

Selection Policy and Procedures Manual
for the
Port Arthur I.S.D. School Libraries

April, 2007

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Purposes of the Port Arthur ISD School Libraries

The purposes of the Port Arthur ISD libraries are:

- Student achievement is the objective of school library programs. A rating of “Exemplary Level” as defined by Texas School Libraries Commission, Administration Code, Title 13, Part 1, Chapter 4 is the goal for all PAISD libraries.
- To provide materials and equipment that will enrich and support the educational program of the district, taking into consideration the academic curriculum of the district and the varied interests, abilities, needs, and maturity levels of the students served.
- To organize and assume supervisory responsibilities for selecting, procuring, organizing, circulating, maintaining, and taking inventory of these materials and equipment.
- To provide additional materials to attract students to reading, viewing, and listening as sources of pleasure and recreation over and above needed subject content.
- To undertake the responsibilities set forth in the School Library Bill of Rights for School Library Media Center Programs and the Library Bill of Rights. (These statements are found in this policy manual under General Library Philosophy and Objectives.)
- To provide the basic elements of the media program set forth in the Standards for School Media Programs established by the American Library Association and the National Education Association.

This policy may be amended as necessary.

General Library Philosophy and Objectives

The School Library Bill of Rights for School Library Media Center Programs sets forth the philosophy of materials selection as it is related to the educational program of the school. It is endorsed by the American Association of School Librarians (a division of the American Library Association and a department of the National Education Association.) School libraries are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
- To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural, and aesthetic appreciation, and ethical standards.
- To provide materials which reflect a balance of ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
- To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.
- To provide qualified personnel to serve teachers and students.
- To develop a policy and procedure governing the use of library facilities insuring that they are not in violation of the LIBRARY BILL OF RIGHTS.

Responsibility for Selection

The elected Port Arthur Independent School Board of Trustees shall delegate to the Superintendent of Schools the authority and responsibility for selection of all print and non-print materials. Responsibilities for actual selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the adopted selection criteria and procedures.

Selection is a cooperative process which involves curriculum, administrators, teachers, library media specialists, parents, and students. Teachers are subject specialists with the added knowledge of the needs, interests, and abilities of their pupils. Parents shall be involved in selection to the extent outlined in Board policy; EFA (Legal) and (Local). It is the responsibility of the library staff to consult with them, to provide them with as much bibliographic information as possible, and to secure their assistance in the evaluation of materials. Students can be encouraged to use bibliographic sources and to make recommendations for materials in which they are interested or which they need.

Final recommendations for purchase rest with the library media specialists with the approval of the campus principal. Selections are forwarded to the office of the business manager through the principal or other person in charge of the duty of purchasing throughout the year.

Library media specialists will use professional journals, contacts, and critique to aid in the selection of materials. TEKS, state required testing, and the current curriculum for the separate campuses will be considered in the development and maintenance of the collection, as well as student interest and grade level. Cooperation between the separate campuses will be implemented in the interest of the improvement of services and financial efficiency, always bearing in mind the requirements of copyright and the priorities of the originating campus. Collection development (acquisition and weeding) will be an ongoing activity to insure the most current and useful collection for the students, teaching staff, and curriculum objectives of the district.

Port Arthur ISD Library Patrons

The library patrons consist of all registered students and certified campus personnel on each campus. It is the responsibility of the library to attempt to serve these patrons in all reasonable ways.

It is not the responsibility of the library to serve the non-campus population of the community, but community members who need information contained within a campus library may use the materials on campus with written permission of the administration of the school district or the school campus administration: the district superintendent or the campus principal.

General Principles of Selection

1. The high purpose of media selection is to have the right materials available for the right patron at the right time.
2. Material selection will be focused on the curriculum and subject area, with the age, ability level, and emotional and social development of the students in mind. In order to accommodate this criteria, development will necessarily be flexible.
3. Materials acquired should meet the high standards of quality in regard to content, expression, and format, and will attempt to provide for the largest number of users at the least cost without sacrificing said quality.
4. Materials shall be chosen to reinforce respect for minority groups and the various ethnic groups of our pluralistic society. Materials will be available to help students gain an awareness and understanding of the many important contributions made to our civilization by these minority and ethnic groups.
5. All viewpoints of issues will be represented insofar as possible, within budget limitations, with as much authoritative background as is available.
6. Materials on religion are chosen to explain rather than proselytize and are selected to represent the field as widely as relevant to the school purposes.
7. The selection of materials on political theories and ideologies or on public issues is directed toward maintaining a balanced collection representing various views.
8. In a literary work of established quality, the use of profanity, slang or the treatment of sex is not an adequate reason for eliminating the material from the school library, as long as the content of the literary work meets the established philosophy of the community.
9. Materials on physiology, physical maturation, or personal hygiene should be accurate, informative, and in good taste.
10. Materials should be selected for their strengths rather than rejected for their weaknesses.

Materials Suitable for Selection

The expansion of school library programs to include a diversity of materials both tangible and computer-generated is a natural outgrowth of the acceptance of the library as an integral aspect of the instructional program of the school. It is the function of the school libraries to provide materials and sources of information which support all district curriculum areas, using printed, audiovisual, and online media. Texas Education Agency guidelines for the development of campus learning resources state the following types of materials should be available:

1. A basic book collection appropriate in subject and quantity for the users it serves. Texas Education Agency Exemplary Level requires:
Elementary - 24
Middle School - 20
High School - 16
2. Audiovisual materials such as film media, audio recordings, charts, models, and realia to provide alternative approaches to learning.
3. Professional books, materials, and periodicals on instructional development, teaching methods, guidance, child growth and development, and items of general educational interest.
4. Equipment for using audiovisual materials and accessing technological sources.
5. Periodicals and newspapers (including online databases) supporting the curriculum of the school and reflecting current events, the culture, interests, and grade levels of the students.
6. Reference materials with the most accurate and up-to-date quantity of information possible within the confines of the budget and availability.

Criteria for the Selection of Materials

The merits of suggested materials are reviewed with regard to these criteria. Each kind of material will not necessarily meet every criteria due to the nature of the media type.

1. Authoritativeness

- a. Is the author well-known and highly regarded?
- b. Does he/she have qualifications (education, occupation, experience) which fit him/her for dealing with the subject?
- c. Is the publisher or producer reputable? Does the library have other good quality works by the publisher?
- d. What sources were used in gathering information for the material?

2. Authenticity

- a. Are the facts accurate?
- b. Are the facts impartially presented?
- c. Is the information up-to-date?

3. Appropriateness

- a. Is the vocabulary at the user's level?
- b. Are the material's concept suited to the intended audience?
- c. Is the data useful or is it largely extraneous?
- d. Is correct readable grammar used?
- e. Is the format of the material correlated to the subject? Does the material add to subject communication?
- f. How do the titles and captions relate to the subject? Do they confuse the concept?
- g. Do the narration, dialogue and/or sound effects support the subject?
- h. Is it suitable for individual and/or group use at the intended level?

4. Scope

- a. Does the material treat the whole subject in general, or a specialized part of it?
- b. Is it concerned with the historical aspect of the subject, or some modern or forward-reaching aspect?
- c. What is the intended purpose of the material: reference? information? recreation? inspiration?

- d. Is the coverage as full as indicated in the preface, introduction, or, guide?
- e. Is it a superior means of developing its theme's concepts, or are there better means?
- f. Will the content satisfy the demands of current subjects, or is it irrelevant to the current topic?

5. Interest

- a. Will the message contained in this material hold the attention of the user?
- b. Is there a relationship between the material content and the user's cultural environment?
- c. Is there any intellectual challenge?
- d. Will it satisfy user's curiosity of a subject?
- e. Is it credible?
- f. Does it contain positive human values?
- g. Does it have sensory appeal? Is it stimulating?

6. Organization

- a. Is there logical development of ideas?
- b. Is there excess repetition?
- c. Are all the sequences related or pertinent?
- d. Is there balance in the use of narration and dialogue? music? sound effects? background elements?

7. Technical Quality

- a. Is the typography clear and readable?
- b. Are the illustration interesting, suitable, and in good taste? Do they contribute to the information?
- c. Is the format attractive?
- d. Is there tone fidelity, or distortion?
- e. Is there clarity of sounds and visuals?
- f. Is it easy to follow the image and/or sound?
- g. Are the pictures in focus?
- h. Does it portray true size relationships?
- i. Is the composition unified?
- j. Is there an effective use of color?
- k. Is there complete synchronization of sound and image?

8. Special Features

- a. Are there illustrations, maps, bibliographies, or significant appendix materials needed by users of the material?

- b. Are there descriptive notes, teacher's and/or user's guides included?
- c. Are all accompanying materials pertinent and contributive to the subject?

9. Physical Characteristics

- a. Will the user find it easy to handle?
- b. Will it be easy to store?
- c. Is it durably constructed?
- d. Is it easily repaired?
- e. Does it come preprocessed or partially processed?

10. Utilization

- a. Will the material be used?
- b. How can it be used?
- c. Is the necessary hardware or software available on the campus or within the district for the use of the material?

11. Selection Aides

- a. Is it recommended by any of the selection aids?
- b. Is it rejected by any of the selection aids?

12. Cost

- a. Does its cost conform to its worth?
- b. Is it as inexpensive as satisfactory substitutes?
- c. Will it require the purchase of expensive equipment for use?
- d. Will it be less expensive to rent this item?

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- b. Is it as inexpensive as satisfactory substitutes?
- c. Will it require the purchase of expensive equipment for use?
- d. Will it be less expensive to rent this item?
- e. Will it be expensive to replace, repair, process, store, or upgrade?
- f. Do we have this material available elsewhere in the district?
- g. Can this material be requested from Region 5 Educational Service Center?
- h. Is it available to download from the Internet at no cost?

13. Special Criteria for the Selection of Fiction

- a. Clarity of style
- b. Authenticity of setting and facts in historical novels and plays
- c. Effectiveness of sustained interest in plot
- d. Effectiveness and and credibility of characterization
- e. General appeal and interest to student
- f. Plausibility of action or outcome
- g. Ability of writing style to enhance the story
- h. Effectiveness of appropriateness of dialogue
- i. Appropriateness of physical features: size of print, quality of paper and binding, etc.
- j. Integrity of audio-visual work to book it portrays

Selection of Periodicals

1. Newspapers

The library may subscribe to at least one local paper, one area paper, and one regional paper. However, if the funds are available, the library will subscribe to as many of the local papers and others as deemed necessary.

2. Magazines

The library's magazines will be selected for their appropriateness for the campus and for their relationship to the curriculum and with regard to students' interests.

3. Internet

It should be kept in mind that many periodicals are available online. Some of these are free; others require a subscription fee. Those to which the library chooses to subscribe must meet the guidelines applied to hardcopy subscriptions. All online material must meet the criteria set by the district for online access.

Gifts of Materials

The library welcomes gifts of books and other resource materials from individuals and organizations but reserves the right of decision to add them to the collection, offer them to another collection or library, return them to the donor, or discard them. Gifts must meet the same criteria as those materials selected for purchase. Gifts will be absorbed into the existing collection. They cannot be placed in a special collection requiring special facilities or handling.

Upon request, an income tax receipt will be given in the form of a statement signed by the library media specialist and listing the materials received. The donor must place a monetary value upon his gift. This receipt will be typed on official school stationery; a copy of the receipt will be kept in the library files and the original will be given to the donor.

Memorial gifts (in honor of or in memory of) will be acknowledged with two personal letters from the certified library personnel. One letter will be sent to the donor and one letter will be sent to the honored person(s) or the family of the person(s) to be commemorated. A gift plate noting the donor and the name of the honored or commemorated person will be attached to the gift.

Circulation Policy

School libraries are to benefit all students and staff providing for the enhanced education of the students and development of the curriculum. Therefore, guidelines are necessary for the use of materials to the benefit of all patrons. Patrons checking out and using items from PAISD district libraries are responsible for the return of these items in the same condition as at check-out. A reasonable time frame should be designated so that others may also use these materials. To that end, the campus libraries have adopted the following policies:

- Patrons must go through check-out procedures to use library materials outside the library.
- Materials are on loan for a limited time period.
- Patrons with overdue materials or fines may not check out additional materials.
- Defaced, destroyed, or lost materials will be paid for by the patron responsible for them.
- Student patrons are limited in the number of materials they may check out.
- Each campus will determine circulation procedure's for its campus.

Weeding Policy

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value. Systematic removal from the collection of materials no longer useful is essential to maintain the purposes and quality of the collection. The discarding of materials requires the same degree of attention as initial selection and deserves careful study. There should be a thorough weeding annually, either at one concentrated time or periodically throughout the school year.

The following are reasons for weeding the collection:

To develop and maintain a collection which is up-to-date.

To identify books which need repair, rebinding, or replacing.

To provide a quality collection with attention to balance, relevancy and most current materials available.

Kinds of Material to be Weeded

1. Out-of-date

Teachers in rapidly changing subject areas may be asked to evaluate those materials that might be considered out-of-date. Those materials considered to contain historical research material will be reshelved. As replacements for the materials arrive, the out-of-date materials will be weeded.

2. Worn materials

Worn materials in poor or unusable condition will be deleted from the shelves and replaced with newer versions of these materials if they are still of value to the collection.

3. Non-Circulating

Materials which have not circulated in the past five years will be reevaluated. If these items are still believed to have value to the curriculum, they will be given every opportunity for future checkout. If they still are not used, they will be weeded and replaced with a more appealing form of the pertinent information.

4. Duplicate copies

Multiple copies of materials no longer in demand will be weeded.

