**Library Manual**

**Prepared by Cathy Costello**

**LIBRARY POLICY AND PROCEDURES MANUAL**

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# CPAHS LIBRARY VISION STATEMENT

CPAHS Library’s vision is to create a vibrant and dynamic learning commons where students can inquire, discover, read, view, listen, collaborate, create and present in an enterprise learning environment. Students will be information literate participatory digital citizens with highly developed critical and creative thinking skills and prepared as lifelong learners.

## LIBRARY’S MISSION

The Library's mission is to promote a supportive, effective and enjoyable information environment for the school community. The library program provides physical and digital resources and the expertise of the Teacher Librarian to support the New South Wales Curriculum and the school's strategic directions.

# NSW DoE LIBRARY POLICY - SCHOOLS

This policy sets out the requirements for school libraries and the responsibilities of school principals, teacher-librarians and other school staff in relation to the programs of the school library.

1. Objectives - Policy statement

1.1 Libraries are an essential resource within New South Wales government schools to support teaching and learning in the context of syllabus and curriculum requirements.

1.2 Libraries provide teachers and teacher-librarians with resources to teach the curriculum and students with resources for individual learning and recreational reading.

1.3 Principals and teacher-librarians are responsible for the development of an educational program and a detailed description of the support each library provides to meet the particular needs of the students of the school.

2. Audience and applicability

2.1 This policy applies to all school principals, teachers, teacher-librarians and administrative staff.

3. Context

3.1 The purpose of the school library is to support teaching and learning within the total program of the school. Teacher-librarians collaborate with teachers in the planning, implementing and evaluating of teaching and learning programs, including the integration of Information Communications Technology and literacy.

3.2 Teacher-librarians provide students with opportunities to develop information skills and to use these skills competently and with confidence for lifelong learning.

3.3 Document history and details

4. Responsibilities and delegations

4.1 The teacher-librarian is:

* a member of the school's total teaching staff and as such is actively involved in collaborative teaching and learning, school curriculum planning and in program development
* involved in the provision of the information-related resources integral to the planning, implementation and evaluation of the curriculum of the school
* a specialist teacher who develops, manages and evaluates, on behalf of the Principal, systems and procedures which include:
  + library budgeting
  + selection and culling
  + ordering and acquisitions
  + cataloguing and classification using the Schools Catalogue Information Service
  + processing of materials
  + circulation
  + stock control.

4.2 The principal and the teacher-librarian together are responsible for implementing the school's library policy.

5. Monitoring, evaluation and reporting requirements

5.1 The Libraries Coordinator, who is responsible for curriculum and policy support for school libraries, will monitor the implementation of this policy and will report as required to the Director, Learning Systems.

6. Contact Libraries Coordinator (02) 9266 8965

**Reference**

NSW Department of Education,. (2005). *Library Policy - Schools*. Det.nsw.edu.au. Retrieved from: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/school-libraries/your-library>

# LIBRARY ROLES

## THE ROLE OF THE TEACHER LIBRARIAN IN THE SCHOOL COMMUNITY

**Teacher Librarians**

I. POSITION

The Teacher Librarian is the school's information and resource specialist, with professional qualifications in education, and information science/librarianship.

The Teacher Librarian is responsible to the Principal for initiating and participating in the teaching of information literacy in the context of the total curriculum, and managing the school's information resources and services to facilitate learning/teaching.

II. PROFESSIONAL ROLE

1. The Teacher Librarian has a professional involvement in the learning and teaching program of the school by collaborating with teachers in curriculum development, implementation and evaluation.
2. The Teacher Librarian initiates and cooperates in programs to ensure that students become discerning users of information to enable them to achieve the learning outcomes specified in the schools education programs.
3. The Teacher Librarian has key role in the school's information technology program.
4. The Teacher Librarian provides experiences to encourage reading.
5. The Teacher Librarian develops, organises and manages information resources which meet the educational, cultural and recreational needs of students and the professional needs of teachers.
6. The Teacher Librarian facilitates access to external sources of information.
7. The Teacher Librarian is responsible for all library management, including:

* devising and implementing systems for efficient library operation to ensure optimum user access to information resources;
* preparing and administering the library budget;
* training and supervising the library staff;
* evaluating and reporting on library programmes.

**References and further reading**

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School Library Association of South Australia (SLASA). (2008). *SLASA Teacher Librarian Role Statement.* Retrieved from: <http://www.slasa.asn.au/Advocacy/rolestatement.html>

# School Assistant Duty Statement

From DoE Library Handbook found at <https://education.nsw.gov.au/teaching-and-learning/curriculum/media/documents/schoollibrarieshandbook2015.pdf>

## SAO (Library) Role Statement

*Yet to be officially signed off by the SAM who was sent a copy for approval 19.06.2018*

This role statement has been prepared in consultation with the School Administrative Officer, the Teacher Librarian and the Head Teacher Teaching and Learning who oversees the school Library.

The Library SAO assists in the smooth operation of the library as a whole-school resource.

**Main Duties**

**Circulation**

* Managing loans and returns of school and library resources in Oliver Library Management System (LMS)
* Running overdue reports in Oliver and distribution of overdue notices
* Running overdue letters for long overdue library and faculty resources to be posted home on school letterhead
* Checking EBS fee types for Library, English, Maths, Science and PDHPE for payment for lost books prior to running fortnightly overdue and before running letters for long overdue faculty and library resources
* Placing overdue letters in Principal’s in-tray with summary report
* Providing SAM with a summary report of letters posted home
* Using EBS to determine if students have paid for outstanding items and updating records in Oliver LMS
* Sourcing forwarding addresses and schools for students who have left with outstanding library and faculty resources from front office staff. Posting overdue notifications on to new addresses or schools.
* Shelving resources to assist user access and location
* Notifying SAM if students have returned resources previously paid for (student given credit on school fees.
* In Term One of each year – invoice students in EBS for faculty and library resources unreturned from previous year

**Resource Management**

* Procurement and ordering new learning resources and consumables.
* Filing orders and invoices
* Receiving, unpacking, checking, sorting and storing newly purchased items
* Preparation of new books for Accessioning
* Accessioning new library resources and faculty texts in Oliver Library Management System (LMS) and allocating each a unique identifier barcode
* Covering new library books with contact
* Assisting with setting up book displays at the discretion of the Teacher Librarian (TL)
* Weeding stock under the direction of the TL
* Data repair in Oliver LMS under the direction of the TL
* Assisting the TL with library stocktake and risk management process (every 1-2 years at Principal’s discretion)
* Undertaking daily audit of library laptops and report any issues to the TSO and TL
* Charging laptops trolleys at recess, lunch and end of day
* Maintaining paper supply to library photocopiers

**Training**

* Oliver LMS training - ongoing
* Oliver data repair training - ongoing
* Printing overdue letters on school letterhead – refresher training
* EBS training to invoice long overdue library and faculty resources
* EBS training to determine if students have paid for library and faculty resources

**Other duties not related to library**

* Assisting library users to locate materials to meet their information needs
* Assisting student and staff enquiries
* Checking and distributing school emails
* Printing and notification of merit system awards
* Cross-checking student addresses for student travel requests from OPAL
* Answering OPAL card enquiries
* Other reasonable duties to assist the smooth operation of the school library.
* Other duties at the direction of the Principal and School Administrative Manager
* Laminating school resources
* Taking photos of newly enrolled students and sending request for student ID cards
* Endorsing and distributing student concession cards for students over 16
* Resetting school photocopiers at end of each month and dispatching report to SAM

# LIBRARY SAO DUTIES

## DAILY ROUTINE

## MORNINGS

- Check Library pigeon hole and place any mail in TL’s Mail Tray

- Open Library, open windows and turn on fans, heaters and ventilation as needed

- Turn on Student Enquiry Terminal

- Turn on Student Printing Terminals

- Turn on Photocopier as needed

- Log into Sentral and print Resource bookings for Library and Library Technology.

Place on TL’s Desk

- Return books from returns box

- Distribute school emails

- Other related duties as they arise

## END OF DAY

- Push in chairs and tidy furniture as needed

- Turn off Student Enquiry Terminal

- Turn off Student Printing Terminals

- Ensure all Desktop Computer monitors are off.

- Switch off light in Senior Area

- Ensure Laptop trolleys are returned, devices have power cable plugged in, trolleys

are put on charge overnight

- Ensure iPads are charged weekly

- Turn off lights in Connected Classroom

- Lock stationery cupboard

- Lock back storage room

## OTHER DAILY DUTIES

- Circulation counter duties each Recess, Lunch and before school

- Tidy furniture at end of Recess and Lunch

- Distribute school emails

- Answer general counter enquiries

- Shelve books after lunch by exact Dewey, alphabetical and genre order

- Answer telephone and messages as needed

- Assist students with locating resources

- Alert Teacher Librarian of any concerns regarding students and resources

- Other related duties as they arise

**Other non-library duties include**:

* + Checking and distributing school emails each morning and afternoon
  + Student ID Cards
    - Issuing to Years 7, 10 & 11 in March each year
    - Taking photographs of new students and liaising with school photographer
    - Distributing ID cards to new students year round
* Concession and proof of Age Cards from March each year
* Student Transport Opal Card – Regular checks for school approval, answering enquiries
* Merit awards each Tuesday
  + Extracting data from Sentral
  + Mail merge from Excel to Word
  + Distribute names to Mr Johnstone
  + Email document to Mel Hannigan for printing
  + School laminating and maintaining records for funds recoup via Sara
  + Assisting classroom teachers to return laptops to correct trolley at end of lesson
  + Audit of classroom laptops and reporting issues to Mr Diamond
  + Resetting all school photocopiers in the school, at the end of the month print out reports and distribute to Sara

## FORTNIGHLY ROUTINE

Mondays WEEK B **Regular Overdues** in Oliver. Distribute to Year Advisors

## HOW TO RUN OVERDUES IN OLIVER MONDAYS WEEK B

First return any books in the Returns Box.

In EBS, check fee types for Library, English, Maths, Science and PDHPE for any payments for lost books. If any are found, mark the book as missing in Oliver, in Notes make a note of the student and receipt number and date. Save and then weed. If a faculty resources, notify the head teacher by email

In Oliver go to Management >> Circulation >> Overdues >> Top right hand side in drop down list choose Run Regular Notices.

This will send an email to all teachers with overdues, and email to students with overdues of plus 28 days.

It will also run Printable Roll Call notices 3 to a page for all overdue student loans

To do this click on the red link that appears once you have clicked on Run Regular Notices

* Print report, cut and sort into Roll order.
* Write corresponding Roll Call teacher and roll call number on top page of each roll call
* Put slips in Year Advisors pigeon holes for them to distribute to Roll teachers
* Send email to notify Year Advisors and Roll Call teachers to distribute overdue slips in Roll Call

## REGULAR DUTIES

- Processing orders and invoices (see below)

- Preparing and processing new acquisitions (see below)

- Processing and cataloguing books and equipment in Oliver

- Creating Dewey spine labels and placing on books

- Covering books

- Go through student leaver messages on Sentral and check if any of those students have outstanding loans. Make a list so that TL can send a letter home.

- Move archives to the loft as they arrive

- Set up book displays under the direction of teacher librarian

- Maintain orderliness of storeroom and textbooks

- Call photocopier maintenance as required

- Maintain paper supply for photocopiers by alerting GA when supplies are low

- Fill photocopier trays as needed

- Keep track of stationery supplies and notify Teacher Librarian when orders will need to be placed.

## TERM ROUTINE

- Ensure sufficient Laptop trolley log sheets are printed for next term

- Last day of term set up the whiteboard calendar in lunch room for the next term

- Damp dust book shelves

## YEARLY ROUTINE

- Early Term 1 classes will book for Year 11 textbook loans via Teacher Librarian. SAO to loan textbooks to students under the direction of the Teacher Librarian

- Stocktake is undertaken between Terms 2- 4 (refer Teacher Librarian)

- Week 8 Term 3 Print outstanding Year 11 and Year 12 loans and distribute via Year meetings so that students return text books.

- Early Term 4 print report of Yr 11 outstanding text books and distribute to HTs.

- End of Term 3 and early Term 4 Year 11 into 12 class teachers will book for HSC textbook loans via Teacher Librarian. SAO to loan textbooks to students under the direction of the Teacher Librarian

- End of year - set up end of year calendar for following school year in Oliver

## NEW ACQUISITIONS

### PROCESSING THE ORDER OR INVOICE

- When an invoice arrives with an order check we have all goods on invoice.

- Cross reference order number on company invoice to purchase order.

- Check the goods are actually what we ordered

- Highlight any goods on back order

- Write ‘received’, sign and date.

- Photocopy. Send original to Sarah.

- File copy\* in Budget 2016 Lever Arch File. Invoices are filed alphabetically by supplier with most recent on top.

\*If the goods are books put copy of invoice with books so that supplier and cost can be entered in Oliver during cataloguing process. Invoice is then filed after cataloguing process as per instructions above.

+ When book orders arrive check the title of the book on Oliver to ensure the book is not already held. If another physical or electronic copy is held return it.

### PREPARING A BOOK

1. On the Title Page inside the book in the library stamp write: supplier’s company name, price and date
2. Put new CPAHS stamp on the last page (or inside back cover), then 4 – 6 times throughout the book
3. Lamont orders need a sticker on bottom inside corner of front cover
4. Put yellow CPA Library sticker on front cover
5. Reinforce inside back and front covers with contact or book tape
6. Glue Date Due slip on last page or inside back cover
7. Put aside for Z-cataloguing process

### OLIVER Manual

The Oliver LMS Manual is not included in this document as downloadable step-by-step instructions for all tasks are available from:

Oliver Management>>Softlink Support

## STOCKTAKE

While a library stocktake is the sole responsibility of the Teacher Librarian, School Administrative Officers can assist in some stocktake duties under the direction of the Teacher Librarian.

**PLANNING:**

School Administrative Officers will need to ensure all books are shelved in strict Dewey/alphabetical order before commencing stocktake.

### STOCKTAKE ACTION:

Refer to Oliver Stocktake Procedures Documentation held in library

## CONCESSION CARDS

For students over 16.

Students are given concession cards to fill out in Year Meetings.

Students then place cards in box to be endorsed.

Delegated SAO/s will endorse and students will be called to collect their cards.

Set up spread sheet of student lists by year. Have students sign as they collect their card. Only one card per student. Students cannot be issued with another if it is lost or destroyed.

# CPAHS LIBRARY COLLECTION POLICY

## COLLECTION GOALS

The library collection aims to provide resources to support the Australian Curriculum and the School Plan 2015-2017. The collection also aims to improve student learning outcomes by providing:

- an information-rich learning environment to encourage learners to read, listen, view and create for academic and recreational purposes.

- equitable access to a relevant and balanced collection that supports learners of varied levels, abilities and learning preferences.

- access to information and materials in a range of formats to support 21st century learners.

- resources to support school priority areas of Personalised Learning, Connected Learning and Leading Learning

- teaching and learning materials to support DEC priorities and initiatives such as differentiation, literacy, quality teaching and 21st Century learning.

- inclusive resources that reflect our pluralistic society and provide alternate perspectives.

- access to eResources catalogued in Oliver Library

- access to eResources and databases via NSW State Library login

## CURRENT PHYSICAL RESOURCES

Currently the collection consists of:

- fiction (sorted by genre)

- non-fiction

- reference books

- DVDs

- small selection of talking books

- senior non-fiction (including senior textbooks and study guides)

- teacher reference

- equipment such as laptops, iPads and headphones that can be used within the library

## eRESOURCES

* Credible and reliable websites aligned to syllabi catalogued via SCIS into Oliver Library
* [www.virtuallibrary.info](http://www.virtuallibrary.info) (Website is not attached to the school but is owned and authored by C. Costello)

## COLLECTION ACCESS

Students and staff have ubiquitous access to the web-based Oliver library management system via the DET portal. Alternatively, students and teachers can use the Oliver enquiry terminal in the library.

Students and staff can access eResources from any device anywhere, anytime using Oliver and can also reserve physical books to be collected from the library. Physical resources are borrowed from the library.

At present only staff are able to borrow DVDs but library staff are currently updating borrowing rights for these resources in Oliver to allow student loans.

DVDs will have limits, however, as only senior students will be able to access movies with a rating of PG. Students will need to bring a letter from a parent or carer to access M and MA15+ rating

## FUNDING THE COLLECTION

The library budget is allocated by the school’s financial committee at the beginning of each year in accordance with the school’s management plan. The Teacher Librarian submits a budget proposal towards the close of each calendar year under the supervision of the Library head teacher.

The teacher librarian is responsible for forwarding all purchase orders to the head teacher and for maintaining financial records. The teacher librarian is attentive to accountability requirements and ensures there is collaboration and transparency with the allocation of finances and purchasing procedures. The teacher librarian ensures library funds are used only for the purpose of acquisition of library resources to support the school community and for essential library maintenance.

## SELECTION OF RESOURCES

The school community and staff play a part in the selection of school resources through collaborative and consultative selection practices and will often recommend or request items to be held in the library. The teacher librarian and the head teacher are responsible for making the final decisions regarding the selection and acquisition of resources and also the evaluation and deselection of resources.

## SELECTION CRITERIA

School library resources should support the Australian Curriculum and the school priority areas. In addition, resources will be selected based on the following criteria:

- content is relevant and current

- authorship is reliable and credible

- material is of high quality and in an appropriate format

- content is suitable for students’ level and age

- material is unbiased and portrays varied perspectives

- material caters to a range of learning styles

- information is logically organised and easy to use

- material is aesthetically appealing and likely to engage learners

- resources demonstrate value for money

- resource is suitable for Australian audience

- material meets copyright regulations. See <http://www.smartcopying.edu.au/scw/go/pid/685>

## ACQUISITION OF RESOURCES

The teacher librarian’s preferred selection tools include, but are not limited to:

- Reputable professional review magazines such as Scan magazine <http://scan.nsw.edu.au/>

- NSW Department of Education and Communities’ Curriculum Support <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm>

- Curriculum press <http://www.curriculumpress.edu.au/>

- SCIS <http://www2.curriculum.edu.au/scis/home.html>

- Aussie Educators’ Awards and prizes <http://www.aussieeducator.org.au/reference/australianauthors.html>

- Children's Book Council of Australia’s Children's Book of the Year Awards <http://cbca.org.au/awards.htm>

- Young Adult Book Awards <http://www.bookmarket.com/youngadult.htm>

- Scootle <http://www.scootle.edu.au/ec/p/home>

- State Library database <http://www2.sl.nsw.gov.au/eresources/>

- Recommendations from school staff, students and community

- Recommendations from other teacher librarians

- Consultation with experienced educational booksellers

- Personal contacts and online network forums

- Personal knowledge and experience

## SUPPLIERS ENGAGED IN BUSINESS:

Suppliers will be engaged for business if they:

- provide quality resources in keeping with Campbelltown Performing Arts High School’s resource selection criteria outlined above

- provide excellent customer service

- provide value for money

- provide prompt and reliable delivery of goods

- provide after-sales service and accommodate for return of materials

- will accept payment by cheque after receipt of goods

Local suppliers will be given preference over other suppliers when all else is equal using the criteria above.

## COPYRIGHT

Campbelltown Performing Arts High School adheres to all copyright laws and regulations as per Smartcopying. See

<http://www.smartcopying.edu.au/copyright-guidelines/library-and-disability-copying/3-1-library-copying>

## DESELECTION OF RESOURCES

Deselection (also known as culling and weeding) of resources is undertaken in line with the library’s collection policy to ensure the school library collection is current, relevant, accurate and attractive.

The library collection will be regularly evaluated and measured against the selection criteria outlined above. Additionally, resources will be deselected if they are:

- factually inaccurate

- worn and in poor condition

- outdated or if a new edition is available providing better, more current information

- deemed to have no literary or scientific merit

- irrelevant to the needs of the school community

- easily available from another source

- available in a more suitable format

- determined to have not been borrowed in the previous five years

### RESOURCES NOT TO BE DESELECTED

- local and school archive materials

- other items deemed of unique or classical importance by the teacher librarian and/or the school principal

## COLLECTION EVALUATION

Regular evaluation is undertaken to determine the strengths and weaknesses of the library collection in meeting the needs of the learning community and supporting teaching and learning.

While informal assessment occurs on a daily basis, formal evaluation will be undertaken annually using collection mapping and loan statistics alongside the selection and deselection criteria above and stocktake reports.

The collection policy is to be reviewed and updated annually with major revisions undertaken every 3 years.

## CHALLENGED ITEMS

Campbelltown Performing Arts High School supports and abides by the principle of the Australian Library and Information Association’s *Statement on free access to information*:

<http://www.alia.org.au/about-alia/policies-standards-and-guidelines/statement-free-access-information>

We likewise support and abide by the principles of the Australian School Library Association’s School *Library Bill of Rights:* <http://www.asla.org.au/policy/bill-of-rights.aspx>

### PROCEDURE

In the instance of a library resource being challenged by a member of the school community, the challenger will be treated with due respect and courtesy. The procedures for challenged items is as followed:

- The challenger will be contacted by telephone by the teacher librarian in an attempt to resolve the matter and any misunderstandings.

- Should the challenge continue, the challenger will be invited to complete Campbelltown Performing Arts High School’s *Disputed Materials Proforma* (See Appendix 1).

- The challenger will also be provided with a copy of the library’s Selection Criteria as outlined in the Library Collection Policy.

- The challenger will be informed of the challenged items process and the time frame for a response.

- When the Disputed Materials Proforma is received by the school, a committee will be formed consisting of the principal or representative, the teacher librarian and one other staff member.

- A response will be provided in writing to the challenger within two (2) weeks of receipt of the proforma.

- The challenged material will remain in circulation during the challenge process.

- Should the challenger appeal the decision, the principal’s decision is final.

- A copy of the completed proforma and the written response and final decision will be kept on file for school record keeping.

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**Appendix 1**

# CPAHS DISPUTED MATERIALS PROFORMA

REQUEST FOR RECONSIDERATION OF SCHOOL AND LIBRARY RESOURCES

Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher (if known) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Request initiated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complainant represents:

🞏 Self

🞏 Organisation (please name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏 Other group (please identify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please answer Questions 1–10 in spaces provided or on a separate page if necessary***.

1. What do you object to in this material? (please be specific: cite sections/pages)

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

3. For what age group would you recommend this material?

4. Is there anything worthwhile about this material?

5. Did you examine the whole item?

If not, what parts did you examine?

6. Are you aware of the educational/literary assessments of this material?

7. Are you aware of Department commitments to values and equity in education?

8. What do you believe is the intention/theme of this material and its place in the

curriculum?

9. What would you like your school to do about this material? (please indicate)

🞏 Reconsider its suitability for inclusion in the school library.

🞏 Reconsider its suitability for inclusion in the teaching program.

🞏 Do not give it to my child.

🞏 Use it with teacher support only.

🞏 Withdraw it from all students as well as from my child.

10. If you wish it to be withdrawn, what item would you recommend to replace it in the

collection?

Signature of complainant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

✂ - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ✂

***Office use only Follow up action:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal or delegate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_