Washoe County School District
Department of Curriculum and Instruction
Division of Library Services
Library Services Handbook
2016-2017
Introduction

The *Library Services Handbook* 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 Library Media Centers in the District.

The information presented in this handbook is as detailed as possible, however new questions are bound to arise. As a result, the information and procedures contained in this *Library Services Handbook* 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 Handbook* a useful and practical reference.

Kindra Fox, Director
Curriculum & Instruction
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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 teachers in becoming effective users of ideas and information that promote lifelong learning and a pleasure of reading while using a wide variety of resources.

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.


Learning for life…whether the focus is on readiness for the next grade or college and career readiness, the school library program plays a crucial role in preparing students for informed living in the 21st century. Today’s information universe affords opportunities for around-the-clock access to information in diverse and often unjuried venues. Citizens of this information world must have the skills and dispositions to access information efficiently and to assess critically the sources they rely upon for decision-making, problem solving, and generation of new knowledge.

The school library program provides learning opportunities in multiple literacies that enable students to become efficient and effective in the pursuit of information. Further, the school library program encourages a critical stance as it 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; and to determine the scope and relevance of information to meet their needs. This instruction occurs best in the context of the school curriculum where students have a need to know and are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

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

The school library program is based on long-range goals developed through strategic planning and reflecting 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 all, physically as well as virtually. The collection includes materials to meet the needs of all learners, representing various points of view on current and historical issues, as well as a wide variety of interest areas. Policies, procedures and guidelines are developed to maintain the school library program. Library staffing and budget are sufficient to support the school’s instructional program and meet the needs of the school library program goals.

The school library represents for students one of our most cherished freedoms--the freedom to speak our minds and hear what others have to say. Students in America 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 01/21/2012

Retrieved December 3, 2015 from http://www.ala.org/aasl/advocacy/resources/statements/program-role
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.


A Joint Statement by:

American Library Association
Association of American Publishers
Library Services Division
Organizational Chart & Major Functions

Library Services is a division within the Department of Curriculum & Instruction (C&I) in WCSD. More information about the C&I Department can be found: http://www.washoeschools.net/Domain/253

Library Services organizational structure:

Major Functions:

- Provides educational and technical assistance to librarians and administrators in the areas of library programs, library automation systems, staff development, collection development, and collection maintenance.
- Provides workshops and supports collaboration between librarian and teacher.
- Provides professional development, training and support in the management of the Library Media Center, textbook circulation, online catalog systems, library curriculum, materials selection, library environment, and class management, etc.
- Provides training and support in the use of technology in the Library Media Center.
- Provides consultative, advisory, and evaluative services for administrators and/or librarians on library programs.
- Conducts professional development and orientations for new librarians.
- Supports the Learning Resource Center at UNR.
- Compiles annual statistics based upon information from each school’s Library Media Center annual year-end reports.
- Provides and maintains access to online databases.
- Collaborates with public libraries.
Qualifications and Assignment of Librarians

It should be noted that in order to work in a Title I school, the employee must be highly qualified.

**Elementary School Library Staff** (Assistant / Associate II)

All elementary schools have one paid seven-hour assistant/associate to manage the Library/Media Center.

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

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:
   a. Organization and administration of a school library;
   b. The cataloging and classification of materials for a library;
c. Reference, bibliography and information skills;
d. The use and selection of educational media for a library;
e. Children’s and young adults’ literature;
f. Computers in the library;
g. A supervised practicum in an elementary, middle or junior high school, or a secondary school library.

The above information can be found on the Nevada Department of Education Teacher Licensure webpage: [http://www.doe.nv.gov/Educator_Licensure/Apply/School_Library_Media_Specialist/](http://www.doe.nv.gov/Educator_Licensure/Apply/School_Library_Media_Specialist/)

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.

Assistant $\rightarrow$ 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 / Video Librarian**
The Learning Resource Center / Video Librarian is part of the cooperative and is paid and employed through the Washoe County School District and reports to the Director of Curriculum & Instruction. The duties of this position include purchasing the majority of the books and kits for district-wide circulation, assisting college students, professors, WCSD teachers and librarians with selection of 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 and be a part of
the Nevada Reading Week committee. This position will also run the WCSD Video Library which is housed within the LRC.

**Volunteers**

Volunteers can be parents, other adults, or capable student aides who can provide valuable assistance to the library media center in shelving books, reading shelves, printing overdue notices, and much more. 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:
- Use the school volunteer application form: [http://www.washoeschools.net/Page/3689](http://www.washoeschools.net/Page/3689)
- 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
- If you have an exceptional volunteer nominate them for the Outstanding Volunteer Award for Washoe County School District. Thank them!

**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 your school requires a library sub, please contact your sub directly by phone to make arrangements prior to your scheduled day off or medical appointment. If you are ill or have an emergency, please contact your library sub as soon as possible and notify your school secretary and principal. Approved subs are on the Classified Sub list in Library Services OneDrive/Library Sub folder; you must choose a sub from this list in order for Library Services to pay for your sub.

The librarian, secretary or principal may phone to arrange a sub. Please state the bell schedule when phoning your sub; subs should arrive 30 minutes prior to start of school and remain 30 minutes after the close of school. School secretaries and librarians receive an email each Thursday to report hours for library subs. Library subs should leave a note with their hours for you and with the secretary when they leave for the day; please make arrangements with your secretary as to who will report the sub hours to Library Services. On-Call Library Assistant II positions are paid by the hour, please be accurate in reporting their hours.

Long-term subs should be arranged for medical leave well in advance; if you need assistance or a recommendation, please 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 you have difficulty with this process please contact Library Services, 682-5550.

There should be a library sub folder left in a pre-arranged place for your 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. You should speak to your sub prior to your planned day off to be sure that your library will operate as usual during your absence.

Library Services is responsible for payroll for your On-Call Library Assistant II. If there is a discrepancy in hours, the sub will contact Library Services and Library Services will contact your school to verify hours worked. Library Services will not supply an On-Call Library Assistant II for our District K-12 Library meetings; meetings are part of your professional development and job description and they are mandatory. If your school engages a library sub for you to attend a meeting, those funds must come from your school budget.

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 by the District through Aesop. If you have a certified Aesop sub that 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 your candidate. When the certified sub has been trained, Library Services will add their name to the Certified Library Sub list located in Library Services OneDrive/Library Subs folder.

There should be a library sub folder left in a pre-arranged place for your 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. You should speak to your sub prior to your planned day off to be sure that your library will operate as usual during your absence.
Standards and Teaching Resources

In the Washoe County School District, the school library media center provides integrated services in order 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 curriculum of the school. 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):**

Information Literacy Standards:  
http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Literacy_Standard/infolit/

English Language Arts – Based on the Common Core:  
http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/NV_ACS--ELA_Standards/

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

Washoe County School District 21st Century Competencies  
http://wcsd21.com/

Crosswalk: Standards for the 21st Century Learner + Common Core  
http://www.ala.org/aasl/standards/crosswalk

AASL Standards for the 21st Century Learner  
http://www.ala.org/aasl/standards/learning

The American Association of School Librarians has released new national standards for the 21st century learner. 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 standards are divided into Skills, Dispositions in Action, Responsibilities, and Self-Assessment Strategies. The entire document can be downloaded for free at:  
http://www.ala.org/aasl/standards-guidelines/learning-standards
There are two accompanying manuals available for purchase through AASL and available for checkout through the LRC. These manuals are: *Standards for the 21st-Century Learner In Action*, and *Empowering Learners*. More information may be found at the AASL website.

The Nine Information Literacy Standards for Student Learning
http://www.ala.org/aboutala/governance/officers/past/kranich/infolit/learning
http://www.eastside.k12.ca.us/ourpages/gifford/library/About%20Library/ILS.pdf

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.
http://www.iste.org/standards/standards/for-students-2016

**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.” http://digitalcitizenship.net/

Two excellent and up-to-date resources can be found here:
http://digitalcitizenship.net/
https://www.commonsensemedia.org/educators/scope-and-sequence
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

Destiny Cataloging: Email DestinyCataloging@WashoeSchools.net

Destiny Help Desk: Email DestinyHelpDesk@WashoeSchools.net

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 LearningResourceCenter@washoeschools.net

Library questions & issues: Library Services Division 775-682-5550

Library Substitutes – Classified Positions 775-682-5550

Video Library is housed at the Learning Resource Center and is run by the LRC librarian. Video Library at the LRC: Call: 784-4971 or Email VideoLibrary@WashoeSchools.net
Budget

Funds

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-generated, 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 explanation of these procedures.

Follett Software Support Contract

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

- Destiny Library Manager
- Destiny Textbook Manager – secondary schools
- TitlePeek
- WebPath Express – this is a school site decision and expense

Maintenance support for Follett inventory scanners is a site-based expense, but not recommended.

Budget – General Ledger Accounts

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

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<th>General Ledger Accounts</th>
<th>Description</th>
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<td>10-000-2220-66402-xxx-0000</td>
<td>Library Books</td>
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<td>10-000-2220-6640-xxx-0000</td>
<td>Periodicals and Journals</td>
</tr>
<tr>
<td>10-000-2220-66100-xxx-0000</td>
<td>General Supplies</td>
</tr>
<tr>
<td>10-000-2220-66503-xxx-0000</td>
<td>Computer/Tech related supplies</td>
</tr>
</tbody>
</table>

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

Budget Printout

Librarians must check on a monthly basis to determine the status of allocated funds and maintain an accounting of those funds.

Librarians should ask for a 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 selection of 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. Please refer to Board Policy 6160 for more information.
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. Some of these publications may be available for free review from the University of Nevada Reno, Learning Resource Center.

- ALA’s Recommended Reading (http://www.al.org/tools/libfactsheets/alalibraryfactsheet23)
- Book Links. Serial. ALA/Booklist (http://www.al.org/offices/publishing/booklist/booklinks)
- Booklist. Serial. ALA (http://www.al.org/offices/publishing/booklist/booklist_mag/booklist)
- Books in Print Annual. R.R. Bowker (May want to use Amazon.com instead)
- Children’s Core Collection. H.W. Wilson
- English Journal. Serial. NCTE (http://www.ncte.org/journals/ej)
- Knowledge Quest. AASL (http://knowledgequest.aasl.org/)
- LMC (Library Media Connection). Serial. Linworth Publishing
- VOYA. Serial. Scarecrow Press. (http://www.voyamagazine.com/)

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 at the time 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 that you received the books requested, inform your secretary so that she may receive on the purchase order in Business Plus. This closes the purchase order and instructs the District that they have approval to pay the vendor invoice when it is presented.

Library books may be purchased with a PCard up to the limit that your principal will approve and that does not exceed the limit for your school site. You will need to supply an invoice and credit card transaction receipt for your school secretary or bookkeeper for your approved purchase. Technology Equipment of Value (items over $500) may not be purchased with a PCard, per Business.

Barcoding

Please set aside a block of numbers for materials ordered from each vendor. It is imperative with vendors to inform them of barcode numbers that are available for their use. There is a section in Destiny to track barcode ranges and it is recommended by Library Services that your barcode ranges are tracked in this manner. It is the librarian’s responsibility to confirm with vendors that the school has an account and a block of unused barcode numbers is on file.

Preview Materials

Librarians should not accept any materials for preview. All orders for materials are to be generated by the librarian, based on the needs of the school. If you receive any unsolicited materials for preview, return them to 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 when the record is added, e.g. series. Any item cataloged is for 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**

District Catalogers 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. District Catalogers will manage record clean-up and will merge records when needed.

District Textbook Catalogers will add all title records not found in the Destiny Textbook database.

All site librarians may add copies of books 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 catalogers a request to add new titles:

1. From a site **school database** search by the title. If there is already a copy then attach to that record.
2. If the title is found but your ISBN is not in the title record, **send the book to the district catalogers**.
3. If the book is not in your own database then **switch to the district database** and scan the ISBN#.

If a title is not found then send a request to the District Catalogers.

1. If you have more than 30 books for the catalogers to catalog please e-mail and request a school visit.
2. For less than 30 books, send them in envelopes or small boxes to District Catalogers **OR**
3. Use the **NEW and updated template** that is found in the Library OneDrive folder **OR**
4. Photocopy the title page, back of title page and back of book that includes the ISBN.
5. The catalogers will e-mail you upon receiving the request and adding it to the cataloging log.
6. When the job is complete another e-mail will be sent stating that the job has been completed.

Specialized Copies – Site Level

**Self-published books** – Send the book to the cataloger as these books are not usually found anywhere and need original cataloging.

**DVD’s, VHS tapes, and Audio Books** – Send the DVD, VHS or Audio book to District Catalogers

**KITS** – Notify the cataloger if you have a Kit or multiple Kits that need to be cataloged and a general description. The cataloger will then phone or e-mail you as to what would be the best procedure to get everything cataloged. Usually KITS are very specific and it depends on how they are to be checked out.

**EQUIPMENT** – Notify the cataloger that you need equipment cataloged that does not fit anything that is already in the system. Most equipment can be very generic with just the product name, model number, etc. with Tag Numbers or Serial Numbers put in the notes field of the copy.

The “Add Copies” icon will take the site librarians to a screen that allows the entry of the barcode, call number, price, vendor, quiz information for Accelerated Reader or Reading Counts, etc. This also allows adding subjects heading specific for their individual school needs (690). Adding these copies basically will be the shelf list for the site library.

All non-fiction materials will be assigned the appropriate Dewey Decimal Classification number. Note that professional and audiovisual materials should have an assigned Dewey Decimal number. Multivolume sets should have ONE MARC record for the entire set, with each individual volume attached as a copy. FIC is the standard for fiction books, and E for easy books.

**Barcode Symbology**
If barcodes are ordered use Code 3 of 9, Code 39 or Follett classic.
Building Call Numbers

The need for a standardized range of call numbers is based on several factors. In Follett, 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 should mean the same thing throughout the District.

1. Dewey numbers are standard.
   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, shelved separately (but use E, FIC, B, or Dewey if intershelved)
   c. ARC – Archived materials
   d. QUA – Quartos (may also be used for oversized books shelved separately)
   e. EQU – barcoded equipment (suggested to use serial number after EQU or in note field on copy)
   f. COM - if you assign barcode numbers to computers (suggested to use serial number after COM or in note field on copy)
   g. LEA – LeapFrog or LeapPad materials (may also use TR for these)
   h. GRA – Graphic novels (use only if graphic literature is shelved separately. Preference is to assign call numbers on the basis of content.)

4. Non-print
   a. VID - Videocassettes (VHS is a format, not a material type.)
   b. DVD - DVD recordings
   c. AUD – Audiotapes (used for tapes cataloged singly, not with an accompanying book.)
   d. KIT – Kits, math manipulatives, anything with mixed media except read-alongs
   e. RA - Read-alongs (Cassette tape with book, usually one copy)
   f. REA - Realia (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 (generally 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’ personal 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.)
Collecting and Transferring Fines/Fees/Books Between Schools

On many occasions students transfer schools while owing for books/items at a previous school. The receiving librarian should make an effort to collect the book(s) or payment from the student and their parents/guardians. If the items are returned, the receiving librarian should return the items through school mail to the originating school. 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 account. The librarian would submit a request for check for the paid materials to the school banker and the check would be sent through school mail to the originating librarian. It is vital the sending librarian contact the receiving librarian to inform him/her that the fine was paid and a check is coming. The receiving librarian would deposit the check with the school banker and clear the student record immediately. The receiving library should post a note that is displayed on the patron record in Destiny stating funds receiving library until funds are transferred and cleared.

A second method would be for your school secretary to submit a budget transfer to the originating school. Communication between librarians would be critical in this situation to ensure the student record was cleared.

If a student, now attending school A, returns a book owing 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. The funds must be deposited into the school account. If a student, now attending school A, pays for a book owing school B, send the money to school B (the former school). When received, the funds must be deposited into the school account, and the originating librarian must be contacted to clear the fine from the patron’s record in Destiny. If the fine was for a damaged or lost book, the receiving librarian needs to follow the procedures for transferring the money to the originating school. 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 school secretary on any monetary questions.
Withdrawn Students
Librarians must view NV State Reporting Gains and Loss Report at least once a month. For withdrawn students, librarians must check patron record and mark outstanding books lost. This will provide transfer schools with an accurate accounting and cost of materials. It is recommended that the librarians send letters to last known address ASAP and possibly contact the new school librarian to let them know they have a student owing books to their old school. Books can be returned to new school and sent through school mail. See directions in OneDrive.

Disposal

Library Materials
When library materials are discarded they usually fall into two categories: The first type is of no use to any school or classroom. Materials that are not appropriate for the school library are usually not appropriate for the classroom. The second type of weeded material includes those resources that may not be needed in your library media center, but would be of possible use in a classroom or other library media center within the district such as duplicates or inappropriate reading levels.

Disposal of print or nonprint materials can be accomplished four ways.
1. Donate the item(s) to either the classroom library or another school library. List all the titles that would be of use in a classroom or another school library. Send out an e-mail message to all your teachers asking who would be interested in the titles. Then, if any titles are left you can e-mail all the school libraries to see who might be interested.
2. Plan a book sale. Items can be sold utilizing Thrift Books or ebay. Funds earned from the sale should be put into the school account to be used to replace sold items or benefit the library.
3. Donate the items to children.
4. Donate the items to community organizations such as Friends of the Washoe County Library, hospitals, retirement home, 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. The Computer Surplus Form/Relocation request must be filled out when computer surplus items need to be removed. Open the form found on the WCSD Purchasing website: http://www.washoeschools.net/Page/575 and follow the instructions provided on the form.

DO NOT throw away any hazardous items. These include refrigerators, any computer items, TV’s, and copiers. Equipment Repair is often able to part out old copiers, so please contact them when you have one that needs to be removed.
Weeding

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

First Step:
Long before the physical process can be done, librarians need to fine-tune the vision for the collection in the context of the school, the community, the publishing world, your 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. Catalog>Titlewave.

Getting Started:
Start small. Begin by browsing the collection – notice how it looks and take notes; be objective. Take a few minutes for each shelf and open each book. Check the date, condition, illustrations, table of contents and index. Are there any obvious problems or gaps in the information contained in the book? Depending on the needs of the school, the librarian may find that non-fiction should be the priority, especially the 300’s, 500’s, 600’s and 900’s.

Weeding may be done on the fly. As the books check in and out, some that are in bad shape or hopelessly out of date may catch your eye. Take it out of circulation immediately.

Factors to Consider:
- 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 areas 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?
- It is 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 same areas of your collections at same time and share your thoughts on books and topics.
- Plan this project over a specific time

**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 will be 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. Discard old grammars. 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 with new editions and works with better illustrations. Make sure 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 histories.

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

920 Biography - Unless subject has permanent interest or importance, discard when demand wanes. Keep those which are outstanding in content or style as long as 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 that results from abuse or neglect on the part of the student.

Please note that 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.
Annual Report

Standard procedure is that the 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 actually available in the library, to keep the database updated, and to maintain a viable procedure for acquisitions and withdrawals. The inventory procedure will ensure that this is being done.

It is also standard procedure that each librarian prepares an annual report for the principal and Library Services Division. The principal should be aware of the status of the library. In this manner the principal and the librarian can develop annual library objectives and goals, and can also determine whether or not the objectives have been achieved. This report would also serve as a catalog list for long range planning. This document should be a base for this report.

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 of the educational levels 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 as a whole.
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. Before a principal or librarian can recommend change they must know the existing facts. This report will provide these facts.
2. Sound library decision making also requires facts and statistics, which will be provided through this report.
3. It may answer principals’ and librarians’ questions as to whether or not they are on the right track concerning their library programs.
4. Provide comparison within a school library with other years in the same library to provide a more total picture.
5. The report may point out need for improvement by isolating a problem area and result in recommendations to alleviate the problem.
6. It may also help to answer or anticipate problem areas within the library.
WCSD Library Services K-12 Statistics and Inventory

WCSD Library End of Year Report

Report may be revised yearly

School: _____________________________________

Library Staff: _____________________________________

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<th>Name</th>
<th>Title</th>
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<th>Title</th>
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Patrons

Present Enrollment (May) ________________________ Destiny Patrons ________________________
Count Day Enrollment ________________________

Library Materials

Total number of materials (copies) ________________________
Books and materials added to the collection this year ________________________
Total number of lost this year ________________________
Total number of weeded books this year ________________________
Total number of deleted books this year ________________________

Circulation

Fiction: ________________________ Non-Fiction: ________________________

Percentage of Collection

Fiction: ________________________ Non-Fiction: ________________________

Budget

Budget allotted this year: $____________________
Fines Collected for Library Materials: $____________________

Money spent by Funding Source:

Grants $_________ (List Source: ________________________)
SB560 $_________
Book Fairs $_________
Donations $_________
Title 1 $_________

Support for Reading Programs

Library supports (check all that apply):
AR ______ SFA _______ Read 180 _______
Other (Please name) ________________________
Textbook
Do you use Destiny Textbook Manager? _____ Yes _____ No
Is the library responsible for managing textbook circulation? _____ Yes _____ No
Is the library responsible for barcoding textbooks? _____ Yes _____ No

Please attach a copy of the following reports:
☐ Collection Statistics – Historical (for school calendar year)
☐ Snapshot of this year’s completed inventories
☐ Collection Age Report
☐ Snapshot of the Year

Library Usage (fill in the boxes that are appropriate for your library)

<table>
<thead>
<tr>
<th></th>
<th>Number of classes per day</th>
<th>Average number of periods per day</th>
<th>Average number of patrons per day</th>
<th>Duties in your library minutes per day</th>
<th>Duties outside your library minutes per day</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Friday</td>
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</table>

Is your library open?
Before school ___________ During student lunch ______________ After school ______________

Collaboration Statistics (If this applies, please attach):

<table>
<thead>
<tr>
<th>Grade Level or Dept</th>
<th>Unit Title- only list units where collaboration with classroom teacher occurred</th>
<th># of Library Periods</th>
<th># of Students involved</th>
</tr>
</thead>
</table>

Success story:
Please share one success story from your library this year.
Interlibrary Loan

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

The basic responsibility of each library is to provide for the needs of its own clientele. Interlibrary lending is not to become a substitute for adequate collection development to support the curriculum and meet the basic needs of the students of 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. Request for interlibrary loans from WCSD libraries will be accepted via the telephone or email. Requested materials will be sent through the school mail.

Copyright

The media specialist is an instructional leader in the school and must set an example following copyright laws in the building. Teachers and students must see the library staff setting an example; they must be guided to taking the initiative to comply with copyright law.

United States Copyright Office - [www.copyright.gov](http://www.copyright.gov)

**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 that this is not the complete law and if questions arise, the law should be referenced. Copyright laws are evolving and it is important to keep current on the changing guidelines. An excellent resource provided by the American Library Association can be found here: [http://www.ala.org/advocacy/copyright](http://www.ala.org/advocacy/copyright)

“Fair Use” allows a teacher to use copyrighted print materials in a reasonable manner without the consent of the author. [http://librarycopyright.net/resources/fairuse/](http://librarycopyright.net/resources/fairuse/)
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 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 copies 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

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<th>Site Numbers</th>
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Destiny Textbook Management

Note: These textbook management policies have been designed for use in the 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 both the library automation software and the 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. Librarian creates the initial record for each textbook and enters copies, making sure location and cost is included, once they have been scanned. After the librarian uploads the scans, each department must verify the quantity.
e. Location and replacement cost must be entered for every book in order 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 leads 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 Destiny Textbook Manager 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
   a. When ordering barcodes for textbooks, barcodes must be purchased through Follett. These barcodes have certain information embedded in the barcodes. It is very important that the school keep track of barcode ranges previously purchased as barcodes must be available and unused across the district.
   b. Utilize the Follett Order Form. Go to https://follettsoftware.com and in the upper left corner use “our sites”. Click on Customer Portal and enter your information. If you have not created your own account, you will need your Site Customer Number and your zip code. Site Customer Number can be found at Back Office>Site Configuration>Site Info.
   c. 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!
   d. The Polythermal barcodes do not need a barcode protector and are the recommended barcode purchase.
   e. Barcode Symbology. Back Office>Site Configuration>Circulation

Preferred Barcode Symbologies

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Textbook Checkout
   a. Textbook checkout and check-in will be managed at the department level with training from the librarian. Instructions are available and should be provided.
   b. Textbooks will be stored in the team rooms or within the department.
c. Teachers may check-out textbooks at any time, using the keyboard or scanner to enter the patron barcode and textbook barcode.

d. Textbooks must be checked-out to students BY CLASS. This will insure the ability to run class reports as well as assign a teacher.

e. 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

a. 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.

b. The process should always be monitored by a teacher or by the DL to be sure that each student checks in the book assigned to him/her at the beginning of the year.

c. Teachers will assess fines for damaged books at the classroom level.

d. 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.

e. At the end of the school year or term, textbooks will again be stored in their assigned storage location.

f. 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 hand-held laser barcode scanners. Purchase for scanners is at the discretion of the school or department, not to be purchased 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.
Professional Organizations

National:

American Library Association
50 E. Huron Street
Chicago, IL 60611
www.al.org

American Association of School Librarians
50 E. Huron Street
Chicago, IL 60611
www.ala.org/aasl

International Literacy Association
http://www.literacyworldwide.org/

International Society for Technology in Education
http://www.iste.org/

New Media Consortium
http://www.nmc.org/

Regional:

Mountain Plains Library Association
I.D. Weeks Library
University of South Dakota
Vermillion, SD 57069
http://www.mpla.us/

California Library Association
http://www.cla-net.org/

State:

Nevada Library Association
100 North Stewart Street
Carson City, NV 89701-4285
http://www.nevadalibraries.org/

Nevada Reading Week
http://www.nevadareadingweek.com/