

Library Handbook

Abilene Independent School District

District Policy, both local and legal, establish requirements for library services. All procedures in this handbook should align with policy. When in doubt, policy always supersedes.

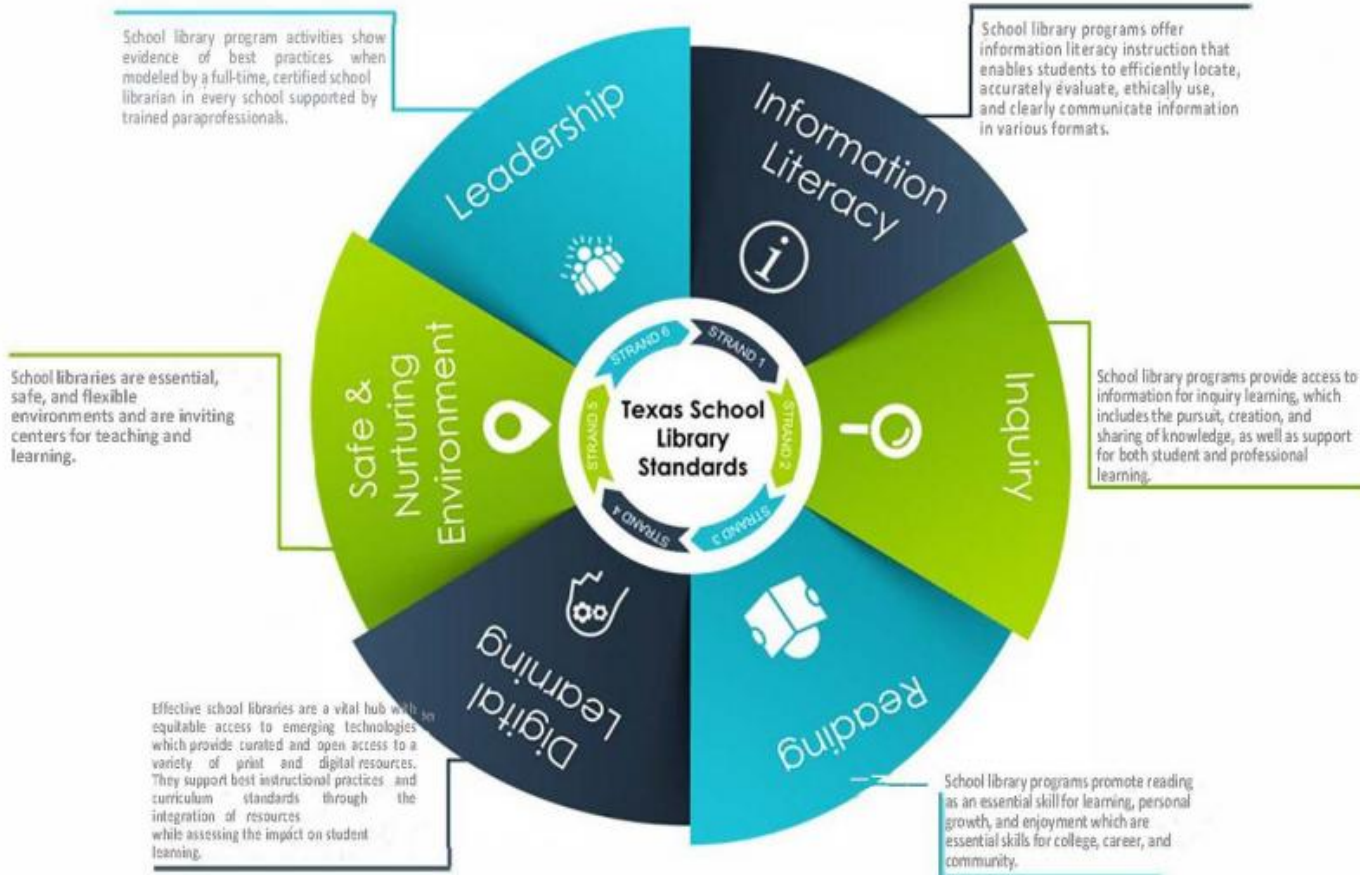
(Revised April 2023)

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AbileneISD Libraries shall adhere to the

Standards and Guidelines for Texas.



Job Descriptions

High School Librarian and Library Teacher

Major Responsibilities and Duties:

Instruction:

- Provide group instruction and individual guidance to students to help them locate resources and use research techniques.
- Consult teachers on appropriate use of materials and help them schedule materials for classroom instruction.
- Serve as information resources for users of library materials and provide staff development opportunities for teachers on the availability and use of campus and district learning resources.

Library Programs:

- Effectively plan a school library program to meet identified needs.
- Assist in preparation of bibliographies and curriculum guides.
- Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources.
- Coordinate development and maintenance of community resource files.
- Maintain schedules for instructional television programs and encourage use of video programs for educational purposes.
- Create a library environment that is conducive to learning and appropriate to the maturity level and interests of students.
- Use appropriate and effective techniques to encourage community and parent involvement.

Student Management:

- Carry out discipline in accordance with board policies and administrative regulations.
- Interact with students to promote positive attitudes toward school libraries.

Administration:

- Compile, budget and cost estimates based on documented program needs.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Comply with federal and state laws, State Board of Education rule, and board policy.
- Develop and coordinate a continuing evaluation of the library program and make changes based on the findings.
- Comply with all district and campus routines and regulations.

Communication:

- Maintain a positive and effective relationship with supervisors.
- Communicate effectively with colleagues, students, and parents.

Supervisory Responsibilities:

Supervise clerical aide(s), student aides, and volunteers.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Climbing, stretching, frequent light lifting of books and boxes. Maintain confidentiality, perform other duties as assigned by the principal/designee. Job duties often require working outside the normal school day.

Calendar Schedule: 197-days

Middle School Librarian / Library Teacher

Major Responsibilities and Duties:

Instruction

- Provide group instruction and individual guidance to students to help them locate resources and use research techniques.
- Consult teachers on appropriate use of materials and help them schedule materials for classroom instruction.
- Serve as an information resource for users of library materials and provide staff development opportunities for teachers on the availability and use of campus and district learning resources.

Library Programs

- Effectively plan a school library program to meet identified needs.
- Assist in preparation of bibliographies and curriculum guides.
- Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources.
- Coordinate development and maintenance of community resource files.
- Maintain schedules for instructional television programs and encourage use of video programs for educational purposes.
- Create a library environment that is conducive to learning and appropriate to the maturity level and interests of students.
- Use appropriate and effective techniques to encourage community and parent involvement.

Student Management

- Carry out discipline in accordance with board policies and administrative regulations.
- Interact with students to promote positive attitudes toward school libraries.

Administration

- Compile, budget and cost estimates based on documented program needs.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Comply with federal and state laws, State Board of Education rule, and board policy in the library services area.
- Develop and coordinate a continuing evaluation of the library program and make changes based on the findings.
- Comply with all district and campus routines and regulations.

Communication

- Maintain a positive and effective relationship with supervisors.
- Communicate effectively with colleagues, students, and parents.

Supervisory Responsibilities:

Supervise clerical aide(s), student aides, and volunteers.

Abilene Independent School District

Elementary Lead Librarian

Job Details

Posting ID

Title

Elementary Library Supervisor - Elementary School

Description

Job Title: Elementary Library Supervisor

Wage/Hour Status:

Exempt

Reports to:

Library Director

Calendar Schedule:

192-days

Campuses:

Bonham, Lee, Martinez, Ortiz, Thomas

Primary Purpose:

Supervise and manage 5 school libraries. Provide services and resources that allow Library Associate (paraprofessionals), teachers, and students to develop skills in locating, evaluating, synthesizing, and using information to solve problems. Serve as mentor, consultant, teacher, materials expert, and curriculum adviser to ensure the library is involved in instructional programs of the school.

Qualifications:

Education/Certification:

- Master's degree from accredited college or university (for individuals certified after January 23, 2001)
- Valid Texas Librarian or Learning Resources Specialist Certificate or Endorsement
- Valid Texas Teaching Certificate

Special Knowledge/Skills:

- Knowledge of library science
- Ability to instruct and manage student behavior
- Ability to instruct and manage Library Associates
- Strong organizational, communication, and interpersonal skills
- Proficiency in technology and digital resources
- Proficiency in budgeting

Experience:

- 3 years classroom teaching experience
- 2 years experience in a library school setting

Major Responsibilities and Duties:

Instruction:

- Provide instruction and individual guidance to Library Associates to help them learn about available resources and use research techniques.
- Provide instruction to Library Associates on how to teach library lessons and teach the lessons when necessary.

- Consult teachers on appropriate use of materials and help them schedule materials for classroom instruction.
- Serve as information resource for users of library materials and provide staff development opportunities for teachers and paraprofessionals on the availability and use of library resources.

Library Programs:

- Effectively plan a school library program to meet identified needs.
- Promote the use of technology and digital resources.
- Create/prepare library skills lesson plans for Library Associates to carry out in each library.
- Assist in preparation of bibliographies and curriculum guide
- Guide Library Associate to create a library environment that is conducive to learning and appropriate to the maturity level and interests of students.
- Use appropriate and effective techniques to encourage community and parent involvement.

Student Management

- **Carry out discipline in accordance with board policies and administrative regulations.**
- Interact with students to promote positive attitudes toward school libraries.
- Teach and guide Library Associates to use appropriate student management techniques.

Administration

- Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources.
- Compile budget and cost estimates based on documented program needs.
- Evaluate and purchase library materials and supplies.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Comply with federal and state laws, State Board of Education rules, and board policy in the library services area.
- Develop and coordinate a continuing evaluation of the library program and make changes based on the findings.
- Comply with all district and campus routines and regulations.
- Maintain a positive and effective relationship with principals.
- Support campus programs through the library.
- Meet regularly with other Elementary Library Supervisors for planning.

Communication

- Maintain a positive and effective relationship with supervisors.
- Communicate effectively with principals, colleagues, Library Associates, volunteers, students, and parents.

Supervisory Responsibilities:

- **Train Library Associates in teaching, technology, and library procedures.**
- **Oversee Library Associates at respective campuses.**

Mental Demands/Physical Demands/Environmental Factors:

- Maintain emotional control under stress.
- Climbing, stretching, and frequent light lifting of books/boxes.
- Must drive own vehicle to assigned campuses.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	Per AISD Salary Schedule
<i>Salary Code</i>	Per AISD Salary Schedule	<i>Job Category</i>	Technology
<i>External Job Application</i>	Certified	<i>Internal Job Application</i>	Internal
<i>Location</i>	District Wide	<i>Posting Status</i>	Active

Abilene Independent School District

Library Associate

POSITION: **Library Associate**

DEPARTMENT/SCHOOL Campus **HOOR STATUS:** Nonexempt

POSITION CATEGORY: Campus **PAY GRADE:** CP/4

CONTRACT DAYS: 186 Days

REPORTS TO: Principal/Designee

EVALUATED BY: Principal/Designee

The role of the LRC aide is to assist the librarian in the administration of the campus library. Provide services and resources that allow students to develop skills in locating, evaluating, synthesizing and using information to solve problems. Serve as instructor and promote the library media center's involvement in the instructional programs of the school.

PROFESSIONAL QUALIFICATIONS:

Education/Certification: High school diploma or equivalency

Special Knowledge/Skills: Proficient computing, keyboarding, file maintenance skills
Ability to file books following district cataloging system
Effective communication and interpersonal skills
Ability to work well with students and teachers
Teaching skills

Experience: 1 to 2 years working with children
1 year clerical experience

PERFORMANCE RESPONSIBILITIES:

1. Support board and administrative policies and decisions.
2. Maintain professional work environment through a positive attitude, punctuality, regular attendance, phone etiquette, and personal appearance.

START UP PROCEDURES

This is a suggested list of things to do to get the new year off to a good start.

LIBRARY AND LIBRARY TEACHERS:

This is your room now. With Principal approval, make it yours and customize it.

CLEANING AND SETUP:

Get the library ready for the principal to conduct a back-to-school workday on the first day.

1. Dust shelves, clean cabinets, keyboards, and screens.
2. Set up computers, if moved.
3. Check with campus leaders to see what they will need in the way of AV for the workday.
4. Make sure the document camera, computer, and projector is set up and ready to go.
5. Check to see if refreshments will be served and prepare a place for them.

OFFICE SETUP:

Clean your office and set up your desk with needed supplies. Let your Library Supervisor know if you need anything. You can also check your local campus supplies.

Prepare folders that you may need. Some suggestions follow:

Library Supervisor Notes	Principal Notes
Teacher/Staff Notes	Parent Notes
Lesson Plans	Million Word Reader
Accelerated Reader (AR)	Book Fair
Lost Book Records	Technology Lists
Databases	Passwords
Bulletin Boards	Bluebonnet Book Award
Mockingbird Award	Student Activity Fund
Substitute Folder	Other awards as needed

MAIL:

1. Sort the mail. Group mail by catalogs, letters, pony envelopes. Ignore magazine renewals.
2. Most ordering can be done online. Save only the catalogs that you recognize or that are from:
 - a. Publishers (Good for seeing new books. Tear out wanted pages and toss the rest.)
 - b. Library Supply Houses (Demco, Library Store, etc.)

SCHEDULE:

1. Schedule your lunch and planning period.
2. Get a list of the teachers from the office.
3. Attempt to honor teacher requests for schedules, but make sure you get lunch and a planning period and leave some organizational time.
4. Be prepared for changes and alterations.
5. Send copies of your final schedule to your principal, Library Supervisor, and place a copy in the designated Google Drive file.

FILES:

1. Find the curriculum guide and any lesson plans.
2. Locate last year's budget forms and purchase orders.

FORMS:

A copy of most forms are in Internal Documents, Google Shared Drives or are available from Library Services.

REQUISITIONS:

Warehouse requisitions - A warehouse catalog is online in Internal Documents in the Warehouse folder. Supplies for the office, computer, AV equipment and classroom can be ordered at very reasonable prices. Look here first for general supplies.

Requisitions other than warehouse - To order anything other than warehouse items, you must start with a requisition for purchase. Complete the requisition online, have it approved, put a copy in the budget folder. When ordering books, send the book list to Library Services. Purchasing will process the requisition and send the paperwork to the vendor and Central Receiving.

BUDGET:

1. Budgets are available online through Frontline beginning September 1.
2. All 12 function budgets are for library purchases.
3. Student Activity budgets are view only.

VENDORS:

1. Information on vendors is available in Internal Documents and Frontline.
2. All purchases must be made with approved vendors with an active bid or those on Texas Buyboard.
3. Do not accept any items for preview.

COMPUTER:

1. Check connections and power sources. All computers are backed up on district servers.
2. Find computer supplies: barcode scanners, patron barcodes, title barcodes, and printer toner/ink.
3. Order new supplies, if needed and if budget money is available.
4. Use your library software program to update the library calendar.
5. Delete former faculty members that have NOT transferred to another AISD campus and add new ones.
6. Print out cards or barcode list for new students and faculty.

MEETINGS:

A meeting schedule will be distributed at the Library Orientation.

Include these meetings in your schedule.

Librarians and Library Teachers take turns hosting the meetings.

- District meetings will be held every third Thursday from 3:00-4:30.
- Elementary Librarians, Library Teachers, and Associates meet Thursdays 2:00-3:30.
- Secondary Librarians and Library Teachers meet Thursdays from 3:00-4:30.

CATALOGING:

The Center for Library Service is downstairs at One AISD Center.

CLASS SETS

Check the setup area for class sets to be delivered and picked up. Make sure teachers know which day your campus's class sets will be delivered as per weekly schedule or pre-arranged times. See page 42 for more details.

VOLUNTEERS

Check with the VIP chairperson in PTA/PTO and ask about the procedure to get volunteers for the library. Have a sign-up sheet for the Meet-the-Teacher night. (Also mentioned on page 39.)

SIGN-IN PROCEDURES

Figure out an area in the library close to the door where you can place the sign-in sheet. Print out several copies for the first few weeks of school. Make sure your teachers are aware of the sign-in procedure for the students because they differ at every campus.

Library Use

Scheduling

Flexible scheduling enables the teacher to bring classes to the library at the times best suited to the purposes of classroom instruction. The teacher should feel free to meet with the Librarian and Library Teacher to schedule class visits.

The Librarian or Library Teacher should work with the principal to establish and communicate policies for individual and small group access to the library.

Teachers will accompany entire classes to the library. Individual students and small groups may visit when there is space available.

- High schools have flexible scheduling.
- Middle schools use a mixed schedule.
- Elementary schools use a primarily fixed schedule.

Abilene ISD Board Policies

EF Instructional Resources Legal Policy:[EF\(Legal\)-P](#)

[Excerpt below]

School Library

A district possesses significant discretion to determine the content of its school libraries. A district must, however, exercise its discretion in a manner consistent with the First Amendment.

Removal of Library Materials

Students' First Amendment rights are implicated by the removal of books from the shelves of a school library. A district shall not remove materials from a library for the purpose of denying students access to ideas with which the district disagrees. A district may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.

Bd. of Educ. v. Pico, 457 U.S. 853 (1982)

EFB Instructional Resources Library Materials:[EFB\(Legal\)-P](#)

[Excerpt below]

The *School Library Programs: Standards and Guidelines for Texas* are adopted by the Texas State Library and Archives Commission. The standards and guidelines are applicable to local Texas school districts. 13 TAC 4.1

A school district shall consider the standards in developing, implementing, or expanding library services. Education Code 33.021

Instructional Resources Library Resources:EFB(LOCAL)-X

[Policy below]

Objectives

The District shall provide a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The Superintendent shall ensure that librarians and other designated professional staff select library materials in accordance with District policy and administrative regulations.

In this policy, "library materials" may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.

Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.

In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.

Parental Involvement

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

To support transparency and access for the school community, the District shall establish means for parents and the public to review holdings, including information about titles and how materials are assessed.

Protection from Inappropriate Material

Library materials shall not include "harmful material" as defined by Penal Code 43.24(a)(2) or "obscene" material as defined by Penal Code 43.21(a)(1).

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Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Selection

Library materials shall be chosen in accordance with this policy, administrative regulations, and guidelines adopted by the Texas State Library and Archives Commission. In the selection of library materials, the District-level library administrator, lead librarians and other professional staff shall ensure that the materials generally:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues].
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
6. Demonstrate literary merit, quality, value, and significance.
7. Have received favorable professional library reviews from state- and nationally recognized review publications.
8. Have received state or national awards or are included on recommended reading lists developed by library professionals and educators.
9. Cover topics, authors, series, or genres that fill gaps in the school library collection.
10. Include accurate and authentic factual content from authoritative sources.
11. Have a high degree of potential user appeal and interest.
12. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
13. Are requested or recommended by students and teachers.

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14. Mirror selections found in neighboring districts or libraries in the region.
15. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Parent Consideration In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]

Challenged Resources A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge a library material maintained in the District's library program on the basis that the library material fails to meet the standards set forth in this policy.

Guiding Principles The following principles shall guide the Board and staff in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except as provided in this policy or if requested by a parent for that parent's child.

The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed therein.

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Informal
Reconsideration

When a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material. If appropriate, the librarian or administrator may offer a concerned parent an alternative library material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the library material.

Formal
Reconsideration

A complainant shall make any formal challenge to a library material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include the librarian or lead librarian, at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content, and a parent serving on the campus-level committee. If a campus-level committee parent is not available, the principal will select another parent from the campus. Other members of the committee may include District-level staff, secondary-level students, and any other appropriate individuals determined by the principal.

All members of the committee shall review the challenged library material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Expedited Initial
Review*

If a formal challenge to a library material includes an allegation that the library material includes "harmful material" or "obscene" material as defined by Penal Code 43.24(a)(2) or 43.21(a)(1), the principal shall initiate an expedited review. The principal or administrator designated by the principal and the librarian or lead librarian shall review the specific content alleged to be harmful material or obscene and make an initial determination regarding the allegation. If upon initial review the content is determined to likely violate this policy's prohibition against harmful or obscene material, the library material shall be removed from the campus collection during the formal reconsideration process. The formal reconsideration pro-

cess should proceed as outlined above, including a final written determination of the reconsideration committee's determination of its findings regarding the challenged material.

Frequency of Review

After a library material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the regular maintenance of the library collection. [See Maintenance of Library Materials, below.]

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Gifts and Donations

The District shall accept gifts and donations to a campus library with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Maintenance of Library Materials

In accordance with state and local guidelines, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

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The additional guidance that follows has been borrowed from Mansfield ISD. It is intended to assist Librarians and Library Teachers as they facilitate the materials selection process.

INTEGRAL TO INSTRUCTIONAL PROGRAM

Books in the library are designed to support content knowledge, process skills, or both. Books whose main subjects do not appear directly in the TEKS are designed to support the development of reading and thinking skills. There is a correlation between interest-based reading selections and academic performance. Research shows that students who read books of interest read more often and perform better in reading than their counterparts. Library books are diverse in topics, themes, genres, formats, and characters so all students can find books of interest to develop their reading skills.

REFLECT THE INTERESTS AND NEEDS OF THE STUDENTS & FACULTY

Librarians use information such as circulation data, student and faculty suggestions, curricular topics, and current events to identify student and faculty needs. Not all books may be of interest to all students, but all students should find something of interest to them and see themselves and others reflected in the materials.

APPROPRIATE FOR THE READING LEVELS AND UNDERSTANDING OF STUDENTS

A book should have at least one positive recommendation from a professional *review source that includes at least one of the ages/ grade levels served (or below) in order to meet this criteria. The full text of the review should be used to determine the target audience.

Inclusion in selection aids such as Core Collections (Elementary School Catalog, Middle School Catalog, and Senior High School Catalog) or a Junior Library Guild Selection can serve as a positive recommendation. Lists and awards for children and young adults, compiled by a professional committee from The American Library Association or the Texas Library Association, can serve as a recommendation. Professional review recommendations for age and grade level should still be consulted when considering books from lists and awards.

**Acceptable professional library review sources include Booklist, Bulletin of the Center for Children's Books, Horn Book, Kirkus, School Library Journal, & VOYA.*

See charts on next page for more guidance on this Criteria

INCLUDED BECAUSE OF THEIR LITERARY OR ARTISTIC VALUE AND MERIT

A professional book review that favorably addresses the quality of the work meets this criteria. Use of language, character and plot development, illustrations and photographs, reader engagement and readability, and technical qualities all speak to literary or artistic value and merit.

PRESENT INFORMATION WITH THE GREATEST DEGREE OF ACCURACY AND CLARITY

A professional book review that favorably addresses the book's accuracy and clarity meets this criteria. Author's reputation, potential bias, credentials, and approach to subject matter may be considered. Balanced presentation of opposing issues in nonfiction must be presented either in the individual book or with the inclusion of multiple books and online resources within a library. Fiction must be considered "authentic literature", and if the book is about or representative of a particular group, the author's belonging to that group may be considered.

Selection Criteria Guidance for Appropriateness of Level for Intended User = Interest Level

Elementary	Intermediate School	Middle School	High School
Reviews include range for grade Pre K - 4	Reviews include range for grade 5-6 or younger	Reviews include range for grade 7-8 or younger	Reviews include range for grade 9-12 or younger
Be cautious of books reviewed for grade 3-6 OR for students older than 9-10	Be cautious of books reviewed for grade 5-8 OR for students older than 11-12	Be cautious of books reviewed for grade 7-12 OR for students older than 13	Be cautious of books coded Mature YA
Non-Fiction Books coded 5-8 or YA should be carefully reviewed prior to adding to the collection	Fiction books coded YA should be carefully reviewed prior to adding to the collection	Fiction books coded YA should be carefully reviewed prior to adding to the collection	Fiction books coded Adult should be carefully reviewed prior to adding to the collection.
For All Levels: Be cautious and double check selection criteria on each title of an Award List or Vendor-curated list prior to ordering the materials.			
For All Levels: Non-Fiction books coded as Adult should be carefully reviewed prior to adding to the collection.			
Fiction books coded YA or Adult should not be purchased	Fiction books coded Adult should not be purchased.	Fiction books coded Adult should not be purchased.	Books with reviews that state "explicit content" should not be purchased.

Criteria Guidance if No Professional Reviews are Available

Some but not all types of materials may be purchased when professional reviews are not available. These items must still generally meet the 15 selection criteria provided in EFB(LOCAL). Librarians and Library Teachers should use this table when no professional reviews are available.

Type of Literature	APPROPRIATE FOR THE READING LEVELS & UNDERSTANDING OF STUDENTS	LITERARY OR ARTISTIC VALUE AND MERIT & PRESENT INFORMATION WITH ACCURACY AND CLARITY
NONFICTION	If no professional reviews can be located, the publisher-designated age range may be used. If the publisher-designated age range spans multiple levels, the Librarians or Library Teachers must use both the publisher-designated age range and research on the book to determine the primary target audience.	<p>Librarians or Library Teachers must research to determine whether the item meets standards of literary/artistic value and merit as well as accuracy and clarity. The Librarian or Library Teacher must carefully weigh the following when making a purchasing decision:</p> <ul style="list-style-type: none"> • Whether the objective of having the material in the collection could be fulfilled by another work with a positive review • Publisher and author's reputations • Curricular needs • Endorsement by a professional association • The need for a balanced and diverse collection and balanced viewpoints either within the book or within the library collection
Graphic Novel	Should not be purchased if a positive professional review stating the appropriate age range is not available.	
Fiction Series	If a positive professional review exists for a book in a fiction series, it may suffice for the rest of the series if appropriate.	
Non-Fiction Series or Set	If a positive professional review exists for one of the books in a nonfiction series or set, it may suffice for the rest of the series if appropriate.	

MANGA	<p>Librarians and Library Teachers must research and use the publisher-specific rating scale to determine the intended audience for the content.</p> <ul style="list-style-type: none"> • Items marked “mature” or with the words “explicit content” should not be purchased. • Books marked for “older teens”, “16+”, “seinen”, or “josei” may only be considered only at schools serving 11th-12th grade students. 	<p>Librarians and Library Teachers may consider purchasing Manga by leveraging sites such as the ones listed on the American Library Association website in order to research individual book content and determine whether it meets all board-policy-aligned selection criteria.</p>
ITEMS IN OTHER LANGUAGES	<p>If a professional review cannot be found for a specific translation, a book may still be purchased if the English language version meets all selection criteria.</p>	<p>If no professional review is available or the book is authentic literature, the Librarian or Library Teacher must research to determine whether the item meets standards of literary/artistic value and merit as well as accuracy and clarity. The Librarian or Library Teacher must carefully weigh the following when making a purchasing decision:</p> <ul style="list-style-type: none"> • Whether the objective of having the material in the collection could be fulfilled by another work with a positive review • Publisher and author’s reputations • Curricular needs • Endorsement by a professional association • The need for a balanced and diverse collection and balanced viewpoints either within the book or within the library collection
ITEMS ORIGINALLY PUBLISHED BEFORE 1970	<p>Professional reviews for classic books considered part of the “literary canon” and religious or historical texts may not be available. In these instances, the book may still be purchased if research indicates it meets the AISD selection criteria. Librarians and Library Teachers should consider whether or not items are in the public domain and the degree of student appeal in their decisions.</p>	

Library Reading Materials Purchasing Approval Process

1. The Librarian or Library Teacher identifies materials for consideration based on the criteria stated in the policy manual. Please note that books not approved for shelving should not be a part of our e-book collection.
2. The developed list will include any potential areas of concern with an explanation of why the title might be of value to the library.
3. Each Library Teacher (non-certified librarians) will seek additional approval from his or her direct library supervisor before submitting the list to the campus principal.
4. The Librarian or Library Teacher submits the list to the principal for discussion and consideration for approval.
5. If the principal approves, he or she will sign the document and return it to the Library or Library Teacher.
6. A PDF of the signed document will be attached to the requisition.
7. Once the requisition is submitted, it will go through the chain of approval in the purchasing system.

Guidelines for Working with Vendors

- Treat the representatives from all companies the same. In other words, show no favoritism.
- Avoid any appearance of conflict of interest or acceptance of favors such as meals, equipment or gifts. Items of nominal value, posters, pencils, and other promotional materials may be accepted.
- Company representatives are not permitted to contact classroom personnel from 8:00-4:00 during the workday to solicit business.
- Librarians and Library Teachers and computer lab personnel are encouraged to request assistance in dealing with vendors and publishers from the Academic Support Department.
- Arrangements for product demonstrations for classroom instructional technology or library products should involve the Academic Support Department.
- During the demonstrations, staff members should be courteous and listen attentively to the vendor's remarks but should never commit to lobbying for the adoption or purchase of any particular product.
- The District Library Supervisor is the only one who can accept preview materials.

Library Collection Maintenance

Removing obsolete, worn, and no longer relevant or appropriate materials from the library is both desirable and necessary. Weeding is the systematic and purposeful way of removing these items to keep materials in the library current and attractive.

Weeding should continuously be done by the Librarian or Library Teacher in order to increase the usefulness of the library. 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.

What should be weeded?

- Materials that are worn out or badly damaged.
- Materials that foster negative ethnic and cultural attitudes.
- Materials that are pervasively vulgar.
- Duplicate copies of titles and materials that no longer fit the curriculum or the reading and/or interest level of the students.
- Materials that contain out-of-date material or statements that are misleading or give erroneous information.
- Materials where a newer edition is available.
- Nonfiction/Reference materials that are now available in digital format via district purchased resources. This includes, but is not limited to, encyclopedias, almanacs, atlases, and dictionaries.
- If an item has not circulated in over five years, it should be considered for removal; however, it does not have to be removed unless it meets other criteria mentioned above.
- Materials that have not circulated in 10 years. (*Exceptions can be given to materials that are not subject to rapid change – fairy and folk tales, poetry and literature, languages, religion if they do not meet any other weeding criteria listed above.)

Benefits of Weeding:

- You save space.
- You make the collection more appealing by replacing ragged, smudged books and unattractive rebinds with attractive new books.
- You will enhance your library's reputation for reliability and up-to-dateness and build public trust.
- It provides a continuous check on the need for mending or binding
- It alerts the library staff to lost or stolen books in need of replacement and guarantees a more accurate volume count
- It provides constant feedback on the collection's strengths and weaknesses.

DISPOSAL OF MATERIALS

Based on the above criteria:

- remove material from the shelves.
- Delete appropriate records from the catalog.
- Send all materials to the Center for Library Services in clearly labeled boxes.
- Weeded materials may be given to teachers or staff for repurposing.

DISPOSAL OF EQUIPMENT

AV EQUIPMENT

Libraries surrendering usable equipment because of lack of space or need should contact other librarians/ Library Teachers in the district to see if there is a need for it at another campus. For all unclaimed items contact the Warehouse to have them picked up.

TECHNOLOGY EQUIPMENT

For all technology equipment needing to be picked up, submit a Technology Support Request to Technology located in 411 and on the Intranet page. Label it with the Weeded - Technology page printed on a green sheet of paper that can be located in the Center for Library Services Staff Shared Folder in the Weeding Folder.

WEEDING SCHEDULE

Year ending in	1	2	3	4	5	6	7	8	9	0
<u>Class #</u>										
000	X					X				
100		X					X			
200			X					X		
300	X			X			X			
400	X				X			X		
500		X				X				X
600		X				X				X
700					X					
800			X						X	
900			X			X			X	
BIOGRAPHY			X			X			X	
F & SC	C-D	E-G	H	I-K	L-M	N-R	S-T	U-W	X-Z	A-B
REFERENCE		X			X			X		X

(Reviewed August 2022)

Purchasing Information

Please refer to [AbileneISD's PURCHASING Handbook](#) for all instructions in obtaining resources and materials. A document specifically for Library Services will be available in the Library Shared Drive.

Tracking Materials

Regardless of ordering methods, all librarians should maintain a system to track materials ordered. Before placing an order, the collection should be searched for duplicates. This search should also include outstanding orders, materials waiting for processing, and items stored for repairs

Shipping Addresses:

- **High school purchases** should be shipped directly to the campuses except for
- The LIFT and Woodson which should be sent to CLS.
- **Elementary school and middle school purchases** from the LIBRARY BOOK or AUDIO-VISUAL SOFTWARE accounts should be shipped to the following address for processing.

CENTER FOR LIBRARY SERVICES
241 PINE STREET
ABILENE, TEXAS 79601
ATTN: CAMPUS NAME Library

Each campus library is assigned a separate campus organization number.

HIGH SCHOOLS:

Abilene High	001	The LIFT	010
Cooper High	002	Woodson CFE	003

MIDDLE SCHOOLS:

Clack MS	047	Madison MS	044
Craig MS	048	Mann MS	045

ELEMENTARY SCHOOLS

Alcorta	112	Martinez	155
Austin	102	Ortiz	152
Bassetti	153	Purcell	113
Bonham	103	Stafford	116
Bowie	104	Taylor	121
Dyess	108	Thomas	151
		Ward	150

OTHER PROGRAMS

Library Services	806
Long Early Learning	156

PROCESSING MATERIALS

When materials are received, they should be properly stamped, labeled and covered.

IDENTIFICATION

All materials must be stamped or identified with the school name.

Books:	Title page	3 line stamp - bottom of page
	Page 25	one line stamp
Paperbacks	Same as above	
AV software	Stamp or label each item Stamp or label every piece in a multi-piece set	
CDs, DVDs	Label CD with black marker - school name & barcode # Stamp or label documentation, instructions, manuals	
Magazines	Front cover	

LABELS

The SPINE LABEL is attached to the spine one inch from the bottom of the item. The first 3 letters of the author's last name, all in caps, are used for author identification. Biography uses the complete last name of the biographer.

NON-DEWEY CALL NUMBERS:

The spine label for all non-book items and selected books will begin with the designation for the appropriate format. For example, call numbers for reference materials will begin with the designator R. For a complete list of all non-Dewey numbers, see the Cataloging section.

CALL NUMBERS

Call numbers are entered in the copy information field in the MARC record.

Book jackets must be covered with a plastic cover.

Labels should be covered.

EXAMPLES:

	BOOKS	AV MATERIALS
NONFICTION	398 GAL F SMI Spanish 398.2 WIL French	DAB 398 GAL
BIOGRAPHY	B LINCOLN	CD B LINCOLN
COLLECTIVE BIOGRAPHY	920 AAS	DVD 920 AAS
FICTION	F BLU F SMI Spanish 398.2 WIL French	BS F BLU
STORY COLLECTION	SC HIT	CT SC HIT
REFERENCE	R 031 WOR	CD R 031 WOR
PROFESSIONAL	PRO 372 GLA	PRO VT 372 GLA
DIGITAL RESOURCES	EBOOK 370.711 GRE	DDA 370.711 GRE

Call Number Prefixes

AP	Prints
	Works of art, original or reproductions
AV	Audiovisual equipment
	Equipment entered for circulation purposes
B	Biography
BRA	Braille
BS	Book with sound
	Book(s) with CD(s), etc.
CD	Compact disc
	A disc on which sounds are recorded
	*Includes MP3-CDs. The MARC record would have a 538 System Details Note.
	MARC example: _ a MP3-CD system requirements: MP3-CD player.
DAB	Digital audio books
	Example: Playaways
DDA	Downloadable digital audio books
	Digital audiobooks that can be downloaded to a computer, tablet, or other device.
DOC	Document
	An original or reproduction of historic value
DVD	Digital video disc
EBOOK	eBook
F	Fiction

GAM	Game	An instructional aid designed in a game format
ID	Instructional device	Material which doesn't fit into any other category (i.e. stuffed animals, puppets, etc.)
KIT	Kit	A collection of three or more items designed to be used as a unit with no one medium predominating
MAG	Magazine	
MAP	Map	A drawing or representation of a terrestrial or celestial area
MC	MediaCAST	Digital library resources available through the district's MediaCAST service
MO	Model	Three dimensional representation of a subject
PB	Paperback	
PRO	Professional	Any material for professional use only includes text and audiovisual formats
R	Reference	
REA	Realia	Real objects or specimens
SC	Story collection	Three or more works by one author; or, two or more works by more than one author
SP	Study print	Picture accompanied by textual information, posters
SW	Student's work	Works created by student(s) and added to the collection

Revised September, 2017

CIRCULATION POLICIES AND PROCEDURES

All campuses will keep their circulation record updated in the Library Google Drive.

BORROWING PRIVILEGES

Students

- All materials, except overnight use only or special use items may be borrowed for a 14-day period.
- Books may be renewed once for an additional 14-day period if there are no reserves on the material.

Teachers

In the beginning of the school year, teachers should clear their **book** record in Destiny.

INTERLIBRARY LOANS

The district encourages shared use of resources. Materials will be lent to other AISD campuses when they are not needed at the home campus. Borrowing campuses will be responsible for the prompt return of all items. (Higher grade level materials may not be lent to lower grade level campuses.)

Materials may be loaned to individuals in the community for educational purposes, if the above conditions are met and if the campus principal approves. The borrower assumes responsibility for loss or damage to materials and will honor the normal circulation period.

AV EQUIPMENT BORROWING POLICY

Equipment may be checked out for off-campus use. In all cases the borrower must sign the Abilene ISD Property Check-out form. It can be accessed from the Shared Folders from the Intranet page.

1. Teachers may checkout equipment and the appropriate AV Materials for previewing, lesson planning purposes, or to increase skills.
2. Community service groups, such as the PTA, may use equipment for educationally related activities.
3. Equipment and AV Materials belonging to AISD will not be used by other educational institutions on a routine basis without written permission from the AISD administration or campus principal.

OVERDUE MATERIALS

1. Library staff and teachers, along with the parent, will make the return of resources a part of citizenship training.
2. No fines for late materials. Patrons will only be charged for lost or damaged materials.
3. Students with materials overdue may have their borrowing privileges restricted.
4. No fine will exceed the cost of the material.

LOST MATERIALS

Charges for lost library material will be the purchase price of the item. The principal and/or the Librarian or Library Teacher may adjust the purchase price if the lost material was in poor or damaged condition. Alternatively, a student may "work off" the price of the lost item.

A printed receipt will be given to the student and deposits will be made promptly at the Business Office. As of September, 2017, refunds are no longer given for library materials that are found after payment has been made.

LOST MATERIALS FROM CLASSROOM SETS

1. Teachers are responsible for books and should keep track of students who return materials.
2. A student who loses a book from a classroom set will pay for it through the campus Library.
3. The charge will be the cover price.
4. A copy of the receipt and the money collected will be sent to the Center for Library Services.

DAMAGED MATERIALS

Full price will be charged for materials damaged beyond repair. They will be treated as withdrawn items and sent to the Center for Library Services or returned to the student if so requested.

Guidelines for the Use of AV Materials Purchased or Supplied by AISD Libraries:

Items must be previewed before class use.

All AV materials must adhere to District Policy, EFB (Local).

EDUCATIONAL AUDIOVISUAL MEDIA:

- Videos intended primarily for use in the classroom and which offer curriculum support.
- Databases have videos (ex. Learn360 and Discovery Education). These are not selected by district librarians.
- Selection must conform to the District's Materials Selection Policy.

COMMERCIAL AUDIOVISUAL MEDIA:

Videos produced and distributed primarily to movie theaters or network television.

Video must conform to the District's Materials Selection Policy.

- No X-rated or R-rated videos will be purchased.
- PG-13 rated videos will be selected only for the high school level after preview.
- Unrated items (pre 1970) must be previewed or grade leveled.

Videos edited for classroom use may be purchased, but must be previewed before purchase.

MPLC-Motion Picture Licensing Corporation

If the movie shows to be [HERE](#) or part of a company found [HERE](#), then you need a license to show it in the place of a lesson/entertainment/reward.

Copyright law allows educational settings to use parts of movies embedded with a lesson to be shown to teach a concept face-to-face without a license. [No matter who purchases it, but not streaming services as they have their own rules and it is not allowed outside the "home" and a classroom is considered a public performance/place for them. Not being allowed with a teacher's streaming service has nothing to do with copyright law.]

To put in MediaCAST, it has to be district purchased as it is on a district owned platform. It can't be "donated". There has to be proof of district purchase (textbook adoptions are proof of purchase) to be added to MediaCAST. Click [here](#) to see the copyright flowchart.

Also, Vendor and PO #s can be added to catalog records for Proof of District Purchase.

INVENTORY OF MATERIALS

An inventory of all materials in the library is required regularly. An inventory form must be sent to LS at the end of the school year.

1. Reset inventory markers in the circulation system
2. Scan items and upload to the computer
3. Print a list of unmarked items; reconcile discrepancies
4. When satisfied, finalize inventory
5. Print statistical report
6. Send results to supervisor

Class sets are divided by elementary, middle, and high school.

- Elementary teachers may only check out items from elementary level.
- Middle school teachers may only check out items from elementary & middle levels.
- High school teachers may check out items from all three levels.
-

How to Book Abilene ISD Class Sets

AISD offers class sets of books for teachers to check out and use in their classrooms.

- [Instructions](#) for booking class sets are available by clicking the underlined link.
- Requests are made through our Destiny (library software) system.
- Please request/order class sets at least 1 week in advance of delivery date.
- Class sets can be checked out for 30 days. If an extension is needed , please contact the Class Set Manager
- CLS is located in the basement of One AISD Center.
- The Class Sets Manager is in charge of filling orders and delivering them to the campuses.

Class Set Delivery Schedule

<u>NORTH SIDE (Tues.)</u>	<u>SOUTH SIDE (Wed.)</u>
Thomas The LIFT Craig Woodson Taylor Martinez Holland Ortiz Mann Long ELC Purcell Stafford AHS	Bowie CHS Alcorta Madison Ward Bassetti Dyess Clack St. John's Bonham Austin McMurry Alta Vista - Adult Ed

Appendices

Class Set Request for Purchase

Personalized Checkout Form

Request for Formal Reconsideration of Library Material

Class Set Request for Purchase

PLEASE REQUEST ONLY THOSE TITLES THAT YOU HAVE READ

TO:	CLASS SET COMMITTEE	DATE:	
FROM:		SUBJECT:	
CAMPUS		GRADE:	

Please provide the following information:

Title: _____

Author: _____

Publisher: _____

When did you read this book? _____ Number requested _____

How will this book be used to meet the district's educational goals and align with grade level TEKS:

Is this book part of the AISD curriculum for this grade? (Circle) YES NO

Additional comments:



Please return this form to AbileneISD Library Services

Personalized Check Out

Parents interested in personalizing their child's library account may contact their student's campus Librarian or Library Staff.

Personalized Check Out Form

This form provides parents and guardians of Abilene ISD students the opportunity to identify the library books and/or topics their child is **not permitted to check out** from Abilene ISD campus libraries. (For students whose parents/guardians have granted separate permission to participate in Abilene Public Library check out, Abilene ISD is unable to place restrictions on Abilene Public Library accounts.)

* Required

1. Name of Parent/Legal Guardian Making Request *

2. Student Name: Last, First *

3. Student ID Number

4. Student Campus *

5. My child may not check out library books connected to the following topics:

6. My child may not check out the following library book(s):

7. By checking this box, I confirm that I have spoken to my child about the noted library checkout conditions. *

Check all that apply.

☐ I have spoken with my child, named above, regarding these library checkout conditions.

REQUEST FOR FORMAL RECONSIDERATION OF LIBRARY MATERIAL

Request for Formal Reconsideration of Library Materials

Name: _____

Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Please select all that apply:

☐ Parent of an Abilene ISD student

Student Name: _____

Campus: _____ Grade: _____

☐ Abilene ISD student who is 18 years of age or older

☐ Abilene ISD employee

☐ Abilene ISD resident

Library Material for Reconsideration

Title: _____

Author: _____

Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.

1. Please describe how this material does not conform to the principles of selection set out in Abilene ISD Board Policy EFB(LOCAL). Please be specific.

2. Please describe your concerns regarding this library material. Provide specific page numbers as appropriate.

3. Please provide your recommendation in regards to this library material.

☐ Do not allow my child to use this material

☐ Remove

☐ Move to the following campus level:

___ Early Childhood ___ Elementary School ___ Middle School ___ High School

I am formally requesting the material indicated above be reconsidered on the basis that it fails to meet the standards set forth in Abilene ISD Board Policy.

Signature: _____ Date: _____

Submit this completed and signed form to the campus principal.

.....
For campus use only

Date received by principal: _____

Campus name: _____

Principal name: _____

Principal signature: _____

