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Introduction
Welcome to the library! The library is not only part of a school but the literacy and learning hub of the school. This manual was created for library paraprofessionals new to the district as well as those experienced in library service. Research has revealed that the school districts in our area provide in-service training for librarians, yet little or no training is designed specifically for the library paraprofessional. The library paraprofessional job is like no other paraprofessional position in the school. You must not only work with students but have knowledge of technology, books, policies, and service dispositions.

Throughout this manual, it is the hope that you will learn some of the rationale behind the decisions and policies the teacher librarian makes. This background knowledge can make for effective collaboration between teacher librarian and paraprofessional and a consistent philosophy of service and learning.

This manual was created and intended to be used regularly. Feel free to add notes or information that will lead to conversations about the school library. It is also a resource where you can add information about the duties that you perform.
Acronyms and Resources

Below are some of the basic terms and resources that may help you answer questions when the teacher librarian is not available.

AEA: Area Education Agency
Phone: 563-359-1371   Website: www.aea9.k12.ia.us
We belong to the Mississippi Bend Area Education Agency. This resource can supply schools with additional resources that they may not have. From teacher resources and children’s books to videos and online resources such as Britannica, Gale and AP Images, the AEA has much to offer.

ALA: American Library Association
Website: www.ala.org
The American Library Association was created to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. The ALA is a resource to locate ideas for use in the library as well as giving rationale to why librarians do the things they do.

AASL: American Association of School Librarians
Website: www.ala.org/aasl
The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library field. This site also has ideas for librarians, parents and teachers on reading and online resources.

IASL: Iowa Association of School Librarians
Website: http://www.iasl-ia.org
The Iowa Association of School Librarians advocates for strong school library programs in all Iowa schools and provides leadership, education and support for its members. This association also hosts the Iowa Children’s Choice Award. Each year they will post the newest books to make the ICCA list as well as providing ballots for voting on their website.

ICCA: Iowa Children’s Choice Awards
Website: https://sites.google.com/site/iowabookawards/icca/voting
The purpose of the Iowa Children’s Choice Award is to encourage children to read more, read better books and give recognition to children’s authors. The Bettendorf Public Library hosts an ICCA Battle of the Books each year. Many of the Bettendorf Schools will have students compete in this engaging activity which also encourages students to get involved, read and have fun. Each year there are approximately 20-25 books selected. These books become high in demand so it may also be helpful to read these if you can. The students love to discuss them.
Destiny
Destiny is the software that Bettendorf Schools use to help manage their collections. It is used for checking books in and out as well as recording information about how books circulate in and out of the library. It also provides access to our collections as the automated catalog system.

ISBN
ISBN stands for the International Standard Book Number and is made up of a series of ten digits that uniquely identify the book. It is a widely used reference number when ordering or searching for specific books. This serial number can usually be found on the back of a book and looks like a bar code. It can be scanned into "Destiny" to help add information into our library automation system, if information cannot be found elsewhere.

ISSN
ISSN stands for International standard serial number, an eight-digit number assigned to many serial publications such as newspapers, magazines, annuals, and series of books. This serial number can usually be found on the back of a book and looks like a bar code. It can be scanned into "Destiny" to help add information into our library automation system, if information cannot be found elsewhere.
Disposition

dis·po·si·tion noun 1. The predominant or prevailing tendency of one's spirits; natural mental and emotional outlook or mood; characteristic attitude: a girl with a pleasant disposition. 2. State of mind regarding something; inclination. Dictionary.Com (2012)

Library paraprofessionals work with students, teachers, parents and administrators. A library paraprofessional plays an important role in what happens in the library and the way it is perceived. It is the job of the teacher librarian as well as the library paraprofessional to exhibit the following dispositions:

Friendly, Caring, Empathetic, Respectful, Professional, Trustworthy

When students and staff walk into the school library, the disposition that greets them will influence the way they feel towards the library. It is the utmost desire to have those who enter the library’s doors want to return. According to 25 Management Lessons from the Customer’s Side of the Counter by Jim Donnelly (2006), “A great many customers will not return bad service with bad behavior. They will not complain, or scream, or respond rudely, or make a scene. They will just never come back.”
Library Paraprofessional Duties

du·ty: noun, plural -ties. 1. An action or task required by a person's position or occupation; function: the duties of a clergyman. Dictionary.Com (2012)

Below are some of the duties that library paraprofessionals perform on a regular basis. They are in two categories, user services and technical services. User services mean the services provided to our library patrons. Technical services are duties performed on a daily or weekly basis to support a welcoming atmosphere in the library.

User Services

- Assist staff and students with technology problems.
- Assist staff and students in finding materials according to subject matter including reference materials.
- Collaborate with teacher librarian on special projects.
- Communicate to school and community members about library.
- Talk to other library paraprofessionals and use them as additional resources.
- Check books in and out.
- Duties as assigned by principal/administration.

Technical Services

- Re-shelve books and materials.
- Prepare overdue notices and printing monthly circulation reports.
- Process new books.
• Assist librarian by maintaining a welcoming appearance. This includes keeping the library neat and clean. Shelves are straightened and in correct call number order.

• Help to keep computer lab and computers clean.

• Repair books.
The school board policy regarding paraprofessionals offers only a basic description of the roles and responsibilities. The building principal is the immediate supervisor of the paraprofessional and assigns duties. This means that the teacher librarian and the paraprofessional must work together as a team.

**BETTENDORF COMMUNITY SCHOOL DISTRICT • BETTENDORF, IA**

**Board Policy**

**Code No. 410.4**

**PARA EDUCATORS**

The Board may employ para educators or other instructional classified employees to support licensed employees in non-teaching duties, including, but not limited to:

- performing other limited services to support teaching responsibilities when such responsibilities are determined and directed by the teacher and the job description responsibilities.
- attending to the physical needs of children; and
- managing and maintaining records, materials and equipment.

Para educators must have a minimum of 60 hours of college credit. The Board has the right to waive that requirement for a hard-to-fill position. It shall be the responsibility of the principal to supervise para educators.

281 I.A.C. 12.4(9), .5(9).

Gross Reference: 411.2 Classified Employee Qualifications, Recruitment, Selection

Approved: February 2, 1998
Reapproved: February 20, 2001
Revised: February 20, 2001
February 17, 2004
December 4, 2006
May 2, 2011

Revised: December 4, 2006
May 2, 2011
Processing Books

Processing books is another duty of the library paraprofessional. While some librarians may pay to have the books processed by the distributor, others may have the work done by the paraprofessional. Below is a reference guide to processing books into the Destiny system. The photos are visuals to show what the screen will look like when you are processing books.

- Place a bar code label on each book’s upper left side, making sure to leave plenty of room for the label protector away from the crease. The smaller matching number is placed inside the front cover on the top right edge. This ensures identification if the outer barcode is removed.

- Add copy into Destiny:

- You must be logged in the librarian’s profile on Destiny. The librarian will log you on.
• Click on **Catalog** tab.
• Select **Add Title** on sidebar at left.
• Find title either by searching the title, author, or the ISBN barcode on back of book.

This is a sample of an ISBN that you might see on the back of a book or magazine.

• Select a title with the red schoolhouse icon next to it if possible. These titles are already in the Destiny system because another district library already has the book. If there are none, click on the matching entry, and click the **Save Title** button on the right. (If there is no matching entry, just add the information you have manually. To add manually you will select “Add the File” in the upper right corner. The page will ask you to enter in the name of the book, author and barcode.)

• Click on **Add Copy** button.
• Scan the barcode label you put on the book.
• Enter information in the **Call Number** and **Purchase Price**. The purchase price that is added will be found on the packing invoice. fields.
• Click on **Save Copies**.
Below is what the page will look like if you have to enter in the book information manually. This page can always be edited later if there is a question about missing information and the librarian is unavailable to help.

- You should see the message **Copies added with barcode...**
- Add spine label:
- Click on the **Reports** tab at the top of the page.
- Select **Library** on the left column.
- Under **Labels**, click on **Spine/Pocket Labels**.
- “Based on” drop down menu, choose **Barcode List**.
- Scan each book's barcode.
- Choose starting label number based on the sheet of labels. Is it full or half full of labels?
- Printer offsets (both horizontal and vertical) should be set to 18. Computers and printers have already been calibrated. If you would ever need to set up a new printer, the Destiny manual will have step by step instructions.

- 12 point font.

- Make sure “Start a new line at every space” box is checked.

- Run Report.

- View report; add labels to printer drawer, print.

- Place labels on spine and label protectors on both spine and barcode labels.
• Place book pocket inside front cover. Pocket should be stamped with school name/address.

• Stamp inside front and back covers with school name/address.

• Add genre label and protector if appropriate. A genre label visually shows the reader the type of book it is. Labels could indicate fiction, holiday, humor, adventure, picture or a variety of other topics. Having this label makes it easy for students to locate books they enjoy reading.

• Download MARC Records into Destiny as instructed by vendor.

• If you have any questions about Destiny or what each tab means you can select the on page “help” link and it will explain what each function is.
Inter Library Loan (ILL)

It is important for students to have access to all books in our district. The benefits of having an inter library loan (ILL) program is that students will benefit from an even wider range of books, not only in their school library but those within the district. Because of budgets and interest not all libraries have the same books. With an inter library loan students can borrow a book from another school, collect it from their own school and return in the same place.

The library paraprofessional handles the ILL requests from teachers and students.

Below is the procedure for inter library loans and placing a book on hold.

Putting a Book on “Hold”

Students may ask to have a book placed on “hold”. This means that a particular book is not available at a time when the student would like to check it out. When the desired book is returned, a notification sound from Destiny will alert the paraprofessional that this specific book should not be re-shelved and set aside for the student. Destiny will display which student wishes to check out the book. Books on hold then are set aside until the person who wished to check it out retrieves it. Following are steps and illustration to help create hold:
To Create a Hold

- **Choose Circulation>Holds/ILL**

- Make sure the cursor is in the Find Patron box. Scan the patron barcode.

- Click “Add Hold”. The New Hold request page will open.

- Make sure the cursor is in the Find Title box. Scan the copy you want to hold.

If a book is coming from another school, they will fill the request when the book is available and send it to the requesting school.
Do You Know Dewey?

One of the duties of a library paraprofessional is re-shelving books and materials. It is vital that materials be shelved in the correct locations so they can be located easily. The library uses the Dewey Decimal System to organize non-fiction books by subject. The nonfiction section ranges from 000 to 999. You will find the following sections in the library as well.

Resources will have codes on the shelf label to indicate where they are to be shelved in the library.

Audio: This could be books on cd/tape or Play-Away's. Play-Away's are an audio book in an MP3 format. The books come pre-loaded from the book company and students simply plug in their headphones and can start enjoying the story.

Biography: Biographies are books about a specific person. They are organized by their name. Armstrong, Lance (B/Arm) will come before Armstrong, Neil. (B/Arm)

Easy/Everybody: These can be picture/story books or books perfect for young readers. These books are organized by the author's last name. Eric Carle (E/Car) will come before Nancy Carlson (E/Car).

Fiction: From mysteries and romance to series and science fiction this is where you will find fiction books. Locating a book in the fiction section is the same as in the easy/everybody section. Carol Ryrie Brink (F/Bri) will be shelved before Bill Brittain (F/Bri).

Periodicals: These are magazines. These are displayed face out because we want them to capture children's attention; often, reluctant readers will find magazines an attractive option and we want to encourage that. Back issues are stored in organizers. Organizers are bins that
house previous months of a magazine. Each magazine will have its own bin and be organized in sequential order.

**Professional**: These are books that teachers use for professional use.

**Reference**: These books include dictionaries, encyclopedias, maps and atlases. Reference materials are typically not checked out like other books in the library. Reference materials are expensive and meant to be used to find quick answers. In certain circumstances a teacher or student may need to use reference materials in the classroom and it is up to the teacher librarian to determine whether or not these items may be taken out of the library.

**On-line Reference Materials**

Not all reference materials are located in the library. Each school district belongs to an Area Education Agency (AEA) that purchases on-line databases for students to use. The Bettendorf School District belongs to Mississippi Bend Area Education Agency. Students may access on-line reference materials at [www.iowaaeaonline.org](http://www.iowaaeaonline.org). The reference materials include encyclopedias, copyright free images, local and national news as well as videos. These are online resources that students use frequently. Students are encouraged to use these online resources because they have been taught that they are safe and reliable. Elementary students in the Bettendorf School District are not allowed to use Google to search for information due to unreliable sites and safety. Each school has a username and password to access the AEA sites. This username and password is the same for students and staff at each particular school.

**Iowa AEA Online Username:_________________________ Password:__________**
It’s How We Dewey It

Now that you know where books belong in the library, it will be helpful to know which sections within the Dewey Classification System books belong. Below are the sections you will find in the Non-fiction part of the library. Books will start at 000 and go to 999. Each number represents a subject and the letters that follow the number represent the first few letters of the author’s last name. Books will go in order of number/authors last name. You will remember your numbers very quickly. For instance, the call number 398.2 will come before 398.24.
Dewey Decimal System

Below is a list of the Dewey Decimal Categories with the types of books you will find in the Bettendorf Schools Libraries.

000 Generalities
Ripley's Believe It Or Not

100 Philosophy and psychology
Feelings, Making friends

200 Religion
Early People, Beliefs

300 Social Issues
Holidays, Fairy Tales, Folk Tales

400 Language
Grammar and Word Wizards

500 Natural Sciences and Mathematics
Dinosaurs, Bugs, Insects, Reptiles

600 Technology
Inventions, Engineering, Machines

700 The Arts
Drawing Books, Famous Paintings

800 Literature and Rhetoric
Jokes, Poetry

900 Geography and History
Revolutionary War and Presidents
SSSHHHH in the Library

The library can be the social hub of the school, not only with teachers but students as well. Yet, the library is a place where information about teachers and students must be kept confidential, especially when it comes to any information about their selections.

It may seem harmless to disclose what books a student has checked out, but it is not only violating the American Library Association Code of Ethics but could cause a student to not trust those who work in the library and consequentially not feel free to use the resources that a library provides. What if a student checks out a book about divorce to help answer questions about what is happening at home? If a library worker tells a co-worker, that student’s privacy has now been breached. What happens if that same student finds out and then no longer wants to come to the library because they don’t feel comfortable and don’t trust that their choices are kept confidential? What if that same student no longer tries to find information that will help them and then feels helpless, all because private information was released?

Another scenario could be if a younger student checked out the book “And Tango Makes Three”, a book about two male penguins raising a baby together. A student checks this out because she relates to her own home situation. In short, children should know that they can get information at the library and their privacy will be protected. Any other reaction will have a chilling effect on their future use of the library.

The Intellectual Freedom Committee of the American Library Association strongly recommends that the responsible officers of each library, cooperative system, and consortium in the United States:
• Formally adopt a policy that specifically recognizes its circulation records and other records identifying the names of library users to be confidential. "We protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired or transmitted"

• Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.

• Resist the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

• Upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.


It should also be noted that according to Iowa Code, Section 22.7, the records of a library which, by themselves or when examined with other public records, would reveal the identity of the library patron checking out or requesting an item or information from the library shall be kept confidential.
It's the Law

The document below has been taken from the Iowa Code. This is a state and federal law regarding the confidentiality of students and their library records. It is expected that librarians as well as library paraprofessionals will uphold this law. Disregarding this law puts you at risk for legal action either by the student or their legal guardians. In short, this means that if a teacher wants to see what a student has been checking out the library staff are not legally able to hand this over without the signed consent of the parent.

Code No. 506.4

STUDENT LIBRARY CIRCULATION RECORDS

Library circulation records are used to assist in the orderly administration of the school district libraries and media centers. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student’s parents, the student, authorized licensed employees and authorized government officials. In a health or safety emergency, appropriate authorities may access library circulation records without the approval or notification of the student’s parents. If a student has reached the age of majority, parents may not access library records without the student’s permission, unless the student is considered a dependent for tax purposes.

It is the teacher librarian’s responsibility as the person maintaining library circulation records to approve requests for access to such records. The teacher librarian may also make a determination to erase student circulation records from the system once materials are returned.

It is the responsibility of the superintendent in consultation with the teacher librarian(s) to develop administrative regulations regarding this policy.

NOTE: This is a mandatory policy and a reflection of Iowa and federal law.

Iowa Code § § 22.622.10 (2007)
281 I.A.C. 12.3(6)

Cross Reference: 506 Student Records
Roles in Reading

When students come into the library, they want to find books that interest them or help them with a particular project. As you work in the library, you will begin to take notice of what books are popular with students and what books in particular students enjoy. You will feel the excitement alongside the student when they find an author, subject, or series that they “just have to have.”

Sometimes a student who is either a young reader or has been identified as a poor reader will want to check out a book that you feel will be too difficult or the content is not age appropriate. It is not our job to judge. We are here to encourage their curiosity, to fuel their excitement for reading, and to promote a welcoming atmosphere in the library, not to dictate what our students read. Perhaps this student has an older sibling or parent who will read the book aloud at home. The only person who can tell a child that they cannot check out a particular book is that child’s parent. It is also the students right to select and check out books that interest them. For further information you will want to read the ALA (American Library Association) stance on freedom to read (2012).

The “Five Finger Rule” is one way to help students assess whether a book is at their reading level/interest. It is not our place to discourage a student from reading or to make him/her feel uncomfortable for their selections. However, you can ask a child to apply the five-finger rule in instances where the goal is to select a book they can expect to read independently. It is also appropriate to ask a child whether this is a book to read independently or to just look at.
Five Finger Rule

- Open the book to any page and begin to read.
- Put one finger up for each word you don't know.
- If you have 0-1 fingers in the air, the book is probably too easy.
- If you have 2-3 fingers in the air, the book is probably just right.
- If you have 4-5 fingers in the air, the book is more than likely too difficult.
The following document is from the American Librarian Association and their position on what roles librarians have on reading. Librarians and paraprofessionals have a responsibility to encourage students to read by whatever means possible. It is the goal to help students select books that will meet their needs. An example of this might be that if a student wants to read scary books that library staff help the student find something age and reading appropriate. It could also mean helping the student to find a resource that would “read” the story to them. It is a goal to encourage students to read and get them excited so that they continue to use the resources that the library provide.
Position Statement on the School Librarian's Role in Reading

Rationale: Reading is a foundational skill for 21st-century learners. Guiding learners to become engaged and effective users of ideas and information and to appreciate literature requires that they develop as strategic readers who can comprehend, analyze, and evaluate text in both print and digital formats. Learners must also have opportunities to read for enjoyment as well as for information. School librarians are in a critical and unique position to partner with other educators to elevate the reading development of our nation's youth.

Reading skills involve thinking skills. The extent to which young people use information depends upon their ability to understand what they read, to integrate their understandings with what they already know, and to realize their unanswered questions. To this end, school librarians model and collaboratively teach reading comprehension strategies: assess and use background knowledge, pose and answer questions that are appropriate to the task, make predictions and inferences, determine main ideas, and monitor reading comprehension as well as the learning process.

In addition, 21st-century learners must become adept at determining authority and accuracy of information, and analyzing and evaluating that information to synthesize new knowledge from multiple resources. School librarians model and collaboratively teach these skills and strategies.

With a deep knowledge of the wide variety of authentic reading materials available in the school library media center and beyond, the school librarian has a key role in supporting print and online reading comprehension strategy instruction in collaboration with classroom teachers and reading specialists. School librarians co-design, co-implement, and co-evaluate interdisciplinary lessons and units of instruction that result in increased student learning.

While the responsibility for the successful implementation of reading promotion and instruction is shared by the entire school community, school library programs serve as hubs of literacy learning in the school. The following components of school school library programs position school librarians in leadership roles in developing reading comprehension strategies and in promoting free independent reading:

- Library media centers provide students, staff, and families with open, non-restricted access to a varied high quality collection of reading materials in multiple formats that reflect academic needs and personal interests.
- School librarians practice responsive collection development and support print-rich environments that reflect the curriculum and the diverse learning needs of the school community.
- School librarians take a leadership role in organizing and promoting literacy projects and events that engage learners and motivate them to become lifelong readers.

Source: American Association of School Librarians.

http://www.ala.org/aasl/aaslissues/positionstatements/roleinreading
Destiny

Destiny is software that manages the library collection. It is installed in libraries throughout the district. It includes a circulation module for checking resources in and out of the library. The system indicates which books are available not only in each individual library but other libraries within our district. Destiny also allows us to obtain additional information about books such as the author, publisher, reading level and a short synopsis. Included in this manual you will find directions on how to process books and request inter library loans. There is however a comprehensive user's manual for Destiny. Each library paraprofessional will have a unique username and password to log in and use this software.

User Name _________________________ Password _______________________

Below is a screen shot of the front page of the Destiny catalog. Notice that books can be searched by keyword, title, author, subject or series. The user can also search a specific library within the school system. For younger students, a visual search screen using pictures (animals, people, sports, locations) is available in Destiny. There are also limitations to what each user login makes available. For example, there is an administrative/technical login. This is for district technician and technology director. There is a login for the librarian as well as the paraprofessional and guest paraprofessional. Each of these logins will allow the user to access different information. For example, the guest paraprofessional could not access reports or back office documents. The technology director has access to update software and student pictures and email addresses. The paraprofessional has access to many of the librarian features except for setting the policies and reports. The "How do I" link is an excellent resource to find out
more operating instructions.
Technology Basics

Because librarians and library paraprofessionals are involved with technology throughout the building, we are the first point of contact when help is needed. Below are some basic computer troubleshooting tips that can tried first before calling a technician. In the Bettendorf School District each school is assigned a technician who assists with problems, installing computer programs, Promethean Board projectors, servers and more. They are here to help us, and it is a good idea to take notes on simple problems as they arise, that way the problem can be solved quicker the next time.

When problems arise that cannot be solved by library staff, teachers and staff should email their school technician with the problem. This is a prescribed documentation for problems occurring in the school. For example, at Thomas Jefferson, you would email: TJCOMPUTERPROBLEMS. If you worked at Paul Norton you would email: PNCOMPUTERPROBLEMS. The technician then gets notification of problems and will attend to them as soon as possible.
Computer Troubleshooting Tips

Librarians and paraprofessionals are constantly dealing with technology in the library as well as in the classroom. Below are tips that one should try before contacting a technician. The preventative tips are basic ideas that everyone in the school setting should know. These ideas are good to share with students too. As you work more with computers in the school setting you may want to add an additional page to this manual for common solutions to the problems you experience in your building.

**First Response Tips**

1. If there is an error message on screen, copy the exact text.

2. Restarting a computer having problems should always be the 1st step of troubleshooting.

3. Make sure all cables and cords are connected but don't unplug a connection that you do not understand.

**Preventative Tips**

1. Do not open any links in emails asking for credit card information, personal information from places you don’t know. Websites that you do business with will never ask for this by email, if they do they will tell you to visit their website without providing any links.

6. While PDF's make a great way to carry a document from one place to another, they cannot be edited.
7. You should always keep your computer up-to-date by using its built-in in automatic software update functions.

9. Food and drink should be kept away from computer.
Internet Usage

The internet is a valuable resource but also a place where students can get into trouble if they are not monitored. The Bettendorf School District Internet Policy is below.

Paraprofessionals should know that students and staff are expected to follow this policy or face consequences of loss of usage. For elementary students, the use of Google is not allowed. This cuts down on random searches and helps students use reliable websites selected by classroom teachers and teacher librarians.

INTERNET - APPROPRIATE USE

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student network accounts will be available to all students in grades 3-12. Individual email accounts may be issued to students in grades 6-12.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears, and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Students Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

Employees and students will be instructed on the appropriate use of the Internet. Parents of students who do not wish to grant their student permission to use the Internet should use the Internet Access Denial Form (#605.6E1) to deny Internet Access.

Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations and understand the consequences for a violation of the policy or regulations. These forms will be signed at grades kindergarten, sixth, and ninth grade, and by any new student to the district.

Legal References: Iowa Code § 279.6 (2009).

Cross References: 502 Maintenance of Orderly Conduct
505.1 Student Records Access
605.5 Library Media Centers

Approved: August 1, 2011
Weeding: It's Not Just for Gardner's

"Next to emptying the outdoor book-drop on cold and snowy days, weeding is the most undesirable job in the library. It is also one of the most important. Collections that go unweeded tend to be cluttered, unattractive, and unreliable informational resources."


Librarians often talk about weeds. They are not talking about weeding the overgrown plants outside the library walls but the outdated and damaged books within the library. It is easy to wonder, "There is nothing wrong with the books or we won't have enough books on the shelves." However, a librarian's duty is to keep the library up to date with materials that support classroom curriculum as well as books that students are interested in and spark their interest. In some cases the topics may be out dated and students may no longer be interested. Some materials over time show wear and tear. Worn materials will not be attractive to young readers. Some librarians will weed books according to "Weeding Your Library" by Perma-Bound (n.d.) following the MUSTIE Rule:

M-misleading (factually inaccurate)
U-ugly (beyond repair)
S-superseded (newer edition or better title)
T-trivial (no merit)
I-your collection has no use (irrelevant)
E-available elsewhere

A search within Destiny will reveal what books have not been checked out within a specific amount of time. Books not checked out in ten years are suspect; either they need to be marketed to students, or they need to be withdrawn due to lack of appeal. The result of this weeding is that the good books are easier to see on the shelves and overall the shelves become
more attractive and have more appeal. Appendix B is an article from the library professional literature about weeding to help explain the rationale for this process.

The following Bettendorf Board policy supports weeding of school libraries. It should be noted, that it is up to the teacher librarian to determine which materials should be weeded out of the collection. Teacher librarians go through training that teaches how to evaluate materials for weeding and guidelines to follow for expired resources.
WEEDING OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

I. Responsibility for Weeding of Materials
   A. The Board of Directors is legally responsible for all matters relating to the operation of the Bettendorf Community School District.
   B. The authority for the weeding of instructional media materials and equipment is delegated to the professionally trained.
   C. The "library media specialist", with approval of the building principal, will be responsible for weeding of library/media materials and equipment.
   D. Classroom teachers, with approval of the building principal, will be responsible for the weeding of classroom instructional materials and equipment.

II. Criteria for Weeding of Materials and Equipment
   A. Weeding, the process of removing instructional materials that are outdated, damaged, or no longer appropriate, is a valuable and integral part of the selection process.
   B. The library media specialist, with approval of the building principal, may remove from the library media center materials, equipment, and furniture no longer of value to the library media program following general collection development guidelines.

III. Procedure for Weeding of Materials and Equipment
   The materials and equipment will be reviewed to determine their possible intrinsic worth to other groups or individuals. Materials will be marked "For Discard." They may be disposed in one of the following options:
   1. To another unit of the school. If deemed of value, items will be offered for examination and transfer by a stated time.
   2. To other libraries supported by public funds. If deemed of value, items will be offered for sale by a stated time.
   3. To the general public. If deemed of value to the public, items will be offered for sale at a stated time.
   4. If items are determined to be of no value, or if no group or individual under points 1, 2, or 3 above claims them, items may be discarded in keeping with general procedures for discarding out of date instructional materials and/or equipment.
Purchasing Books

While library paraprofessionals will not do the purchasing of books and materials for the library, one might wonder, "Why don't they go to the Dollar Store and get stuff for a dollar?"

Part of a librarian's job is to not only find materials that will meet the needs of students and staff but resources that are of quality. This means that the information is not biased, is up to date, accurate, and meets the reading levels and interests of a wide range of students. Librarians tend to rely on reviews of library resources in professional publications to ensure that what they purchase stands the test of quality. Books also have to hold up to heavy usage for longer periods of times. A benefit of purchasing books and materials from book jobbers is that they often have a warranty for damage. The librarian can simply call the jobber and they will replace the title free of charge. The discount store down the street will not have the same customer service years after the purchase.

Library paraprofessionals often hear titles that students wish to have in the library. It is a good idea to keep a list of desired titles so that when the librarian is researching books to purchase, the students' recommendations can also be incorporated. See reproducible student wish list form in the back of the manual.

Not everyone will agree with the selections that are made for the school library and because librarians and paraprofessionals cannot restrict students from checking out particular books, a problem might arise. The library paraprofessional may be faced with a concerned parent or teacher over materials they find inappropriate. In this case, parents/teachers should be referred to the teacher librarian. The librarian can discuss the concern and try to resolve the issue. If the issue cannot be resolved, there is a formal process for addressing these concerns. It
is not up to the paraprofessional to remove items from the library because they do not feel the content is appropriate. All concerns should be brought to the attention of the librarian.

The Bettendorf Board Policy that follows provides insight into the types of information they want in the school libraries. The teacher librarian is deemed responsible for purchasing materials that are quality, factual and expose students to the world around them.
Board Policy

SELECTION OF INSTRUCTIONAL MATERIALS
AND EQUIPMENT REGULATION

I. RESPONSIBILITY FOR SELECTION OF MATERIALS

A. The Board of Directors is legally responsible for all matters relating to the operation of the Bettendorf Community School District.

B. The authority for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purpose of this rule the term "instructional materials" includes printed and audio-visual materials (not equipment), whether considered text materials or media center materials (media).

C. While selection of materials involves many people (principals, teachers, library media specialists, students, supervisors, and consultants), the responsibility for coordinating the selection of media materials and making the recommendation for purchase rests with certificated media personnel. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately certificated persons responsible for selection of media.

D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the vertical curriculum committees. For the purpose of this rule the term "text materials" includes textbooks and other print and nonprint materials provided for use of a total class or a segment of such a class.

E. Certificated staff choosing instructional materials to supplement and expand their curriculum must exercise special care in selection. If these materials have not been authorized through the specified process for selection of instructional materials, the individual teacher must judge these materials by the selection criteria set forth in Section II.

II. CRITERIA FOR SELECTION OF MATERIALS

A. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the District and the objectives of specific courses.

2. Materials shall meet high standards of quality in factual content and presentation.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

4. Materials shall have aesthetic, literary, or social value.

5. Materials shall be chosen to foster respect for women and minority and ethnic groups, the elderly and the handicapped, and shall realistically represent our pluralistic society, along with the roles and life styles open to both women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women and minority and ethnic groups, the elderly and the handicapped.
Copyright

You may see students or teachers printing off images or worksheets to use in their classrooms or in homework assignments. Teacher librarians work hard to teach students and teachers what they can legally use in these circumstances without breaking copyright. Appendix A is a useful chart that explains what is legal to use. It is not your responsibility to police staff, but it is appreciated when you can help a student to understand that we simply cannot take someone else's work without their permission. Students can relate to someone taking their video game or copying answers off homework. They see those sorts of scenarios as not fair. The same is true with using something that someone else created.
Book Care Basics

Over the course of a year, students will bring books to you that have been torn or damaged. Some books that have been damaged by water or liquids will need to be weeded from the library and replaced. Others may have torn pages or need to have the spines re-attached. The link below is to a YouTube video showing step by step of how to fix a damaged page. Additional videos for specific book repair will follow.

http://www.youtube.com/watch?v=EYC7mWsLw0

Below is a list of book care supplies that you will want to make sure you have in stock.

Book Glue
Rubber Bands
White Paper Tape
Clear 2” & 3” Book Tape
Scotch Tape
Evaluation of Paraprofessionals

In the Bettendorf School District, paraprofessionals are evaluated the first year of employment in the position, and then every other year. The evaluation will be completed by the teacher librarian in cooperation with the building principal. The evaluation form that follows is the current evaluation form that administrators use in our district. At the end of the review, the file will be placed into the personnel file and retained with Human Resources.
<table>
<thead>
<tr>
<th>Employee's Name</th>
<th>Library Paraeducator</th>
<th>Lisa Stevenson</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libra Paraeducator</td>
<td>Lisa Stevenson</td>
<td>Evaluator's Name</td>
<td>Position</td>
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</tbody>
</table>

**Evaluation of Secretaries & Para Educators**

**Formal Evaluation**

**Self Evaluation**

<table>
<thead>
<tr>
<th>(I) Job Knowledge</th>
<th>□ Excellent: Consistently understands the responsibilities of the position; frequently shows excellent job skills.</th>
<th>□ Acceptable: Usually knows essential duties and handles responsibility appropriately.</th>
<th>□ Poor: Not eager to learn more; handles responsibility poorly and inappropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider overall knowledge of position, ability to problem-solve, and appropriate job skills.</td>
<td>Examples &amp; Comments:</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>(II) Interpersonal Skills</th>
<th>□ Excellent: Consistently maintains a positive attitude and demonstrates respect and compassion.</th>
<th>□ Acceptable: Usually maintains a positive attitude and demonstrates respect and compassion.</th>
<th>□ Poor: Frequently demonstrates a negative attitude.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the ability to convey a positive attitude. Demonstrates respect and compassion.</td>
<td>Examples &amp; Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

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<tr>
<th>(III) Organization of Work &amp; Dependability</th>
<th>□ Excellent: Consistently sets appropriate priorities and handles work effectively and efficiently.</th>
<th>□ Acceptable: Usually sets appropriate priorities and handles work effectively and efficiently.</th>
<th>□ Poor: Work is handled either ineffectively, inefficiently, or inaccurately. Work not completed. Misses deadlines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider time management; adheres to schedules and follows through. Also completes work effectively and accurately.</td>
<td>Examples &amp; Comments:</td>
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<tr>
<th>(IV) Communication</th>
<th>□ Excellent: Consistently expresses ideas clearly and sensitively; possesses good listening skills; provides appropriate and accurate information.</th>
<th>□ Acceptable: Usually expresses ideas clearly and sensitively.</th>
<th>□ Poor: Difficulty expressing ideas clearly or sensitively; Does not desire to connect with anyone.</th>
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<tr>
<td>Consider quality of communication with students, administration, staff, parents and community.</td>
<td>Examples &amp; Comments:</td>
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<tr>
<th>(V) Collaboration</th>
<th>□ Excellent: Courteous, friendly, a team player; performs tasks eagerly; consistently demonstrates strong, collaborative, team building skills.</th>
<th>□ Acceptable: Usually establishes satisfactory working relationships.</th>
<th>□ Poor: Reluctant to support the team process. Fails to establish respectful relationships.</th>
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<tbody>
<tr>
<td>Consider a collaborative, positive attitude with students, administrators, staff, parents and community.</td>
<td>Examples &amp; Comments:</td>
<td></td>
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Contact Information

Bettendorf Technology Department: 563-359-4601

- Cindy is the secretary and can help with "bigger" problems and also locate an IT staff person immediately.

My School Technician: ___________________________ Phone: __________________

High School: 332-7001

Middle School: 359-3686

Grant Wood: 359-8277

Herbert Hoover: 322-8636

Mark Twain: 359-8263

Neil Armstrong: 359-8275

Paul Norton: 332-8936

Thomas Jefferson: 359-8261

- You can find additional phone numbers in the district phone directory which comes out in September each year.
### Student Wish List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Pic/ Fic/ Bio/ Ref/ Non-Fic</th>
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Resources


## Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at [www.techlearning.com](http://www.techlearning.com). More detailed information about fair use guidelines and copyright resources is available at [www.haldavidson.net](http://www.haldavidson.net).

### Medium

<table>
<thead>
<tr>
<th>Printed Material (short)</th>
<th>Specifics</th>
<th>What you can do</th>
<th>The Fine Print</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poem less than 250 words; 250-word excerpt of poem greater than 250 words</td>
<td>Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects.</td>
<td>Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in rare instances per class per term. Usage must be “at the instance and direction of a single teacher,” i.e., not a distance from the desk. Don’t create anthologies. “Consumables,” such as workbooks, may not be copied.</td>
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<td></td>
<td>Articles, stories, or essay less than 2,500 words</td>
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<td></td>
<td>Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)</td>
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<td>One chart, picture, diagram, or cartoon per book or per periodical issue</td>
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<td></td>
<td>Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children’s book</td>
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<tr>
<td>Printed Material (archival)</td>
<td>An entire work</td>
<td>A librarian may make up to three copies “solely for the purpose of replacement of a copy that is damaged, deteriorated, lost, or stolen.”</td>
<td>Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.</td>
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<td>Portions of a work</td>
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<td>A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer</td>
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<tr>
<td>Illustrations and Photographs</td>
<td>Photograph</td>
<td>Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.</td>
<td>Although older illustrations may be in the public domain and do not need permission to be used, sometimes they’re part of a copyright collection. Copyright ownership information is available at <a href="http://www.loc.gov">www.loc.gov</a> or <a href="http://www.mpaa.org">www.mpaa.org</a>.</td>
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<td></td>
<td>Illustration</td>
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<td>Collections of photographs</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Collections of illustrations</td>
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<td></td>
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<tr>
<td>Video (for viewing)</td>
<td>Videotapes (purchased)</td>
<td>Teachers may use these materials in the classroom.</td>
<td>The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment “dedicated to face-to-face instruction.” Use should be instructional, not for entertainment or reward. Copyright OK only if replacements are</td>
</tr>
<tr>
<td></td>
<td>Videotapes (rental)</td>
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<td>DVDs</td>
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<tr>
<td></td>
<td>Laserdiscs</td>
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</table>
### Video (for integration into multimedia or video projects)
- Videotapes
- DVDs
- Laserdiscs
- Multimedia encyclopedia
- QuickTime Movies
- Video clips from the Internet

Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media."

* The material must be legitimately acquired (a legal copy, not bootleg or homemade recording).
* Copyright works included in multimedia projects must give proper attribution to copyright holder.

### Music (for integration into multimedia or video projects)
- Records
- Cassette tapes
- CDs
- Audio clips on the Web

Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.

* A maximum of 30 seconds per musical composition may be used.
* Multimedia program must have an educational purpose.

### Computer Software
- Software (purchased)
- Software (licensed)
- Library may lend software to patrons.
- Software may be installed on multiple machines, and distributed to users via a network.
- Software may be installed at home and at school.
- Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.

* Only one machine at a time may use the program.
* The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed.
* A network license may be required for multiple users.
* Take aggressive action to monitor that copying is not taking place (unless for archival purposes).

### Internet
- Internet connections
- World Wide Web
- Images may be downloaded for student projects and teacher lessons.
- Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above).

* Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted.
* Any resource you download must have been legitimately acquired by the Web site.

### Television
- Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations)
- Cable (e.g., CNN, MTV, HBO)
- Videotapes made of broadcast and cable TV programs
- Broadcasts or tapes made from broadcast may be used for instruction.
- Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.cableinclassroom.org) for details.

* Schools are allowed to retain broadcast tapes for a minimum of 10 school days.
* (Rights and rights holders, such as PBS, Reading Rainbow, allow for much storage.)
* Cable programs are technically not covered by the same guidelines as broadcast television.

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Sources: United States Copyright Office, Circular 22, Sections 107, 108, and 110 of the Copyright Act (1976); and appropriate attachments, including the Digital Millennium Copyright Act Fair Use Guidelines for Educational Multimedia, Table B: Authors and Associations Who Subject to Changing Rules or Restrictions.
Weeding is defined as the ongoing process of removing resources from the collection. What is also ongoing, unfortunately, is the recurring outcry from the public over weeded resources. Visions of headlines such as “Librarian Trashes Precious Books” and scores of parent protests guarding school dumpsters can turn even the most determined library media specialist into an equally determined weeding procrastinator.

That strategy turns into a self-fulfilling prophecy, as the unpurged materials get older, mustier, and more in need of weeding. Unable to put the task off any longer, the library media specialist attacks the task in the heat of summer and in the early morning dumpster dust. Of course, such activity rarely goes unnoticed, and the heat of summer becomes a self-fulfilling prophecy of the heat of unwanted and distracting phone calls, headlines, and outrage from overburdened taxpayers.

Gathering support from the library media center advisory committee, prominent PTA’s and other parents, and administrators is a good idea and should be done on an ongoing basis. It is certainly easier, though, to discuss with committees and administrators the few books that are being weeded rather than the many thousand. This article contains a few strategies to streamlining that process, as well as to give the timid weeder a few good reasons to begin.

Weeding Basics
Weeding is a professional responsibility. It is what librarians in all types of libraries do. Abdicating this responsibility degrades the appearance of the collection and creates the opportunity to spread dangerous or misleading information. Much of the health and nutrition information from the 1960s and 1970s has been found to be completely false. Scientific facts have changed our perception of the world. Formats have disappeared from use. The library media center collection should not be an interactive museum of equipment, media, and information from past generations.

The act of weeding itself creates opportunities to learn the collection. Because online catalogs abound, it is comforting to use more of the senses in working with resources. Great finds that could be misclassified, need better subjects, or different classification numbers as the curriculum has changed through the years wait on every shelf. Oftentimes searches sometimes reflect cataloging skill rather than content.

How to Weed
Weeding is selection in reverse—literally de-selection. Many mnemonic devices exist as guidelines, and the bibliography of this article gives some further reading for weeding how-tos and why-to’s. The most common tools are the M.U.R.T.Y. and C.R.E.W. principles, as shown in Figures 1 and 2.

The C.R.E.W. principles use the M.U.S.T.Y. guides with the added categories of the copyright date and the last checkout date. If the book fits the M.U.S.T.Y standard, total a certain age determined by subject category, and has not been checked out in several years, then that book will probably be weeded. Ramona takes the C.R.E.W. standards and gives them a school media center slant in her 2002 article.

Weeding fiction is always more difficult. The guidelines shown in Figure 3 come from Merle Jacob’s article entitled “Should I Dump Peyton Place?” The answer to each question is probably “yes.”

Weeding Logistics
Because weeding is frequently far down on the to-do lists of student-centered library media specialists, there can be a buildup in important areas of the collection. This creates, as mentioned earlier, the chance that weeding could be a political process rather than a backroom program administrative task. One strategy is to turn weeding into an instructional event, with students evaluating the material as part of an information skills lesson. Skew it so that these end up being the political pressure rather than exacerbate it. However, it may be easiest simply to make weeding a continuous part of the administrative routine of the library.

Weeding is best done:
- Continuously throughout the year. This makes the weeding process a weekly task, not a summer project that may or may not get accomplished. Weeding continuously also takes less time. You can spare 15 minutes each week to weed. You may not have a free day or a free week.

By Gail Dickinson

24 LIBRARY MEDIA CONNECTION APRIL/MAY 2003

Of special interest to grades 4-8 8x8 2-6
In small numbers at a time:
Some of us became library media specialists because we love books. It's hard to see them go in the dumpster. Our patrons, whether parents, classroom teachers, or students, also think we love books. To think of us throwing books away is the worst kind of cunnilingus. We are eating our young, in some minds, and it opens the door for other unflattering comparisons. Weeding in small portions also lessens the likelihood that we will be targeted as wasting taxpayer money and destroying the hopes and dreams of a future generation.

In targeted small sections of the collection. It's always nice to see progress. Instead of weeding randomly, keep your enthusiasm strong by noting how good the sports section looks after it has been weeded. Keep track of your progress.

Quietly and without comment. Weeding Party! Come Help Weed! It's Time to Weed! Although this certainly spreads the responsibility of weeding over a large number of people, it also equates weeding with spring cleaning, harvesting, and other one-time events. Weeding is a continuous event, and a normal professional responsibility. Every so often, put your selection policy advisory committee. Before-and-after pictures help, as do student comments regarding "new" books that were just recent finds rather than recent purchases. Remember that you are not asking for forgiveness or permission, but rather informing the principal and advisory committee of a routine procedure that is part of developing and maintaining an adequate collection.

Three-Step Weeding Process
When does anyone have time to weed every week? Everyone has 15 minutes at some point during the week. Try this one-shelf-per-week procedure.

(Total Time Required: 15 minutes)

Step 1. Stand in front of the shelf, slightly pulling out the books that at first glance look like they might need to be weeded. (Time: 1 minute)

Step 2. Look at each book you have selected, and apply the selection principles of accuracy and attractiveness. Make the decision of whether or not to actually weed the books. (Time: 4 minutes)

Step 3. Take the books that you have selected to the workstation, and delete them from the catalog database. Mark the books as weeded, remove markings, and complete any other tasks to take them completely out of the collection. Toss the books in the trash can. (Time: 10 minutes)

While it is true that this procedure will not weed every single book that needs to be weeded, it will find the most glaring examples of weeding readiness. Over time, you can get through the entire collection, and then repeat the process. It's quick, it's efficient, and it works!

Trash or Trade?
Although it is general consensus that books and other resources that do not qualify to remain in one library media center collection do
not quality enough to be in anyone else's collection either, there are still those who seek to place weeded books anywhere but in the trash. The following analogy might help.

**The Milk in the Refrigerator**

The milk in the refrigerator is past the sell date, has an odor, and is curdled and lumpy. Would you?
- Keep it, because you don't know when you could get to the store to buy more?
- Then why would you keep a book on the shelf with misinformation because you don't know when you could replace it?
- Keep it, because otherwise your refrigerator would look empty?
- Then why would you keep outdated books on the shelf to preserve a false collection size?
- Give it to a neighbor to keep in his or her refrigerator?
- Then why would you send outdated encyclopedias or other materials to a teacher for classroom use?
- Donate it to a food pantry for hungry children?
- Then why would you send outdated resources to be used by children in this or other countries?

The facts are simple: either the resources remain in the collection or they don't. When in doubt, keep it for another year. After all, the milk may not be all that spoiled; it may be still usable and have value.

The arguments commonly used to discourage weeding simply will not wash. Keeping resources to meet a books-per-pupil quota will not pass inspection. Just as spoiled milk can no longer be considered milk, spoiled information can no longer be counted as books. Try this argument with a principal or supervisor. "We will be cited either way. We can either be praised for having a well-developed and well-maintained collection of resources but cited for it being too small, or we can be cited for having an old, outdated collection that does not meet the learning needs of students. Your choice." As to whether or not anyone would notice, just compare a weeded shelf with a non-weeded one. Trust me, they'll know.

Sometimes a library media specialist will claim that a principal has ordered that weeding not be done, or wants to review every book weeded—comply with this request. Explain the reasons that the books should not be on the shelf, constantly point out the increased usage that weeded shelves get, and ask to simply store the books somewhere other than the library shelves. Eventually, the books may even disappear.

**Works Cited**


Jacob, Merle. "Weeding the Fiction Collection; or Should I Dump Peyton Place?" Reference & User Services Quarterly 40(3) (Spring 2001): 234-239.


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