

Procedural Manual

Media Centers

New Caney Independent School District

2009-2010



TABLE OF CONTENTS

The School Media Center	4
Library Bill of Rights.....	5
Objectives of a Librarian.....	6
Media Center Personnel.....	7
TEA Guide for Library Media Staff.....	8-9
NCISD Librarian Job Description.....	10-11
Student Assistant and Volunteers.....	12-13
The Collection.....	14-16
The Crew Method in Ten Steps.....	17
Guidelines by Dewey Class.....	18-23
Acquisition Procedures	24-26
Media Processing	27-29
Copyrighted Material.....	29-32
Operations.....	32-34
Appendix A	35-39
Appendix B.....	40-41
Appendix C.....	43

FOREWORD

The image of the public school library has changed significantly in recent years. The library is no longer merely a depository for books, but has become the learning center of the school. This change is a result of an explosion of knowledge, a progress in learning technology, an emphasis on independent study, a reformulation of what is taught and learned, and a drive for excellence and quality in the nation's schools. The role of the library as a media center and as the pulse of the instructional program has caused an expansion in the services and a revolution in the function of the facility.

The concept of the librarian/media specialist as a key person in instruction makes a clarification of the new philosophy, policies, and procedures imperative. This manual of policies is intended partially to serve that purpose.

* * * * *

The following persons are commended for the thought, time, and effort contributed to the preparation of this guide:

Melissa Balcom
Ruth Black
Ken Bowman
Letitia Castleman
Libbie Davidson
Bev Frayne
Luci Jamison
Erin (Kilby) Kellie
Jo Martin
Gia Riley
Cheryl Salazar
Kristal Schneider
Sherry Vaughan
Georgena Watson

* * * * *

New Caney ISD Board of Trustees

Everett Mitchell	President
Gene Gregory I	Vice President
Mark Needham	Secretary
Alan Moreau, Jr.	Assistant Secretary
Stacey Shipley	Member
Jimmy Verron	Member
Karen Bush	Member

THE SCHOOL MEDIA CENTER

Philosophy of the Media Center

The librarians both affirm and support the Motto/Vision/Mission statements of the New Caney Independent School District as well as the Library Bill of Rights.

New Caney Independent School District

Motto

Educational Excellence for a Changing Tomorrow

Vision

NCISD will be a place where all students excel in meeting the challenges of the 21st century.

Mission

New Caney ISD provides an exemplary educational experience in an environment that fosters positive and collaborative relationships between students, staff, families, and community members

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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948

Amended February 2, 1961, June 27, 1967, and January 23, 1980
by the ALA Council

OBJECTIVES OF A LIBRARIAN

A. General Objective:

1. To encourage patrons to appreciate the purpose and function of library media centers.
2. To cooperate with everyone using the facilities of the media center.
3. To provide an attractive atmosphere that will arouse interest and encourage learning.
4. To instruct patrons in the use of current information technology and media literacy.

B. The Media Specialist Serves Student By:

1. Making quality materials available and accessible for the support of the curriculum, for self-education, pleasure, and enrichment.
2. Guiding students in selection of materials.
3. Teaching students the basic organization and use of media centers.
4. Encouraging reading.

C. The Media Specialist Serves Staff By:

1. Encouraging suggestions for materials to be purchased
2. Providing materials to enrich teaching programs and making these materials easily accessible.
3. Acquainting staff with the materials available and assisting with reference and bibliographic services.
4. Supporting, implementing, and enriching the curriculum through the provision of materials suited to the needs of the individual student.

2009-2010 New Caney ISD - Librarians

Elementary Librarians		
Campus	Name	Phone Extension
Aikin	Gia Riley	3409
Bens Branch	Melissa Balcom	3890
Crippen	Ruth Black	3615
Kings Manor	Luci Jamison	3709
New Caney	Sherry Vaughan	3213
Porter	Kristal Schneider	3175
Sorters Mill	Libbie Davidson	3513
Valley Ranch	Georgena Watson	3913
6th Grade and Middle School Librarians		
Campus	Name	Phone Extension
6th Grade	Letitia Castleman	4358
Keefer Crossing	Jo Martin	4230
White Oak	Erin (Kilby) Kellie	4190
High School Librarians		
Campus	Name	Phone Extension
Annex	Bev Frayne	5316
High School	Cheryl Salazar	5150
District Coordinator		
Central Office	Ken Bowman	1122

TEA Guidelines for Library Media Staff

School Library Programs: Standards and Guidelines for Texas

<http://www.tsl.state.tx.us/ld/schoollibs/index.html>

Basis for the School Library Programs: Standards and Guidelines for Texas

Student achievement is the objective of school library programs. The School Library Programs: Standards and Guidelines for Texas originates in the ongoing effort to support effective schools, results-oriented education, and accountability. These aims are at the forefront of the school librarianship.

Standards are a professional tool for objective assessment based on recognized measures of performance. The revised *Standards and Guidelines for Texas* is based on research that shows a correlation between school library resources and services and greater student achievement. In preparation for revising the *Standards and Guidelines*, the Texas State Library and Archives Commission conducted a study entitled, *Texas School Libraries: Standards, Resources, Services, and Students' Performance* (Smith, 2001). The report of the study is available on the Texas State Library Archives web site at www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html.

Staffing Recommended by the Texas State Standards and Guidelines

Profession Staffing:

Campus Level Enrollment	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
0-500 ADA	At least 1.5 Certified Librarians	At least 1 Certified Librarian	At least 1 Certified Librarian	Less than 1 Certified Librarian
501-1,000 ADA	At least 2 Certified Librarians	At least 1.5 Certified Librarians	At least 1 Certified Librarian	Less than 1 Certified Librarian
1,000-2,000 ADA	At least 3 Certified Librarians	At least 2 Certified Librarians	At least 2 Certified Librarians	Less than 2 Certified Librarians
2,001 + ADA	At least 3 Certified Librarians plus add at least 1 additional librarian for every 700 students.	At least 2 Certified Librarians plus add at least 1 additional librarian for every 700 students.	At least 2 Certified Librarians	Less than 2 Certified Librarians

Paraprofessional Staffing:

Campus Level Enrollment	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
0-500 ADA	At least 1.5 Para-professionals	At least 1 Paraprofessional	At least 0.5 Paraprofessional	Less than 0.5 Paraprofessional
501-1,000 ADA	At least 2 Para-	At least 1.5 Para-	At least 1 Para-	Less than 1

Campus Level Enrollment	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
	professionals	professionals	professional	Paraprofessional
1,000-2,000 ADA	At least 3 Para-professionals	At least 2 Para-professionals	At least 1.5 Para-professionals	Less than 1.5 Paraprofessionals
2,001 + ADA	3 Paraprofessionals plus add at least 1 additional Librarian for every 700 students	2 Paraprofessionals plus add at least 1 additional Librarian for every 1,000 students	At least 2 Para-professionals	Less than 2 Para-professionals

District Staffing

Number of Schools in District	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
1 to 5	1 All-level Director/ Coordinator with library certification; may have other district responsibilities .5 Para-professional	1 All-level Director/ Coordinator, with other district duties 0.5 Para-professional	1 All-level Director/ Coordinator, with other district duties 0.5 Para-professional	1 Certified Librarian, with other campus and district duties
6 to 15	1 All-level Director/ Coordinator with library certification 0.5 Para-professional	1 All-level Director/ Coordinator 0.5 Para-professional	1 All-level Director/ Coordinator, with other district duties 0.5 Para-professional	1 Certified Librarian, with other campus or district duties
16 to 40	1 All-level Director/ Coordinator with library certification 1 Technical Services Coordinator with library certification	1 All-level Director/ Coordinator 1 Technical Services Coordinator 1 Professional Librarian 2 Para-professionals	1 All-level Director/ Coordinator 1 Technical Services Coordinator 2 Para-professionals	1 All-Level Director/ Coordinator, with other district duties 1 Library Technologist 1 Para-professional

(From Texas School Libraries' Standard – Standard II)

NEW CANEY INDEPENDENT SCHOOL DISTRICT

TITLE: Librarian

QUALIFICATIONS:

1. Bachelor's degree from accredited college or university
2. Valid Texas Provisional or Professional certification or endorsement for Learning Resource Specialist.
3. Specialized knowledge of library science, strong organizational skills, proficient computer skills and knowledge of curriculum and instruction.
4. Ability to instruct and communicate (both verbally and in writing) effectively
5. Ability to successfully interact with students, professional employees, parents, and district patrons
6. At least one year experience in public school library media center desired.
7. Ability to lift and transport 40 pounds over a distance of 5 feet without assistance.
8. Such additions and alternatives to the above qualifications as the Board of Trustees may find appropriate and acceptable

SPECIAL WORKING CONDITIONS: Job includes stretching and frequent light lifting of books and boxes.

REPORTS TO: Principal or designee

SUPERVISES: Students, library aides, and volunteers

PRIMARY PROPOSE: To supervise and manage the school library media center. Provide services and resources that allow students to develop skill in locating, evaluating, synthesizing, and using information to solve problems. To serve as teacher, materials expert, and advise the instructional staff on involving the library media center in the instructional programs of the school.

TERMS OF EMPLOYMENT: Professional. School year employee. Salary and work year established by the Board of Trustees.

WAGE/HOUR STATUS: Exempt

MAJOR RESPONSIBILITIES AND DUTIES:

1. Effectively plan the school library program to meet identified needs.
2. Provide group instruction and individual user guidance for students in location of resources and use of research techniques.
3. Consult and plan with teachers on the appropriate use and convenient scheduling of materials for classroom instruction.
4. Inform users of library media center materials and provide staff development opportunities for teachers in the availability and utilization of local and district learning resources.
5. Assist in the preparation of bibliographies and curriculum guides.
6. Manage the acquisition, processing, organization, distribution, maintenance, and inventory of resources. Responsible for the maintenance and accuracy of information regarding inventory of fixed assets (library books and audio-visual equipment) assigned to the media center.
7. Maintain schedules for instructional television programs and encourage the use of video programs for appropriate educational purposes.
8. Compile budget and cost estimates based upon documented program needs.

9. Accurately compile, maintain, and file all reports, records, and other documents required.
10. Comply with policies established by federal and state law, State Board of Education rule, and the local Board policy in the area of library media services.
11. Promote and follow safety practices and standards.
12. Present for students a positive role model that supports the mission of the school district.
13. Maintain a positive and effective relationship with supervisors.
14. Comply with all district and local campus routines and regulations.
15. Effectively communicate with colleagues, students, and parents.
16. Assess and respond to needs related to job responsibilities.
17. Develop and coordinate a continuing evaluation of the library program and, with supervisor's approval, implement changes based on the findings.
18. Create a library media center environment that is conducive to learning and appropriate to the maturity and interests of students.
19. Administer discipline in accordance with Board policies and administrative regulations.
20. Keep informed of and comply with state, district, and school regulations and policies for librarians.
21. Compile, maintain, and file all reports, records, and other documents required.
22. Attend and participate in faculty meetings and serve on staff committees as required.
23. Articulate the district's mission and goals for the library media center to the community, when appropriate, and solicit its support in realizing the mission.
24. Demonstrate awareness of school-community needs and, with supervisor's approval, initiate activities to involve the community.
25. Demonstrate the use of appropriate and effective programs for community and parent involvement.
26. Participate in the district staff development program.
27. Demonstrate interest and initiative in professional improvement and develop needed professional skills appropriate to job assignment.
28. Demonstrate behavior that is professional, ethical, and responsible.

The above statements are intended to describe major job functions of the position and are not intended to represent an exhaustive list of all responsibilities, duties and skill required. The superintendent may assign additional duties when deemed appropriate.

EVALUATION: Performance will be evaluated annually in accordance with provisions of the Board's policy on evaluation of professional personnel

NCISD 7/04

Title: Student Assistant

The school district may grant local credit to academically able students for service in the LMC. The students should be provided with a variety of experiences to retain their interest and to help them increase their research skills. As they begin to understand the organizational structure of the LMC, student library assistants will see its relationship to the academic or public library. Student assistants may:

1. Assist teachers and students with the proper operation of equipment.
2. Help fellow students to locate needed materials
3. Help to circulate, shelve, receive, inventory and process new materials.

Note: It is against Media Center policy for student assistants to handle money without supervision.

Title: Volunteer

The New Caney Independent School District values the contributions made by its many volunteers who diligently work to support our outstanding students, teachers, and programs. It is our goal to provide a safe environment for our students and visitors. If you are interested in volunteering on one of our campuses, please complete the [Volunteer Application](#). Volunteers who complete this form will be invited to the district orientation meeting.

All volunteers must attend a district volunteer orientation meeting. All volunteers must complete the form for a criminal history check. All volunteers including parents, grandparents or guardians who wish to participate in field trips, field day, carnivals, etc., must be a designated volunteer. Parents, grandparents or guardians who wish to attend student performances, assemblies, or conferences with teachers or administrators are not considered volunteers.

The District will obtain the criminal history record of all prospective volunteers who will be working with students and will have access to student information. The background check is strictly confidential and will be processed through the NCISD Police Department. Volunteers should expect a criminal history check at both the state and national level.

When volunteers have attended the district orientation and passed the criminal history check, principals will be notified of their eligibility to serve as volunteers. During the district orientation, volunteers will have a district volunteer photo badge created.

School volunteers are highly skilled in a wide range of instruction-related areas. Fortunately, many prefer to contribute their services to the LMC's. Their services are most beneficial when organized so both the volunteer and the staff member is aware of the different responsibilities.

The volunteer:

1. Tells or reads stories to children.
2. Uses story records, films, filmstrips, and tapes with children
3. Works with individuals, small groups, or large groups in the area of subject specialization, such as demonstrating the various arts of music, painting, dance, sculpture, and drama.
4. Assists in helpful, daily tasks such as processing materials, simple mending, maintaining vertical files, making displays, and circulating and re-shelving materials.

THE COLLECTION

I. Organization of Materials

The collections of materials are organized to permit the most efficient service to patrons, both in the classrooms and in the media center. A catalog is maintained in every library.

New Caney school media centers use the Dewey Decimal Classification System for nonfiction books and other materials. Fiction books are arranged alphabetically by the author's last name. Reference materials are kept in a separate collection. Non-book materials are cataloged and arranged according to recommended procedures, and the catalog contains entries for all such materials.

II. Circulation

Each library has been automated with the Follett Library Circulation system to circulate books and library materials to staff and students.

III. Types of Materials

A. Books

Books are the foundation of the Media Center collection. The basic collection should consist of informational books, reference works, recreational books, and books for curriculum enrichment. All schools will attempt to maintain the recommended number of books (Texas School Libraries Standards).

B. Periodicals

Elementary, middle and high schools may select individual titles to meet the needs of individual schools.

C. Audiovisual

Software may include tapes, video cassettes, etc. Hardware consists of the equipment which is needed in order to use the software. Audiovisuals may include such materials as globes, models, study prints, games, programmed instructional materials, and, for the sake of convenience, any equipment which may be housed in the media center. Audiovisual equipment purchased by media center funds is listed on the media center inventory. Some of the hardware will be on long-term loan to teachers or departments and will be housed in the media center only during summer vacation.

D. Computers

Computers are an integral part of the media centers of New Caney ISD. All schools use the Follett electronic circulation program. Online electronic database may be purchased by each campus to meet the needs of individual schools.

E. Computer Software

Software will be purchased for the needs of each library and housed appropriately.

F. Textbooks and Consumable Instructional Materials

Textbooks and consumable instructional materials are handled through the school office and are not under library supervision.

IV. Weeding

A. Rationale

Systematic weeding is not an irresponsible disposal of public property, but a public service which is often the first, most needed act in increasing library use. Responsible media specialists must weed as part of the total selection and evaluation process:

1. To make space for more valuable items.
2. To provide a more appealing, more up-to-date collection.
3. To make the media center easier for students and staff to use.
4. To maintain a reputation for providing reliable information.
5. To provide feedback on strengths and weaknesses of the collection and to provide support and rationale for purchasing decisions.

B. Policy

1. Weeding should be done silently if possible, for weeding is misunderstood by many.
2. Undesirable, outdated, and worn books or other materials should be weeded. If worn books are found on a standard list of recommended books, they should be replaced as soon as possible with new copies.
3. Criteria for weeding print and non print materials:

Poor physical shape

- Film or paper brittle
- Colors faded
- Paper yellowed or torn
- Records or book covers scratched or warped
- Bindings ragged
- Mildewed and water damaged books

Poor format

- Small print
- Poor quality pictures

Poor content

- Out of date
- Trivial subject or approach
- Mediocre writing
- Inaccurate or false
- Repetitious series
- Superseded editions

Inappropriate for the specific collection

- Neither circulated nor used for reference
- Unneeded duplicates
- Unneeded titles in little-used subject areas
- Interest or reading level inappropriate for patrons
- Change in curriculum and/or age group served

4. What not to weed:

- a. Classics except when more attractive format is available.
- b. Local and Texas history unless can replace with new copies.
- c. Annuals and other major publications of the school
- d. Materials which could not be considered archival
- e. Items incorrectly classified or poorly promoted which might circulate under changed circumstances.

C. Guidelines

The following is offered as weeding guidance for print and nonprint materials in the media center.

THE CREW METHOD IN TEN STEPS

- Step One** - Make weeding a part of policy.
- Step Two** - Gather usage statistics of your library's collection.
- Step Three** - Build weeding into the year's calendar.
- Step Four** - Gather the following materials on a book truck at the shelves to be analyzed: shelf-list drawer or computer printout, disposal slip, marking pen, and weeding guidelines.
- Step Five** - Study the subject areas in your collection as a whole then one by one.
- Step Six** - Check the library's holdings by taking inventory.
- Step Seven** - Check the pulled books against the standard indexes the library holds.
- Step Eight** - Treat the books according to their disposal steps: bindery, discard, replacement, or recycling.
- Step Nine** - Replacement checking and ordering.
- Step Ten** - Set up displays for low circulating, high quality books that would benefit from better exposure.

The CREW method uses an acronym, **MUSTIE**, to indicate when an item would be removed from the collection. MUSTIE stands for:

- Misleading and/or factually inaccurate;
- Ugly (worn out beyond mending or rebinding);
- Superseded by a new edition or a better source;
- Trivial (of no discernible literary or scientific merit);
- Irrelevant to the needs and interests of your community;
- Elsewhere (the material may be easily borrowed from another source).

GUIDELINES BY DEWEY CLASS

000 (Generalities)

004 (Computers)

Works on computers are seldom useful after three years. Works on microcomputers and software have an even shorter life span.

010 (Bibliography)

Discard after ten years from the date of copyright

020 (Library and Information Science)

Discard all that do not conform to current, acceptable practice.

030 (General Encyclopedias)

Stagger replacement sets over a seven year period. Older sets can be circulated up to eight years.

Other 000's

Except trivia which may be kept indefinitely or until no longer considered useful or interesting.

100 (Philosophy and Psychology)

133 (Paranormal Phenomena)

Should be kept until worn, although it will be necessary to replace lost titles because this category includes the popular topics of fortune-telling, dream interpretation, and astrology.

150 (Psychology)

Self-help psychology and guidance materials may need to be reviewed for dated pictures and concepts. Replace works on clinical, comparative, and development psychology within five to eight years.

160,170 (Logic)(Ethics)

Value determined mainly by use.

200 (Religion)

Philosophical and religious materials should be reviewed individually and as a collection to ensure as many points of view as possible are presented. Include time and comprehensive information on the six major international religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism.

300 (Social Sciences)

Retain balance on controversial issues. Information should be current, accurate and fair. Certain subject areas will need constant revision while others should be very carefully and seldom weeded. Depending on the curriculum, historical coverage of economics, communication, transportation, politics, and education will be maintained.

310 (General Statistics)

Almanacs are seldom of much use after two years. Keep only last three years in the collection. The school library should have one general almanac and the Texas Almanac (electronically, of course).

320 (Political Science)

For topical books; historical materials are judged more on the basis of use.

330 (Economics)

Update items available in revised editions. Be aware of radical changes in statutes, regulations, or general climate for a particular type of investment. Well known authors with no newer books available and items intended as histories of a particular era may be retained if MUSTIE factors are acceptable.

340 (Law)

Replace when more current data becomes available. Never keep superseded editions, even on heavily used topics.

350 (Public Administration)

Keep up-to-date; replace when state and federal administrations change or constitutional reforms occur.

360 (Social Services)

Discard career materials after five years; Older reference copies may be circulated. Be particularly aware of qualifications discrepancies in materials dealing with career preparation. Pay close attention to revisions in standard test books (GED, ACT, etc.) Some may be retained for 10 years or longer if certain sections have not changed.

370 (Education)

Keep historical materials only if used. Discard all outdated theories.

390 (Customs, Etiquette, Folklore)

Folklore, Customs: Keep standard works. Weed according to use. Etiquette: Keep only basic, up-to-date titles

400 (Language)

Discard old-fashioned and unsightly textbooks and outdated school grammars. Need dictionaries for major foreign languages (e.g., French, Spanish, Italian, German), and other languages being studied or spoken in the curriculum. Dictionaries:

500 (Natural Sciences)

Carefully evaluate anything over five years old, except botany and natural history. Replace worn classics or significant historical works with new editions. Pay particular attention to the physics, environmental issues, and astronomy sections. Many materials related to the environment are still appropriate after fifteen years while an item about atoms could be inaccurate after two years. New discoveries in energy may require updating works in this field more often than materials in subjects such as natural history. Keep basic works of significant historical or literary value, such as Charles Darwin's classic *Origin of Species*, or Michael Faraday's *Chemical History of a Candle*.

510 (Mathematics)

Replace older materials on algebra, geometry, trigonometry, and calculus with revised editions. Discard most titles covering slide rules and the “new math” of the 1960’s.

550 (Earth Sciences)

Geology books on specific regions, especially Texas, should be kept indefinitely, or until superseded by newer editions. All general materials should be replaced when new developments occur in the field (e.g., theories about continental drift and plate tectonics have been revised in recent years). Field guides for amateur fossil, gem, and rock hunters can be kept for up to 20 years if physical condition allows, unless the area described has changed dramatically through man-made developments and or natural events.

570 (Life Sciences)**580 (Botanical Sciences)****600 (Technology, Applied Sciences)****610 (Medicine)**

Except Anatomy and Physiology, which change very little. Keep only the current year plus one previous year (one reference and one circulating) of PDR and other prescription and over-the-counter drug directories, replacing when new editions become available. Materials on fast changing fields of research such as AIDS, genetics, cancer,; 2/X/MUSTIE.

630 (Agriculture)

Keep up-to-date materials on the newest techniques and hybrids. Keep the Yearbook of Agriculture for the last ten years. Weed dated information such as pest control using DDT.

635 (Horticulture)

General gardening books may be useful for up to 20 years. Books about propagation of specific flowers or plants are considered outdated after 10 years. Materials that discuss the use of pesticide and chemicals:

640 (Home Economics)

Be strict with old sewing and grooming materials in which styles change rapidly. Keep cookbooks unless little used, however most of the current cookbooks have complete nutritional analyses for the recipes. Replace worn, popular cookbook titles.

649 (Child Rearing)

Keep abreast of changing trends and new theories; replace worn standards like Dr. Spock's Baby & Child Care with newer editions.

670 (Manufacturing)

Keep books on old clocks, guns, and toys since these items are often collected.

Other 600's (Also Business

Technology is making such rapid advances that any materials over five years old are to be viewed with suspicion; especially those dealing with drugs, space technology, sex education, radio, television, medicine and office skills. Retain if any of the materials have historical value. One major exception is repair manuals.

700 (The Arts)

745 (Decorative Arts)

Retain basic techniques books if well illustrated; replace worn and dated materials. Keep all materials on the history of interior design. Discard general home decorating ideas after 10 years unless the decorating style becomes established as a distinct aspect of American interior design (e.g., Southwestern or high-tech). Keep stamp and coin catalogues up-to-date. Historical treatments of ancient, foreign, and commemorative coins may be kept indefinitely. unless focus is market valuation (five years).

770 (Photography)

Check closely for outdated techniques and especially outdated equipment.

790 (Recreation)

Discard and replace as rules and interests change.

Other 700's

Keep all basic materials, especially histories of art and music. Collections of handsomely illustrated sources on art, music, and other fine arts may be irreplaceable. Sources that are heavily used should be considered for replacement or rebinding. Materials on certain hobbies may need updating.

800 (Literature)

Files of assignments or reading lists for the curriculum should be kept and checked before discarding. Retain titles indexed in standard reference indexes. Keep literary criticism and history until superseded by more authoritative works. 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 authors.

900 (Geography and History)

910 (Geography and Travel)

MUSTIE for guidebooks (such as the Fodor series) and for descriptive or scientific geography. MUSTIE for personal narratives of travel unless of high literary or historical value.

Other 900's

The main factors are demand, accuracy of facts, and fairness of interpretation. Consider discarding personal narratives and war memoirs of World War II, the Korean Conflict, and Indochina War, in favor of broader histories of these conflicts, unless the author is a local person, or the book is cited in a bibliography as having an outstanding style or insight. Discard dated viewpoints (e.g., McCarthy Era "World Communist Conspiracy" theory of modern history). Retain older Revolutionary War materials for curriculum projects. 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. Retain histories pertaining to the school, community and city.

Biography

Unless the person treated is of permanent interest or importance, such as a U.S. President, discard a biography as soon as demand lessens. This rule especially applies to ghost written biographies of faddish celebrities. Poor quality biographies of major figures should be replaced with better ones if funds permit. Biographies of outstanding literary value, such as Boswell's Life of Johnson are to be kept until worn.

Fiction

Discard works no longer in demand especially second and third copies of past bestsellers. Retain works of durable demand and/or high literary merit, but replace worn copies with new editions. Keep award books and those on reading lists (e.g., John Newbery Award, Coretta Scott King Award, Bluebonnet lists), but replace when possible with contemporary covers. Discard topical fiction on dated subjects and abridged on simplified classics in favor of the original, unless needed for reluctant readers. Discard those books with outdated illustrations and story lines. Consider a book "dead" if it hasn't circulated in two years.

Picture Books

Should be evaluated on the merit of their stories and illustrations. Given the wide range of possibilities to choose from in today's children's literature market, there is no reason this section should be anything less than quality. Discard those with inferior bindings.

Periodicals

Keep indexed titles, taking into consideration shelving and storage space. Keep no longer than the oldest index or 5-8 years depending on use.

Vertical Files

Keep only current information not found in other sources. Date all materials when added to the file.

General Reference Collection

Encyclopedias - New editions should be purchased every 5 years to supersede old editions.

Almanacs - Rarely useful after two years. Exception: Older editions of the Texas Almanac should be retained indefinitely, since each contains unique features not found in later editions.

Dictionaries - Unabridged dictionaries may be retained indefinitely unless worn or updated with a later edition. Specialized dictionaries e.g. abbreviations, slang and acronyms should be updated regularly. Biographical dictionaries are never discarded unless superseded by a newer edition.

Directories - Normally discarded when newer editions arrive.

Atlases - Usually revised every five years. Geographical atlases should be replaced when updated.

Handbooks - Subjects in the humanities (music, art, literature) may be retained indefinitely, supplemented by newer texts. Social science reference tools are considered outdated after ten years. Science resources are generally outdated in five years, although texts on botany and natural history may be retained for longer periods.

Indexes - Should be kept as long as the library houses the materials cited.

Nonprint Media (aka Audiovisual)

Weed the WORST:

- Worn out
- Out-of-date
- Rarely used
- Supplied through ILL
- Trivial and faddish

PROCEDURES FOR DISCARDING MATERIALS:

Books and Audiovisuals:

1. Mark out all stamps of ownership in book. Write “discard” in front and back. Remove barcode.
2. Delete the title of the discarded material from circulation program.
3. Donate the discarded materials to be used in classroom collections, donate to a non-profit organization, or destroy the material if necessary.
4. If material is to be replaced, add the title to reconsideration list or file.
5. If items will be sent to the district auction, complete required paperwork and notify maintenance to pick up item(s).

REFERENCES

Boon, Belinda. The CREW method: expanded guidelines for collection evaluation and weeding for small and medium-sized public libraries. Revised and updated by Belinda Boon, Library Development staff. Austin, TX: Texas State Library, 1995. Calgary Board of Education, “Weeding the School Library Collection.” Appendix C. 1992. Slote, Stanley J. Weeding Library Collections: Library Weeding Methods. 3rd edition. Englewood CO: Libraries Unlimited, 1989. Texas Education Agency/Curriculum Development/Library Media, “Weeding the Library Media Center Collection,” The Library Media Center: A Force for Student Excellence. Publication RE6 370 24. Austin, TX: 1993.

ACQUISITION PROCEDURES

I. Media Selection

A. Objectives (EFA Local)

The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. The Board generally shall rely on its professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many religious, ethnic, 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 judgments in their daily lives.

B. Criteria (EFA Local)

In the selection of library acquisitions, professional staff shall ensure that materials:

1. Are consistent with the general educational goals of the District and the aims and objectives of individual schools and specific courses
2. Meet high standards of quality in format, content, and production.
3. Are appropriate for the subject and for the age, ability level, learning style, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes, to understand their rights, duties and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of lost and worn materials still of educational value.

C. Selection tools

Library media specialists may employ, but are not limited to, the following selection tools in the acquisition process:

1. H.W. Wilson Standard Catalogs for Children's, Junior High School, and High School Libraries
2. ALA Booklist
3. School Library Journal
4. Horn Book
5. Bulletin of the Center for Children's Books
6. Lists published by national organizations such as:
 - a. American Library Association
 - b. American Association of School Librarians
 - c. National Council of Teachers of English
 - d. American Association for Advancement of Science
 - e. National Education Association
7. Book reviews in Saturday Review, New York Times Book Review, etc.

II. Ordering

Orders for materials to be purchased are submitted to the building principal who signs it and sends it to the business office, where the orders are placed.

PURCHASING AND BIDDING REQUIREMENTS – Purchasing Manual

GENERAL RULES

- All purchases, which commit the district, shall be made on the basis of price, quality and service. When quality and service are equal, purchases shall be made from the firm offering the lowest price.
- All purchases shall be made on properly drawn purchase orders or other approved forms in accordance with district policy and established administrative procedures.
- Certain categories are formally bid each year due to the fact that over \$50,000 will be spent in that category.
- Exceptions: Bid quote requirements may be waived when the purchase of a product or service is made from a sole source, an approved vendor or through a Board approved Interlocal Agreement.

PURCHASING GUIDELINES - Purchasing Manual

The appropriate procedures and bidding requirements vary depending on the total aggregate amount that the **ENTIRE DISTRICT** (not just an individual department or campus) will spend on that particular item (or group of similar items) within any 12-month period. Note that the

monetary threshold used to set the procedures to be used is based on any consecutive 12-month period, which do not have to correspond to the district's fiscal year. The Director of Purchasing is responsible for monitoring the compliance of purchases to the bid laws and the district's purchasing procedures. When more than one purchasing method is allowed for a particular purchase, the Director of Purchasing will make the decision as to which method should be used, after working with the applicable administrators and other district employees making the purchase request.

- **Purchases under \$1,000:** May be implemented in the most expedient manner available to the principal provided that purchasing procedures are followed.
- **\$1,000:** Single item purchases in this category require written quotations secured from three (3) or more approved vendors attached to the requisition. There is a quote form online that must be completed and attached to the requisition, also. A written explanation of why a particular vendor was chosen must be included on this form (e.g. lowest price, service capability).
- **\$5,000 – 49,999.99:** Unless prior approval has been granted by the Director of Purchasing and with the exception of library books, a complete purchase order with a total of \$5,000 – 49,999.99 requires written quotations secured from three (3) or more approved vendors attached to the requisition. The quote form must be filled out and also attached to the requisition, along with an explanation of why a particular vendor was chosen.
- **\$50,000 and Over:**
 - All school district contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12-month period shall be made by the method that provides the best value for the district. Unless the purchase is from a sole source, an approved vendor or through a Board approved Interlocal Agreement, purchases over \$50,000 must be formally bid by the purchasing department. If approved vendors are available, 3 written quotes must be submitted from the approved vendors. **However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. CH (LOCAL)**

The entire Purchasing Manual can be viewed on the district website at:

<http://www2.newcaneyisd.org/BusinessOffice/BusinessWeb/Purchasing.htm>

MEDIA PROCESSING

I. Receiving

When a media shipment is received, the contents will be counted and checked against the packing slip. A copy of the invoice will be given to your bookkeeper, who will forward the information to Central Office.

II. Cataloging

The cataloging procedures in the school media centers follow the guidelines established in the Anglo American Cataloging Rules (2nd revised edition). Cataloging methods may vary by campus due to the presence or absence of automation in the media center. Whenever possible, cataloging records will be ordered with library materials.

END-OF-SCHOOL-YEAR PROCEDURES

I. Inventory

An inventory may be taken every year but must be taken every other school year. This may be done using Follett Titlewise.

II. Reports

Semester and annual reports may be prepared as an aid in evaluating the effectiveness of the media center and its programs.

CONTROVERSIAL ISSUES (EFA Local)

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social economic problems.

CHALLENGED MATERIALS

Any parent of a district student, employee, or other resident may formally challenge an instructional resource used in the district's educational program on the basis of appropriateness.

I. Informal Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

- A. The principal or other knowledgeable professional staff shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.

- B. The principal or other knowledgeable professional staff shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
- C. If the questioner wishes to make a formal challenge, the principal shall hand deliver or mail a copy of this policy and a Citizen's Request for Reconsideration of Instructional Materials form (Appendix A) to the concerned party.

II. Formal Reconsideration

All formal objections to instructional resources shall be made on the Citizen's Request for Reconsideration of Instructional Materials form (Appendix A). The form shall be completed and signed by the concerned party and filed with the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee, which shall review the challenged material and determine whether it conforms to the principles of selection set out in this policy. The decision of the reconsideration committee is binding for the affected school.

A. Appeal

The concerned party may appeal any decision of the reconsideration committee to the Board by filing a written request with the Superintendent within seven days of the reconsideration committee's decision. The request for a Board hearing shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

The Superintendent shall review these records and submit them to the Board for its consideration along with any administrative recommendation. The Board shall hear the complaint within 30 days after the written request is filed with the Superintendent and shall communicate its decision at any time up to and including the next regularly scheduled Board meeting.

B. Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. Any parent of a district student, employee, or other resident may raise an objection to an instructional resource used in a school's educational program, even though the professional staff selecting the resources are qualified to make the selection and adhered to the objectives and criteria for instructional resources set out in this policy.
2. Each principal shall review this policy with his or her teaching staff at least annually, emphasizing the employee's right to object to instructional resources.
3. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.

4. When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.
5. Access to challenged material shall not be restricted during reconsideration process.
6. The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.

COPYRIGHTED MATERIAL (EFE Legal)

I. Fair Use

An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purpose of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

- A. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes.
 - B. The nature of the copyrighted work.
 - C. The amount and importance of the portion used in relation to the copyrighted work as a whole.
 - D. The effect of the use upon the potential market for or value of the copyrighted work.
- 17 U.S.C. 107

II. Performances and Displays

A further exception shall be performance or display of work by instructors or students in the course of face-to-face teaching activities in a classroom or other similar place devoted to instruction. 17 U.S. C. 110

III. Guidelines

Employees who wish to use copyrighted material and sheet music shall follow the guidelines set forth in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions” (Appendix B) and “Guidelines for Educational Uses of Music” (Appendix C).

Those

guidelines establish a minimum guaranteed fair use, not a maximum. Any use that falls within those guidelines is a fair use; any use which exceeds these guidelines shall be judged by the four factors stated above and may be subject to challenge. Any determination regarding whether a use that exceeds the guidelines is a fair use shall rest with an appropriate court of law.

IV. Prohibitions

Notwithstanding the fair use guidelines, the following shall be prohibited:

- A. Copyright of print materials and sheet music to create or replace or substitute for anthologies, compilations, or collective works. This prohibition against replacement or substitution applies whether copies of various works or excerpts are accumulated, or reproduced and used separately.
- B. Copying of or from works intended to be “consumable” in the course of study or teaching. These works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like consumable material.

Copying shall not substitute for the purchase of books, publishers’ reprints, or periodicals; be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

Additional prohibitions regarding the use of music are:

- A. Copying for the purpose of performance, except as permitted under the “Guidelines for Educational Use of Music.”
- B. Copying for the purpose of substituting for the purchase of music except as permitted under the “Guidelines for Educational Use of Music.”
- C. Copying without inclusion of the copyright notice that appears on the printed copy.

Reference: “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions” and “Guidelines for Educational Use of Music” contained in the historical note following 17 U.S. C. 107

V. Broadcast Programs

Broadcast programs, including commercial and public television and radio shall not be videotaped or tape recorded for reuse without permission except within the following guidelines:

A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a district school for a period not to exceed the first 45 consecutive calendar days after date of recording. At the end of that retention period, off-air recordings shall be erased or destroyed.

Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary during the first ten consecutive school days within the 45-calendar-day retention period. “School days” are actual days of instruction, excluding examination periods.

Off-air recordings shall be made at the request of and used by individual teachers and shall not be regularly recorded in anticipation of requests. No broadcast program shall be recorded off-air more than once at the request of the same teacher, regardless of times of the program is broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings shall include the copyright notice on the broadcast program as recorded.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45-calendar-day retention period only to determine whether or not to include the broadcast program in the teaching curriculum and shall not be used in the district for student exhibition or any other nonevaluative purpose without authorization.

Off-air recordings need not be used in their entirety, but the recorded programs shall not be altered from their original content. Off-air recordings shall not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

Reference: 17 U.S. C. 107 historical note

Rented VCR/DVD Films

Films rented for use with a video cassette recorder shall be used in the classroom for educational purposes only. No rented film that includes a notice that the film is intended for “home use only” shall be shown to a class for entertainment purposes.

Computer Software

Unless otherwise provided in the purchase agreement, a purchased computer program shall not be used as a “master” to make copies. A computer program may be legally copied only if:

Making a copy is an essential step in using the program (such as automatic copying into memory when a program is loaded); or

The new copy is a backup; backups cannot be used simultaneously with the original and must be erased if the original is resold.

District employees shall not use networking and booting (defined below) to accomplish multiple simultaneous use of a program without permission or unless the purchase agreement allows a specified multiple use of the single copy.

Definitions:

“Networking” is the process of using a single program in a single terminal that is connected to other terminals, permitting the program to be used simultaneously in more than one computer.

“Booting” is the process of loading a program into a computer terminal. Multiple use can be accomplished by loading the same program into several different terminals.

OPERATIONS

I. Hours of Service

Hours may vary from school to school depending upon duty, bus schedule, and/or building policy about.

II. Organization

A. Books

Books should be purchased fully processed with catalog information to update circulation program.

B. Audiovisual Materials

When possible, catalog records are ordered with all media material.

III. Circulation

A. Books

Books are usually checked out to students for a period of one or two weeks with renewal privileges. Reference books may circulate overnight at the discretion of the Librarian. Where more than one class needs to use the same materials at the same time, those materials will be placed on Reserve in the library.

B. Audiovisual Materials and Equipment

Audiovisual materials and equipment are checked out to teachers for use in the building. Unless the material is on permanent loan to a teacher, grade or department, the teacher must arrange with the library staff to be put on the audiovisual schedule. No equipment will be allowed to leave the campus without prior approval by the campus principal.

IV. Overdue, Lost or Damaged Books

No fines will be charged at the elementary level (K-5). When library books are damaged or lost, the student is responsible for paying for the book.

Students will pay for lost books according to the original price plus \$1.50 for processing. Refunds may be issued for lost books returned within a reasonable time. Students must also pay to replace books that have been so badly damaged that they are unusable. After the damaged book has been paid for, it belongs to the student if he/she wishes to claim it. As with discarded

books, all identification marks must be removed or blacked out.

Classroom collections checked out by the teacher are the responsibility of the teacher.

Student Transfer

It is important that students leaving the district or transferring to another school within the district be sent to the Librarian to clear their record before leaving the school. If a student has left without returning materials, the librarian will notify the teacher and the office.

V. Records and Reports

A. Financial – 2009-2010 Activity Fund Manual

4.2 RECEIPT OF MONEY BY PERSONS OTHER THAN THE CAMPUS BOOKKEEPER

- A. The Campus Bookkeeper is responsible for maintaining an adequate supply of Tabulation of Monies Forms (Form A).
- B. Money may be collected by an authorized individual other than the Campus Bookkeepers (teachers, sponsors, librarian, clerks, etc., but only as approved by the principal) for such items as books, student fees, fund raising activities, etc. In such instances, the individual collecting the monies must account for the monies collected as follows:
 - 1. Tabulation of Monies must be completed with all information provided.
 - 2. Ticket Sales Accountability Form (Form U) must be completed with all information.
 - 3. Collections shall be submitted to the Campus Bookkeeper weekly or whenever the aggregate amount of such collections exceeds \$100.00.
 - 4. The original completed Tabulation of Monies Form or Ticket Sales Accountability Form shall be given with monies collected to the Campus Bookkeeper who will count the funds in the presence of the depositor and prepare an Activity Fund Cash Receipt once the deposit total is verified. The Campus Bookkeeper should also sign the Tabulation of Monies Form or the Ticket Sales Accountability Form.
 - 5. The District Bookkeeper should keep on file for 5 years for audit purposes the original Tabulation of Monies form or Ticket Sales Accountability Form with the attached Cash Receipt.
 - 6. Individual sponsors and the Campus Bookkeepers should keep verified copies of the Tabulation of Monies collected or Ticket Sales Accountability Form for 5 years for audit purposes.

Financial records should be kept of all money allocated to the library during the school year from any source. This includes local (district) funds, the school activity fund, Title money, fines and payments for lost or damaged books, money from PTA/PTO, or

donations.

Librarians will keep circulation records to support requests for funds, personnel and services.

B. Inventory

An inventory may be taken every year but must be taken every other school year.

Audiovisual materials and equipment are turned in at the end of the year unless permanently checked out to a grade level or department.

C. Interlibrary Loan

Materials are shared among schools when possible through interschool mail service.

VI. Finances

The Media Center has an activity account within the school activity fund which includes money from school money-making projects, parent organization gifts, book fairs, fines, lost book charges, etc. These monies may be spent by the librarians at the discretion of the campus principal. Librarians may discuss library needs with the campus principal. Librarians and/or campus bookkeeper are expected to keep careful records of local funds, federal funds, profits from money-making projects, estimated amount of books given to the library, donations, fine money and any other monies which are expended for library materials or programs during each school year. (see above 4.2 of Activity Fund Manual)

VII. Professional Meetings

It is the policy of New Caney ISD to support the professional growth of all library personnel. Librarians are encouraged to join and attend meetings of their local and state organizations. District librarians will meet during the school year for staff development and to share information and ideas.

APPENDIX A

New Caney ISD
170908

INSTRUCTIONAL RESOURCES:
INSTRUCTIONAL MATERIALS SELECTION AND
ADOPTION

EFA
(EXHIBIT)

See the following pages for forms relating to reconsideration of instructional resources:

Exhibit A: Request for Reconsideration of Instructional Materials - 1 page

Exhibit B: Checklist for Reconsideration of Instructional Materials - 2 pages

EXHIBIT A

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name _____ Date _____

Address _____

City _____ State _____ Zip _____

Phone _____

Do you represent yourself? _____ an organization? _____ (If an organization, please identify: _____)

Resource on which you are commenting:

- Book Magazine Audio Recording
- Textbook Library Program Newspaper
- Video/DVD Electronic information/network (please specify)
- Display Other _____

Title _____

Author/Producer _____

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

2. To what in the material do you object? (Please be specific: cite pages, etc.)

3. What do you believe might be the result of using this material?

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

5. In its place, what material of equal quality would you recommend that could be used to teach similar subject matter?

6. What do you believe should be done with the material in question?

[] Remove it from the curriculum.

Do not allow my child to use this material.

Use it as resource material or a choice selection.

Complainant signature _____ Date _____

EXHIBIT B

CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Type of resource _____

Title _____

Author/Producer _____

1. Purpose

a. What is the overall purpose of the material or resource?

b. Is the purpose accomplished? Yes No

2. Authenticity

a. Is the author or presenter competent and qualified in the field?
 Yes No

b. What is the reputation and significance of the author or publisher/producer in the field?

c. Is the material or resource up-to-date? Yes No

d. Are information sources well documented either in the resource or in guides?
 Yes No

- e. Are translations and interpretations faithful to the original?
 Yes No

3. Appropriateness

- a. Does the resource promote the educational goals and objectives of the curriculum of District schools? Yes No

- b. Is it appropriate for the level of instruction intended?
 Yes No

- c. Are the illustrations appropriate for the subjects and age levels?
 Yes No

4. Content

- a. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity?
 Yes No

- b. Does it present information not otherwise available?
 Yes No

- c. Does it give a dimension or direction that is new or different from others available for the subject? Yes No

5. Review/Evaluations

- a. Source of review/evaluation
-

Favorably reviewed

Unfavorably reviewed

- b. Does this title or resource appear in one or more reputable selection aids?

Yes No

If answer is "yes," please list titles of selection aids.

Additional Comments:

Recommendations by review committee for treatment of questioned resource

Signatures of review committee:

Chairperson _____

Date _____

DATE ISSUED: 07/01/2002
UPDATE 68
EFA(EXHIBIT)-A

DATE ISSUED: 07/22/2004
UPDATE 73

APPENDIX B

AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book.
- B. An article from a periodical or newspaper.
- C. A short story, short essay, or short poem, whether or not from a collective work.
- D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below.
- B. The copying meets the cumulative effect test as defined below.
- C. Each copy includes a notice of copyright.

Definitions:

Brevity

(1) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

(2) Prose: (a) Either a complete article, story, or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in “1” and “2” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(3) Illustration: One chart, graph, diagram, drawing, cartoon, or picture

per book or per periodical issue.

(4) “Special” works: Certain works in poetry, prose, or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “2” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special works and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(1) The copying is at the instance and inspiration of the individual teacher and,

(2) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(1) The copying of the material is for only one course in the school in which the copies are made.

(2) Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(3) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in “2” and “3” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

APPENDIX C

GUIDELINES FOR EDUCATIONAL USES OF MUSIC

I. Permissible Uses

A. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

B. (1) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

(2) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.

C. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

D. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

E. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (this pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.) 17 U.S. C. 107 historical note