

# PISD



## **Library Policy and Procedure Manual**

Updated May 2013

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## **I. Introduction and Philosophy**

### **A. Forward**

The School Libraries of the Pleasanton Independent School District (PISD) are integral to the education process of the school district and support the vision and mission as stated below. The Guidelines for Operation of School Libraries serves as a uniform guide designed to aid the librarians district wide in the daily operation of the facility as well as reinforce the curriculum by providing a variety of resources in multiple formats which enhance classroom activities.

### **B. Pleasanton ISD Mission Statement**

The mission of PISD as an educational community is to ensure a quality public education thru learning, unity, and pride, fully preparing all students for the future. (taken from PISD District Improvement Plan 2010-2011)

### **C. Pleasanton ISD Library Mission Statement**

The mission of the PISD libraries as an agency of both instruction and service is to encourage reading for pleasure and information, to support the curricular goals of our campuses, to teach appropriate research skills in an integrated context, and to aid other district libraries.

### **D. Pleasanton ISD Library Statement of Beliefs**

Following a rich tradition of community involvement, the mission of the PISD Library is to empower students to become lifelong learners and productive citizens in a dynamic, global society by providing quality learning experiences that develop the knowledge, skills, abilities, and attitudes for continued success.

Pleasanton ISD is dedicated to a belief that a comprehensive program ensuring mastery of basic skills will meet the individual needs and abilities of every student.

We believe that such a program will promote the development of successful and motivated citizens who are productive for life.

Lifelong learning is essential for citizens of our community, nation, and world.

The family, school, and community share the responsibility for the positive development of youth.

Given opportunities, all individuals can reach their potential to learn.

Every individual has a right to a safe, nurturing environment.

Knowledge empowers.

Individuals are responsible for their actions.

Working toward a vision promotes success.

Every person is unique, has value, and deserves the opportunity to earn respect.

### **E. Goals of PISD Libraries**

The purpose of the library is to provide:

Diverse resource and equipment collections appropriate for use by individuals as well as classes in the grade levels served.

Organization and maintenance of materials and equipment that facilitates optimum use.

Working areas and an environment that are well maintained, well organized and conducive to both learning and enjoyment while using the library resources.

Management of the facility and activities that allows flexible access based on patron input and needs assessments.

Instruction that promotes a lifelong interest in reading, enables library patrons to function efficiently and successfully when pursuing research goals and encourages optimum usage of library materials, resources and services.

Support for district curriculum and instructional initiatives.

### **F. Librarian's Code of Ethics**

Librarians provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

Librarians uphold the principles of intellectual freedom and resist all efforts to censor library resources.

Librarians protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

Librarians recognize and respect intellectual property rights.

Librarians treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

Librarians do not advance private interests at the expense of library users, colleagues, or our employing institutions.

Librarians distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

Librarians strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and

by fostering the aspirations of potential members of the profession.

(taken from IFLA (*International Federation of Library Association and American Library Association*, <http://archive.ifla.org/faife/ethics/alacode.htm> July 11, 2012.)

### **G. 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 that 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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

## **II. Personnel**

### **A. Librarian/Library Media Specialist**

Librarians in the Pleasanton Independent School District manage, plan, organize, and coordinate the entire library program. Librarians are both instructional and administrative leaders at our campuses. Our roles are instrumental to the staff and students at our schools.

#### **Education/Certification:**

Bachelors Degree

Certificate or Endorsement

Masters Degree in Library Science

#### **Major Responsibilities/Duties:**

Work cooperatively with teachers in planning units of instruction

Work with teachers to schedule class time in the library

Works with staff and students to determine library resource needs

Assist staff and students with book selections, curriculum support, and technology assistance, etc.

Provide staff development for faculty and staff as the need arises (ex. Copyright law, use

of computers and equipment, etc)

Provide orientation for new students regarding policies, procedures and physical orientation of the library

Provide orientation for students in the use of computer technology, search strategies, reference materials, internet safety, etc.

Prepare exhibits, displays, and bulletin boards that encourage reading and library usage

Preview books and materials

Inform teachers, other staff members, and students when new materials arrive

Motivate students to read by providing incentives such as, but not limited to, reading displays, author/storyteller visits, book talks, reader theater, R.I.F, etc.

Prepare and maintain budget according to district policies

Maintain a consideration file for the purchasing of books, AV, computer software, and any other expenditure for the library

Organize and coordinate book fairs and other fund raisers

Maintain shelf order

Setup system for teacher/student request of materials

Schedule the use of equipment and AV materials

Set up and put away equipment

Handle lost, overdue, and damaged items

Weed collection according to district policy

Handle minor repair of equipment and schedule major repairs with local vendors

Communicate with campus and district administrators, fellow librarians, teachers, parents, volunteers, secretaries, custodians, students, etc.

Participates in curriculum/department/grade level meetings

Supervises assistant librarians and/or library aides in the performance of their duties

Plan and direct the work of library aides and volunteers

Serve as Region 20 coordinator/contact person

Meet with fellow librarians to coordinate professional services

Participate in professional development by attending workshops and conferences

Serve on various campus and /or district committees

Work cooperatively with the public library to promote special events and publicity concerning libraries

Manage disciplinary concerns as they arise

Handle concerns from parents about controversial materials

Answers to the principal and assistant superintendent

### **Equipment:**

Purchase and inventory equipment supplies, etc.

Purchase equipment as needed

### **Books:**

Develop and maintain a balanced collection based on user needs and curriculum

Select and purchase library books that support and enrich the curriculum and meet student needs and interests

Process and organize books according to district policy

Notify staff and students of new materials

### **Technology:**

Develop a plan for the operation of library computer systems (Reports, Cataloging, Circulation, System setup, etc.)

Provide instruction for on-line research (OPAC, databases, etc)

Provide instruction for researching

### **Professional Development**

In order to support the high standards of librarianship and the services provided, librarians/aides will attend and participate in various professional development venues.

District meetings/trainings

The library staff will attend campus level staff development as assigned by their principal.

The district head librarian will organize regular meetings and training to discuss current and long-range library issues.

Region XX

The staff will attend and participate in Region training to gain a better understanding of the librarians' role as a faculty member and library media specialist. Pleasanton ISD supports involvement by its staff as trainers at local, regional, and state meetings.

Texas Library Association

Each librarian in charge of his/her campus will attend TLA annually and will plan the budget for appropriate expenses.

Texas Computer Education Association

Attendance at TCEA is at the discretion of the librarian.

### **B. Library Assistant**

Library Assistants in the PISD Libraries are conscientious and concerned for the students' educational needs as any certified librarian would be. They are to support the needs of the staff, students, and supervising librarian/media specialist.

### **Education/Certification**

High School Diploma/GED

### **Qualifications**

Have experience working in the educational system

Have open channels of communication with the school principal and supervising librarian/media specialist

Be alert to students needs

Stay familiar with the library collection so that reading guidance can be offered

Be knowledgeable of curriculum of campus

Be able to understand and follow oral and written instructions, to communicate and work with students, to maintain records, and maintain effective working relationships with other personnel, teachers, school administrators, and the public

Have a constructive and cooperative attitude towards the duties of the assistant

### **Major Responsibilities/Duties:**

Assist in preparing instructional materials and bulletin boards

Supervise groups of students in the library under the direct supervision of teachers or the

librarian/media specialist

Perform other duties and functions as assigned by the librarian/media specialist or principal

Assist in scheduling class time in the library, equipment use and use of AV materials

Assist faculty and students in using equipment and technology in the library

Shelve books/read shelves

Circulation tasks

Assist with book fairs and fundraisers

Assist in inventory process

Assist in weeding process

Assist with routine clean up tasks

Generate reports, forms, notices, and general correspondence

Keep equipment in working order

Monitor overdue books and prepare fines if given. Confer with students regarding overdue books and fines.

Prepare special holiday displays

Assist in book processing

Process periodicals

Circulate periodicals

### **C. Student Aide/Assistant**

Circulation duties

Shelve books

Straighten books and read shelves

Straighten furniture

Assist in materials processing

Run errands as needed

Assist with cleaning/dusting shelves

Greet patrons and special visitors with a pleasant demeanor

### **D. Volunteers**

Volunteers will be appreciated and encouraged to be actively involved in library services.

Duties will depend upon abilities, interests and time involved. Possible tasks, but not limited to, are:

Read shelves/Shelve books

File

Prepare overdue notices

Check books in and out

Assist with special projects as directed by the librarian

Process new books

Assist with computer work as needed

Work under direction of a member of professional staff in accordance with district policies and procedures

## **III. Instructional Programs**



## **Library Curriculum Support**

The principle role of the library is to support campus curriculum by providing materials to strengthen classroom teaching and by guiding students to become effective in locating and using information. Each campus library program will be determined by the curriculum, the teaching patterns in the school, and the needs of students and staff.

### **A. Scheduling**

It is recommended that individuals and small groups of students have some access to the library during and beyond the instructional day. Students may come to the library individually for research, check out of materials, recreational reading, computer use, and quiet study. Hours are to be determined by each individual campus.

Time must be allowed for administrative tasks which are performed by the librarian as well as time for the librarian to work with students on special projects, as planned with the teacher. The time in the library schedule which is not occupied by the FIXED SCHEDULE will be used as work time for the librarian or for FLEXIBLE SCHEDULE groups. A good rule of thumb is that the librarian should expect to spend a minimum of ten hours a week on planning and administrative tasks.

- High school and middle school service allows for a total flexible schedule for students and staff.
- Elementary schools are recommended to use a modified flexible schedule which includes the open, flexible, and fixed schedule during the school day.

### **B. Circulation Policies**

The primary goal of any circulation system should be to make access to materials easy through convenient and simple lending procedures that encourages rather than restricts use of all types of library materials.

## SPECIAL LOAN PROVISIONS

### Staff

For instructional purposes, it is recommended that materials be checked out to staff for as long as needed, with the exception of reference items, multimedia items, and some equipment. These specific items shall have a loan period determined by each campus. The number of items and fines for lost/damaged materials shall be a campus decision.

### Students

Students may check out two books for campus specific loan periods, as determined by supervising librarian/media specialist, with the understanding they are financially responsible for them. If a book is lost and paid for and is returned to the library by the student within two weeks, he/she will be reimbursed. After two weeks, it is considered a donation to the library. Returning books on time is the responsibility of the student, and fines may be applied as designated by campus. (*Fines not to exceed \$3.00*). Books must be brought in for renewal and can be renewed as many times as necessary if the book is not on reserve for another patron.

### Parents

Use of library materials should be determined by the campus librarian.

#### Interlibrary Loans

Loans can be arranged on an informal basis among schools in the district. Teachers are asked to allow the campus librarians to handle loans from other schools. After meeting the informational needs of our students and staff, out of district interlibrary loan can be arranged.

#### Community

Arrangements can be made for on campus use of materials.

### **IV. Collection Development**

#### **A. Selection of Learning Resources**

##### Statement Policy

The policy of the PISD Libraries is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers, while extending knowledge and understanding of curriculum.

##### Library Program Guidelines

School library media specialists are responsible for the review, education, and selection of the school library media collection. To fulfill this role, the effective library media specialist draws upon a vision for the student-centered library media program that is based on collaboration, leadership, and technology, along with a selection policy that embodies the philosophy and procedures set forth in national, state and local documents. Library media specialists' work cooperatively with administrators and teachers to provide resources that represent diverse points of view, stimulate growth in thinking skills, and promote the overall education program. Library media collections are developed to meet both curricular and personal needs. To ensure these needs are met, library media specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, should meet the same selection standards. (Selection Guidelines)

The selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs*, the *Library Bill of Rights* (American Library Association), *Students' Right to Read* (NCTE) and other statements on intellectual freedom from ALA and the American Association of School Librarians. The PISD Libraries are in compliance with federal laws regarding Internet safety and protection by requiring a filtering proxy server on the district wide area network. (see PISD AUP policy) [[show website](#)]

##### Objectives of Selection

For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes.

The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community.

To this end, the Board of Trustees of PISD affirms that it is the responsibility of its professional staff:

--To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;

--To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;

--To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;

--To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;

--To place principle above personal opinions and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

#### Responsibility for Selection of Learning Resources

A. The Board of Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

B. While selection of learning resources involves many people (administrators, teachers, students, community persons, resource center personnel) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the administration and professional personnel.

#### Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses

Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.

Learning resources shall meet high standards of quality in:

- presentation
- physical format
- educational significance
- readability
- authenticity
- artistic quality and/or literary style

-factual content

Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.

Learning resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.

Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

- The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
- Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

#### Procedures for Selection of Learning Resources

In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:

Booklist

Horn Book

Kirkus Reviews Previews

School Library Journal

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

It is recommended to have two positive reviews for purchase.

Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

### **B. Procedures for Dealing with Challenged Materials**

#### Statement of Policy

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process. All materials will remain on library shelves during the challenge procedure. The challenge committee will consist of a campus administrator, campus librarian, teacher, counselor and community member. High school and Junior High will add a student to the committee.

### Request for Informal Reconsideration

The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the [Request for Reconsideration of Instructional Materials](#) form shall be handed or mailed to the party concerned by the principal.

### Request for Formal Reconsideration

#### Preliminary Procedures

- Each school will keep on hand and make available Request for Reconsideration of Instructional Materials forms. All formal objections to learning resources must be made on these forms.
- The Request for Reconsideration of Instructional Materials form shall be signed by the questioner and filed with the principal or someone so designated by the principal.
- The district superintendent and the curriculum director shall be informed of the formal complaint received.
- Notify the head librarian who will immediately contact the American Library Association Office of Intellectual Freedom, Texas Library Association and other groups who can offer assistance by providing documentation of challenges on the same materials, authoritative reviews and practical suggestions.
- The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

### The Reconsideration Committee

1. Upon receipt of a request for formal reconsideration of a learning resource, the principal shall:

a. Appoint a reconsideration committee including the following membership as appropriate:

- Campus administrator
- Two members of the professional staff chosen by the administration (teacher and counselor)
- Campus librarian
- One community member

b. Arrange for a reconsideration committee meeting within 10 working days after the complaint is received.

The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

### Resolution

1. The reconsideration committee shall:
  - Examine the challenged resource
  - Determine professional acceptance by reading critical reviews of the resource
  - Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
  - Discuss the challenged resource in the context of the educational program
  - Discuss the challenged item with the individual questioner when appropriate;
  - Prepare a written report.
  -
2. The report, written by the principal, shall be discussed with the individual questioner if requested.
3. The written report shall be retained by the school principal, with copies forwarded to the curriculum director, library director, and the district superintendent.
4. Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.
5. The decision of the reconsideration committee is binding for the individual school.
6. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the superintendent, and subsequently, to the Board of Trustees as the final review panel.

### Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.
2. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of Trustees.
3. No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.
4. PISD supports the [LIBRARY BILL OF RIGHTS](#), adopted by the American Library Association. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of

irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

### **C. Selection Guidelines**

Materials selected for libraries should be reviewed in recognized professional journals such as *School Library Journal*, *Booklist*, and *Horn Book*.

Items are personally examined before purchase if at all possible.

In addition, purchases are made from the state award lists: Texas Bluebonnet List, Lone Star Reading List, and Tayshas Reading List.

#### Guidelines for Determining the Count of Books and Audiovisual Software for the Library

To determine if a school campus is in compliance with Texas Administrative Code 63.11 Requirements for Library Media Programs, these guidelines may be used.

1. Books by definition, include printed volumes in the areas of reference, fiction, nonfiction, print volumes of periodicals, and paperback books.
  - Multiple copies of one title are counted individually. Example: Three copies of *Charlotte's Web* count as three books.
  - Encyclopedia sets and multiple volume reference sets are counted individually. Example: A twenty volume encyclopedia set counts as twenty books.
  - Textbooks and multiple copies of titles purchased for department collections and used as texts are not to be counted.
2. Audiovisual Items should include tapes, audio, video, DVD, multimedia kits, study prints (count as one), maps, globes, and instructional games.

#### Gift Items

Gifts of materials or equipment may be accepted by the librarian with the understanding that they may or may not be added to the collection. The decision to include gift items in the collection will be based on the following considerations:

1. Does the item meet the district criteria and standards of selection?
2. Is the physical condition satisfactory?
3. Does the school need the item?

The librarian has the right to decide the conditions of display, housing, and access to donated items. No estimate of value of donated items will be furnished, although the school may acknowledge the receipt of a list of titles prepared by the donor and accompanying the donation, with no value indicated. Gift collections, which the donor expects to be on permanent exhibit, should not be accepted without approval by appropriate school district supervisory and administrative staff, because few campuses can afford space for such a collection.

If the library receives a cash gift for the purchase of materials or equipment, the campus librarian, following same criteria as other purchases, may make selection. The selection should be based primarily on the school's needs.

Magazines may be accepted but with no restrictions on their use.

A bookplate giving the donor's name may be placed in gift books, on audiovisual software containers, or on equipment.

The acceptance of a gift item may in no way be interpreted as endorsement of the item by the school or school district or any employee of the district. Gifts of materials or equipment should be reported to the Business Office for inventory control.

#### **D. Guidelines for Collection Weeding and Inventory**

##### Why weed?

Removing obsolete, worn, and inappropriate materials from the library media center is both desirable and necessary. A search of the collection for information must provide a rewarding experience for the student and teacher. When there is only one useful item among a shelf full of books, they will soon tire of the hunt. Weeding out obsolete, ugly, and inaccurate materials will give the library media center a reputation for reliability in the opinion of its users.

Weeding gives the library media center an attractive appearance. Students take better care of a library media center that appears well kept. On the other hand, nothing inspires less regard for property than unsightly, worn out materials. Does the library really need a larger room, more shelving or storage or are the shelves and cupboards stuffed with dead, useless materials? If the shelves are filled with dated, unattractive books and unnecessary multiple copies, it is difficult to present a good case for a budget increase.

Weeding is essential to collection maintenance. Keeping materials just to increase the collection count, or because weeding is a difficult, time-consuming job is self-defeating. Weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school library media center.

##### Who does the weeding?

The person who does the best job of weeding is the one who has a thorough understanding of the existing collection, of the school's curriculum, of the various units taught in all classrooms, and of the reading interests and levels of students. The library media specialist is this person. In highly specialized areas where the library media specialist is uncertain about some materials, the classroom teachers should be consulted for their opinions.

##### When should the library media specialist weed?

Weeding every year maintains the quality of the library. A thorough weeding every two or three years is imperative. If the library media specialist waits until the collection is so deteriorated that large quantities of materials must be discarded, he or she may be hindered by administrative apprehensions. Also, the teachers may be so attached to the old, familiar materials that the library media specialist will have difficulty explaining and justifying the disappearance of outdated favorites.

Pressures at the beginning and closing of the school year make these difficult times, even though all materials are then on the shelves. An alternate time might be shortly



before a teacher begins a unit and when materials are being pulled for use.

Some library media specialists prefer to examine the collection on an informal basis as time permits. Keeping a record of which area was weeded, and when, is necessary.

#### How much should be weeded?

The American Library Association suggests that 5% of the collection be weeded annually. An average life of a book in the collection is approximately ten years. Many factors affect this estimate of lifespan - political changes, technological advances, heavy use of the volume.

#### What should be weeded?

**1. The out-of-date and incorrect-** Areas that deserve careful examination are in science, technology, medicine (five years old) and geography (ten years old). With the information explosion in full force, a major concern is that new information, constantly appearing in print and other media, speeds the obsolescence of the nonfiction collection, and necessitates more frequent weeding than may have been common in the past. Another important category for weeding is materials with potentially harmful misinformation such as materials on drugs.

Encyclopedias copyrighted over five years ago are in question. Dictionaries that are twelve or fifteen years old will not include the latest meaning or different meaning of words as our language is constantly changing. Atlases that are ten years old or older will not include the current names of countries. Check the atlases carefully to see if misinformation is being spread.

**2. The biased, condescending, patronizing, or stereotyped-** These materials can foster negative ethnic and cultural attitudes.

**3. The worn out or badly damaged-** Look for brittle, yellow, dirty pages, fine print, ragged bindings, poor quality pictures, loose or missing sections. Watch for damaged or incomplete audiovisual materials - scratched, warped records; mangled tape; missing parts; scratched or torn filmstrips; bent, torn or otherwise damaged study prints or posters.

**4. The unpopular, unused, or unneeded-** These titles are perhaps the most difficult to discard because, in some cases, it is an admission of a poor selection decision on the part of the library media specialist. In other cases, it simply means that reading tastes and interests have changed. Nevertheless, it is detrimental to keep a collection clogged with deadwood. Check the collection for more duplicate copies of titles than needed and materials that no longer fit the curriculum or the reading and/or interest level of the students.

If an item has not circulated in over five years, perhaps it should be considered for removal. However, this is not a rule. Many useful items are not frequently circulated.

**5. The mediocre or poor in quality-** These include poorly written adult books, with stereotyped characters and plots, popular when few children's books were available; series books of mediocre quality which were popular one or more generations ago;

series still read by children today, mediocre in quality and serving no purpose in a school library media center.

What Items should not be discarded?

1. Classics except when a more attractive edition is available or there are too many copies on the shelf.
2. local and Texas history unless it can be replaced with new copies.
3. School annuals and other publications of this campus.
4. Materials that are not subject to rapid change - fairy and folk tales, fiction, biography, fine arts and sports (with the exception of rule books), poetry and literature, languages, religion.

What can be done with the discarded materials?

Before materials are physically removed from the library media center, marks of ownership should be obliterated, or the materials should be marked "withdrawn. They will then be offered to teachers and/or students. It is suggested that materials which are definitely worn or inappropriate should be sent to the warehouse for surplus, to be discarded by district procedures. Firmly attach the [WEEDED MATERIALS](#) form on the side of each box. The items that are shabby but still useful may be retained in the classroom if teachers want them.

The Following Guidelines are Offered

The librarian/school library media specialist will actively review all materials in the collection. Every area of the collection should be examined within a five-year period. The following schedule allows for the systematic weeding:

- 2013-2014 – 000 - 100 - 200 - 400 - 700
- 2014-2015 - 300 - Biography
- 2015-2016 – 500 – 600 - Reference
- 2016-2017 – 800 - 900
- 2017-2018 – Fiction - Story Collection – Special Collections

General Reference:

Encyclopedias should be considered for updating after five years and usually no later than ten years. Much of the information will be outdated. Bibliographical sources will need to be considered within this same time frame. Yearbooks and almanacs should be updated as superseded.

**000s:**

Computer materials will change rapidly with the technology. Replacement may be required more often. Bibliographies are seldom of use after ten years from date of copyright.

**100s:**

Self-help psychology and guidance materials may need to be reviewed for dated pictures and concepts. Most unscholarly works are useless after 10 years.

**200s:**

Philosophical and religious materials should be reviewed individually and as a collection to ensure that as many points of view as possible are presented.

**300s:**

Certain subject areas will need constant revision while others should be very carefully and seldom weeded. Basic sources on customs and volumes on folklore will probably be removed only because of poor physical condition. Depending on the curriculum, historical coverage of economics, communication, transportation, politics, and education will be maintained. Career materials should be discarded after five years. Be particularly aware of qualification discrepancies in materials dealing with career preparation. Review of audiovisual sources for dated dress and mannerisms is especially important.

**400s:**

Depending on the size and use of the collection, old grammar materials and foreign language sources should be examined for dated examples and illustrations. Dictionaries differ in words included, especially slang words that have come into common usage.

**500s:**

Unless general science works have become classics, obsolete materials should be discarded. Each scientific area differs in the rate of change. Astronomy materials may become dated before botany sources. New discoveries in energy may require updating works in this field more often than materials in subjects such as natural history. Many materials related to the environment are still appropriate after fifteen years while an item about atoms could be inaccurate after two years.

**600s:**

Many of the concerns identified for the 500s apply to the 600s as well. Certain materials on medicine, radio, television, industry, space exploration, and automobiles will become dated rapidly. Other areas such as pets, crafts, and cookbooks may be used often and need to be replaced because of their condition.

**700s:**

This section often includes collections of handsomely illustrated sources on art, music, and other fine arts. These materials may be irreplaceable. Sources that are heavily used should be considered for replacement or, as is often the case, rebinding. Materials on certain hobbies may need updating. Use patterns should play a role in determining what needs updating. Sources on various sports should be current with duplicate copies available.

**800s:**

Literary history should seldom be discarded unless drastic curriculum changes are made. Collections versus individual works of major and minor poets, novelists, and playwrights may be weighed against curriculum needs and use patterns. Keep works by local people.

**900s:**

Many geography and travel materials tend to become dated quickly. Except for items that have become classics, geography and travel materials that are over ten years old should be considered for removal and/or replacement. Historical materials should be examined

for use patterns as well as bias. The collection should contain a range of materials on all historical periods and examined for coverage. Those materials once purchased for coverage may be replaced with items of better quality.

**Biography:**

Unless subject has a permanent interest or importance, discard when the demand wanes. Keep those that are outstanding in content or style as long as they are useful.

**Fiction and Easy:**

Use patterns greatly influence the review of fiction collections. Materials popular one year will sit on the shelves at other times. Duplicates once needed may no longer be appropriate. Replacement of popular worn items must be considered. Rebinding of out-of-print items may be an option for materials that fill a specific curriculum need or reading interest.

**Periodicals**

Do not keep longer than a year.

Conditions for Inventory and Weeding

Before beginning inventory, try to have as many books as possible already shelved and have the shelves 'read' as near to the beginning of inventory as possible.

The primary purpose of inventory is to compare your data base with your collection. In a computerized library, the books are inventoried by using the barcode scanner. Some of the reasons for withdrawing a book are :

- Worn, torn, or dirty condition
- Sexist or biased
- Out of date (particularly in non fiction, although some fiction illustrations are so dated they do not appeal to students)
- Inaccurate information
- Poor circulation record (For example, books that have not been checked out in four or five years should probably be pulled. Print a usage report prior to inventory to assist in determining this data.)

Teachers and students may continue using the library on a regular basis during inventory. The library will remain full service during inventory. The library does not need to be closed for this purpose but may be helpful especially at the younger aged campuses.

Electronic Reports

The following reports will be generated in the current OPAC system. These reports will be used to examine the effectiveness/timeliness of resources in order to adapt or change resources, policies and purchases.

- Missing Items: compare with last years list and delete any titles that have been missing for two consecutive years.
- Inventory Conflict Report: Clean up issues
- Collection Changes Report: tracks additions, deletions, lost, returns and deletions

- Collection Statistics Report
- Circulation Statistics Report
- Equipment Inventory
- Video/media Inventory

Other Reports:

- Run Titlewise Analysis of collection at end of year
- Complete yearly Library Statistics as requested by District Librarian
- Compile any other reports available and/or requested by administrators or head librarian

District Librarian will compile all information into a district report and share with campus principals and discussed with superintendent at end of year.

### **Weeding Guidelines**

**Fiction:** Watch for fads that have passed--such as the many fiction books that come out after the issuing of popular movies--books about Star Wars or The Karate Kid would be an example. Books that no longer have any appeal to your students can be discarded. Obviously sexist or biased books should be weeded. Books that are no longer checked out, probably due to old-fashioned illustrations can be pulled.

**Picture Books:** As in the fiction section, care must be taken to remove obviously biased or sexist books. Books that are clearly mis-cataloged and should be in either the fiction or nonfiction section should be weeded at this time and re-cataloged and correctly shelved. Books in this section are the ones that are most likely to be damaged, so try to look inside the book for torn, dirty, or child-colored pages.

**Reference and General Works:** Out-of-date encyclopedia sets should be pulled (these may be given to classrooms). Overused and out-of-date almanacs should be pulled (although you may wish to keep usable volumes so that you have enough for large group instruction). Out-of-date indices should be discarded and replaced with more current indices.

**Philosophy:** Keep what is relevant to your school population. Remove books on ethics in which the text is either too difficult or the illustrations are unappealing. Carefully examine your books about the occult to be sure they are appropriate for the age group of your school.

**Religion and Mythology:** Look over your books on religion to be sure you have a sampling of the many world religions. In order to make room for new books on religions, you may need to withdraw older books from a subject already well covered. There are many beautiful new books on mythology, so check carefully for old ones, especially collections. If they are not being used much, remove them to make room for newer, more appealing ones.

**Social Science** Books on government need to be checked for accuracy and readability. Books dealing with careers and occupations need to be updated every five years or as

need arises. The holiday section needs frequent careful checking to weed out unattractive and unused books. Although folktales and fairy tales never go out of style, the many lavishly illustrated new volumes available may justify pulling the older, less attractive, and less used books.

**Languages:** Weed unused volumes to make room for more interesting books. Most dictionaries can be retained but need to be re-examined for accuracy.

**Pure Science:** This section needs frequent careful revision because of the constant advances in science. Be especially careful in the sections on the universe, weather, and scientific experiments. Check carefully for accuracy of information and for copyright dates. The section on prehistoric animals also needs to be checked for accuracy as well as for signs of excessive wear and tear. Books on wild animals, plants, and rocks may not go out of date as rapidly, but they need to be checked for usage, beauty, and clarity of text.

**Technology:** Rapid advances in technology require that books in this section be checked for copyright date. Five to seven years will change the information in fields such as medicine, television, planes, cars, trucks, motorcycles, space technology, robotics, and even cooking. Remove out-of-date books in these fields.

**Arts and Recreation:** Beautifully illustrated art and music history books need no discarding, so check only for damaged or worn condition. Drawing and crafts books need more careful inspection because of their popularity. Discard worn or unattractive books to make room for new additions. When you inventory the music section, check with the music teacher on questionable volumes. Hobby books on such things as stamp or coin collections need to be replaced often because of changing monetary values. Books on movies and television quickly become outdated. Remove the outdated to make room for new volumes.

Sports books that are 'how-to-play' types will not become outdated as quickly as books on professional teams. Pay special attention to sports books in regard to difficulty of text. Keep this section well weeded to accommodate new additions.

**Literature:** The poetry and drama sections do not need much weeding, so check primarily for unused books. The jokes and riddles section needs frequent checking for damage and wear and tear.

**History, Geography, and Biography:** Historical books need not be discarded unless they are inaccurate or in poor condition. Geography and travel books need to be discarded and replaced more frequently due to changes constantly taking place in today's world. Biographies of sports and entertainment personalities can be discarded when their popularity wanes. Keep collected biographies suitable for your age group. Biographies of historical characters should be retained, especially if they are being used.

## **E. Guidelines for Processing Materials**

### Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to library materials. For the book

and audiovisual materials collections, the Dewey Decimal system is used to classify items. Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained throughout the library collection.

### **Maintaining Records of Materials and Equipment (monthly and yearly)**

Monthly circulation statistics need to be maintained. Run the monthly circulation record at the end of each month, keeping one for the school library files. Sharing this information with the principal is highly recommended.

The library staff should maintain inventory of books, audiovisual materials and equipment and report it to administration as required. If a full inventory of all library items cannot be completed each year, every other year will suffice.

The library staff should make a count of the number of items. This is done using Titlewise Analysis. For example, the total number of books in the collection should be known, as well as the number missing, discarded, and lost and paid for during the school year.

### **Equipment**

Equipment should be bar coded and entered into the computer database. Item records should be recorded by make, model and serial number. Call Number should be indicated by EQ followed year. If a district number is assigned, this should also be recorded on the local record. Equipment consisting of multiple items should have a label listing each item, as well as including this information in the database record. All equipment items should be marked with PISD, school name, serial number and barcode number with a permanent marker or preferably with an engraver and permanent marker.

After media has been received into the library, it is ready for processing. All the steps necessary in order to prepare an item for check out are included in the following procedural practices for PISD. Cataloging practices shall be consistent and uniform in all libraries in PISD. All bibliographic records for on-line catalogs must be certified as US MARC by the Library of Congress.

### **Processing Materials/Out of the Box and Onto the Shelf**

After media has been received into the library, it is ready for processing. Processing includes all the steps necessary to prepare media for use. The process used should follow standard library practices, be an easily followed routine, and be performed in a routine manner. Cataloging practices shall be consistent and uniform in all PISD libraries.

#### Processing for Libraries

As books are unpacked, check to be sure your order reconciles with the items listed on the packing slip. This should be done before your order is sent in for payment to the business office. Check for manufacturing defects (bad binding, text upside down, etc.) Any defective books are put aside to be returned later.

Check off each book on the invoice packed with the books on your original titles list to make sure order is complete as stated on the invoice. Note any missing titles. Be sure to note if invoice states that items are backordered or out-of-print. When you receive original invoice from central office, initial, approve, and date invoice and return to central

office in on-campus mail for payment.

Most books come processed ready with barcode and spine labels attached. For those orders that are not processed, attach barcode labels on the front cover in the middle area of book, near spine, vertically, reading top down, or use your site base standard.

- Ownership stamp- Stamp books with school library name in the following locations: Title page, center bottom, on bottom of page 21, and on back inside cover or use your site base standard.
- Spine Label- Print and affix to spine cover with label protector.
- Upload new catalog records into library cataloging database.
- If no MARC records came with the books, and other sources have been tried, use basic cataloging practices.
- Equipment information (name of item, price, serial number, date of purchase, barcode number, etc) should be entered in the MARC record format for equipment.
- When cataloging, state in the "Sublocation" field of the MARC record which items were purchased through curriculum or campus funding "*Campus Campus*". [ie. High School Campus] For items purchased through library funding, make note in "Sublocation" - stating "*Campus Library*"[ie. High School Library].
- When cataloging, state in the "Funding Source" field of the MARC record what funds were used to purchase items.

#### **F. Standards for Bibliographic Records**

Special call numbers will be limited to the following and printed in all capital letters:

-Site based standard determines the number of decimal points to carry out in Dewey.

FICTION: F plus the first three letters of the author's last name

EASY: E plus the first three letters of the author's last name.

STORY COLLECTION: SC plus the first three letters of the author's last name

BIOGRAPHY: Abridged Dewey number plus biographies last name (this is now LC standard) or with a B plus the first three letters of the author's last name

NON-FICTION: Dewey number followed by the first three letters of the author (or title if no author).

REFERENCE: R followed by Dewey number followed by the first three letters of the author's last name.

VIDEO: VHS or DVD followed by Dewey number plus first three letters of author (or title if no author)

PROFESSIONAL: PRO followed by Dewey number plus the first three letters of the author's last name or site based standard.

CAMPUS PROFESSIONAL: Two to three letters of campus name followed by Dewey number plus the first three letters of the author (or title if no author)

SPANISH: SPA above the standard call number or F or E, plus first three letters of author's last name.

EQUIPMENT: EQ followed by year purchased.

#### **Technology Policies**



### **A. Internet/Computer Use in PISD Libraries**

Pleasanton Independent School District will establish and strengthen the network of instructional services (computer labs, libraries, classrooms, as well as other curriculum resources) to fully develop the technology skills of students and staff.

Information literacy is a critical component in the education of students. Our school libraries can provide students access to an on-site collection of: electronic database searching of the library card catalog, online information databases.

PISD offers Internet access at each school library. The sole purpose of this Internet access is to support education and research by providing students and teachers with access to unique resources of information. All students who use Internet access are expected to abide by the acceptable use policy implemented by the school district. This policy is located in each student handbook. The District Student Agreement Form must be signed and returned by the student and student's parent acknowledging their responsibilities and the consequences of violation in order for students to have direct access to the internet. The signed Acceptable Use Policies are to be kept on file in each campus library. All student use of the Internet is to be conducted under faculty supervision. Nevertheless, the librarian or faculty members are not expected to monitor student use at every moment, except on the elementary campuses. Every student is expected to take individual responsibility for his or her appropriate use of the Internet.

Librarians/library media specialists will keep the staff notified of students who have not turned in their AUP and if any particular student is not given full access to the internet by the parent and/or administrator due to disciplinary actions. This notification will be sent through campus email to those teachers who directly teach alleged students.

Acceptable Use Policies are only good for one school year. At the beginning of each school year, students will be given a new form to complete. Incoming new students are also required to turn in the form at time of registration.

Procedures for AUP violations are at the discretion of the campus administrator.

### **Online Resources**

PISD Libraries will provide databases according to curriculum/instruction needs on each campus. Decisions from information gained at the Texas Library Association Conference, Region XX's Library Resource Roundup, collaboration with other librarians, in- district and outside of district, etc. will be made yearly to purchase after viewing the databases for grade level, authenticity, scope and usefulness in the curriculum.

### **Automation System/ OPAC (Online Public Access Catalog) and List-servs Automation System**

Follett Destiny

Technical Support –1-800-323-3397

District # - 4269994

Primary #- 4205687

Elementary #- 4200228

PIC #- 4208116

Junior High #- 4200229  
high school #- 4269990  
Barcode Symbology: Code 39  
USMARC/852 Holdings Data MARC record (microlif)

Technical Support email- [techsupport@fsc.follett.com](mailto:techsupport@fsc.follett.com)

Yearly tech support fees due by January 1.

### **Listserv**

Librarians are encouraged to subscribe to at least one library-oriented listserv to further knowledge on library related matters. Suggested list-servs are Texas Library Connection (TLC) and LM\_NET.

All library staff are encouraged to attend training sessions at Region XX related to library matters.

### **Guidelines for Copyright**

Copyright law can be confusing and has been subject to varied interpretations. School librarians/media specialists have an obligation to become familiar with the law and to uphold it in all circumstances. Copyright applies to all media, print, audio, video, and electronic. Public schools are not exempt from monetary damages for copyright infringement are subject to copyright lawsuits.

School library staff at PISD will become familiar with copyright laws, will share this information with staff and administrators at their campuses and will not participate in activities that violate the U.S. Copyright Act. The library media specialist is not a copyright police but he/she will post appropriate warnings on copy equipment and projection devices. All staff are expected to comply with [PISD Copyright Guidelines](#).

### **Computer Access-Acceptable Use and Code of Conduct**

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or the Internet. Prior to such authorization, the student and the student's parent must sign and return the District Student Agreement Form acknowledging their responsibilities and the consequences of violation.

Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers-either their own or another person's; or using the network in a way that would disrupt use by others.

The librarians are responsible to educate staff and students on copyright issues, acceptable use policy and internet safety.

Appendix:

*(This living document adaptable to current needs/changes)*

Weeded Materials: [Weeded Materials Label](#)

PISD Copyright Guidelines: [PISD Copyright Guidelines](#)

Cataloging Materials: [Cataloging Materials Procedures](#)