

San Juan Middle School
Library Media Center Policy and Procedures Manual

The San Juan Middle School Library Media Center Procedures Manual is a reference source for librarians. It includes all relevant policy and guidelines for library services.

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I. Community and School Analysis

San Juan Middle School is located at 1229 S. Veteran Blvd in San Juan, Texas. San Juan expands about 11 square miles and is about 5 miles north of the Mexican border. According to the 1999 census, the median household income is \$22,706. 34% of the population is below poverty level. San Juan Middle School administration consists of 1 principal, 3 assistant principals, 1 dean of instruction, 3 counselors, and 2 student liaisons. The faculty consists of 66 certified teachers and 10 paraprofessionals. SJMS services students from the City of San Juan and a small area south of Pharr. The city of San Juan is mainly known for the "Basilica of Our Lady of San Juan" which is one of the largest churches in the Rio Grande Valley.

Enrollment: 1200+

Grade Levels: 6th, 7th, and 8th

Demographics: 95 % Hispanic, 3 % White, 1 % African American, 1 % Other, 89 %

Economically Disadvantaged, 70 % LEP/ Bilingual or ESL, 7 % Special Education, 9 % Gifted and Talented, 100% Free lunch program.

Courses Offered: Math, Science, Social Studies, English Language Arts, Spanish, Algebra, Health, Speech, AVID, Read 180, Physical Education, Art, Drama, Dance, Band, Orchestra, Media and Technology, Keyboarding, and Choir.

Extracurricular Activities: UIL Activities, Football, Basketball, Volleyball, Tennis, Cross Country, Track and Field, Soccer, Cheer Squad, Dance Team, Pep Squad, Destination Imagination, Student Council, Science Club and Drama Club.

II. Philosophy

Pharr San Juan Alamo Independent School District Mission Statement

PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

The district uses accountability ratings to measure results, yet encourages flexibility in the classrooms to aid each student in reaching their fullest potential. At PSJA ISD, students cooperatively explore, experiment, and conduct research using creative problem solving and critical thinking techniques, providing them with a challenging environment to excel.

Pharr San Juan Alamo Independent School District Library Media Services Mission Statement

The mission of the PSJA District Library Media Services is to be an exemplary library program that exemplifies both state and national library standards to promote the integrated curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

San Juan Middle School

Beliefs

Attract and retain a highly, qualified staff who serves as role models in the academic and social development of students.

Challenge students with flexible, relevant educational programs which will prepare them for the future.

Help promote challenging academic standards which will focus on logical reasoning, critical thinking, and problem solving which extend beyond minimum standards.

Instill leadership qualities and democratic values and principles which will produce well-rounded students.

Enhance curriculum programs to include gender equity and cultural diversification.

Values staff participation and commitment to provide a cohesive learning environment.

Encourage involvement by parents and community in order to instill strong values and responsibility.

Maintain excellence and equity.

Evaluate the school's performance through the alignment of curriculum instruction and assessment.

Note the overall effectiveness of technology and its correlation to the existing academic core program.

Take strides with innovative programs that enrich our students and maintain a tradition of excellence.

San Juan Middle School Library Media Center

Mission Statement

The mission of San Juan Middle School Library Media Center is to be an integral part of the instructional program by providing library media center collections that meet both the curricular needs and personal needs of students.

- By making available to faculty and students a collection of materials that will support, supplement, and enrich the curriculum.
- By providing materials in a variety of formats, including print, non print and electronic materials, to support the students' learning needs.
- By enhancing the curriculum with a variety of materials representative of the points of view of the religious, cultural, ethnic, and social groupings within the community.
- By selecting materials that present various sides of controversial issues so that students have an opportunity to develop skills in critical analysis and in making informed judgments in their daily lives.

The San Juan Middle School Library Media Center's mission is based on these relevant documents:

- *Constitution of the United States First Amendments*
- Texas Library Association's *Intellectual Freedom Statement*
- American Library Association's *Library Bill of Rights*
- American Library Association's *Freedom to Read Statement*
- American Film and Video's Association's *Freedom to View Statement*
- Information Power's *Information Literacy Standards for Student Learning*

III. Instructional Program

A. Library Curriculum Support

The principal role of the library is to support students and staff of San Juan Middle School by providing materials to strengthen classroom teaching and by guiding students to become effective in locating and using information.

1. Scheduling

The SJMS library media center will operate in a flexible schedule. Staff and students have access to the library during and beyond the instructional day. Staff and students can come to the library individually for research, check out of materials, recreational reading, computer use, and quiet study. Teachers can schedule library time for the entire class as curricular needs arise. Sign up list and purpose forms are located at the circulation desk. Hours for the library are 7:20 am to 4:15 pm. There will be special times through out the year when the library will have extended hours especially weeks before students have major projects or research due.

2. Big6

SJMS Library Media Center will incorporate the Big6 approach to Information Skills Instruction by Michael B. Eisenberg and Robert E. Berkowitz. The Big6 skills include Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation.

3 Collection Promotions

The following are some suggested activities that can be used to promote the collection:

- Web page
- Newsletter
- B.R.I.G.H.T Summer Readers
- Accelerated Reader Program
- Decorate-A-Pumpkin Contest
- Reading Wonderland
- AR incentives: Weekly AR raffle, end of 6 weeks AR party, IPOD raffle
- Readers are Leaders
- Reading Millionaire's Club
- Meet the Author (Visitation)
- PSJA Reads Together Book Club
- Read Across America
- SJMS Poetry Night
- Lone Star Challenge
- Texas Bluebonnet Voting Reception

B. Circulation Policies

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The primary goal of any circulation system should be to make access to materials easy through convenient and simple lending procedures which encourages rather than restricts use of all types of library materials to staff and students of SJMS (Parents are not included in the circulation policy).

**San Juan Middle School Library Media Center
Circulation Policies**

Students

1. Students must present their San Juan Middle School identification card in order to check out library materials.
2. Students will be allowed to check out two items at a time.
3. The chart below will explain the time limitation per item and the renewal amount of time providing there is no “hold request” from other students or staff.

Type	Loan Period	Renewal
Books	2 weeks	2 times
Audio Books	1 week	1 time
Videocassettes	1 week	1 time
Current Magazines	N/A	N/A
Back Issues of Magazines	1 week	1 time
References	Overnight only – returned by 8:00 am	No renewal
CD’s, DVD’s, CD-ROM’s	1 week	1 time

4. There is no fee for overdue books, but students are responsible to return books by the due date.
5. Students will not be allowed to check out new books if they have any overdue books.
6. Students are responsible to pay for lost or damaged books based on the replacement value plus a processing fee.

Faculty and Staff

1. There is no limit to the amount of items that can be checked out from SJMS Library Media Center.
2. A list of items checked out will be provided at the end of each six weeks via e-mail.
3. Teachers will be responsible for all items checked out.
4. Teachers may borrow reference materials for classroom use when necessary.
5. Audio-visual equipment must be returned at the end of the each day. Sign up list will be at circulation desk. Showing of movies must be approved by Principal.
6. Digital cameras, video cameras and laptops may be checked out for one week and may be renewed as long as there is no "hold request."

General

1. Books may be returned at the Book Drop by the Circulation Desk.
2. Circulation transactions should be done five minutes before the bell rings or ten minutes before closing.
3. Please do not re-shelve book, place them at the designated carts.
4. Photocopy machine is available - \$.10 per copy.

Interlibrary Loan Procedures

Students and staff may request an item from other libraries within the PSJA school district through an interlibrary loan (same policies apply). The request may take up to a week to be delivered to SJMS Library Media Center. Students and Staff will be notified when the items are in.

IV. Collection Development

A. Selection and Evaluation of Learning Resources

1. Philosophy Statement

The policy of the Board of Trustees of the PSJA Independent School District through its professional staff shall provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

2. Selection Objectives

a) For purpose of this statement of policy, the term “learning resources” will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources’ formats includes:

(1) Print: Books, paperbacks, comic books, government documents, graphic novels, journals, newspapers, and magazines.

(2) Non Print: DVD’s, CD’s, audio books, videocassettes, educational games, world maps, globes, kits, and art prints.

(3) Electronic: Region One supported online services and databases, computer software, CD ROM programs, and E-Books.

b) The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

c) To this end, the Board of Trustees of PSJA Independent School District affirms that it is the responsibility of its professional staff:

(1) To provide materials in a variety of formats, including print, non print and electronic materials, to support the students’ learning needs.

(2)To enhance the curriculum with a variety of materials representative of the points of view of the religious, cultural, ethnic, and social groupings within the community.

(3) To select materials that present various sides of controversial issues so that students have an opportunity to develop skills in critical analysis and in making informed judgments in their daily lives.

3. Responsibility for selection

a) The Board of Trustees delegates the responsibility for the selection of learning resources to the library media specialist of SJMS, and declares that selections made shall be held to have been made by the Board of Trustees of PSJA Independent School District.

b) While selection of learning resources involves many people (administrators, teachers, students, community persons, and library media specialist) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the library media specialist of SJMS Library Media Center.

4. Selection Criteria

a) The following criteria will be used as they apply:

- Contribute to the instructional program's objectives.
- Be consistent with and support the general educational goals of the state and district.
- Help students gain an awareness of our pluralistic society.
- Reflect the problems, aspirations, attitudes, and ideals of society.
- Be appropriate for the age, ability level, learning style, and social and emotional development of the user.
- Be appropriate for the subject area.
- Meet quality standards in terms of content, format, and presentation.
- Be selected for their strengths, rather than rejected for their weaknesses.
- Not represent a personal bias.
- 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.

b) The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.

c) Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

5. Selection Procedures and Evaluation

a) In selecting learning resources, the library media specialist will **evaluate** available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:

(1) Bibliographic tools – Books in Print, Middle and Junior High School Library Catalog (H.W. Wilson)

(2) Reviewing Journals – *Booklist*, *Library Media Connection*, *School Library Journal*, *Knowledge Quest*, *Horn Book*, *Kirkus Reviews*, *Book Review Index*, *Book Review Digest* and *Media Review Digest*

(3) Items are personally examined before purchase if at all possible.

(4) In addition, purchases can be made from the state award lists: Texas Bluebonnet List and Lone Star Reading List but selections should not be made on just these lists alone.

b) Recommendations for purchase involve administrators, teachers, students, district personnel, and community persons, as appropriate.

c) The following criteria should be used when evaluating the intellectual content of resources: (1) authority, (2) appropriateness of content to users, (3) scope, (4) authenticity, (5) treatment, (6) arrangement and organization, (7) instructional design, (8) special features, (9) materials available on the subject, and (10) value to the collection.

B. Procedures for Dealing with Challenged Materials

1. Policy on Controversial Materials

Any resident or employee of the PSJA ISD may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Request for Informal Reconsideration

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

- a) The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- b) The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
- c) If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration of Learning Resources form shall be handed or mailed to the party concerned by the principal.

3. Request for Formal Reconsideration

a) Preliminary Procedures

- (1) Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
- (2) The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone so designated by the principal.
- (3) The district superintendent and the curriculum director shall be informed of the formal complaint received.
- (4) The request for reconsideration shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.
- (5) Requests for reconsideration of materials in district collections shall be referred to the school resource center consultative committee for re-evaluation of the resource. This committee may involve additional personnel as appropriate

b) The Reconsideration Committee

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

(a) Appoint a reconsideration committee including a building administrator, a classroom teacher from the appropriate grade level or subject area, the school library media specialist, an objective member of the community and a student.

(b) Appoint a chairperson for the reconsideration committee.

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

(2) The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.

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

c) Resolution

(1) The reconsideration committee shall:

(a) Examine the challenged resource.

(b) Determine professional acceptance by reading critical reviews of the resource.

(c) Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.

(d) Discuss the challenged resource in the context of the educational program.

(e) Discuss the challenged item with the individual questioner when appropriate.

(f) Reach a decision, using majority rules, to retain or remove the item.

(g) Prepare a written report.

(2) The written report shall be discussed with the individual questioner if requested.

(3) The written report shall be retained by the school principal, with copies forwarded to the curriculum director and the district superintendent. A minority report may also be filed.

(4) Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.

(5) The decision of the reconsideration committee is binding for the individual school.

(6) Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the superintendent, and subsequently, to the Board of Trustees as the final review panel.

(7) Keep challenged materials in circulation until the process is complete.

d) Guiding Principles

(1) The SJMS Library Media Center supports the principle of intellectual freedom inherent in the First Amendment to the *United States Constitution* as expressed in official statements of professional associations. These includes Texas Library Association's *Intellectual Freedom Statement* American Library Association's *Library Bill of Rights*, American Library Association's *Freedom to Read Statement*, and American Film and Video's Association's *Freedom to View Statement* and form a part of this policy.

(2) No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.

C. Guidelines for Collection Weeding and Inventory

Materials that no longer meet the stated objectives of the library (including items that have become damaged or obsolete) will systematically be withdrawn according to the accepted professional practices described in the publication, *CREW: A Weeding Manual for Modern Libraries*. Disposal of withdrawn library materials will be at the discretion of the library media specialist, subject to all relevant provisions of PSJA Independent School District.

1. Why weed?

- a) To save SPACE
- b) To save TIME
- c) To make the collection MORE APPEALING
- d) To enhance the library's reputation for reliability and up-to-datedness
- e) To provide a continuous check on the NEED FOR REPAIRS
- f) To provide feedback on the collection's STRENGTH and WEAKNESSES

2. Who does the weeding?

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

3. When should the library media specialist weed?

- a) Weeding every year maintains the quality of the library. A thorough weeding every two or three years is imperative. If the library media specialist waits until the collection is so deteriorated that large quantities of materials must be discarded, he or she may be hindered by administrative apprehensions. Also, the teachers may be so attached to the old, familiar materials that the library media specialist will have difficulty explaining and justifying the disappearance of outdated favorites.
- b) Weeding at the beginning and closing of the school year is usually a difficult time of the year due to pressures. An alternate time might be shortly before a teacher begins a unit and when materials are being pulled for use.

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

d) If the library collection is to be entered in a data base for an automated circulation system and/or card catalog, careful weeding is a necessity. Entering items that should be discarded is a misguided use of time.

4. How much should be weeded?

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

5. What should be weeded?

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

Encyclopedias copyrighted over five years ago are in question. Dictionaries that are twelve or fifteen years old will not include the latest meaning or different meaning of words as our language is constantly changing. Atlases that are ten years old or older will not include the current names of countries. In addition, China has changed the Roman alphabet spelling of all Chinese names and places. Check the atlases carefully to see if misinformation is being spread. Last year's almanacs may go into circulation for the current year but older yearbooks and almanacs that have been superseded should be removed from the inventory count. However, these may be retained in a storage area for use as a teaching tool in library skills instruction.

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

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

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

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

f) The mediocre or poor in quality. These include poorly written adult books, with stereotyped characters and plots, popular when few children's books were available; series books of mediocre quality which were popular one or more generations ago; series still read by children today, mediocre in quality and serving no purpose in a school library media center.

g) Textbooks. Sets of textbooks or supplementary texts do not belong on shelves in the library.

h) "MUSTIE" is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and make it a prime candidate for weeding.

M = **M**isleading

U = **U**gly

S = **S**uperseded

T = **T**rivial

I = **I**rrelevant

E = May be obtained **E**lsewhere

6) What Items should not be discarded?

a) Classics except when a more attractive edition is available or there are too many copies on the shelf.

b) Local and Texas history unless it can be replaced with new copies.

c) School annuals and other publications of this campus.

d) Materials that are not subject to rapid change - fairy and folk tales, fiction, biography, fine arts and sports (with the exception of rule books), poetry and literature, languages, religion.

7) What can be done with the discarded materials?

Before materials are physically removed from the library media center, marks of ownership should be obliterated, or the materials should be marked "withdrawn. It is suggested that materials which are definitely worn or inappropriate should be banished to the dumpster immediately. The items that are shabby but still useful may be retained in the classroom if teachers want them or:

- a) Donate
- b) Trade
- c) Recycle
- d) Sell if district permits
- e) Destroy

8. The following are guidelines are offered:

SUNLINK Weed of the Month Club offers practical suggestions and criteria for weeding collections, one subject at a time. It recommends over 100 weeding subjects with suggested Dewey numbers and weeding criteria for each. Although no longer adding to this website, the guidelines for weeding each topic area are very useful. The link is <http://www.sunlink.ucf.edu/weed/>.

a) General Reference

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

b) 000s

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

c) 100s

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

d) 200s

Philosophical and religious materials should be reviewed individually and as a

collection to ensure that as many point of view as possible are presented.

e) 300s

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

f) 400s

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

g) 500s

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

h) 600s

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

i) 700s

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

j) 800s

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

k) 900s

Many geography and travel materials tend to become dated quickly. Except for items that have become classics, geography and travel materials that are over ten years old should be considered for removal and/or replacement. Historical materials should be examined for use patterns as well as bias. The collection should contain a range of materials on all historical periods and examined for coverage. Those materials once purchased for coverage may be replaced with items of better quality.

l) Biography

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

m) Fiction and Easy

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

9. Conditions for Inventory and Weeding

a) Before beginning inventory, try to have as many books as possible already shelved. (This is another good reason for doing inventory and weeding at the end of the year--most of the books have been turned in.)

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

(1) Worn or dirty conditions

(2) Sexist or biased

(3) Out of date (particularly in nonfiction, although some fiction illustrations are so dated they do not appeal to students)

(4) Inaccurate information

(5) Poor circulation record (For example, books that have not been checked out in four or five years should probably be pulled. With a computerized system, print a usage report.

D. Guidelines for Maintaining Materials and Equipment

1. Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to library materials. For the book and audiovisual materials collections, the Dewey Decimal system is used to classify items. Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained throughout the library collection.

2. Maintaining Records of Materials and Equipment (grading periods and yearly)

Six weeks circulation statistics need to be maintained. Run the monthly circulation record at the end of grading period, keeping one for the school library files and sending one to the district library coordinator.

The library staff should maintained inventory of books, audiovisual materials and equipment and report it to administration as required. The library staff should make a count of the number of items. For example, the total number of books in the collection should be known, as well as the number missing, discarded, and lost and paid for during the school year.

3. Equipment

Each item of equipment should be bar coded and entered into the computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded on the local record. All equipment items should be marked with PSJA ISD, school name, serial number and bar code number with a permanent marker or preferably with an engraver and permanent marker.

After media has been received into the library, it is ready for processing. All the steps necessary in order to prepare an item for check out are included in the following procedural practices for PSJA ISD. Cataloging practices shall be consistent and uniform in all libraries in PSJA ISD. All bibliographic records for on-line catalogs must be certified as US MARC by the Library of Congress. Subject headings shall be assigned from Library of Congress Subject Headings with LC Subject headings for Children's Literature.

E. Guidelines for Acquisitions and Processing

1. Ordering

- a) Refer to the district purchasing manual to see a list of approved vendors and ordering procedures.
- b) Refer to purchasing manual for price quotes and bids regulations.

2. Receiving and Processing Materials

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

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

c) Check off each book on the invoice packed with the books on your original titles list to make sure order is complete as stated on the invoice. Note any missing titles. Be sure to note if invoice states that items are back-ordered or out-of-print. Attach the invoice/packing list to your gold purchase order copy and return it to central office purchasing department to be paid.

d) Attach barcode labels on the front cover in the upper left-hand corner, vertically, reading top down, or use your site base standard.

(1) Ownership stamp- Stamp books with school library name in the following locations: Front inside cover, back inside cover or use your site base standard.

(2) Spine Label- Print and affix to spine cover with label protector.

(3) MARC diskette- Upload new catalog records into library cataloging database.

(4) If no MARC records came with the books, and other sources have been tried, use basic cataloging practices in the Follett Cataloging Software Program.

e) Online subscriptions

The following databases are available to students and staff through membership with Region One Library Media Coop. Usernames and Passwords are available at the circulation desk.

- (1) Discovery Education
- (2) NetTrekker
- (3) NewsBank
- (4) World Book Online
- (5) Brain Pop
- (6) Gale Cengage Learning
- (7) ProQuest
- (8) Ebsco
- (9) Searchasaurus
- (10) Britannica Online – School Edition
- (11) Enciclopedia Universal en Español
- (12) Enciclopedia Juvenil

f) Resource Sharing

(1) Through the use of Destiny, students and staff may request an item from other libraries within the PSJA school district through an interlibrary loan (same policies apply). The request may take up to a week to be delivered to SJMS Library Media Center. Students and Staff will be notified when the items are in.

(2) The library media specialist must log and keep track on all materials that are out through interlibrary loans. All materials must be returned by the end of the school year.

g) Gifts

The San Juan Middle School Library Media Center is pleased to accept gifts and/or memorial gifts from patrons. Gifts are gratefully and willingly accepted as long as no restriction is placed upon their use and disposition. Acceptance of gifts (of books and other library materials) will be determined by the library director on the basis of their suitability to the library's purposes and needs in accordance with the library's stated materials selection policy. Use of all gift materials will be determined by the library director or a designated agent. The library has the right to discard any gifts that are in poor physical condition (e.g. brittle paper, water or mildew damage, torn and/or missing pages). Values will not be placed on donated items for income tax purposes but receipts will be provided for items in good or better condition.

F. Standards for Bibliographic Records

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

- 1. Fiction:** FIC plus the first three letters of the author's last name
- 2. Easy:** E plus the first three letters of the author's last name.
- 3. Story Collection:** SC plus the first three letters of the author's last name
- 4. Biography:** Abridged Dewey number plus biographies last name (this is now LC standard)
- 5. Reference:** REF followed by Dewey number followed by the first three letters of the author's last name.
- 6. Non Print:** AV followed by Dewey number plus first three letters of author (or title if no author)
- 7. Professional:** PRO followed by Dewey number plus the first three letters of the author's last name.
- 8. Spanish:** SP above the standard call number or FIC or E, plus first three letters of author's last name.
- 9. Equipment:** EQ followed by year purchased.

V. Budget and Fundraising

A. Budget Procedures

1. Regular Budget Purchases

a) Request permission to spend budgeted funds

(1) Submit requisition form for Purchase Order (P.O.) to Principal's Secretary

(2) Secretary will check for funds availability and get signature from Principal

(3) Requisition form will be submitted to central office for approval

(4) Approved Forms will be assigned a P.O. number

(a) Attach P.O. to title/item list and mail or fax to vendor

(b) Place an order electronically, enter P.O. on electronic form

(5) Secretary will keep signed permission form, make a copy for your records, and send a copy to district library coordinator.

2. Request permission to spend activity account funds

a) Submit check request form to Principal's Secretary

(1) Need three telephone quotes for purchases over \$250.00

(2) Need three written quotes for purchases over \$500.00

b) Secretary will check for funds availability and get signature from Principal

c) Secretary will inform you when check is ready to be picked up and mailed to vendor.

B. Fundraising Ideas

The library media center may conduct two major fundraisers per school year to supplement the library's activity account. These funds can be used for student incentives, promotions of collection, and purchase of other library materials. Below you will find some fundraising suggestions that contribute to the goals of the library media center:

1. Book Fair
 - a) Scholastic Book Fair on campus
 - b) Book Fair at Barnes and Noble
 - c) Online Book Fair
2. Read-a-thon
3. Summer Intensive Library Camp
4. Twelve Month Calendar Sales

This would feature students from different organizations at school reading a book

5. Grant Writing

VI. Copyright Laws

The new copyright law went into effect in January, 1978. A committee of publishers and educators has met to draw up standards to be used as guidelines for courts considering cases of copyright infringement.

A. "Fair Use" Criteria

The statutory criteria for judging the "fair use" of copyrighted materials are:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes,
2. The nature of the copyrighted works,
3. The amount and substantiality of the part used in relation to the copyrighted work as a whole, and
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

B. Guideline for Copies

Damages of \$250.00 to \$10,000.00 for each infringement must be awarded if a court finds that a copyright has been infringed.

1. The agreement between publishers, educators, and authors set forth guidelines for librarians and teachers on making **single copies**. The following are allowed:

- a) A chapter from a book;
- b) An article from a periodical or newspaper;
- c) A short story, essay, or poem, whether or not from a collected work;
- d) A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper;
- e) A short excerpt (up to 10%) of a unit of music such as a song or movement.

2. A librarian or teacher may also make **multiple copies**, not to exceed one per pupil, for classroom use of:

- a) A complete poem of less than 250 words and printed on not more than two pages;
- b) An excerpt of less than 250 words from a longer poem;
- c) A story, essay, or article of less than 2,500 words;
- d) One illustration (chart, graph, picture, diagram, cartoon, etc.) from a book or periodical; up to 10% of a unit of music for academic purposes other than performances.

3. A librarian or teacher may also copy a work, such as a score of music, in an emergency if one cannot be purchased in time, or may display a purchased copy of a copyright work through a **document reader**.

C. “Home Use Only” and/or Rented Videotapes or DVD’s

1. A librarian or teacher **may show** “home use only” or commercially rented videotapes if the following criteria are met:

- a) The performance must take place in a classroom or other place of instruction in a non-profit educational institution;
- b) The performance must be directed by students or teachers of the institution;
- c) The performance must be in the course of face-to-face teaching activities;
- d) The film, video or DVD must be made from a copy of the work which was legally made or acquired.
- e) SJMS Visual Media Procedures have been followed (Visual Media Approval Form)

2. A librarian or teacher **may not** do the following:

- a) Copy from “consumable” works such as standardized tests, answer sheets, or class workbooks;
- b) Copy commercial videotapes, audiotapes, or other like formats;
- c) Copy in order to create anthologies or to substitute for them;
- d) Copy on direction from higher authority;
- e) Copy to substitute for the purchase of books, periodicals, and music;
- f) Copy the same item from term to term without gaining permission
- g) Copy more than one short work or two excerpts from one author’s work in a term;
- h) Make multiple copies more than nine times in the same class term;
- i) Make copies of music or lyrics for performance of any kind in the classroom or outside it
- j) Show a copyrighted videotape or DVD for entertainment purposes;
- k) Copy protected materials without inclusion of notice of copyright.

VII. Confidentiality of Records

Texas Library Association's Confidentiality of Library Records

Until September, 1993 the privacy of library users was protected by a July, 1975 opinion from the Attorney General of Texas.

The confidentiality of library patrons in Texas is now protected by the Texas Open Records Act.

Texas Law Protects the Privacy of Library Users

The records of library materials you borrow or use, the information you seek in the library or the library services you use cannot be disclosed to anyone except:

1. As reasonably necessary for the operation of the library;
2. Persons authorized, in writing, by the individual named in the records; or
3. By order or subpoena of a district court, issued on a showing of good cause.

**As of September 1, 1993, the Texas Open Records Act protects the confidentiality of the records of any library system which is supported in whole or in part by public funds, that identify or serve to identify a person who requested, obtained, or used a library material or service.*

Reference

Texas Library Association. (2010, August 03). *Texas law protects the privacy of library users.*

Retrieved from <http://www.txla2.org/pubs/ifhbk.html#TLA-IFS>

VIII. Library Code of Ethics

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

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

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

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

D. We respect intellectual property rights and advocate balance between the interest of information users and rights holders.

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

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

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

H. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1997 by the ALA Council, amended January 22, 2008

Reference

American Library Association. (1997). *Code of ethics of the american library association*.

Retrieved from

<http://staging.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>

IX. Intellectual Freedom Statements

A. The Texas Library Association's *Intellectual Freedom Statement*

Preamble

The Texas Library Association holds that the freedom to read is a corollary of the constitutional guarantee of freedom of the press. Freedom of choice in selecting materials is a necessary safeguard to the freedom to read, and shall be protected against extra-legal, irresponsible attempts by self-appointed censors to abridge it. The Association believes that citizens shall have the right of free inquiry and the equally important right of forming their own opinions, and that it is of the utmost importance to the continued existence of democracy that freedom of the press in all forms of public communication be defended and preserved. The Texas Library Association subscribes in full to the principles set forth in the *Library Bill of Rights* of the American Library Association, Freedom to Read Statement, and interpretative statements adopted thereto.

Areas of Concern

Legislation. The Texas Library Association is concerned with legislation at the federal, state, local and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society. The Association is also concerned with monitoring proposed legislation at the federal, state, local and school district level which might restrict, prejudice or otherwise interfere with the selection, acquisition, or other professional activities of libraries, as expressed in the American Library Association's *Library Bill of Rights* and the Freedom to Read Statement.

The Intellectual Freedom Committee works with the Legislative Committee to watch proposed legislation, at the various levels, which would restrict or interfere with the selection, acquisition, or other professional activities of libraries.

Interference. The Association is concerned with the proposed or actual restrictions imposed by individuals, voluntary committees, or administrative authority on library materials or on the selection judgment, or on the procedures or practices of librarians.

The Intellectual Freedom Committee attempts to eliminate restrictions which are imposed on the use or selection of library materials or selection judgment or on the procedures or practices of librarians; receives requests for advice and assistance where freedom has been threatened or curtailed; and recommends action to the Executive Board where it appears necessary.

Materials Selection Policy. The Texas Library Association believes that every library, in order to strengthen its own selection process, and to provide an objective basis for evaluation of that process, should develop a written official statement of policy for the selection of library materials.

The Intellectual Freedom Committee encourages all libraries to develop a written statement of policy for the selection of library materials which includes an endorsement of the *Library Bill of Rights*.

Education. The Texas Library Association is concerned with the continuing education of librarians and the general public in understanding and implementing the philosophy inherent in the *Library Bill of Rights* and the ALA Freedom to Read Statement

The Intellectual Freedom Committee supports an active education program for librarians, trustees, and the general public.

Liaison with Other Organizations. The Texas Library Association, in order to encourage a united front in defending the rights to read, shall cooperate with other organizations concerned with intellectual freedom.

The Intellectual Freedom Committee advises on TLA positions and cooperates with other organizations.

Adopted September 15, 1972
by the TLA Council

Reaffirmed April 7, 1995
by the TLA Council

Reference

Texas Library Association. (2010, August 03). *Intellectual freedom statement*. Retrieved from <http://www.txla2.org/pubs/ifhbk.html#TLA-IFS>

B. Constitution of the United States First Amendments

CONGRESS SHALL MAKE NO LAW RESPECTING AN ESTABLISHMENT OF RELIGION, OR PROHIBITING THE FREE EXERCISE THEREOF; OR ABRIDGING THE FREEDOM OF SPEECH, OR OF THE PRESS; OR THE RIGHT OF THE PEOPLE PEACEABLY TO ASSEMBLE, AND TO PETITION THE GOVERNMENT FOR A REDRESS OF GRIEVANCES.

The Bill of Rights to the U.S. Constitution was ratified on December 15, 1791

“Censorship reflects a society’s lack of confidence in itself. It is a hallmark of an authoritarian regime” — Supreme Court Justice Potter Stewart, dissenting *Ginzberg v. United States*, 383 U.S. 463 (1966)

“The very purpose of a Bill of Rights was to withdraw certain subjects from the vicissitudes of political controversy, to place them beyond the reach of majorities and officials and to establish them as legal principles to be applied by the courts. One’s right to life, liberty, and property, to free speech, a free press, freedom of worship and assembly, and other fundamental rights may not be submitted to vote; they depend on the outcome of no elections.” — Supreme Court Justice Robert Jackson, *West Virginia State Board of Education v. Barnette*, 319 U.S. 624 (1943)

“First Amendment freedoms are most in danger when the government seeks to control thought or to justify its laws for that impermissible end. The right to think is the beginning of freedom, and speech must be protected from the government because speech is the beginning of thought.”—Supreme Court Justice Anthony M. Kennedy, *Ashcroft V. Free Speech Coalition*

“Almost all human beings have an infinite capacity for taking things for granted.” — Aldous Huxley, author of *Brave New World*

“Men feared witches and burnt women. It is the function of speech to free men from the bondage of irrational fears.” — U.S. Supreme Court Justice Louis D. Brandeis (1856–1941), *Whitney v. California*, 274 U.S.357 (1927)

Reference

American Library Association. (2010, July 22). First amendment of the bill of rights to the united states constitution. Retrieved from

<http://www.ala.org/ala/aboutala/offices/oif/firstamendment/firstamendment.cfm>

C. American Library Association's *Library Bill of Rights*

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

Reference

American Library Association. (2010, July 22). *Library bill of rights*. Retrieved from

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm>

D.American Library Association's *Freedom to Read Statement*

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life.

Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Reference

American Library Association. (2010, July 22). *Freedom to read statement*. Retrieved from <http://www.ala.org/ala/aboutala/offices/oif/statementspols/frstatement/freedomreadstatement.cfm>

E.American Film and Video's Association's *Freedom to View Statement*

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expressions. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Reference

American Library Association. (2010, July 22). *Freedom to view statement*. Retrieved from

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftvstatement/freedomviewstatement.cfm>

F. Information Power's *Information Literacy Standards to Student Learning*

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate use information accurately and creatively.

Independent Learning

Standard 4: The student is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Reference

American Library Association. (n.d.). *Information power books & products*. Retrieved from

http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/informationpowerbook/ip_brochure.pdf

X. Parent/Volunteer

Volunteer parent assistants work in the school under the direction of the SJMS parent educator. Their training and work in the library is organized by the librarian. Some continuity in parent volunteers from year to year is desirable. Their duties may include, but are not limited to the following:

A. Performing circulation routines

B. Shelving books and other media

C. Reading and straightening shelves

D. Performing simple housekeeping chores

E. Filing

F. Assisting with programs and activities in the library such as displays, bulletin boards, book talks, storytelling, and book fairs, etc.

XI. Useful Form

The following forms should be useful:

- Request for Reconsideration of Library Materials
- Parent Letter - Notification/Permission Letter
- Visual Media Notification/Approval Form

PSJA Independent School District
Request for Reconsideration of Library Materials

Date _____

Author _____ Book _____ Other _____

Title _____ Publisher _____

Request initiated by _____

Telephone _____ Address _____

Complainant Represents _____ or _____
(self) (name of organization)

1. To what in the book or other material do you object? Please be specific (cite pages of book).

2. What do you feel might be the result of reading this book or viewing or listening to this material?

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

4. Is there anything good about this material? _____

5. Did you read the entire book, listen to or view the whole production? _____ What part? _____

6. Are you aware of the judgment of this book or material by critics? _____

7. What do you believe is the theme of this material? _____

8. What would you like your library to do about this material? Withdraw it from the collection? _____

Have it re-evaluated by library staff? _____

Other _____

9. In its place, what material of equal literary quality or material of equal value would you recommend? _____

Complainant's Signature

Received By

Date

San Juan Middle School

Instructional Media

Notification/Permission Letter

Dear Parent/Guardian,

In your son/daughter's _____ class, I attempt to provide a rich learning experience by considering varied learning styles and reinforcing connections between different forms of media. The use and analysis of visual media is an integral part of the curriculum and is required by local and state standards.

This letter is notification that I plan to use the following visual media: _____

I am notifying you because this visual media is rated _____. I am using it for instructional purposes only. The instructional objectives for this viewing are _____. If you would like to discuss this further, please contact me.

Please indicate below if your son/daughter does not have permission to view the media. If this signed form is not received from you by _____, then it is assumed that permission has **not** been granted.

If you do not want your son/daughter to view this visual media, he/she will be assigned an alternate assignment.

Your son/daughter has signed a promise to bring this letter home to you.

Sincerely,

Teacher Phone

_____ My son/daughter **MAY NOT** view the visual media listed, and he/she will be responsible for an alternative assignment.

Parent's signature _____ Date _____

August 5, 2010

San Juan Middle School

Visual Media Notification/Approval Form

Teacher: _____ Room _____ Phone _____

Title: _____

Length of entire piece: _____ (min.) Subject area: _____

Rating: G PG PG-13 R No rating (i.e. documentaries)

- *Parental notification/permission required*

I plan on showing: _____ entire piece _____ half best clips (20min.max daily)

Media acquired from (check one):

- SJMS library
- Personal Copy
- Rented
- Grade level or department collection
- Recorded off TV
- United Streaming video

Grade level(s) that will watch the film: _____

Date(s) of showing: _____

I plan to show this media (or parts of) to illustrate visually the following TEKS objectives:

1. _____
2. _____
3. _____

I have previewed this visual media, and my use of it will not infringe upon the copyright law.

Teacher's Name Date

Principal/Department Chair/Librarian _____
Date

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