

Lasara Independent School District Library Policy Manual



Lasara Independent School District

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Library Policy

The Lasara Library Policy will be divided into two sections: Collection Development, Cataloging and Circulation.

Mission Statement

Lasara ISD will provide the necessary resources for holistic educational experiences utilizing passionate and nurturing staff that emerges well rounded, diverse lifelong learners.

The mission of the Lasara ISD school library for its PK-12 population is to ensure that students and staff are effective users of ideas and information. That they have access to materials in a variety of formats, are provided instructions to foster competence, and stimulate interest in reading, viewing, and using information and ideas. It will provide a program that will develop positive learning experiences that will contribute to lifelong learning and encourage the use of the library by students and staff.

Collection Development

Responsibility for the Selection

The final Responsibility for the selection of materials falls on the school board. The school principals are responsible for upholding the guidelines established by the school board, and the delegated responsibility for the selection, supervision of the selection, and acquisition of all library materials rests with the librarian/media specialist.

Resource Sharing

Resource sharing is based on the availability of resources from other campuses in the Lyford, San Perlita, and Raymondville school districts. Participation in informal resource sharing by telephone or email is the primary method used by this campus.

Evaluation Criteria

The purpose of the evaluation is to determine the usefulness of the materials available to the students in the form of textbooks and library materials. This is an ongoing process. The criteria that this campus uses are as follows:

- The materials must meet the state and district's educational goals.
- Materials must be appropriate for the students' age and educational ability levels.
- Materials must be able to motivate or encourage the students to read a variety of genres.
- Lost or damaged materials will be replaced as needed.
- Materials by well known authors will be included in the library.
- Materials must represent ethnic, religious, and cultural groups and their contributions accurately.
- Materials must represent a variety of viewpoints.

Materials will be evaluated annually to determine the need to weed or remove materials through the use of the CREW method. This method uses six general criteria to determine if materials should remain or be removed. The six criteria are as follows:

- Misleading and/or factually inaccurate
- Ugly, worn, or beyond mending or rebinding
- Superseded by a new edition or by a much better book on the subject
- Trivial of no discernible literary or scientific merit

- Irrelevant to the needs and interests of the library community

General Guidelines for Selection

Materials must meet the district guidelines for Lasara ISD as well as:

- Be age appropriate
- Include a variety of genres
- Be aligned to the curriculum
- Meet student's needs and learning styles
- Support the Accelerated Reading program
- Provide educational support for the teachers
- Provide staff development

Selection Guidelines for Individual Formats

Materials must be chosen based on the previous guidelines; however, the following criteria should also be considered:

Books:

- Support the accelerated reading program (AR)
- Must be attractive and of high quality
- Must be of appropriate reading levels for the patrons
- Book reviews from approved selection aids should be taken into consideration when choosing books for the library; however, because not all books are reviewed in more than one selection aid, one review is sufficient if available

Magazines:

- Should be of the highest quality
- Should vary and include a variety of reading levels

- Should include historical and scientific information
- Should also include contemporary information that will interest and encourage students to read

Databases and electronic resources:

- Should conform to copyright laws
- Must include features such as files and search facilities
- Must be age appropriate for students of pre-kinder to twelfth grade

Controversial Issues

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Gifts/Donations

This campus will accept gifts donated to the school; however, let it be understood that all the materials become the sole property of this district. The material's age and appropriateness, based on the evaluation criteria, will determine whether the gift will be accepted or not. The media specialist will also utilize the evaluation criteria to determine the final use, location, or disposition of the donation.

Reconsideration

There may be times when a parent, student, employee, or district resident may question the appropriateness of an acquisition. The Board has developed a policy to address challenged materials. [Board Policy EFA Local]

Informal Consideration as per Board Policy EFA Local: The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

- The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
- The principal or designee shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
- If appropriate, the principal or designee may offer a concerned parent other instructional material to be used by the parent's child in place of the challenged material.
- If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA (EXHIBIT)].

Formal Reconsideration as per Board Policy EFA Local: All Formal objections to instructional resources shall be made on the *Request for Reconsideration of Instructional Materials* form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee. The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal. All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall

be provided to the principal, the superintendent or designee, and the complainant.

Appeal

If a complainant is not satisfied with the committee's decision, the complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG and GF] As per Board Policy EFA (Local), the appeal shall contain documentation of the informal reconsideration process, if any, the *Request for Reconsideration of Instructional Materials* form, the reconsideration committee's report, and dates of conferences with the principal or designee.

Guiding Principles

As per Board Policy EFA (LOCAL), the following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.
3. When instructional resources are challenged, the principles or the freedom to read, listen, and view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.

The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged

library material shall be removed solely because of the ideas expressed therein.

Cataloging

Cataloging Tools

Abridged Dewey Decimal Classification and Relative Index, 14th ed.

Dublin, OH: OCLC Online Computer Library Center, 2004.

Anglo-American Cataloging Rules (AACR2r). 2nd ed., 2002 revision and updates.

Chicago; American Library Assn., 2002-

Cataloging Correctly for Kids: An Introduction to the Tools, 4th ed. Edited by Sheila

S. Intner, Joanna F. Fountain, and Jane E. Gilchrist. Chicago: American Library Assn., 2005.

Follett Library Resources: Follett Application. A Follett Corporation Company, 2008.

www.flr.follett.com/index.html

Fountain, Joanna F. *Subject Headings for Schools and Public Libraries: An*

LCSH/Sears Companion. 3rd ed. Englewood, Colo.: Libraries Unlimited, 2001.

Library of Congress Authority File. <http://authorities.loc.gov/>

MARC 21 Concise Format for Bibliographic Data.

<http://www.loc.gov/marc/bibliographic/ecbdhome.html>

Rovira, C. (Ed.). (1986). *Sears List of Subject Headings*. New York:

H.W. Wilson Company.

Understanding MARC Bibliographic: Machine-Readable Cataloging, 7th ed., 2004.

Level of Description

The purpose of the cataloging policy is to catalog the materials acquired by the school's library such as, but not limited to, books, databases, and electronic resources. Under the collection policy established by the school district, the librarian/media specialist will select materials that meet the state and district's educational goals, and motivate or encourage the students to read a variety of genres.

The Lasara ISD library follows the *Anglo-American Cataloging Rules*, 2nd ed, revised and it follows the second level of description as stated in Rule 1.0D2. Elements for cataloging include:

- The title proper
- Statement of Responsibility
- Edition statement
- Place of publication

- Physical description
- Title proper of series
- Notes
- Short Annotation
- ISB and LCC numbers

Materials not mentioned in the collection policy under the Selection Guidelines for Individual Formats will not be catalogued.

Areas of Description

The information must be obtained from the item's chief source of information as mentioned in *Anglo-American Cataloging Rules, 2nd ed, revised*. Bibliographic records need to be used to provide added information about the author's name in the 100 field and secondary authors in the 700 field of the MARC record. Illustrators who are not the authors of the material must be added in the 700 field identified as such with the abbreviation ill. next to the illustrator's name. Added title entries need to be added following AACR2r rule 21.30A. All items need to be classified with a call number. Call numbers will include library prefixes and a three letter Cutter.

A physical description of the book must include the dimensions of the book in MARC field 300. The height will be measured in centimeters or inches. The width will be included only when it is longer than the height. Page numbers must also be included.

Materials that are not books such as databases and electronic resources need to be designated with a GMD (general material designation) in square brackets [GMD] immediately after the title as per Rule 1.1C of AACR2, subfield h of MARC field 245.

The ISBN must be placed in MARC field 020 and the LCCN in MARC field 010.

Sample Record:

```
010 __  #a 91006632 /AC
020 __  #a 0679822410 :
082 00  #a [E] #_2 20
100 1_  #a Hautzig, Deborah.
245 10  #a Hans Christian Andersen's The little mermaid / #c retold by Deborah
      Hautzig ; illustrated by Darcy May.
246 30  #a Little mermaid
260 __  #a New York : #b Random House, #c c1991.
```

300 __ #a 48 p. : : #b col. ill. ; #c 24 cm.
 520 __ #a A little sea princess, longing to be human, trades her mermaid's tail for
 legs, hoping to win the love of a prince and earn an immortal soul for
 herself..
 700 1_ #a Andersen, H. C.

MARC Records

Marc records will be maintained on the school district's current library software, Follett Destiny. Purchased MARC records will be consistent with the Lasara ISD cataloging policy. MARC records will be made for books and electronic resources. They will be created at the second level of descriptive cataloging.

The MARC records most often used to contain the data are:

010	Library of Congress Control Number (LCCN)
020	International Standard Book Number (ISBN)
082	Dewey Decimal Classification
100	Main entry-Personal Name
225	Title information
250	Edition
260	Publication information
300	Physical description
440	Series statement/added entry
520	Annotation or summary note
650	Topical subject heading
700	Personal name added entry
852	Location

Notes

A summary note must be added in MARC field 520 for printed materials. It should be a descriptive annotation that identifies the name, gender, age of the main character, and the situation of the story. Complimentary and derogatory adjectives must not be used. For non-print materials, a content note needs to be added in MARC field 538 to identify the system details.

Name Access Points

Main entries will be entered into MARC field 100 if it is a personal name, MARC field 110 for a corporate name, MARC field 130 for a uniform title as per AACR2r. Rule 1.1F, 21.1A-21.1C. Consult the Library of Congress authority file

(<http://authorities.loc.gov/>) to verify information on the author's name. If there are three authors or less, identify the first author in the statement of responsibility for the work in MARC field 100. If there are more than three, the first name is added to MARC field 700, and nothing is added in the 1XX fields.

Example of Multiple Authors:

Super Gabba friends!

adapted by Tina Gallo ; based on the screenplay written by Christian Jacobs, Evan Dorkin & Sarah Dyer ; illustrated by Parker Jacobs.

MARC Record example:

100 1_ #a

700 1_ #a Jacobs, Christian,

Title Access Points

Added entries need to be made in MARC field 246 if there is more than one version of the title. Added entries also need to be added even if the title proper is the same as an assigned subject heading or even if it is the same as the main entry heading.

Example:

Holub, Joan. *Who was Johnny Appleseed?* New York: Penguin Group (USA), 2005.

MARC Record

245 10#a Who was Johnny Appleseed? / #c Joan Holub ; illustrated by Anna DiVito.

246 30#a Johnny Appleseed

Series Access Points

Series added entries will be put in MARC field 490. The indicator will be marked as 1 which specifies that the series will be indexed, so it will also be found in an 8XX field. If a personal name is the authorized form in the series, it will be put in the 800 MARC field. If the authorized form in the series is a title, it will be put in the 830 MARC field. The series needs to be checked in the Library of Congress authorities file (<http://authorities.loc.gov/>) for verification purposes.

Example of MARC Record:

490 1_ #a Who was-- ?

830 _0 #a Who was-- ?

Subject Headings

Subject Headings for School and Public Libraries and LCSH/SEARS Companion will be the primary tool consulted when assigning subject headings. The Library of Congress Authority file (<http://authorities.loc.gov/>) will be utilized to verify subject headings.

The subject headings will be placed in the 6XX field:

600-personal name, 610-corporate name, 630-uniform title

Classification

The *Abridged 14 Dewey Decimal Classification 15th ed.* [or more current ed.] needs to be used to classify materials obtained by the library.

Classification E needs to be used for materials that are identified as fiction picture books for preschool through fifth grade.

Classification Fic or F needs to be used for materials that are identified as fiction for second through twelfth grade.

Classification for collective biographies will be represented by 920.

Classification for biographies will be represented by 92 and nonfiction materials will be assigned a number based on the subject discussed in the materials.

Prefixes will only be added to identify reference materials [REF], CDs [CD], DVDs [DVD] as well as those items classified with E, F and FIC. Suffixes will not be utilized.

Cutter

The Cutter in call numbers will be based on the first three letters of the primary author's last name found in MARC field 100. The Cutter will begin with a capital letter. If there is no primary author, then the Cutter will be taken from the first three letters of the first word in the title, found in MARC field 245, not including articles.

Circulation

Follet Destiny

Lasara ISD uses Follet Destiny as its chosen circulation system to check library materials out to all patrons.

Barcodes

All materials are tagged with a barcode. The preferred barcode symbologies is Follet Classic for both library materials and patrons. Library personnel are responsible for barcoding and maintaining the barcodes on all library materials.

Check-Out

Elementary students, identified as Pre-Kinder to 8th grade students, are allowed to check out two books for up to 15 days. High School students, identified as 9th through 12th grade students, may check out three books at a time. Parents can check out up to three books total for their children. Their children can check out the books under the parent's name when the parent is not present as long as the parent has given consent in writing. Faculty and Staff may check out an unlimited amount of library materials. All materials are due on or before the end of the school year. All patrons have access to electronic books through [Follett Destiny](#), [Rourke E-Books](#), [MackinVIA](#), and [Renaissance myON](#) twenty-four hours a day seven days a week. Patrons have access to these books through the Lasara Library Resource page as well as the Librarian's page on the Lasara ISD website.

Behavior

All students are expected to follow school rules expressed in the Student Code of Conduct. Any student found to be in violation of these rules will face disciplinary action by library personnel.

Food and Drink Policy

The primary purpose of the library is to be a welcoming environment where patrons can come to work, read, study, or relax. In order for this to be possible, the work areas must be maintained. Food and drink(s) are not allowed in the library. There will be times when there will be an exception such as when students are assigned to the library as their first class, and they need to eat breakfast here, or when the library is used for a special occasion approved by an administrator. Under these circumstances, all patrons are expected to consume and dispose of all food in a responsible manner, making sure that all food and drinks are kept away from library books and computers.

Databases

Lasara ISD is a member of the Region One Library Services Media Cooperative. All patrons have access to a variety of databases through this membership. When patrons check out books, they are given a bookmark with the usernames and passwords to access these databases.

Fines, Lost Books, and Loan Periods

Lasara ISD patrons are expected to turn in their books within 15 days. Patrons are not charged for overdue books; however, they are required to pay for damaged or lost books.

Hours of Operation

Lasara Library Monday - Friday 7:00 a.m. to 4:00 p.m.

Library Classes

Pre-Kinder to 5th grade classes receive Library services on a fixed schedule.

6th through 12th grade classes have a set time to visit the Library to receive services; however, they visit the library at the teacher's discretion.

Added classes can be scheduled as needed.

Library Services

Computer Access

- Computers are to be used for online catalogues, word processing, databases, and research.
- Changing the desktop, sound, or screen saver is not allowed.
- Using the system to access social media, chat, listen to vulgar language or for illegal purposes is strictly prohibited.

Repairs

Library materials in need of mending will be repaired by library personnel. If the materials are beyond repair, they are to be discarded and tracked as weeded materials.

Destiny Library Catalog

The Lasara ISD library utilizes this online catalogue which allows patrons the opportunity to see what is available in the library. Students can log in and create a list of the materials they need to use, or place materials on hold. There is a link to this site on the Lasara Library page and the Lasara Links page.

- Lasara Library Page:
<http://www.lasaraisd.net/vnews/display.v/SEC/Library>
- Lasara Library Resource Page:
<https://bit.ly/3dLtn4l>

Unscheduled/Emergency Closings

In the event that the library must be closed, the librarian or a designated representative will inform the scheduled classes about the closure through a phone call, email, or announcement. A reasonable attempt will be made to reschedule the missed classes, or the library lesson will be held in the classroom.

Sources

- Collection Development Policy. (n.d.). Retrieved July 20, 2017, from James Solomon Russell Junior High School Library Web site:
http://conniehollin.weebly.com/uploads/2/3/2/1/232192/855_collection_development_policy.pdf
- Hoffman, Frank (n.d.). Evaluation Criteria. Retrieved March 3, 2008. From Blackboard Academic Suite Web site: Evaluation Criteria
- Harlingen CISD. (2014). HARLINGEN CISD COLLECTION DEVELOPMENT POLICY. Retrieved June 15, 2017 from Harlingen CISD Website:
<http://www.hcisd.org/cms/lib4/TX01001784/Centricity/Domain/4/Harlingen%20CISD%20Collection%20Development%20Policy.pdf>
- Lasara ISD. (2017, April 28). Lasara ISD Board Policy Manual. Retrieved October 22, 2020 from Lasara ISD Website:
[https://pol.tasb.org/Policy/Download/1235?filename=EF\(LOCAL\).html&title=INSTRUCTIONAL%20RESOURCES&subtitle=#04-02](https://pol.tasb.org/Policy/Download/1235?filename=EF(LOCAL).html&title=INSTRUCTIONAL%20RESOURCES&subtitle=#04-02)
- Vega, R. (n.d.). *The Pride* [Digital image]. Retrieved June 28, 2017.

APPENDIX

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name _____ Date _____

Address _____

City _____ State _____ Zip _____

Phone _____

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

Resource on which you are commenting:

_____ Book _____ Magazine _____ Audio Recording

_____ Textbook _____ Library Program _____ Newspaper

_____ Video/DVD _____ Electronic information/network (please specify)

_____ Display _____ Other _____

Title _____

Author/Producer _____

1. Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.
2. To what in the material do you object? (Please be specific: cite pages, and the like)

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

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

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

6. What do you believe should be done with the material in question?
 - ☐ Remove it from the curriculum.
 - ☐ Do not allow my child to use this material.
 - ☐ Use it as resource material or a choice selection.

Complainant signature _____ Date _____

