



Washoe County School District
Department of Curriculum and Instruction
Division of Library Services
Library Services Manual

Updated Winter 2024

Introduction

The *Library Services Manual* has been prepared to provide librarians and administrators with information about library procedures and programs in the Washoe County School District. It has been developed especially for those persons actively engaged in the operation of School Libraries in the District.

The information in this manual is as detailed as possible, but new questions will arise. As a result, the information and procedures contained in this *Library Services Manual* will be studied continuously and revised, as necessary. We hope that you will find these procedures easy to read and understand.

Suggestions for improvement are always welcome and will be gratefully received. It is our intent to make the *Library Services Manual* a useful and practical reference.

Kindra Fox, Director
Curriculum & Instruction
Library Services

Table of Contents

Topic	Page #
Library Mission & Vision	1
Position Statements	2-6
Library Services Division Org Chart & Major Functions	7
Qualifications and Assignment of Librarians	8-11
Standards and Teaching Resources	12
Library Best Practices for Elementary Schools	13-15
Help! Who do I contact?	16
Budget	17-18
Media Selection and Organization of the Library	19-20
Appropriate Selection Tools	21
Ordering	22
Cataloging/Classification	23
Standardized Call Numbers	24-25
Collecting and Transferring Fines/Fees/Books Between Schools	25-26
Disposal of Materials	26
Weeding	27-29
Damage to, or Loss of, School Books	30
End of Year Report	31
Interlibrary Loan	31
Copyright	32
Destiny Site Numbers	33-24
Destiny Textbook Management	35-37
Destiny Resource Management	38
Professional Associations	39

Washoe County School District – Library Mission and Vision

Mission:

The mission of the Washoe County School District (WCSD) is to create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve college and career-readiness for the 21st century.

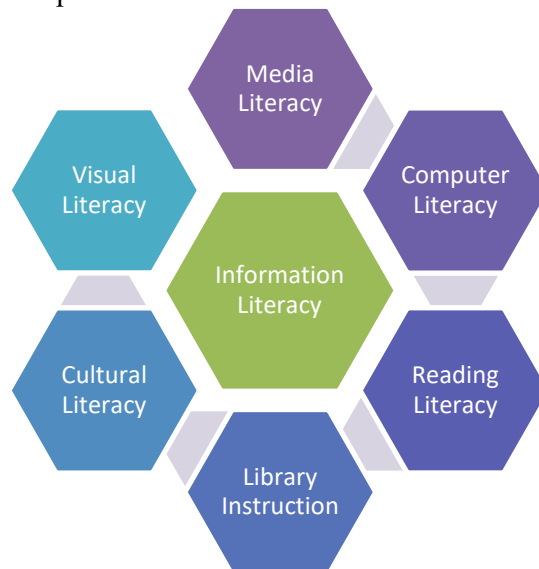
In support of the mission, WCSD school libraries will support students and collaborate with teachers in becoming effective users of ideas and information that promote lifelong learning. WCSD School Libraries will provide access to information, both print and digital, support Digital Citizenship, SEL, Information Literacy Standards and 21st Century Competencies, provide school staff with relevant and applicable Professional Development and strive to uphold best practices in teaching and learning.

Vision:

All students will become competent library users, able to search effectively for information in both print and electronic resources, evaluate critically for accuracy and relevance, and use information ethically and responsibly. All students will become information seekers, able to locate materials for recreational reading as well as research, in both fiction and nonfiction that will reflect their interests, reading levels, and individual concerns. Students will be encouraged to read widely and frequently, thus developing independent readers and learners.

All school libraries, whether at the elementary, middle, or high school level, will be staffed with highly trained librarians who will collaborate actively with teachers to support the curriculum, engage actively with students to facilitate effective research, encourage an appreciation for literature, and promote social responsibility and ethical use of materials.

All school library collections will contain diverse materials including current and up-to-date resources that reflect a wide range of interests and curricular connections. School libraries will also offer access to a variety of electronic resources and will encourage responsible use of such resources.



Position Statements

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

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

Retrieved February 6, 2024 from [ALA Library Bill of Rights](#)

AASL Position Statements on School Libraries

The American Association of School Librarians (AASL) supports the position that an effective school library program plays a crucial role in preparing students for informed living in an information-rich society. The school library program provides learning opportunities that enable students to become efficient, effective, and creative users of information. Further, the school library program encourages students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; to determine the scope and relevance of information to meet their needs; and to create and share new ideas, resources, products, and information. This instruction occurs best in the context of the school curriculum where students are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

The school library program is not confined by the school library walls, but rather, with the use of technology and online resources, connects to the community and branches throughout the entire school. The school library program provides the mechanism for students to access the resources they need 24/7, whether in the library, in the classroom, or in the student's home.

Beyond its curricular role, the effective school library program gives each individual member of the learning community a venue for exploring questions that arise out of personalized learning, individual curiosity, and personal interest. As part of the school library program, the school librarian provides leadership and instruction to both students and staff on how to use information technologies constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas and responsible use of information technologies. These attributes add value to the school community.

School library programs also provide opportunities for learners to read for enjoyment. School librarians' skills in the selection and evaluation of resources are critical in providing students, staff, and families with open, non-restricted access to a high-quality collection of reading materials that reflect personal interests and academic needs in multiple formats. School librarians take a leadership role in organizing and promoting literacy projects and events that encourage students to become lifelong learners and readers.

The school library program is based on long-range goals developed through strategic planning that reflect the mission of the school. The school librarian participates fully in all aspects of the school's instructional program, including federally mandated programs and reform efforts. The school library program provides flexible and equitable access to collections, technology, and a state-certified school librarian for all students and staff, physically as well as virtually. The collection includes materials that meet the needs of all learners, represents various points of view on current and historical issues, and offers a wide variety of interest areas. Policies, procedures, and guidelines are developed to maintain the effective school library program. The school library staff and budget are sufficient to support the school's instructional program and meet the needs of the school library program's goals.

For students, the school library represents one of America's most cherished freedoms: the freedom to speak and hear what others have to say. Students have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

Revised 01/27/2019

Retrieved February 6, 2024 from [ALA Position Statements](#)

The 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:

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.

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.

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.

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.

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.

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.

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.

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Library Services Division Organizational Structure & Major Functions

Library Services is a division within the Department of Curriculum & Instruction (C&I) in WCSD. More information, visit the [C&I Department website](#) or [Library Services](#).

Library Services organizational structure:

Director of C&I: Kindra Fox

Library Services: Linda Mitchell

District Cataloger: Nikki Buhrmann

Learning & Resource Center Librarian: Chris Knox

Major Functions:

- Provides educational and technical assistance to librarians and administrators in library programs, library automation systems, professional development, collection development, and maintenance.
- Provides workshops and supports collaboration between librarians and teachers.
- Provides professional development, training, and support in the management of the Library Media Center, textbook circulation, online catalog systems, library curriculum, media selection, library environment, and class management, etc.
- Provides training and support in the use of technology in the library.
- Provides consultative, advisory, and evaluative services for administrators and/or librarians on library programs.
- Conducts professional development and onboarding for new librarians.
- Supports the Learning & Resource Center at UNR.
- Compiles annual statistics based upon information from each school's Library Annual Year-End Reports.
- Provides and maintains access to online databases.
- Collaborates with public libraries.
- Maintains Destiny Library, Textbook and Resource Manager Programs
- Reviews and updates Library Services publications (website, manual, etc.)

Qualifications and Assignment of Librarians

Elementary School Library Staff (Assistant / Associate II)

Elementary schools may have one assistant/associate to manage the Library/Media Center. To work in a Title I school, the employee must be highly qualified.

Assistant Qualifications:

- High school diploma or equivalent. Some coursework in library science is desirable.
- One (1) year of entry level library experience recommended.

Assistant/Associate:

When an Assistant acquires two years of library media center experience, they can advance themselves professionally by taking coursework to become a Library Associate and at the same time move up on the pay scale. Two years of college level work or 48 credits is required and 21 of the credits are necessary in the following areas:

- *Organization and administration of the school library*
- *Cataloging and classification of library media materials*
- *Reference, bibliography, and information skills*
- *Acquisition and collection development*
- *Children's and/or Young Adult literature*
- *Technology and computer applications in the library*
- *Production and design of instructional materials*

At the elementary level, students attend regularly scheduled classes taught by an elementary school librarian. The principal has the final authority of the librarian's schedule.

Middle and High School Library Media Center Staff

The middle and high school media centers have one-certificated teaching librarian with a media specialist endorsement. Teacher-Librarians are teachers that hold a valid teaching license with a school library media specialist endorsement (NAC 391.255) and are working in a school library.

To receive an endorsement as a School Library Media Specialist, a person must have a valid elementary, middle school or junior high school, secondary or special teaching license, excluding Business and Industry or Special Qualifications and *must*:

1. Have completed a program for school library media specialists which has been approved by the Board or a regional accrediting association; or
2. Hold a master's or more advanced degree in library science, with specialization in school librarianship, from a school accredited by the American Library Association; or
3. Have completed twenty-one (21) semester credits to include coursework in each of following subjects:
 - *Organization and administration of a school library*
 - *The cataloging and classification of materials for a library*
 - *Reference, bibliography, and information skills*
 - *The use and selection of educational media for a library*
 - *Children's and young adults' literature*
 - *Computers in the library*
 - *A supervised practicum in an elementary, middle, or junior high school, or a secondary school library.*

Information can be found on the [Nevada Department of Education Teacher Licensure webpage](#).

At the secondary level, teachers schedule lessons and times with the librarian. The principal has the final authority of the librarian's schedule.

Middle and High School Support Staff

In addition to the certified Teacher-Librarian:

- Middle Schools: Could have one 5-hour Library Assistant I or Library Associate I.
- High Schools: One 7-hour paraprofessional Library Assistant I or Library Associate I.

Assistant Qualifications:

- High school diploma or equivalent. Some coursework in library science is desirable.
- One (1) year of entry level library experience recommended.

Assistant/Associate:

When an Assistant acquires two years of library media center experience, they can advance themselves professionally by taking coursework to become a Library Associate and at the same time move up on the pay scale. Two years of college level work or 48 credits is required and 21 of the credits are necessary in the following areas:

- *Organization and administration of the school library*
- *Cataloging and classification of library media materials*
- *Reference, bibliography, and information skills*
- *Acquisition and collection development*
- *Children's and/or Young Adult literature*
- *Technology and computer applications in the library*
- *Production and design of instructional materials*

The Learning Resource Center

The Learning Resource Center is part of the cooperative and is paid and employed through the Washoe County School District and reports to the Director of Curriculum & Instruction. This position's duties include purchasing most of the books and kits for district-wide circulation, assisting college students, professors, WCSD teachers and librarians with selecting appropriate materials. This librarian will correspond with WCSD teachers and librarians, and ship items requested to their school. This position will also assist University staff with the management of the library which includes the training and managing of the university student workers, maintain the appearance of the library, conduct annual inventory with an annual weeding of outdated materials, catalog and add materials to the Destiny database. This position represents a leader in the library community. Not only does this position and resource provide current resources for teachers and students, but it also provides an example of a future ready library in its story times, teaching, technology, and support for library professional development.

Volunteers

Volunteers can be parents, other adults, or capable student aides who can provide valuable assistance to the library media center in shelving books and creating literary displays. The librarian must evaluate the capabilities of each volunteer and assign tasks accordingly. In doing so, he/she must be able to state specifically what is expected of each person in each position. Such job specifications must be realistic and feasible. When working with adult volunteers, the media specialist should be highly professional in his/her knowledge of the school's staff and individual students. This is a public relations role and can be highly beneficial to the library media program and to the school.

Requirements for working with adult volunteers:

All adult volunteers must complete the [School Volunteer Application Form](#)

- Conduct training
- Develop a work schedule
- Create task lists and written descriptions of tasks
- Care must be taken to keep confidential information about students confidential
- All questions regarding volunteers should be directed to your school site secretary

Substitutes

Classified Positions

Library Services provides a library substitute (On-Call Library Assistant II) for classified Library Assistant II positions for vacation, personal leave, approved professional leave, jury duty, family leave and sick leave. If a school requires a library sub, the librarian creates an absence in ASEOP/Frontline. All approved subs are on the Classified Sub list located in SharePoint/OneDrive/Library Services>Substitute Information>Classified. On-Call Library Assistant II positions are paid by the hour.

Long-term subs should be arranged for medical leave well in advance; if assistance or recommendations are needed, contact Library Services. Long-term subs may need time off while they are subbing, and Library Services will provide an alternate sub when necessary. The long-term sub should notify the librarian or secretary of any conflicted days as soon as possible so that there will be no break in service at your school. If there are any questions about this process, please contact Library Services, 682-5550.

There should be a library sub folder left in a pre-arranged place for the sub to access. This folder should contain the completed Library Sub Instructions form, completed Code Yellow and Code Red Instructions, lesson plans, class schedules and instructions for your sub.

Library Services is responsible for payroll for the On-Call Library Assistant II. If there is a discrepancy in hours, the sub will contact Library Services and Library Services will contact the school to verify hours worked. Library Services will not supply an On-Call Library Assistant II for District K-12 Library meetings; meetings are part of professional development and job descriptions.

Teacher-Librarians (Certified Positions)

Library Services maintains a list of Destiny-qualified library subs for Teacher-Librarians. These subs are recommended by librarians, trained by our Destiny staff, and paid for by the District through Aesop. If a certified Aesop sub wishes to be qualified to sub in a certified library position, please contact Library Services and arrangements will be made with our Destiny staff to train the candidate. When the certified sub is trained, Library Services will add his/her name to the Certified Library Sub list in SharePoint/OneDrive>Library Services> Substitute Information>Certified.

There should be a library sub folder left in a pre-arranged place for subs to access. This folder should contain the completed Library Sub Instructions form, completed Code Yellow and Code Red Instructions, lesson plans, class schedules and instructions for the sub.

Standards and Teaching Resources for Certified Teacher Librarians

In the Washoe County School District, the school library media center provides integrated services to enable schools to enhance the quality of instruction, leadership, and curriculum to improve student achievement and information literacy.

The school library media program emphasizes collaborative planning between librarians, teachers, and administrators to provide relevant collections, library instruction, and integrated learning opportunities.

The school library media program is intended to support the school's curriculum. The understandings and experiences of students in the library are intended to integrate within the school's curriculum.

Student learning goals for the library focus on the Nevada Academic Content Standards (NVACS):

[State of Nevada Information Literacy Standards](#)

[State of Nevada Academic Content Standards](#)

In addition to the above standards, the following are excellent resources:

[Washoe County School District 21st Century Learning](#)

[AASL National School Library Standards](#)

The American Association of School Librarians released new national standards. Although the State of Nevada has not adopted these standards to date, it is important to read the standards and begin having discussions on how these new standards align with the old. It is also important to dialog methods of moving these standards toward state adoption and daily instruction.

The AASL standards framework is anchored by six Shared Foundations: Inquire, Include, Collaborate, Curate, Explore and Engage. The entire document can be downloaded at the [AASL website](#).

There are accompanying manuals and resources available for purchase through AASL and available for checkout through the LRC. These manuals are: *National School Library Standards for School Libraries*, *Standards for the 21st-Century Learner in Action*, and *Empowering Learners*. More information may be found for members at the [AASL website](#).

[The Nine Information Literacy Standards for Student Learning](#)
[Standards for Information Literacy, Student Learning, Lifelong Learning, and Information Technology Fluency](#)

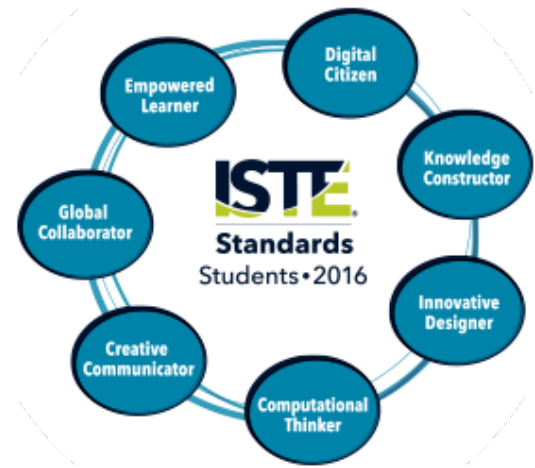
From:

American Association of School Librarians [and] Association for Educational Communications and Technology.

Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

[International Society for Technology Education \(ISTE\) Standards.](#)

The 2016 ISTE Standards for Students emphasize the skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating these skills throughout a student's academic career.



[Digital Citizenship](#)

“Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital citizenship is the norms of appropriate, responsible technology use.”

Excellent and up-to-date resources can be found here:

[Digital Citizenship](#)

[Common Sense Media](#)

[WCSD Digital Citizenship](#)

Library Best Practices for Elementary Librarians

WCSD Elementary School Librarians are Classified employees. Classified Librarians may train students on Follett Destiny, library skills, provide reading enrichments and programming, and run the daily operations of the school site library.

Elementary School Site Classes:

Every student should receive one library class per week. The classes may be 30-45 minutes where a short lesson or activity may be taught or training can occur, then the checkout process where students may select and check out a book. This should be equitable across the school district; all elementary library patrons should receive the same services across the district. This also supports equitable prep and PLC time for teachers across elementary schools.

BEST PRACTICES:

- One 30 min class time per teacher
- For each 30 min class, the librarian will need 20 minutes to shelve books (put them back in the correct order according to the Dewey Decimal System) and put any books away that students may have moved during class.
- Librarians should have only one class at a scheduled time. Extra students should not be regularly added, and classes should never be doubled without additional teacher support. If for some reason two classes need library services at the same time, a certified teacher or other staff member needs to stay and help with the library check-in/ check-out process. Never have more than two classes in the library at the same time for library time. If the class is a team-taught class, someone on staff should come in and support the librarian during the checkout process.
- Allow librarians to have their lunch duty in the library. This allows students more access. The library offers a calm environment for students to come in and self-regulate if needed in a safe space. It allows for student-led enrichment opportunities.
- With approval from their principal or Administrators, Librarians at smaller schools may offer additional programming. This looks like a blended learning opportunity, where teachers and librarians collaborate on an enriching experience. STEM, Book Tastings and other library sponsored enrichment is encouraged and welcomed, if Library Administrative duties are being met.
- Librarians are not required to make up classes that fall on any holiday, field trip, parent teacher conference or any other extenuating circumstances, such as snow or smoke days.

Library Administration Duties:

There are many duties associated with running an elementary school library. It requires extensive knowledge and training to be highly effective in this role.

What this looks like in an Elementary School is being allowed administrative time or preferable an administrative day to update Destiny Library Manager, review books for purchase, purchase books, add new books into Destiny, make call number corrections, create resource lists, run reports for weeding and collection development, weed old and outdated books, inventory books, run lost book reports and overdue notices, lesson and programming planning, create book fair and reading week strategies as well as other library hosted events.

Elementary Librarians need to know, use, and train students on Destiny Discover and Destiny Library Manager. Students should have access to computers or 1-to-1 devices in the library. The format is like Netflix, with suggested titles and likes.

Your librarian needs time to update carousels, collections and the landing page.

- Carousels are time sensitive and used to explore monthly topics, such as September 11th, Hispanic Heritage or Black History Month.
- Collections are used for grouping like books on topics such as self-management, picture books with no words, picture books for upper grades and or broad topics or themes such as Holidays.
- The Landing page for Destiny has many links to other sites. This is managed and updated by your librarian. Links must be checked regularly to ensure appropriate content and viability of links are accurate.

Elementary Librarians are to review books for purchase. Administrative Regulation 6161 Media Selection Policy-Regulation 1 and pursuant sub sections suggest books be reviewed by a source before purchase. Current reviewing media such as School Library Journal, American Library Association Booklist, Horn Book and professional journals in various subject areas be used to assist in reviewing books for purchase. Another best practice is to use Follett's Destiny Software to analyze your book collection. This tool in Destiny's Library Manager is called Titlewave and can be used to give statistical information on the age and relevance of your book collection.

- Weekly time must be allocated to review books for purchase through the school site general budget or Title One Funds. Library Services does not provide funding for collection development.
- Time should be allocated anytime new books are being purchased.
- Time should be allocated to run Titlewave reports in Destiny and evaluate the results. This ensures your library meets WCSD's library collection best practices.

Adding books to a school site through the Destiny Software requires 10-15 min per book. Because book orders don't come in every week, that time fluctuates greatly.

WCSD library standardized call numbers are expected in the elementary library. Your librarian needs time to analyze the collection through TitleWave and determine how to implement changes. This is a required practice throughout the district.

- Librarians must begin an analysis of the collection each August. They then will plan and work towards identifying call numbers that are not standard.

Allow daily time to run hold reports and pull books from shelving.

- Students should be allowed to put books on hold.

The process of removing old or outdated books from your collection to give away or recycle is called weeding. The WCSD Library Services Manual has very specific guidelines for your librarian to follow. Materials no longer relevant to the current needs of users should be removed. Lost or worn materials of lasting value should be replaced.

- Allotting time to use librarian tools like Destiny Report Builder to identify books for removal.
- Remove and properly dispose of materials.

Allow time to repair books. Library books have about a 27 check out lifespan depending on their binding. Keeping up with collection repairs extends the life of a book and may decrease the need to replace more frequently.

- Allot weekly time to repair, clean and sanitize books.

Displays and organization. Librarians regularly move books, adjust shelving, add labeling to and organize books based on collection increases or decreases. In conjunction, librarians may create sublocations based thematically or on academic need. Display books around the library should be replenished daily.

- Time is needed to keep up shelf organization and all displays in the library.

Librarians are required to conduct a yearly inventory. During this process, your librarian will scan and account for all materials that are barcoded in the Destiny system. Extensive time is needed to complete this task. It is very detail

oriented and needs to be done without distraction. This allows us to monitor the district assets in the library space. Two weeks before the end of school all books and items should be returned to the library. The librarian should be given one whole week to complete this process, without classes present or without being asked to push into the classroom for a lesson. It is important for your librarian to account for and sift through the data collected to maintain best practices and collection health.

- Library Services will send suggested end-of-year dates. Work with your librarian to schedule when the library will close for inventory, as this gives teachers and staff plenty of notice to plan accordingly.
- As the date approaches, determine if there is any special circumstance requiring the librarian to need more time than usual to complete inventory and end of year reports, for example but not limited to a first-year librarian.

There are many invisible but specialized responsibilities and tasks librarians take care of everyday. Allowing them the time and space to complete these tasks will lead to better student outcomes and learning in the library.

Other Important Information:

Elementary Librarians work a 186-day contract. They are scheduled to work 7 hours a day, 35 hours a week. They are Classified staff members and should never be pulled to substitute for a classroom teacher. They are not compensated appropriately, or licensed.

If Classified staff members work 7 or more hours, they are entitled to two paid 10 min breaks, and one unpaid 30 min lunch. Administration should work with them to schedule the best times for these mandated breaks.

It is highly recommended Elementary Librarians participate in Professional Development days with Library Services. It is encouraged you support your librarian and ensure they can attend these professional growth meetings to become highly effective and successful in their roles.

Help! Who do I contact?

Computers: If you have any questions or problems with the operation of your computer hardware, please contact WCSD Help Desk 775-789-3456 or [Web Help Desk](#)

Destiny Cataloging & Resource Manager Questions: Email nbuhrmann@washoeschools.net

Destiny & Library Service Questions: Email lfmitchell@washoeschools.net or cknox@washoeschools.net

Library Substitutes contact Linda:775-682-5550

Equipment Repair: Contact the secretary at your school site to submit a work order. Utilize the WCSD website and submit a work order under Facilities Management>Equipment Repair.

Learning & Resource Center (LRC): 775-784-4971

Email cknox@washoeschools.net

Budget

Funds

School Librarians are to receive monthly budget statements for all library accounts. School libraries may have a few accounts. For example, Standard Library budget from General Account, Activity Fund, which may include lost and/or damaged book fines, fundraising, etc.

Title 1 schools are not to request reimbursement funds from students and/or families for items purchased with Title 1 funds that can be replaced with Title 1 funds. Title 1 schools can send overdue notices and make their own decisions about other ways to hold student's accountable outside of requesting reimbursement.

Library funds generated from a book fair, donations, pencil sales, etc., are required by district auditors to be deposited into each individual school's checking account within the library line item or the MYOB account. School principals will develop internal systems to control and monitor the processing of student activity funds which include student or school generated funds, and staff funds in compliance with the Washoe County School District's Business Department procedures.

Before any library fundraiser program is initiated, a librarian must have the full consent and approval of the school administrator. Funds must be handled and deposited according to established procedures. See your school administrator for an explanation of these procedures.

Per the WCSD business Office, sales tax should be charged on all book fair purchases without exemption status. Exemption status applies to purchases made with School/Classroom/PTO funds. This means purchases made by students, parents or the public should be charged sales tax. It will be the Book Fair Vendor's responsibility to submit the sales tax on purchases.

Book Fairs are not mandatory. It is recommended school librarians contact their book fair representative prior to the event to receive updated information, and ask for assistance from teachers, staff, school administration and parents. Library substitutes are not required to conduct and/or oversee Book Fairs.

All grants must be approved through the WCSD Grant Department. The Grant Submission Form can be found [here](#).

Follett Software Support Contract

Washoe County School District maintains a support contract with Follett Software Solutions Group for the following:

- Destiny Library Manager
- Destiny Resource Manager
- TitlePeek
- WebPath Express – this is a school site decision and expense
- RPS-AR Reading Program Information- this is a school site decision and expense

Maintenance support for Follett inventory scanners is a site-based expense.

Budget – General Ledger Accounts

General Ledger Account names and numbers available to librarians are listed below:

<u>General Ledger Accounts</u>	<u>Description</u>
10-000-2220-66402-xxx-0000	Library Books
10-000-2220-66401-xxx-0000	Periodicals and Journals
10-000-2220-66100-xxx-0000	General Supplies
10-000-2220-66503-xxx-0000	Computer/Tech related supplies

Each school has its own unique responsibility code (xxx) which can be obtained from the school secretary.

Budget Printout

Librarians must check monthly to determine the status of allocated funds and maintain an accounting of them.

Librarians should receive a monthly printout showing the budget status including a listing of the detailed expenses from either the school secretary or bookkeeper.

Media Selection

Schools should follow [Administrative Regulation 6161](#)

Selection of materials for the school library shall be a cooperative process in which administrators, teachers, librarians, parents/guardians, and students participate.

The responsibility for selecting school library materials shall rest with the principal and his/her designated library personnel.

In selecting materials for purchase, it is recommended the librarian consult reputable, unbiased, professionally prepared selection guides and sources (see page 17).

It is also recommended librarians consult specialists from departments and/or grade levels for materials recommendations within their specialized subject field in addition to other stakeholders.

Parents or citizens may challenge the use of certain materials. The Board provides for an appeals process to address challenges of supplemental materials. There are three levels of appeal of media and supplementary materials: (1) School; (2) System Committee; and (3) Superintendent.

The library shall enhance and support the education program of the school. The librarian shall provide a wide range of materials on all levels of difficulty with diversity of appeal and the presentation of different points of view.

The school librarian, in selecting materials, shall:

- Provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles and provide maximum accessibility of these materials.
- Provide materials that will support the curriculum, considering individuals' needs and the varied interests, abilities, socio-economic backgrounds, and the maturity levels of the students served.
- Provide materials for teachers and students that will encourage growth in knowledge and that will develop literacy, cultural, aesthetic appreciation, and ethical standards.
- Provide materials, which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contributions to the American and world heritage and cultures.
- Place principle above personal opinion and reason above prejudice in the selection of materials of the highest qualities to assure a comprehensive collection appropriate for the users of the library.

School permission guidelines and forms can be found on the Library Services OneDrive

Organization of the School Library

To better serve all students, librarians will work toward organizing the school library to be consistent throughout the district. Genrification is highly discouraged and is not a recommended practice. All school libraries will adhere to the Standardized Call Numbers (reference page 24). Spine labels will correctly and consistently represent correct call numbers and be consistent with records in the Destiny Library System.

School Library Visit and Book Check Out Procedures

All students will have equitable access to resources, print and digital. All schools will establish and maintain a school library that provides library services to the school community. School libraries will be open for use by students and teachers during the school day. All libraries will be given a budget out of the school site's general budget, or Title One funds to support and sustain the library collection.

Students may check out books to take home.

If schools utilize reading programs, students are not to be limited by the reading/grade level. Students should be given the opportunity to check out a book of interest to him/her regardless of level, unless parental restrictions apply.

If student has overdue/lost materials, optional resources will be made available until materials are returned and/or addressed. Librarian will use his/her best discretion for students to address fines. Possible options include providing replacement of lost material, read and/or work off a fine.

IEP/504/Heath Information

Librarians must have information to appropriately support student needs.

MTSS Tier 2/3

Behavior information is highly recommended to share with the librarian to support student needs.

Appropriate Selection Tools

The following publications are recommended for use in selecting library media center material. You are not limited to this list. Other tools may be available.

- [ALA's Recommended Reading](#)
- [Booklist Online](#)
- [Book Review Digest](#). H.W. Wilson
- [Books in Print Annual](#) R.R. Bowker
- [Bulletin of the Center for Children's Books](#). University of Chicago Press
- [Children's Core Collection](#). H.W. Wilson
- [Common Sense Media](#)
- [English Journal](#). NCTE
- [The Horn Book Magazine](#). Horn Book, Inc.
- [Kirkus Reviews](#). Kirkus Services.
- [Knowledge Quest](#). AASL
- [LMC \(Library Media Connection\)](#). Linworth Publishing
- [Middle & Junior High School Library Catalog](#). H.W. Wilson
- [Notable Social Studies Trade Books](#)
- [NSTA Recommends](#). National Science Teachers Association.
- [New York Times Book Review](#). New York Times
- [Publishers Weekly](#). Publishers Weekly
- [The Reading Teacher](#). International Literacy Association
- [Saddleback Educational Publishing](#)
- [School Library Journal](#). R.R. Bowker
- [Science and Children](#). National Science Teachers Association.
- [Senior High Core Collection](#). H.W. Wilson
- [Diversebooks.org](#) - We need diverse books
- [YALSA](#) - Young Adult, ALA

In addition, many vendors include reviews in their online catalogs.

Ordering

Blanket Purchase Orders, also known as Do Not Exceed orders, may be created for Library Book orders in which there is a large list of books to be purchased that may be attached to the purchase request in lieu of listing each book. Your school secretary will know how to create this type of purchase order in our Business Plus system using the *Blanket and Attachment* tabs on the purchase request. Your book order/list may be attached when the purchase request is written using the attachment feature in Business Plus. Please retain a copy of your list for verification upon receipt of your order. When your order arrives and you verify you received the books requested, inform your secretary so she may receive the purchase order in Business Plus. This closes the purchase order and instructs the district they have approval to pay the vendor invoice when it is presented.

Barcoding

Set aside a block of numbers for materials ordered from each vendor. There is a section in Destiny to track barcode ranges, and it is recommended by Library Services your barcode ranges are tracked in this manner. It is the librarian's responsibility to confirm with vendors the school has an account, a block of unused barcode numbers and processing preferences on file with each vendor.

Preview Materials

Librarians should **not** accept any materials for preview. All orders for materials are to be generated by the librarian, based on the school's needs. If you receive any unsolicited materials for preview, return them to the sender immediately, at their expense.

Receiving Materials

Each item received must be checked against the packing slip or invoice for each item and the processing listed. Check off the items received. Please sign and date the invoice or packing slip. Make a copy for yourself and give the original to your secretary.

Cataloging/Classification

Destiny is a union catalog. Any records added to Destiny are accessible to all libraries and all patrons. Therefore, it is necessary that any MARC/RDA records added to Destiny be correct and complete as possible. Any record cataloged is available across the entire district, not just an individual school.

In 1876, Charles A. Cutter defined the purposes of library cataloging:

1. To enable a person to find a book of which either (a) the author, (b) the title, (c) the subject is known.
2. To show what the library has (d) by a given author, (e) on a given subject, (f) in a given kind of literature.
3. To assist in the choice of a book (g) as to its edition (bibliographically), (h) as to its character (literary or topical).

These purposes are still relevant and necessary today. Students, teachers, and librarians need to be able to access records by **author, title, series, subject, and keyword**.

Cataloging Materials – District Level

The District Cataloger will add all title records not found in the Destiny database. They will determine whether a new title record will be added or if minor changes can be made to an existing record. They will also catalog all e-books. The District Cataloger will manage record clean-up and will merge records when needed.

All site librarians may add copies of books, resources, and textbooks to existing title records.

Adding Copies – Site Level

Site librarians will use the following guidelines in determining whether to add a copy or send district cataloger a request to add new titles:

1. From the **district database** search by the ISBN. If there is already a copy in the district catalog, verify the record matches that book and is a good record (i.e., correct language, material type, provides good subjects and summary with no spelling or grammatical errors). Attach to the record.
2. If the ISBN is not found, send the book to the district cataloger. Use the library courier bag provided.
3. If you have more than 25 books, contact the district cataloger to request a school visit.

Self-Published Books – First, consider whether the book is necessary and supports the school curriculum. Send the book to the cataloger.

DVD's and Audio Books – Check the ISBN in the system. If ISBN is not in the system, send it to the cataloger.

KITS – Notify the cataloger if you have a Kit or multiple Kits to be cataloged and a general description. The cataloger will then e-mail you on how to proceed. Usually KITS are extremely specific, and it depends on how they are to be checked out.

EQUIPMENT – Email the cataloger a spreadsheet or purchase order with the equipment to be cataloged

Building Standardized Call Numbers

The need for a standardized range of call numbers is based on several factors. In Destiny, the call number acts as an identifier. You can assign circulation privileges and policies to groups of books by call number, run reports in call number order, and select groups for inventory by call number.

Collection reports (and circ stats) are searchable and printable by call number. Standardized call numbers make direct comparisons possible. Although not all schools will use all call numbers, a call number means the same thing throughout the district.

1. Standard Dewey Decimal Numbers

- a. Collective biographies - **920**
- b. Biographies - **B or BIO** (but not **92**)
(Use 921 for individual biographies if interfiled with other Dewey classifications)
- c. **J** prefix is not used except at the LRC.

2. Fiction

- a. **FIC** – chapter books (not **F**)
- b. **E** – picture books
- c. **BB** – Big books
- d. **SC** – Story Collections (optional; may classify with fiction)

3. Special Categories

- a. **PER** - magazines and periodicals
- b. **PBK** – Paperbacks, if shelved separately (but use **E**, **FIC**, **B**, or **Dewey** if intershelved)
- c. **ARC** – Archived materials
- d. **SPA** - Spanish
- e. **EQU** - barcoded equipment (suggested to use serial number after EQU or in note field on copy)
- f. **COM** – computer barcode numbers (suggested to use serial number after COM or in note field on copy)
- g. **GRA** – Graphic Novels
- h. **BMK** – Benchmark

4. Non-Print

- a. **VID** - Videocassettes
- b. **DVD** - DVD recordings
- c. **AUD** – Audiotapes, PlayAways (used for audio cataloged singly, not with an accompanying book.)
- d. **KIT** – Kits, math manipulatives, anything with mixed media except read-alongs
- e. **RA** - Read-alongs (audio with book, usually one copy)
- f. **REA** - Realia (games, globes, puppets, models, rock collections, etc.)
- g. **CD** - Compact disks (May use **CDM** for music CDs and **CDI** for informational)
- h. **NPG** - Non-print graphics (art prints, photographs)

5. Special Collections

- a. **REF** - Reference materials (non-circulating)
- b. **TRA** - “Transitional” books – easy readers that are not picture books
- c. **NEV** – Nevada Collection (follow prefix with appropriate Dewey class) May use:
 - i. **NVC** – Nevada (Circulating)
 - ii. **NVR** – Nevada (Reference)
- d. **PRO** – Professional library - for teachers’ professional use
- e. **TR** – Teacher resource materials (for use in the classroom – may include non-book items)
- f. **RR** - Reading Resource materials (leveled reading materials for use in the classroom)
(**Note:** you may choose to use either **TR** or **RR** for all similar support materials.)

- g. **CS** – Class sets (usually 10 - 30 copies of a trade book for a class);
- h. **BKS** - Book sets (usually a smaller number of copies, i.e., 6 – 10 copies)
(Note: You may choose to use either CS or BKS as call numbers for any number of multiple copies for classroom use. These designations refer to trade books/ chapter books, not leveled books)
- i. **CAR** - Career books (only used in HS if Career Center materials are shelved separately)
- j. **RAP** - Read Aloud Program (only to be used if school has Read Aloud Program purchased materials)

Collecting and Transferring Fines/Fees/Refunds/Books Between Schools

On many occasions, students transfer schools while owing for books/items at a previous school. The receiving librarian should try to collect the book(s) or payment from the student and their parents/guardians. If the items are returned, the receiving librarian will return the items through school mail to the originating school and provide notation on student and/or item record with date and initials of librarian. An informational email to the originating librarian would also be courteous and appropriate.

If the student pays for the lost item, money is collected; a receipt should be written or printed, and the funds should be deposited in the appropriate school library account. Notes on student fine record are necessary to record fine payment information such as check information (name, address, check number, etc.). There are two options to complete the money transfer:

1. The librarian would submit a request for a check for the paid materials to the school banker and the check would be sent through school mail to the originating library/librarian. It is vital the sending librarian contact the receiving librarian to inform him/her that the fine was paid, and a check is in route. The receiving librarian would deposit the check with the school banker and clear the student record immediately. The sending library should post a note that is displayed on the patron record in Destiny stating the funds received, for what, date, etc. until funds are transferred and cleared.
2. The school secretary submits a budget transfer to the originating school. Communication between librarians would be critical in this situation to ensure the student record is cleared.

If a student, now attending school A, returns a book owing to school B, the book will be returned to school B (the former school) with patron information. A follow-up e-mail from both sender and recipient is always appreciated. If a student, now attending school A, pays a total fine of \$5 or under, school A keeps the fine money. Funds received must be deposited into the school library account. Middle School libraries will delete all student overdue library fines when students complete 8th grade. Fines for lost books and materials will remain on the student record.

All collected funds must have a paper or electronic trail. Cash should not be sent through school mail. Mishandling funds can result in serious consequences. Follow established WCSD procedures and always check with your school administrator and secretary on any monetary questions.

To assist with accurate accounting of library materials, all overdue materials will be marked lost at the end of every school year.

Librarians will run a refund report before the end of the school year to address any unresolved refunds. If a student has a refund from another school, read the fine notes and contact the librarian for details to remove and/or address the refund. Refunds are no longer provided after 90 days, if a book has been replaced or a student has left the school.

Waiving or Deleting Fines and Materials

A librarian may waive or delete a student's fine according to special circumstances. Fines will not be collected for materials purchased with Title One Funds.

Fines will be deleted when fine is negated or canceled out.

Materials will be deleted:

- If item was lost and has been replaced
- If item has been lost for one school year (so technically two years). For example, book is lost school year 2022-2023, delete end of 2023-2024 or beginning of 2024-2025

Withdrawal Process

Library materials are part of the school withdrawal process for teachers and students. It is recommended parents and/or students visit the library to return and/or pay for materials before withdrawing from school. All materials should be returned and/or paid for before student information is released. All teacher materials must be accounted for at the end of the year.

It is recommended librarians run the NV State Reporting Gains and Loss Report in IC at least once a month. For withdrawn students, librarians must check patron record and mark outstanding books lost. This will provide transfer schools with accurate accounting and cost of materials. It is recommended the librarians send letters to the last known address ASAP and contact the new school librarian to let them know they have a student owing books to their previous school. Books can be returned to the current school and sent through school mail.

Disposal

Library Materials

When library materials are weeded, they may be discarded or donated to students or classroom libraries.

Disposal of print or non-print materials

1. Donate the item(s) to either the classroom library or another school library.
2. Plan a book sale. Funds earned from the sale should be put into the library checking account.
3. Donate the items to children.
4. Donate the items to community organizations such as Friends of the Washoe County Library, hospitals, retirement homes, etc.
5. Destroy the book(s) by throwing them away or recycling. To avoid the appearance of conflict of interest, library staff shall not take possession of any discarded books.

Disposal of Computers

Please check with your site administrator before disposing of any computer equipment.

Do not throw away any hazardous items. These include refrigerators, any computer items, TVs, and copiers.

Weeding

The library collection should be continually reevaluated in relation to evolving curriculum, new materials formats, new instructional methods, and the users' current needs. Materials no longer appropriate should be removed. Lost or worn materials of lasting value should be replaced. Materials considered for weeding include items:

- in poor physical condition
- containing obsolete subject matter
- no longer needed to support the curriculum or student/faculty interests
- superseded by more current information
- containing inaccurate information

Weed vs. Delete

When removing books from the Destiny system, be sure to mark books weeded that are being removed from your collection. Delete books that have been lost.

Evaluate Collection Health:

Librarians evaluate the collection in the context of the school, community, the publishing world, educational goals, and your philosophy of service. When your vision is clarified, weeding decisions are more easily made.

Utilize the free Titlewave collection analysis feature in Destiny.

Best Practices:

When weeding books at school sites, consider the following factors.

- Circulation statistics: Which books are moving, and which are gathering dust? What assignments are perennial, such as state reports and Science fair projects?
- Demand for popular material versus standards of literary quality: It is important to maintain a balance. Titles should stimulate students' interest, while upholding high standards of literary quality.
- Accuracy and currency: In the area of technology, a book can be out of date in less than five years. In many other social science, science, and social studies areas, it is likely that a 10-year-old title is no longer accurate. Is there an updated edition of the book?
- Is it a classic or award winner? Out of print? Local interest?
- Would another library benefit from these materials?
- Does this resource provide curriculum support?
- Students often do not check copyright dates before they write reports. It is the librarian's responsibility to remove material that is no longer accurate. Check the shelves for books on countries that no longer exist. Check for books with misleading or inaccurate information.
- This is a process...pace yourself
- Use volunteers
- Work on limited areas, work in a section at a time
- Find a weeding buddy at another school; weed the same areas of your collections at same time and share your thoughts on books and topics.
- Plan this project over a specific time

Weeding may be done as books are checked in and out. Books in bad shape or hopelessly out of date may catch your attention. Take it out of circulation immediately.

Specific Guidelines for Weeding

000 Generalities - Value determined by use.

100 Ethics- Value determined by use. Most unscholarly works useless after ten years.

Philosophy- Weed descriptions of philosophical and psychological problems no longer of interest, superseded books about systems of philosophy, out- of-date psychology.

200 Religion - Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.

300 Social Science - Discard outdated social issues, which are not of historical value. Controversial issues should be well represented from all sides.

320 Political Science - Information dates quickly. To be weeded after ten years, if not replaced sooner. Books on historical aspects kept according to need.

330 Economics - Should be replaced as soon as more current material is available.

340 Law - Should be replaced as soon as more current material is available.

350 Government - Dated after 10 years. Superseded volumes should be replaced.

360 Social Problems & Service - Weeding depends on the use. Most non-historical materials should be weeded after 10 years.

370 Education - Keep historical materials if they are used. Non- historical materials need replacement in 10 years. Weed discredited theories of education. Career materials – discard after 5 years. Be particularly aware of qualification discrepancies in materials dealing with career preparations.

380 Commerce - Weed after 10 years except for historical materials.

390 Customs & Folklore - Keep standard works. Weed according to use. Keep basic materials. Weed other materials according to use.

500 Pure Science - Examine closely anything over five years old, except for botany and natural history. Discard materials with obsolete information and theories.

600 Technology - Most materials outdated after 5-10 years. Give special attention to those dealing with drugs, space technology, sex education, radio, television, medicine, etc. Check to see if resources contain information of historical value.

700 The Arts - Keep basic works in music and art. Replace them with new editions and works with better illustrations. Make sure the collection is well rounded and includes basic works on a variety of musical styles. Discard and replace sports and recreational materials as interests change.

800 Literature - Keep literary criticism and history until superseded by more authoritative works. Keep works by local people. Be aware of titles indexed in standard reference indexes.

900 History - Weeding depends on use, demand, and upon accuracy of fact and fairness of interpretation. Weed superseded history.

910 Travel - Weed travelogues after 10 years unless of historical value.

920 Biography - Unless the subject has permanent interest or importance, discard when demand wanes. Keep those which are outstanding in content or style if they are useful.

Fiction/Picture Books - Weed old-fashioned, dated titles which have not circulated in 3-5 years. "Classics" to be replaced as new, more attractive editions are available.

Reference - This area requires the librarian's special attention and expertise. Use same criteria for weeding as for general non-fiction collection. Keep standard works. Special attention must be paid to having up-to-date, accurate information.

Encyclopedias General - Dated after 5 years.

Encyclopedias Subject Specific - Replace as content becomes invalid.

Atlas - Dated after 5 years, or sooner, if many countries or geographical boundaries have been changed.

Almanacs, Yearbooks - Superseded by each new volume. Keep 3-5 years for teaching purposes. Science yearbooks require special consideration of the articles contained in each volume

Damage to, or Loss of, School Books

Students and their parents or guardians shall be responsible for all damage to or loss of textbooks, library books, or other materials, equipment, or school property loaned to or used by the student and shall reimburse the school for such loss or damage.

The principal, or designee, shall be responsible for collecting the full purchase price of any such item that is lost, destroyed, or so damaged as to make the item unfit for future use.

The principal, or designee may also assess fines for limited damage resulting from abuse or neglect on the part of the student.

Please note if a student fails to pay, student grades or diploma may not be withheld.

Information about prices can be obtained from the following sources:

1. Books: Curriculum & Instruction / Library Services Division
2. Textbooks: Curriculum & Instruction / Instructional Materials Division

NRS 393.170 Library books, textbooks and other school supplies: Purchase; payment for damage; ownership; penalty.

1. The board of trustees of a school district shall purchase all new library books and supplies, all new textbooks and supplementary schoolbooks which are necessary and have been approved by the State Board of Education, and school supplies necessary to carry out the mandates of the school curriculum to be used by the pupils of the school district. The cost of the books and supplies is a legal charge against the school district fund.

2. All books purchased by the board of trustees must be held as property of the school district and must be loaned to the pupils of the school in the school district while pursuing a course of study therein.

3. The parents and guardians of pupils are responsible for all books and any and all other material or equipment loaned to the children in their charge and shall pay to the clerk of the board of trustees, or to any other person authorized by the board to receive the same, the full purchase price of all such books, material or equipment destroyed, lost or so damaged as to make them unfit for use by other pupils succeeding to their classes. The board of trustees shall establish reasonable rules and regulations governing the care and custody of such school property, and for the payment of fines for damage thereto.

4. Equipment and materials for use in manual training, industrial training and teaching domestic science may be supplied to the pupils in the same manner, out of the same fund, and on the same terms and conditions as books. No private ownership may be acquired in such equipment or material, unless sold in the manner prescribed by law when such equipment or material are no longer used or required for the schools of the school district.

5. Authorized supplementary books and desk books for the use of teachers must be purchased under [NRS 393.160](#) to [393.210](#), inclusive, and remain the property of the school district for which they were purchased, unless sold in accordance with the provisions of this chapter.

6. The clerk of the board of trustees shall turn over to the county treasurer, within 30 days after receiving it, all money, collected under the provisions of this section, and the money must be credited to the school district fund.

7. Any person violating any of the provisions of this section is guilty of a misdemeanor. [425:32:1956]— (NRS A 1967, 567; 1973, 235; [1991, 478](#))

End of the Year Report

Standard procedure is school libraries be inventoried at least once a year, preferably at the end of the year. This procedure is necessary for the librarian to keep abreast of what is available in the library, to keep the database updated, and to maintain a viable procedure for acquisitions and withdrawals. The inventory procedure will ensure this is being done.

It is also standard procedure for each librarian to prepare an annual report for the principal and Library Services Division. The principal should be aware of the status of the library. The principal and the librarian can develop annual library objectives and goals from this information. This report serves as a tool for long-range planning.

Information of this nature is required from the Office of Library Services for the Library Development Division of the Nevada State Library and the State Department of Education. They are required by NRS 378-080 (Rev. 1971) to collect, compile, and publish these statistics and information.

Each year, the Library Services Division will publish a composite of these statistics for each educational level in the district. This will serve district personnel in the following manner:

1. Aid in obtaining perspective and standards of comparison of school libraries throughout the district.
2. Aid in comparing school libraries throughout the district.
3. Aid in comparing a particular library to other similar libraries in the district.
4. Aid in comparing district libraries with national and state library standards.
5. Aid in providing an overview of the district's library field.

Other benefits derived from this annual report are as follows:

1. Data provided within this report allows librarians and principals to recommend changes.
2. Data will affirm or negate existing library programming goals and objectives.
3. Provide year-to-year comparison of school library circulation, programming and collection development.

Interlibrary Loan

The Washoe County School District Interlibrary Loan is a voluntary agreement adopted to govern interlibrary loan among libraries within the school district.

Each library's basic responsibility is to provide for its own clientele's needs. Interlibrary lending is not to become a substitute for adequate collection development to support the curriculum and meet the basic needs of the students within the Washoe County School District.

1. **Definition:** Interlibrary loan is a transaction in which library material, or a copy of material, is made available by one library to another upon request.
2. **Purpose:** The purpose of interlibrary loan is to allow libraries to participate in resource sharing for the benefit of their students and staff.
3. **Conditions of Service:** The conditions are set by the policies established by the individual schools.
4. **Interlibrary Loan Borrowing**
 - a. Before considering interlibrary loan, check with the LRC to determine if needed materials are available.
 - b. Students and staff of WCSD may utilize the interlibrary loan services provided their requests are submitted through the school library.
 - c. Requested materials will be sent through the school mail.

Copyright

The media specialist is an instructional leader in the school and sets an example following copyright laws in the building. Librarians are a site resource for teachers and students regarding copyright law and its importance.

[United States Copyright Office](#)

Printed Materials

The following will serve as a quick reference for Washoe County School District educators who would like to learn what printed materials can be copied. It should be noted this is not the complete law and if questions arise, the law should be referenced. Copyright laws are evolving, and it is important to be current on changing regulations. An excellent resource provided by the [American Library Association](#).

“Fair Use” allows a teacher to use copyrighted print materials in a reasonable manner without the consent of the author. [Fair Use Evaluator](#)

Single Copies for Teachers: A single copy may be made of the following for use in teaching or in preparation to teach: a chapter, an article, a short story, short essay, short poem, a chart, graph, diagram, drawing, cartoon, or a picture.

Multiple Copies for Classroom Use: Multiple copies (one per student) may be made if the use meets the following criteria:

1. Brevity
 - a. a complete poem (or excerpt of a longer poem) of fewer than 250 words and if printed on not more than 2 pages
 - b. a complete article, story, essay of fewer than 2500 words
 - c. one chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue
 - d. an excerpt comprising not more than two published pages and containing not more than 10% of the words from “special works” which combine words and pictures (children's books)
2. Spontaneity
 - a. the copying is the inspiration of the individual teacher
 - b. time between the decision to use the work and the moment of its classroom use is not sufficient to request the author’s/publisher’s permission
3. Cumulative Effect
 - a. the copying is for one course in the school where the copies are made
 - b. not more than one short poem, article, story or essay or two excerpts may be copied from the same author, or not more than three from the same collective work or periodical volume during one class term
 - c. no more than nine instances or multiple copying for one class term (*The limitations of b and c stated above do not apply to current news periodicals and newspapers and current news sections of other periodicals.*)
4. Copyrighted materials must be given credit on the copied page.

Destiny Site Numbers

Elementary Schools			
Allen	266	Lemmon Valley	232
Anderson	201	Lenz	257
Beasley	271	Lincoln Park	227
Beck	207	Loder	202
Bennett	275	Mathews	273
Bohach	244	Maxwell	222
Booth	208	Melton	210
Brown	229	Mitchell	228
Cannan	214	Moss	267
Caughlin Ranch	261	Mt. Rose	211
Corbett	215	Natchez	237
Desert Heights	268	Palmer	240
Diedrichsen	238	Peavine	213
Dodson	258	Pleasant Valley	233
Donner Springs	272	Poulakidas	243
Double Diamond	212	Risley	221
Drake	223	Sepulveda	242
Duncan	none	Silver Lake	263
Dunn	239	Alice Smith	260
Elmcrest	203	Kate Smith	225
Gerlach K-12	none	Smithridge	218
Gomes	256	Spanish Springs ES	269
Gomm	216	Stead	219
Greenbrae	224	Sun Valley	234
Hall	241	Taylor	265
Hidden Valley	262	Towles	209
Huffaker	230	Van Gorder	276
Hunsberger	274	Verdi	none
Hunter Lake	206	Veterans	220
Incline ES	251	Warner	205
Inskeep	245	Westergard	264
Juniper	226	Whitehead	259
JWood Raw	246	Winnemucca	270
Lemelson	231		

Middle Schools		High Schools	
Billinghurst	310	AACT	611
Clayton	301	Damonte Ranch	609
Cold Springs	317	Galena	509
Depoali	315	Hug	504
Desert Skies	321	Incline HS	602
Dilworth	306	McQueen	508
Herz	322	North Valleys	607
Incline MS	309	Reed	505
Mendive	311	Reno	502
O'Brien	308	Spanish Springs HS	606
Pine	302	Sparks HS	503
Shaw	316	Wooster	501
Sky Ranch	319		
Sparks MS	307		
Swope	303		
Traner	305		
Vaughn	304	LRC	LRC

Destiny Textbook Resource Management

These textbook management policies have been designed for use in middle and high school, where teams or departments are organized according to subject area or team location.

Library Administrator

The librarian is the system administrator for the library automation and textbook management software.

- a. Librarian manages patron downloads from Infinite Campus for both students and teachers.
- b. School Bookkeeper, Department Chair or Librarian (site-decision) manages and assigns barcode ranges to each subject area or group of adopted textbooks but does not barcode the books.
- c. School Bookkeeper, Department Chair or Librarian (site-decision) orders pre-printed 14-digit (containing site location code) barcodes from Follett for textbooks as needed.
- d. District Cataloger creates the initial record for each textbook and librarians attach copies verifying new editions are not attached to the outdated copy. After the librarian uploads the scans, each department must verify the quantity.
- e. Location and replacement cost must be entered for every book to be able to manage and perform inventory. It is extremely important that if uploading multiple copies, the location and cost be checked.
- f. Librarian manages overdue notices, lost books, and fines, with the cooperation of the bookkeeper.
- g. Librarian will train department leaders and teachers.
- h. Librarian will assign access levels to department leads and to teachers. All DLs and teachers will use password-protected access to the program.
- i. It is important that department leaders and teachers maintain accountability by checking books out to students under classes and then in the student's name, or to themselves if textbooks are to remain in the classroom (If this is not done, reports cannot be printed by class).
- j. Librarian will direct textbook inventory, but the actual inventory (scan) will be done by department leads in each subject area.
- k. Librarian will generate weekly Gain/Losses report, lose outstanding textbooks, and generate notices to be sent to students. This will help reduce the amount of money spent on lost materials.
- l. Collaboration must be established for collecting funds for lost, damaged and missing textbooks. This might involve training the bookkeeper in Textbook Manager.

Textbook Preparation

When new textbooks are received (i.e., a newly adopted textbook):

- a. Librarian will verify the textbook record exists and if not, shall contact the district cataloger to have one created. When the number of copies available is determined, the librarian assigns the barcode range, enters the number of copies to be cataloged, making sure location and cost are included, and delivers the necessary barcodes to the department lead. Only the correct number of barcode labels for the number of textbooks should be delivered to the DL.
- b. The department lead, with members of the department, is responsible for barcoding textbooks assigned to that department or subject area, using the assigned barcode range. Barcode labels are printed with two identifying numbers, one on the barcode and one on a narrow strip without the barcode. Both must be placed on the textbook.
 1. Barcode label should be placed in one of the following locations on each book: front cover, upper quadrant near spine, vertical placement; back cover, upper quadrant near spine, vertical placement; or on the flyleaf, upper edge, and horizontal placement. Try not to place the barcode next to the ISBN number as it makes it difficult to scan for inventory.
 2. Narrow barcode strip should be placed inside each book, on a consistent page to be determined; place the strip in the inner margin of the page. If the cover barcode is removed intentionally or damaged, the second barcode number will help to identify and track the book.
- c. Textbooks should be stamped with the school's property stamp.
- d. Textbooks will be stored in team rooms or in departmental areas. Occasionally, when necessary, textbooks may be stored in a classroom.

Textbook Barcodes

- When ordering barcodes for textbooks, barcodes must be purchased through Follett. These barcodes have certain information embedded in the barcodes. It is important the school keeps track of barcode ranges previously purchased as barcodes must be available and unused across the district.
- Utilize the [Follett Order Form](#)
- Textbook barcodes must be Code 3/9, Type Indicator = 4, Barcode Length = 14, Barcode check digit = Mod 10, and must include **School Location Code** (not to be confused with school billing code). Verify **School Location Code** before purchasing! Librarian can verify school location code in Destiny > Site Configuration > Site Info > Short name is the School Location Code.
- The Polythermal barcodes do not need a barcode protector and are the recommended barcode purchase.
- Barcode Symbology. Back Office>Site Configuration>Circulation

Preferred Barcode Symbologies ?

		Fixed Characters	Total Length	Next
Library Materials	Follett Classic <input type="button" value="v"/>			T 216247
Patrons	Follett Classic <input type="button" value="v"/>			P 2560438
Resources - Assets	Generic Code 39 <input type="button" value="v"/>	53201000	8 <input type="button" value="v"/>	53200001
Resources - Textbooks	Generic Code 39 <input type="button" value="v"/>	4320	14 <input type="button" value="v"/>	43200000043758
Locations	Generic Code 39 <input type="button" value="v"/>		14 <input type="button" value="v"/>	

Textbook Checkout

- Textbook checkout and check-in will be managed at the department level with training from the librarian. Instructions are available and should be provided.
- Textbooks will be stored in the team rooms or within the department.
- Teachers may check-out textbooks at any time, using the keyboard or scanner to enter the patron barcode and textbook barcode.
- Textbooks must be checked-out to students by class. This will ensure the ability to run class reports and assign a teacher.
- Class sets: Teachers will check out class sets in their own name. If it becomes necessary to check a textbook out to a student for a short time, instructions can be found in OneDrive. When the textbook is returned, it must be checked in and immediately checked out again to the teacher.

Textbook Check-in

- At the end of the year or term, all textbooks must be checked in and/or marked lost. Every textbook must be accounted for every year.
- The process should always be monitored by a teacher or by the DL to be sure each student checks in the book assigned to him/her at the beginning of the year.
- Teachers will assess fines for damaged books at the classroom level.
- As necessary, the librarian and/or bookkeeper will distribute fine / lost / or unreturned book notices, or overdue notices. Notices may be mailed at the end of the school year, or as necessary.
- At the end of the school year or term, textbooks will again be stored in their assigned storage location.
- Check-ins during the year (student withdrawals, "found" textbooks, etc.) may be done in the library. Once checked in, textbooks will be placed in the department chair's mailbox with a note or receipt showing which student had the textbook.

Inventory

To maintain accountability and a complete record of available textbooks, Department Leads must inventory textbooks in their own departments each year. For this purpose, ideally, the school/department should own at least

two circulation laser barcode scanners. Purchase for scanners is at the school or department's discretion, not to be bought with library funds.

- a. Librarian and department chair will determine the time and procedure for textbook inventory.
- b. Department lead, with the help of teachers, will scan all textbooks – both those returned by students and those in the classroom or in storage.
- c. DL and teacher teams will work with the librarian, who has access to reports, to determine whether the inventory is complete or to identify lost and missing books.
- d. Inventory will be submitted to administration.

Transferring Resources

- a. Utilize transfer only if transferring groups of materials to another school with the intent of having materials returned to originating school/location.

Destiny Resource Manager

These resource management policies have been designed for use in schools using Resource Manager to track technology and devices. Textbook Management procedures will also apply to Resource Management. Check with Library Services for questions.

Resource Barcodes

- a. When ordering barcodes for resources, barcodes must be purchased through Follett. These barcodes have certain information embedded in the barcodes. It is very important that the school keeps track of barcode ranges previously purchased as barcodes must be available and unused across the district.
- b. Utilize the [Follett Order Form](#)
- c. Resource barcodes must be Code 3/9, Type Indicator = 5, Barcode Length = min. 8 digits – max. 12, no barcode check digit, and must include School Location Code (not to be confused with school billing code). Verify School Location Code before purchasing! Librarian can verify school location code in Destiny > Site Configuration > Site Info > Short name is the School Location Code.
- d. RM (Resource Manager) barcodes will begin with 5 + school location, starting # 1000. Example for Sky Ranch, the first RM barcode will be 53701000.
- e. The Polythermal barcodes do not need a barcode protector and are the recommended barcode purchase.
- f. Barcode Symbology. Back Office>Site Configuration>Circulation

Preferred Barcode Symbologies ?

		Fixed Characters	Total Length	Next
Library Materials	Follett Classic <input type="button" value="v"/>			T 216247
Patrons	Follett Classic <input type="button" value="v"/>			P 2560438
Resources - Assets	Generic Code 39 <input type="button" value="v"/>	53201000	8 <input type="button" value="v"/>	53200001
Resources - Textbooks	Generic Code 39 <input type="button" value="v"/>	4320	14 <input type="button" value="v"/>	43200000043758
Locations	Generic Code 39 <input type="button" value="v"/>		14 <input type="button" value="v"/>	

Professional Organizations

National:

[American Library Association](#)

50 E. Huron Street
Chicago, IL 60611

[American Association of School Librarians](#)

50 E. Huron Street
Chicago, IL 60611

[International Literacy Association](#)

[International Society for Technology in Education \(ISTE\)](#)

[New Media Consortium](#)

Regional:

[Mountain Plains Library Association](#)

14293 West Center Dr.
Lakewood, CO 80228
Vermillion, SD 57069

[California Library Association](#)

[California School Library Association](#)

State:

[Nevada Library Association](#)