final tuition payment.

Students leaving at the end of the academic year, including graduating seniors, must return all library materials, including textbooks, by May 25. Any unreturned materials will be charged to the June tuition payment.

Returning Students – Vacation Checkout

Upper School students returning the following academic year must return or renew all library materials by the last day of school in June before summer break. Any materials that have not been returned or renewed will be charged to the next tuition payment.

Departing Faculty and Staff

Faculty and staff leaving Graded must return all library materials by the Friday preceding their final day of work.

Collection Development

Selection Guidance

Purpose and Objectives

The Graded Libraries' collections are designed to:

- Support and enrich the school's educational programs.
- Foster a lifelong love of reading.
- Empower students to explore their interests and passions.
- Promote inquiry and lifelong learning.
- Provide access to diverse, age-appropriate print and digital resources that represent a wide range of perspectives, cultures, and experiences.

The Graded Libraries are guided by the American Library Association's (ALA) Library Bill of Rights, as interpreted for school libraries by the American Association of School Librarians (AASL). In support of these principles, the libraries are committed to:

- Providing instructional resources selected in accordance with the school's written collection development guidelines.
- Ensuring equitable access to library resources for all members of the school community.
- Supporting the curriculum while considering students' varying interests, abilities, learning needs, and developmental levels.
- Encouraging intellectual curiosity and an appreciation for literature, culture, the arts, and ethical inquiry.
- Representing diverse religious, social, political, historical, cultural, and ethnic perspectives, including voices from Brazil, the United States, and the broader global community.
- Presenting multiple viewpoints on complex and controversial issues to encourage critical thinking, informed inquiry, and respectful dialogue.
- Maintaining a clear, transparent process for reviewing and responding to concerns about library materials.

Responsibilities for Selection

Final responsibility for selecting library materials rests with the Lower School, Upper School, and Cross-Divisional Librarians.

Faculty, students, and staff are encouraged to recommend titles for consideration. The library team will also actively solicit recommendations before each purchasing cycle.

Selection decisions are informed by:

- the existing collection and identified gaps;
- curricular priorities and instructional needs;
- the interests, needs, and demographics of the school community;
- professional reviews and other recognized selection tools; and
- budget considerations.

When appropriate, librarians will consult with content-area specialists, instructional leaders, and program coordinators.

The Cross-Divisional Librarian (Brazilian Librarian) is responsible for developing and maintaining the Portuguese-language collection for students from PK through Grade 12.

Collection Balance, Diversity, and Evaluation

The Graded library collections are continuously evaluated to ensure they remain balanced, relevant, inclusive, and aligned with the school's mission and educational program. Ongoing review helps ensure that the collections:

- **reflect both local and global perspectives** while representing a broad range of cultures, identities, and lived experiences;
- **include voices from historically underrepresented and marginalized communities**, including those related to race, ethnicity, gender identity, sexual orientation, disability, religion, and socioeconomic background;
- **support multilingual access** through robust English- and Portuguese-language collections that reflect the linguistic diversity of the school community;
- **provide equitable access to resources** across a variety of reading levels, formats, interests, and learning needs; and
- **remain current, accurate, and responsive** to the evolving needs of the curriculum and the Graded community.

In addition, each library collection is regularly reviewed to ensure:

- **The accuracy, currency, and relevance** of information, particularly in rapidly evolving fields such as science, technology, and global affairs;
- **The physical and digital condition** of resources supports continued circulation and accessibility;

- **Alignment with the library's approved selection guidelines** across all major Dewey Decimal subject classifications; and
- **Sufficient depth and breadth** within subject areas to support both the curriculum and independent inquiry.

Materials may be weeded or removed from the collection based on these evaluation criteria, including outdated or inaccurate content, low circulation, poor physical condition, or a lack of ongoing curricular or recreational value.

Selection Criteria

All library resources, whether print or digital, are evaluated using the following criteria:

- Alignment with curricular goals and learner outcomes.
- Favorable reviews from professional journals and recognized selection tools (e.g., *The Horn Book Magazine*, *School Library Journal*, *Kirkus Reviews*, *Booklist*, and *The New York Times*).
- Recommendations from faculty, students, and library staff.
- Literary, artistic, educational, or informational merit.
- Representation of diverse perspectives, voices, and identities.
- Cultural relevance and inclusivity.
- Author, illustrator, and publisher reputation.
- Accuracy, currency, and relevance.
- Quality and variety of formats (e.g., print books, e-books, audiobooks, databases, and other digital resources).
- Readability and developmental appropriateness.
- Student interest, engagement, and potential for sustained use.
- Cost-effectiveness and overall value to the collection.
- Recognition through respected literary and educational awards (e.g., the Newbery Medal, Caldecott Medal, and Jabuti Prize).

Reconsideration Policy

Purpose

Graded values intellectual freedom and is committed to maintaining a balanced, developmentally appropriate library collection that reflects diverse perspectives and supports the school's educational mission. While materials are selected by qualified library professionals in accordance with the Collection Development Policy, members of the school community may occasionally have concerns about specific resources.

This policy outlines a transparent, respectful, and educationally focused process for reviewing those concerns.

Informal resolution

Any parent, student, faculty member, or staff member may express a concern about library materials.

Whenever possible, concerns should first be discussed with a librarian. During this conversation, the librarian will explain the rationale for the item's inclusion in the collection, the selection criteria used, and its educational or literary value.

If the concern is not resolved through informal discussion, the individual may submit a formal Request for Reconsideration of Library Materials. The form has been adapted from resources developed by the National Coalition Against Censorship (NCAC) and the American Library Association (ALA).

Formal Reconsideration Process

Upon receipt of a completed and signed Request for Reconsideration form:

- A librarian will acknowledge receipt of the request and provide an overview of the review process and anticipated timeline.
- The challenged material will remain available during the review process unless otherwise required by law or school policy.
- A Reconsideration Committee will review the material in its entirety, taking into account its intended audience, educational purpose, literary or informational merit, professional reviews, and alignment with the Collection Development Policy.
- The committee will issue a written decision within **20 school days** whenever reasonably possible. Additional time may be required for lengthy works or materials that are difficult to obtain for review.

Reconsideration Committee Composition

The Reconsideration Committee will include:

- At least one librarian.
- The Chief Learning Officer.
- One or more teachers from the relevant grade level and/or content area.
- A school administrator.

When appropriate, the committee may also include:

- A parent representative.

- A student representative (particularly when reviewing materials intended for secondary students).

All committee members will have access to the complete work under review. The Divisional Librarian will serve as committee chair and will prepare all supporting documentation for the committee's review.

Committee Review Guidelines

Each committee member will read or review the material in its entirety and consider the following questions:

- Does the material align with the selection criteria outlined in the Collection Development Policy?
- Is the content accurate, current, and appropriate for its intended audience and educational purpose?
- Does the material demonstrate educational, literary, artistic, or cultural merit?
- How has the material been evaluated through professional reviews, awards, or expert recommendations?
- Is the material developmentally appropriate for the students it is intended to serve?
- Does it thoughtfully address relevant themes or topics, including identity, history, social issues, or current events, when appropriate?
- What is the item's circulation history and level of student interest?
- Has the material been used effectively to support teaching and learning?

Not to Be Considered

The committee's decision will **not** be based solely on:

- Personal disagreement with or discomfort about the content.
- Whether the viewpoints expressed align with or differ from individual beliefs or opinions.
- Personal opinions about an author's identity, background, or viewpoints, independent of the work itself.

Decision and Notification

Following its review, the committee will determine whether the material will be:

- retained without change;
- retained with reclassification or relocation, when appropriate;
- subject to age or grade-level restrictions (Upper School only); or
- removed from the collection.

The committee's decision will be documented and communicated as follows:

- A written summary of the decision and supporting rationale will be provided to the individual who submitted the request.
- The library staff and relevant school administrators will be informed of the outcome.
- A record of the request, supporting documentation, and final decision will be maintained in the library's records.

Materials that have completed the reconsideration process will not be reconsidered for **two years**, unless significant new information or circumstances warrant an additional review.

Post Review Reflection

Following the conclusion of the process, the committee may conduct a brief debrief to evaluate the effectiveness of the review. Reflection may include consideration of the following questions:

- What aspects of the process worked well?
- Are there opportunities to strengthen communication or relationships with the school community?
- Should any revisions be made to the Collection Development or Reconsideration Policy?

References

- American Association of School Librarians. *Empowering Learners: Guidelines for School Library Programs*. Chicago: American Library Association, 2009.
- American Library Association. *Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights*.
- Garnar, Martin, and Trina Magi. *Intellectual Freedom Manual*. 10th ed. Chicago: ALA Editions, 2021.
- National Coalition Against Censorship. *Considerations and Guidelines for School Officials*. 2020.

Deselection

Weeding

To ensure that the Graded library collections remain accurate, current, inclusive, engaging, and well-maintained, librarians conduct ongoing reviews and evaluations of all materials. Resources that are outdated, inaccurate, damaged, underutilized, or no longer support the curriculum or the needs of the school community may be removed from the collection to make room for new and relevant resources.

The librarians are responsible for evaluating the collection and making deselection decisions. The same criteria used to select materials are also used to determine whether they continue to contribute meaningfully to the collection. Materials may also be withdrawn if they have been superseded by newer editions, contain outdated information, have not circulated for an extended period, or no longer meet curricular or recreational needs.

Librarians use established professional guidelines, including the **CREW Manual** (Continuous Review, Evaluation, and Weeding), to support deselection decisions.

Discarding Materials

When materials are withdrawn from the library collection, they will be removed from the library management system, stamped “Discarded” on the title page, and have their barcode permanently marked to prevent future circulation.

A list of withdrawn materials published within the previous five years will be provided to the Accounting Department for review.

Materials that are outdated, inaccurate, in poor physical condition, or contain obsolete or harmful stereotypes will be recycled whenever appropriate. Materials that remain in good condition but are no longer needed in the Graded collection may be donated to appropriate educational institutions or nonprofit organizations, such as the Universidade de São Paulo (USP), FALA, and other approved organizations.

Donations

Withdrawn library materials may be donated only to nonprofit organizations or public institutions. Under no circumstances may donated materials be sold or redistributed for commercial purposes.

Before any donation is made, the library must contact the prospective recipient institution, which must provide a formal digital letter that includes:

- The institution’s name;
- CNPJ;
- Address
- Telephone number; and
- A statement formally accepting the donation.

The library will maintain an up-to-date weeding log and submit it, together with the acceptance letter, to the Accounting Department for review and approval.

Once the documentation has been approved, the library will coordinate a date and time for the recipient institution to collect the materials.

A Help Desk request must then be submitted to the Maintenance Department to arrange transportation of the boxed materials to the parking garage for pickup.

To facilitate campus access, the following information must be provided in advance to Reception (receptiondesk@graded.br), the Security & Transportation Manager (silvio.pedroso@graded.br), the Gates team (gates@graded.br), and the CCO (cco@graded.br):

- Full name of the individual collecting the donation;
- CPF and/or government-issued identification number;
- Vehicle make and model; and
- License plate number.

This information ensures that all relevant departments are informed and prepared for the authorized pickup.

Curriculum & Collaboration

School Academic Integrity Policy

- High School Academic Integrity Statement & Policies
- Middle School Academic Integrity Statement & Policies
- Graded AI Levels

Library Program & Curriculum Integration (Core Curriculum vs. Curriculum Support)

Graded Libraries serve as dynamic learning hubs and are an integral part of the school's teaching and learning program. The library program extends beyond the physical library spaces to include online resources, classroom collaboration, instructional partnerships, and active participation on school committees.

As articulated by the American Association of School Librarians (AASL), school library programs exist "to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. This mission prepares learners to thrive in an increasingly complex and rapidly changing world.

The concept of literacy has expanded beyond traditional reading and writing to encompass digital, visual, media, information, and technological literacies. Through ongoing collaboration with teachers, Graded librarians help students develop these essential competencies by embedding information literacy skills within curriculum units across all grade levels and providing access to high-quality print and digital resources that enrich learning.

Librarians also foster a culture of reading through readers' advisory, literacy events, curated collections, read-alouds, and mentor texts that encourage students to discover diverse voices, perspectives, and genres.

These collaborative partnerships combine the content expertise of classroom teachers with the information literacy, research, and collection expertise of librarians, providing students with richer and more authentic learning experiences. Maintaining a flexible library schedule whenever possible supports this collaborative model by allowing skills to be taught within meaningful curricular contexts rather than as isolated lessons. As schedules permit, librarians participate in grade-level and

departmental planning meetings to support curriculum design and instructional planning.

The Graded library program is guided by the National School Library Standards for Learners, School Librarians, and School Libraries, developed by the American Association of School Librarians (AASL). These standards identify the shared foundations, domains, and competencies that are most effectively developed through authentic learning experiences and can be integrated across all subject areas.

The standards encourage students to:

- Inquire
- Include
- Collaborate
- Curate
- Explore
- Engage

These shared foundations are developed through the following competency domains:

THINK → CREATE → SHARE → GROW

Our library team strives to stay informed about units of study across all grade levels and subject areas in order to identify opportunities for collaboration and align library resources with instructional goals. We provide access to high-quality print and digital resources in a variety of formats and reading levels to support current units of study. In addition, we monitor emerging educational trends and continuously evaluate new resources to ensure they are current, accurate, and representative of diverse perspectives and experiences.

Librarians actively participate in professional learning and contribute to the school's professional development program. We provide faculty with ongoing information and training on library services, information literacy, library standards, and available resources through staff newsletters, divisional meetings, team meetings, and other professional learning opportunities. Librarians also serve on numerous school committees, particularly those focused on curriculum, teaching, and learning.

Standards Scope & Sequence

The library team, in collaboration with subject-area teachers and school administrators, developed a PK–12 research scope and sequence that identifies the

research skills students are expected to master at developmentally appropriate benchmarks throughout their academic journey.

Rather than serving as a comprehensive research curriculum, this progression focuses on essential information literacy skills that are not consistently addressed within individual subject-area standards. These include intellectual property, source evaluation and selection, citations and works cited, paraphrasing and quoting, research stamina, and the organization and formatting of research projects.

When the scope and sequence was introduced, the library team provided professional development for all faculty. Ongoing training and collaboration continue to ensure consistent implementation across grade levels and disciplines.

The **EAGLE Research Process** serves as Graded's school-wide framework for developing research skills across all grade levels and subject areas. It provides a consistent, structured approach that helps students become thoughtful, independent, and ethical researchers. Whenever research skills are taught, students engage with the EAGLE process, ensuring a common language and a coherent progression of skills throughout their educational experience.

To meet students at their developmental level, the EAGLE Research Process is presented in three versions:

- **FLY** for Early Years through Grade 2;
- **EAGLE** Elementary for Grades 3–5; and
- **EAGLE** Secondary for Grades 6–12.

Each version builds upon the previous one, enabling students to deepen their understanding and refine their research practices over time.

Visual posters for each version of the EAGLE Research Process are provided below to support consistent implementation across the school.

