

## Table of Contents

School Library Philosophy .....	1
Statement of Philosophy and Goals .....	2
Librarian Goals .....	4
Job Description - Library Media Specialist .....	5
Guidelines for Substitute Librarians .....	6
Library Materials .....	7
Selection Policy .....	7
Materials Selection Guidelines .....	8
Criteria for Selecting Material .....	9
Controversial Materials.....	10
Coordinated Collection Development for Borrowing.....	11
Copyright .....	12
Library Purchasing.....	13
Library Purchasing.....	13
C.S.D. Intranet .....	14
Pre-Processed Books.....	15
Ordering Materials "On Approval\ .....	15\
Magazine Subscription Guidelines .....	16
Ordering Online Database Subscriptions .....	16
Courier Service .....	17
Delivery to Non-Public Schools .....	17
Library Materials Circulation Guidelines .....	18
Book Fairs.....	19
Donated Books.....	19
Technical Assistance .....	19
Audiovisual Equipment .....	19
Laminating Equipment .....	19
Audiovisual Bulbs .....	19
End-of-Year Procedures .....	20
Books .....	20
Procedure for Disposal of Obsolete Books .....	20
A-V Equipment.....	21
Booktalk Groups .....	21
Field Trips.....	21
Internet Access.....	22
Listsers.....	22
Online Databases Available Through the District .....	23
Trial Online Databases.....	24
Library Services Phone Directory.....	25
Additional Materials .....	28
Treatment of Controversial Material.....	28
Internet Acceptable Use Policy.....	29
Internet Acceptable Use Form .....	31
Commissioner's Regulation - School Library Materials Aid .....	32
<b>ARTICLE 15-A — SCHOOL LIBRARY MATERIALS</b>	
<b>§711. Aid for the purchase of school library materials .....</b>	<b>32</b>
<b>§712. Loan of school library materials .....</b>	<b>32</b>

## **SCHOOL LIBRARY PHILOSOPHY**

The philosophy of the school library recognizes the student as an individual with an inquiring mind who needs a wide variety of media to meet his needs, interests, and abilities. The student further needs to develop the ability to select, use, and evaluate all types of media to become an independent user of the library.

The professional staff responsible for the philosophy of the library is the media specialist. The media specialist implements the media program by:

1. Serving as instructional resource consultant and materials specialist to students, teachers, staff and parents.
2. Involving students, teachers, and other professional staff in the selection of materials for the library and its program.
3. Making all materials easily accessible to students, teachers, staff and parents.
4. Assisting teachers and students to acquire materials which supplement those available from other sources.
5. Working with teachers in curriculum development and planning.
6. Working with teachers to design instructional experiences.
7. Teaching effective use of media and instructional technologies to students, teachers, and staff.
8. Assuming responsibility for providing instruction.
9. Assisting students in developing competency in listening, viewing, and reading skills.
10. Helping students to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation.
11. Guiding students to develop desirable reading, viewing, and listening patterns, attitudes, and appreciation.
12. Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the library.
13. Acting as a resource person in the classroom when requested by the teacher.

## **STATEMENT OF PHILOSOPHY AND GOALS**

The school is one of the most significant institutions in the life of the individual and of the community. Individuals must develop good schools so that they will produce better communities. To help achieve good schools, we the librarians, the students, parents, school staff, Board of Education, and all concerned citizens are committed to the implementation of these goals and beliefs.

### **1. WE BELIEVE EVERY INDIVIDUAL HAS THE RIGHT TO EQUAL OPPORTUNITY TO ACQUIRE A QUALITY EDUCATION.**

Each student will be suitably challenged, will develop and utilize his talents, will develop his social awareness and his sense of responsibility, and will acquire the skills necessary to solve his present and future problems.

### **2. WE BELIEVE IN THE WORTH OF THE STUDENT.**

The learning for each student will be individualized and the instructional approach for him will be determined to provide for his continuous progress and evaluation recognizing that each student has different types of success.

### **3. WE BELIEVE IN THE RIGHT OF THE STUDENT TO BE HEARD, TO PARTICIPATE IN THE PLANNING OF HIS OWN EDUCATIONAL PROCESS, AND TO ENJOY APPROPRIATE FREEDOM OF ACTION WHILE ACTING RESPONSIBLY AND RESPECTING THE RIGHTS OF OTHERS.**

The staff of each school will constantly be alert to the needs of students, to listen, to empathize, to counsel, to give thoughtful consideration to all their problems, and to support suggestions for constructive changes that will benefit the school community.

### **4. WE BELIEVE THAT WHILE EDUCATION TAKES PLACE IN THE PRESENT, IT SHOULD PREPARE STUDENTS FOR LIFE IN THE FUTURE.**

The occupational competency of each student will be developed to a level of his choice together with an awareness of the social, economic, political, religious, and philosophical forces which shape our society so that he will be able to contend with these forces as a citizen in a democracy.

### **5. WE BELIEVE THAT EDUCATION SHOULD BE A CHALLENGING, REWARDING, AND ENJOYABLE EXPERIENCE FOR ALL CONCERNED, WHERE EACH STUDENT IS INTRODUCED TO THE EXCITING ADVENTURE OF THE PURSUIT OF INDIVIDUAL EXCELLENCE.**

Each student will be encouraged to pursue in depth those areas, which are of greatest interest.

### **6. WE BELIEVE THAT ALL PRACTICES SHOULD FURTHER THE INDIVIDUAL PROGRESS OF THE STUDENT WITHOUT IMPOSED LIMITATIONS ON HIS OR HER ACHIEVEMENT.**

Each student will develop the attitudes and skills needed for continued self-education beyond the years of formal instruction, so that he may realize the thrill of learning by discovery.

**7. WE BELIEVE ACCOUNTABILITY, CONSTRUCTIVE CRITICISM, QUESTIONING, REASONED INTELLIGENT DISSENT, RESPONSIBILITY, PRAISE, REWARD, AND ACKNOWLEDGMENT FROM ALL GROUPS ARE NECESSARY CHARACTERISTICS OF EDUCATION IN A DEMOCRACY.**

The student's idea of education as a worthwhile, productive way of life will be developed and encouraged with an ongoing dialogue between himself and a competent, creative, and professional staff.

**8. WE BELIEVE THAT SCHOOLS SHOULD BE CHARACTERIZED BY ETHICAL ATTITUDES, VALUES, AND BEHAVIORS THAT EXEMPLIFY THE BEST PRINCIPLES OF A DEMOCRACY.**

The instructional program for each student will evolve from methods which insure that the multi-racial or multi-ethnic characteristics of students and staff will reflect the diverse makeup of the community.

**9. WE BELIEVE IT IS THE RESPONSIBILITY OF THE ENTIRE COMMUNITY TO PROVIDE THE MEANS, CONDITIONS, ENVIRONMENT, INTEREST, AND SUPPORT NECESSARY FOR EXCELLENCE IN THE TOTAL EDUCATIONAL PROGRAM.**

The learning activities for each student will be centered not only in the formal school setting but also use the available human and material resources of the community.

**10. WE BELIEVE IT IS IMPERATIVE THAT IMPROVED RELATIONS EXIST AMONG ALL RACIAL, ETHNIC, RELIGIOUS, AND ECONOMIC GROUPS LEADING TO A MORE HUMANE ATMOSPHERE IN OUR SCHOOLS.**

Specific opportunities for interaction among students, teachers, staff, parents, and the community will be developed to provide for a continuing exchange of ideas and understandings.

**STATEMENT OF POLICY**

**NON-DISCRIMINATION:** It is the policy of the City School District not to discriminate on the basis of sex in its educational programs, activities, employment, or student admissions policies or practices, as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C.

## **LIBRARIAN GOALS**

### **INSTRUCTIONAL GOALS:**

To teach students to use library materials and information technologies in order to supplement and enrich their classroom studies and to lay the groundwork for lifelong use.

To plan library activities with teachers that correlate with classroom activities.

To consult with teachers to encourage integrating the various resources in the library into the instructional and learning process.

To provide up-to-date and accurate books and materials in good condition that correlate with subject area content.

To compile book lists and bibliographies to supplement curriculum content.

To provide library media skills instruction to all students through individual, small and large group instruction both in the library and classroom.

To teach the use of special reference materials that develop skills of inquiry and investigation through research.

### **ENRICHMENT GOALS:**

To provide enrichment activities for special holidays, seasons and occasions to all students through attractive displays and programs.

To help students develop discrimination in the selection of materials.

To provide reading materials for interest and pleasure to all students.

To provide information on community resources and programs that will enrich the lives of students.

To compile bibliographies on various materials of special interest.

**CITY SCHOOL DISTRICT---ROCHESTER, NEW YORK  
JOB DESCRIPTION**

**JOB TITLE: SCHOOL LIBRARY MEDIA SPECIALIST BRACKET: I, II DATE: 1993**

REPORTS TO: PRINCIPAL

JOB GOAL: To provide each student with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing, growth, and to aid all students in acquiring the skills needed to take full advantage of library resources.

PERFORMANCE RESPONSIBILITIES:

1. Evaluates, selects, requisitions, and processes new library materials.
2. Assists teachers in the selection of books and other instructional materials.
3. Informs teachers and other staff members concerning new materials the library acquires.
4. Maintains a comprehensive and efficient system for cataloging and managing all library materials. Instructs teachers and students on use of the system.
5. Arranges for interlibrary loan of materials of interest or use to teachers and students.
6. Works with teachers in planning those assignments likely to lead to extended use of library resources.
7. Promotes appropriate conduct of students using library facilities and materials.
8. Helps students to develop habits of independent reference work and to develop skill in the use of all reference materials in relation to planned assignments.
9. Presents and discusses materials with a small group of students or a class studying a particular topic, on the invitation of the teacher or in conjunction with the teacher.
10. Participates in curriculum planning meetings.
11. Counsels with and gives reading guidance to students.
12. Arranges frequently changing displays and exhibits likely to interest the library's patrons.
13. Administers the library budget.
14. Prepares an annual inventory.

TERMS OF EMPLOYMENT: Salary and work year to be according to current schedule.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board on Evaluation of Professional Personnel.

QUALIFICATIONS: Permanent certification as set by New York State certification authorities--a fifth-year degree preferred with school library emphasis.

## **GUIDELINES FOR SUBSTITUTE LIBRARIANS**

It is strongly recommended that each librarian develop a Manual for Substitute Librarians. Clear, concise directions will help the substitute function in a productive manner.

The manual should include:

- Daily procedures for opening and closing the library
- Daily library routines/ schedule of classes
- Fire drill instructions
- Lesson Plans
- Logon procedures for the librarian and student computer stations (username and passwords)
- Directions on backing up the circulation data at the end of the day
- List of school personnel (principal, secretary, etc.)
- Circulation policies and procedures
- Student library use procedures
- Faculty library use procedures
- General expectations regarding housekeeping
- Automated circulation desk procedures
- Student workstation procedures

## **MATERIALS SELECTION POLICY**

1. The Board of Education recognizes each student's right to study controversial issues and concerns that have political, economic, or social significance for which they should begin to form opinions.
2. The Board of Education defines high quality textbooks as those which: present the subject matter in the most effective manner consistent with the Board's philosophy of education; promote pride, confidence, and trust in democratic principles; refrain from partisan presentation of controversial issues; are neither sexist nor racist in content or implications; are interesting, appropriately illustrated; are current and appropriate for grade level of student.
3. The Board of Education recognizes the right that parents or guardians have in the selection of reading materials and they can request that their child not be given certain material.
4. The Board of Education denies the right of any parent or group of parents to determine what materials may be used for students other than their own. (The Board retains the right to make final determination of the most appropriate materials to be acquired for school use.)
5. The Board assumes that "The right to read, like all other rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways education is an effort to improve the quality of choices open to people. But to deny the freedom of choice in fear that it may be unwisely used is to destroy that freedom itself . . . The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated and reading person possesses judgment and understanding and can be trusted with the determination of his or her own actions . . . In selecting books for your people (professional personnel) consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal. . ." (Based on "Students' Right to Read" by National Council of Teachers of English.) See the form "Treatment of Controversial Material" in the appendix of this manual.



## **MATERIALS SELECTION GUIDELINES**

Encourage students, teachers, administrators, and parents to become involved in selecting materials. The students' knowledge of materials that interest them is very helpful. The professional preparation of teachers and their experiences provide them with knowledge of materials in their fields and the types of materials appropriate for the needs and abilities of their students. The administrators' knowledge of the educational goals and the accessibility of funds to purchase materials make them necessary members of a review committee. The knowledge parents have of communities and their interest in the education of their children make them important members of a review committee.

The library media specialists with their special professional training, knowledge of curricula, goals, students, and community resources make them the most important people on the selection committee. It is your responsibility to organize a selection committee with dates for meeting and special tasks to be accomplished.

The process of selection should involve consulting reviews from standard library and education journals, recommended lists from standard bibliographic tools, and previewing (especially expensive print items and audio-visual materials.)

Librarians should order MARC records that contain a 510 tag (review sources) in case of materials challenge.

### **CRITERIA FOR SELECTING MATERIAL**

1. Materials should encourage and enable students to develop as creative and responsible individuals by stimulating the greatest possible diversity of interests and abilities.
2. The materials should provide a background of information that enables pupils to make intelligent judgments in their daily lives.
3. The materials should reflect the aspirations, attitudes, ideals, and problems of society.
4. Materials should present a reasonable balance of opposing sides of controversial issues.
5. Materials should be appropriate to the maturity of the student.
6. Materials should reflect the pluralistic character and culture of American society.
7. Materials should foster respect for minority groups, women, and ethnic groups.
8. Materials should present and analyze inter-group tension and conflict objectively.
9. Materials should be selected for students with special needs as well as the average student.
10. Materials that discuss sex should be judged for their realism and literary merit. The occurrence of sexual incidents or the use of profane language should not automatically disqualify materials.

NOTE: See Page #17, for the url's of two online book catalogs – Baker & Taylor and Follett - that provide reviews when available.

## **CONTROVERSIAL MATERIALS**

Questions or complaints about specific material that cannot be resolved informally by the efforts of the teacher, librarian, and principal should be addressed in a formal, consistent manner. The complainant should file the objection in writing on the form "Treatment of Controversial Material."

The completed form should be filled in by the complainant and sent to the Chief Academic Officer, or appropriate District-level administrator, with copies to the building principal, teacher, and/or librarian.

The Chief Academic Officer for Instruction, or appropriate District-level administrator, will study the complaint with the District's Material Review Committee. (The Materials Review Committee should be made up of administrators, teachers, librarians, parents, and students who represent the grade level involved.)

The members of the Materials Review Committee have the responsibility of reading, viewing, and/or listening to the materials in question in their entirety. This should be done by each committee member independently prior to a meeting of the committee. They should read reviews in educational journals to determine the general acceptance of the materials. They have responsibility for identifying strengths and weaknesses of the material as they study it in its entirety. Their final opinion should be based on the material as a whole.

The committee may wish to talk with the professional staff member or members to ascertain the purpose of the acquisition.

The committee should be given time to work on the matter within a concentrated time frame so that a response may be given to the complainant within a reasonable time.

If the committee cannot resolve the complaint, it should be referred to the Board of Education for final study and resolution.

The Board of Education must decide to retain the material, to cease using the material in the schools, or to limit the use of the material in question to certain students or within certain conditions.

All concerned parties will be notified of the final decision in writing with a rationale supporting the decision. The person in charge of the level of resolution is responsible for sending the notice.

**See the "Additional Materials" Section for the "Treatment of Controversial Materials" Form**

## Coordinated Collection Development for Borrowing

**Definition of CCD:** Coordinated Collection Development (C.C.D.) is the process of developing specialized collections in various libraries. The libraries listed have made a commitment to acquire materials more intensively than other libraries. Libraries can borrow those materials when they need them through interlibrary loan.

### CITY SCHOOL DISTRICT C.C.D. COLLECTIONS

- ✓ African-American Biographies – Elementary School #36
- ✓ African-American Music – School #45
- ✓ Art Appreciation – Elementary School #42
- ✓ The Holocaust Aquinas
- ✓ Local History East High School
- ✓ Multi-Cultural Biographies – Elementary School #39
- ✓ Mythology Nazareth Hall
- ✓ Phonics School #22
- ✓ Storytelling School #16
- ✓ Y.A. Audio books Edison Tech
- ✓ Hard of Hearing/Deaf Magnet #1
- ✓ Videos about elementary authors and illustrators #9
- ✓ High School Classics Audio books Wilson
- ✓ Graphic Novels East High
- ✓ Secondary Art Wilson
- ✓ Elementary Math Videos #23
- ✓ Middle School Math Videos Nazareth
- ✓ World History Videos - Nazareth

## COPYRIGHT

Librarians should consider themselves the experts of copyright in their buildings. Any critical problems with copyright violation by staff or students should be directed to the School Library System Director. The S.L.S. Office has books and other materials to help a librarian cope with copyright problems. A good website that contains a manual on copyright can be found at: <http://www.cetus.org/fairindex.html>.

1. There are C.S.D. publications that we have permission to reproduce in mass quantities

- Document based questions ISBN 0-328-07548-5
- Scott Foresman Workbooks ISBN 0-328-07547-7
- ISBN 0-328-07546-9
- ISBN 0-328-07545-0
- ISBN 0-328-07544-2
- Harcourt Brace Problem Solving Math workbooks grade 1-5
- Scott Foresman Black line Masters of Investigations grades k-5

If you have any questions regarding the publications listed above, please feel free to call Mark Brower at 262-8121 (Business Process Improvement.)

2. If you have questions about copyright for other District textbooks, call Donrita Cottrell, one of the CSD legal counsels, at 262-8412, or email her at [Donrita.cottrell@rcsdk12.org](mailto:Donrita.cottrell@rcsdk12.org).

## LIBRARY PURCHASING

The librarian should ask the principal for the library's allocated budget at the beginning of each school year, in order to monitor expenditures in the budget. The *Commissioner's Regulations* regarding library book expenditures stipulates that \$6.00 for each student should be allocated for library materials, including books, periodicals, and library-housed audiovisual materials. **A copy of the *Commissioner's Regulations* can be found in the appendix.** The Rochester Teachers' Association website – [rochesterteachers.com](http://rochesterteachers.com) – can provide you with information about your library's book budget. At the site, click on *About Your Union* then *School Budget* then select your school and scroll down to the library line.

The amount allocated by the building principal may not be the only available library funding in your school. If you have found a worthwhile resource, ask if there is other funding in the building that may support that purchase – e.g. the computer software resource fund, any grants received, etc. Always have your requests put on requisition forms and ready for processing, especially toward the end of the school year, when the principal may have additional funds to spend.

The librarian should make every effort to determine needs and encumber the entire library budget as early as possible in the school year. It is an ongoing process throughout the year, but the budget for that school year (which is allocated the previous school year) should be spent by April 1<sup>st</sup>, or by the date specified by the District. The Purchasing Department will not honor purchase orders that arrive after the published deadline.

There is a detailed explanation of how purchase orders are generated and tracked on the District's intranet (see next page.) Some building offices may handle all aspects of purchasing, including handling the purchase order copy (the pink) and receiving the packages and authorizing payment. It is highly recommended that the librarian have a conversation with the office staff, to determine how purchasing is handled in the building. The desirable procedure is to have the librarian handle his/her own purchase orders, and the directions assume that as the procedure.

Some items, such as computer equipment, must be purchased from a specified vendor, because of the state bidding process. Contact MIS (262-8151) for bid prices on computer equipment. Contact the Purchasing Department at 262-8537 for bid prices and vendors of other high-priced items that may be "on bid."

When purchasing equipment, or helping with equipment purchase in your building, always consider the additional purchases which have to be made - bulbs, inkjet cartridges, etc. Contact your principal before making a purchase for the library to determine which budget will pay for the additional parts and supplies. By state regulation, money for supplies cannot be spent from the \$6.00/person allocation.

**Storehouse Requisitions** - Each Library Media Specialist should have a storehouse budget for supplies such as copy paper, pens, paper clips, book pockets, etc. Your principal or secretary will give this budget figure to you. If there is no specific allocation for the library, find out how much is allocated to the building, and plan accordingly. The Storehouse Catalog is now online at <http://misintra/co/Departments/Storehouse/storehouse.htm>. However, the order forms are not automatically transmitted to the Storehouse. To complete your order after you have finished selecting the materials, you must print the online "shopping cart" and attach it to a Storehouse Requisition form with your appropriate account information. The secretary should have the current Requisition Form.

## City School District Intranet -

Much of the information related to administration of the City School District, including purchasing information, can now be found on the District intranet. The intranet can be accessed only from a computer that is connected to the District network. The url for the Intranet is: <http://s000s01w/MISIntranet2003>



For general information on Purchasing, go to:

<http://s000s01w/MISIntranet2003/Departments/Finance/Purchasing/index.htm>

## **PRE-PROCESSED BOOKS**

The District uses the State Contract bids from a variety of book jobbers. You can locate book jobbers that have a contract with the Rochester City School District at:

<http://www.ogs.state.ny.us/purchase/SearchBrowse.asp>

Each book jobber provides books from many publishers. The publishers are listed in the back of their catalogs.

It is recommended that books be ordered only from book jobbers (e.g. PermaBound, Baker & Taylor, Follett) unless the books are available only from a smaller publisher. This is recommended because of the variety of processing and availability of MARC records from the larger jobbers. The large jobbers also have contracts that ensure discounts to schools. If you order from any of the smaller publishers, make sure that you ask about availability of MARC records.

The two large book jobbers – Follett and Baker & Taylor – have good websites for ordering books. Books can be searched by title, author, topic, reading level, etc. Once the books are selected (placed in the bookcart) a list of the books can be printed and included with the order as an attachment. The locations are:

Follett – Library and Curriculum Titlewave - <http://www.flr.follett.com/>

Baker & Taylor – TitleSource - <http://ts2a.informata.com/TS2/>

You should include the following information on the order:

NY State Contract #, total cost of titles minus discount (if applicable), shipping and handling cost (if applicable), processing costs - whether it be for shelf cards, book pockets, etc., or MARC records, barcodes, spine labels, etc. Each vendor determines the price of processing for each book.

Your library may have a processing “profile” on file with the vendor. If you are a new librarian, check with customer service to see if you need to create or modify a profile.

After all information is completed, the requisition should be turned in for your principal’s signature, then it will be forwarded to the purchasing department at Central Office. The list of books to be ordered should be duplicated 3 times, for a total of 4 copies, to be attached to the purchase requisition.

## **ORDERING MATERIALS “ON APPROVAL”**

It is District policy that materials should not be ordered on approval. Librarians can run into problems if they order a kit on approval, and the kit is subsequently lost. The vendor will then invoice the District for materials that were not ordered. The librarian may be told that there are no District funds to pay for the materials. Depending on the circumstances, the librarian could be subject to disciplinary action.



## **MAGAZINE SUBSCRIPTION GUIDELINES**

Vendor: W.T. Cox

Discount: Check with the School Library System Office for the current discount.

Magazines are ordered in July on a Purchase Requisition. The body of the requisition should carry the statement:

"MAGAZINES AS PER ATTACHED LIST"

Near the bottom portion of the requisition, type the directions:

"DELIVER TO; YOUR FIRST INITIAL, LAST NAME-LIBRN\*E\*  
(\*E\* = your school)

Example: D. Taylor-Librn#6

Confirmation lists that contain the titles ordered the previous summer are sent to the appropriate building in the fall. Librarians should double-check this list against the magazines received, and contact W.T. Cox if there is any discrepancy.

Renewal notices will be sent to each library by May. Requisitions for magazines should be sent to the Purchasing Department on July 1<sup>st</sup> of the new school year.

W.T. Cox provides an invoice for individual schools. The invoice lists each magazine, the starting dates, and the frequency of publication.

Complaint forms are available from the Purchasing Department. Bill Maloy is the Regional Sales Director. His email address is: [bmaloy@wtcox.com](mailto:bmaloy@wtcox.com). The address for W.T. Cox is located in the vendor's list at the end of this manual.

### **Ordering Online Database Subscriptions:**

Check with the School Library System Office before you order online database subscriptions. Some online vendors require IP authentication, which is not available through the district.

The School Library System Office does cooperative bidding with the regional School Library Systems for on-line databases. The SLS office may have a lower price than the offer given by a salesman.

## **COURIER SERVICE**

Courier service is provided to all schools and agencies on a scheduled basis. It is not to be confused with storehouse deliveries. Courier service is to be used primarily for moving mail, important communication, documents, interlibrary loan, etc.

### **Procedure**

Materials for delivery to schools are prepared (sorted out, bundled, and placed in route order) the day before actual delivery.

Materials that are picked up from schools are processed at Central Office as follows:

1. Materials for Central Office destinations are sorted and distributed on the same day.
2. Materials for other destinations are sorted and delivered on the next scheduled date.

Couriers are instructed to deliver and pick up materials only at the main office of the building. Schools designate one area in the main of office for courier pick-up and delivery and mark it as such.

Time of delivery: The Communication Services Department is committed to complete all deliveries before noon. It is difficult to give any more specific time for such pick-up and delivery since it largely depends on route, traffic, weather, location, other duties of the courier, etc.

Non-scheduled courier services: May be arranged by calling the Communication Services Department and service will be provided whenever possible.

Late materials: If you think that materials that were requested/sent have not arrived as anticipated, please contact Mark Snyder at 262-8721.

**Delivery to non-public schools:** the School Library System Director will be responsible for delivery of the materials between the District schools and the three non-public schools in the System. Contact the Director if you have a book to loan or borrow from the School for the Deaf, Aquinas or Nazareth.

## **LIBRARY MATERIALS CIRCULATION GUIDELINES**

### **The objectives of the circulation system are:**

1. To provide for the widest possible use of the books and other library materials by students and teachers.
2. To make proper adjustments between reference demands and home and classroom use of books.
3. To put the right book into the hands of the right pupil (or teacher) at the right time.<sup>1</sup>

### **Circulation**

1. Students may take out materials on a regular basis. Librarians should allow students to take library books home, whenever possible. Adequate reading materials are very limited in many of our students' homes.
2. Materials will circulate for a specified length of time, to be determined by the librarian. A time restriction may be placed on such items as reference books, temporary reserve, etc.
3. Overdue notices should be sent to the classrooms on a regular basis.

### **Lost or Damaged Materials - Suggested Guidelines\*\* (Librarians should work with their site-based teams to determine a consistent policy/procedure for lost or damaged books.)**

#### Elementary

1. There will be a charge for lost or damaged materials. A fee of at least 50% of the net cost of materials is suggested.
2. No pupils should be excluded from the library because they have not paid a fee for lost or damaged materials.
3. Students who do not return their library materials may have their report card withheld, or can be restricted from end-of-year field trips.

#### Secondary

1. Students shall be charged the full price for lost textbooks.
2. Students shall be charged the full price for library materials.
3. Students who do not return their library materials may have their report card withheld.

<sup>1</sup> Fargo, Lucille F. The Library in the School. American Library Association, 1965, p.311

*\*\*Note: It is the position of the legal department at C.S.D. that students cannot legally be forced to pay for lost or damaged books.*

## BOOK FAIRS

Book Fairs are a popular way to raise money or acquire new books for your library. The proceeds from the bookfairs cannot be maintained in school-based checking accounts. As a result of an S.E.D. audit, proceeds must be sent to Central Office to be put back into the library book code, and, as such, are treated like anything else in your budget in that code. In other words, you must buy library books with the proceeds. Money that is not expended by the end of the school year may go back into the District's general fund. If your bookfair occurs late in the year, a T account may be set up for it, which would allow you to spend the money into the next year. For more information, call the Accounting Department at 262-8447 (7-00-8447).

## DONATED BOOKS

The School Library System frequently receives donations of new and gently used books. Librarians indicate their willingness to receive the books by sending in barcodes for the books. If the titles would be of interest to the other buildings, the record, with barcode #, is entered on the Union Catalog. The books will arrive with a disk containing the MARC records for the book. Librarians may be asked to write reviews of books from some publishers, as a condition of receiving the new books.

## TECHNICAL ASSISTANCE

In the event of a difficulty with any of your computer, the following procedures must be followed:

For **computer systems on a school-wide network** that have nothing to do with your automated systems network, contact your building's system administrator or MIS services at 262-8151 (7-00-8151). *Hint: MIS is much easier to reach early in the day. Their Helpdesk opens up at 7:30 a.m.*

For any **automated systems (Follett)** difficulty, please call Linda Cruttenden at 7-00-8733.

### Audiovisual Equipment:

The District does not have an audio-visual repair center. Repair services are located on the vendor list at the end of this manual.

### Laminating Equipment:

The District does not have a laminator repair service. There is a retired C.S.D. repairman who may come to your building to repair the laminators.

Paul Fronckowiak  
Micro-Tec-Service  
183 Payne Beach Rd.  
Hilton NY 14468  
Phone: 392-9651

**Bulbs for Audiovisual Equipment:** The vendor for bulbs is Al Maccallini with Marmax Impressions. His phone number is 594-4100. They don't have a catalog, but can give advice over the phone. Marmax stipulates a minimum of 6 bulbs of the same type/order. If you need a bulb, use the email system to see if anyone else has a spare, or would like to share in a minimum order.

## **END-OF-YEAR PROCEDURES**

### **BOOKS**

1. All materials must be returned to the shelves and circulation ended. The Library Director will issue a memo to all building principals and librarians with the suggested closing date, usually the second Monday in June.
2. All shelves must be read to see that all materials are in the correct location. Check each volume to see that it is in its correct shelf position.
3. Check for lost material
4. Send notices to students and teachers who have overdue materials. If the material is not returned within two or three days after this notice, ask the principal for the building procedure on this matter. A building policy should be in place.
5. Librarians should use Follett PHD's for library inventory. Some libraries have the new PHD's, while some have the older models. Librarians will cooperate to use the equipment at the end of the school year.

As an absolute MINIMUM, for BEDS data purposes (done in the fall), the following information must be noted:

- Total Number of books in collection
- How many books were lost
- How many books were discarded.

*See the Inventory Form in the "Forms" section of the manual.*

### **PROCEDURE FOR DISPOSAL OF OBSOLETE BOOKS**

The end of the year is usually when weeding takes place, and the librarian would like to discard old or damaged books. IT IS AGAINST DISTRICT POLICY TO DISCARD OBSOLETE BOOKS. Obsolete books are offered to both public and private schools at the annual Spring Book Giveaway. The Book Depository will pick up your obsolete books; however, this service is only available from October through February. Therefore, you must store the books during the months that this service is not available. Contact Angeline Mattero or Vicki Fiorini at the Book Depository at 336-4145 to arrange for pickup.

Be sure to tear out the name pocket, mark out the school name, write DISCARD on the front end papers when you are discarding a book. Otherwise, the book may be returned to you by a well-meaning citizen.

## **AV EQUIPMENT**

1. Generally, all pieces of equipment should be returned to the A-V Room the week before the last day of school. This practice will vary from school to school.
2. Fill out the AV equipment inventory sheet. Your principal should have a copy of it. It should include make, model and type of equipment in the library. Compare it with the previous year's inventory to identify new or lost equipment.
3. Each machine should be checked to be sure it is operating properly. Visually check the machine for physical damage to the case, electrical cord, earphone attachment, etc. If the machine is in need of repair, prepare a repair slip.
6. On the inventory sheet, write in the equipment you do not have in the library any more and include the reason it is gone. Note reason with the following codes:  
M - missing  
D - discarded  
L - lost by pupil  
TL - lost by teacher/staff
7. Consider replacing these items on the first order of the next school year.

## **BOOKTALK GROUPS**

The branch libraries in Rochester offer booktalk groups throughout the year. Librarians are welcome to attend. The groups that are available after school hours include:

- Highland Branch is planning a Mother/Daughter book club to start sometime in the fall.
- Maplewood has a small adult book club that meets once/month, year round on Thursday evenings.
- Phillis Wheatley Literary Circle meets the 2<sup>nd</sup> Saturday of each month. They do not meet in the summer. The first meeting of the school year will be on September 11, 10 a.m. – noon.
- Winton has a reading group that meets every two months, year-round, on Tuesday evenings from 7:00 – 8:45 p.m.

## **FIELD TRIPS**

Transportation no longer books field trips. Each school/department books their own trips. To book a trip, complete the “Educational Field Trips” form found at:

<http://s000s01w/misintranet2003/principals%5Fnotebook/administration/index.htm>

Mail the form directly to:

Laidlaw  
575 Colfax Street  
Rochester, NY 14606

Attn: Stephanie Morrill

### **INTERNET ACCESS**

Schools with Internet access must have students and staff sign the Internet User Policy agreement. Students must also take the agreement home for parent agreement and signature. After signature, the AUP is returned and kept on file in your building's designated holding area. No access to the Internet is allowed until the agreement form is signed, returned and on file. **See the "Forms" section for a copy of the Internet Acceptable Use Policy. The policy is also available on the District intranet at <http://misintra/help/Policy.htm>**

The School Library System's Union Catalog of Books and audiovisual materials is available on the School Library System website: <http://rochesterpls.rcsdk12.org/>

It is also available from the "District" button on the City School District website at <http://www.rcsdk12.org/district/>.

Periodical holdings are available through the ROARing Cat – the union catalog of the Rochester Regional Library Council – <http://www.rrlc.org>.

### **LISTSERVS**

Listservs are email systems that allow communication among special interest groups. Suggested listservs include:

SLS Connect – a listserv for librarians in the greater Rochester area. Directions for joining are at: <http://sls.monroe.edu/connect.html>

RRLC-L – information about all libraries in the Rochester area. Training opportunities. Click the "Subscribe to RRLC-L Button" on the RRLC website – <http://www.rrlc.org>

## ONLINE DATABASES AVAILABLE THROUGH THE DISTRICT

Available online databases: the databases that are provided through EmpireLink have buttons on the SLS webpage, on the “Online Resources” page - <http://rochesterpls.rcsdk12.org/resources.htm>

As of 2004-05, each library has its own logon information. Contact the School Library System Director for your building’s logon information.

**Gale Group, Inc. databases** – this source contains seven files, targeting a variety of audiences:

- *Health Reference Center-Academic* – available since January 1999, a source for both medical care professionals and consumers concerning important current health information. It contains 600 full-text titles.
- *Business & Company Resources Center* – available since May 2002. This comprehensive database brings together a wide variety of global business information including company profiles, *Thomson Financial Securities Data*, and *Investext* reports as well as business magazines and newspapers. It contains 2850 full-text titles.
- *¡Informe! (Revistas en Español)* – available from July 2003, is specifically designed to meet the research needs of Spanish-speaking users. It contains 117 full-text Spanish-language and bilingual magazine articles, reports and maps; a total of over 75,000 articles and is updated daily.
- *InfoTrac Junior* – available since May 2002, *InfoTrac Junior* is designed especially for junior high and middle schools. It features 147 full-text titles most critical to their libraries and the curriculum as identified by school librarians. Additionally, the databases include full-text newspaper articles from *Knight-Ridder/Tribune News Service*, and more than 300 full-color *Rand McNally* maps.
- *InfoTrac Custom Newspapers* – available since July 2003, it offers over 150 full-text newspapers which includes 7 New York State newspapers and the last year of the *New York Times*. *National Newspaper Index* – available since July 2003, provides indexing (1977 to present) of America’s top 5 newspapers; the *New York Times*, *Wall Street Journal*, *Christian Science Monitor*, *Los Angeles Times* and the *Washington Post*.
- *Twayne’s Author Series* – available since April 1, 2003, features the content of over 600 books that comprise three print series – United States Authors, English Authors and World Authors. This series is devoted to literary critical interpretation and discussion for readers ranging from high school students through college and above.

**EBSCO** - available since April 2001, contains three files, targeting a different audience:

- *General Science Collection* provides information on all aspects of the scientific world and offers full-text coverage for more than 60 of the most popular science publications.
- *MasterFILE Select* contains full text for nearly 750 journals relating to a broad range of topics including general reference, social sciences, business, health, general science and current events.
- *Primary Search* via *Searchasaurus* is a collection of reference materials geared toward elementary and middle school age users. It contains 64 full-text titles.
- *TOPICsearch* is a full-text resource designed for middle school students and above, as well as for teachers and librarians exploring social, political and economic issues. It contains 1434 full-text titles.

Katie Fairchild, a trainer at the Wayne-Finger Lakes BOCES School Library System has created an *EBSCO* online tutorial. Its Web address is <http://wflsls.edutech.org/tutorial/Web1.htm>



□ **ProQuest Professional** - Articles of interest to educators and administrators. Each building has its own username and password – contact Linda Cruttenden to obtain the username and password for your building.

**World Book Online** – Contact Linda Cruttenden for the password for your building.

### **Trial online databases**

Frequently the School Library System is offered a trial subscription to online databases. This is a great way to try the products before purchase. When they're offered, a link is placed on the webpage, along with the other databases, and an email will be sent, so that you'll know to look for it. Please comment by email after you've used it! Please contact the School Library System Office if you have a database that you'd like to review.

## LIBRARY SERVICES PHONE DIRECTORY

In addition to the vendors below, the School Library System Office has many catalogs from library vendors. Call 262-8733 if you need more information.

### **Book Dealers**

PermaBound  
617 E. Vandalia Rd.  
Jacksonville, IL 62650  
1-800-637-6581  
Contract # P 02556  
22% off + free shipping  
\*\* Julie, barcodes, ext. 204  
\*\* Linda Startup, rep. 889-8128

Follett Books  
1340 Ridgeway Dr.  
McHenry, IL 60050-7047  
1-888-511-5114  
\*\* Joe Jusko, rep., ext. 763

Baker and Taylor  
1-800-775-1200  
\*\*Delilah, rep., ext. 2434  
\*\*Carol Rubio, rep. MARC  
record department

Barnes & Noble – (District  
Contractual Vendor for  
Paperback Books)  
3349 Monroe Avenue  
Rochester NY  
Contact: Ruth Rose 586-6020  
28% Discount off publisher list  
price, and free delivery

### **Reference**

Grolier Educational  
Sherman Turnpike  
Danbury, CT 06816  
1-800-243-7256

World Book

School Library Division  
195 Colonial Dr.  
Webster, NY 14580  
1-800-975-3250  
John Gummoe, Territory  
Coordinator

### **Computer Services**

MIS Dept. – 262-8151

Follett Software Company  
1391 Corporate Dr.  
McHenry, IL 60050-7041  
1-800-323-3397 Cust. Svc.  
1-800-722-7424 Tech. Support  
Have your account number  
ready when you call.

### **Library Furniture/Supplies**

DEMCO  
PO Box 7488  
Madison, WI 53707  
1-800-356-1200

### **Magazines**

W.T. Cox Subscriptions  
201 Village Road  
Shallote, NC 28470  
866-297-6071  
www.wtcox.com  
Local Rep: Bill Maloy  
bmaloy@wtcox.com

### **A-V Repair**

Leader Video Service  
1280 Scottsville Rd.  
Rochester NY 328-8181

### **Overhead Projector Repair**

Paul Francoliac  
392-9651

### **Vendors for AV Equipment**

Delaware AV  
PO Box 4130  
Kenmore, NY 14217  
1-800-724-0236

### **Listening Centers**

Marmax Impressions  
1 Vincor Dr.  
Rochester, NY 14624  
594-4100

### **Book Fair**

Troll  
1-800-352-7183  
Linda Santoro  
Book Fair Consultant

Scholastic  
1-800-648-1662  
Karen Bayshore  
Book Fair Consultant

Adventureland Book Fairs  
585- 254-3138/800- 838-6919  
Roger DeYoung  
834 Emerson St. Rochester  
NY 14613

Email: rogerdee99@aol.com

**TREATMENT OF CONTROVERSIAL MATERIAL**

Title \_\_\_\_\_

Author \_\_\_\_\_

\_\_\_\_\_ Book \_\_\_\_\_ Other (If other, give name of format \_\_\_\_\_)

Publisher or Producer \_\_\_\_\_ For Grade Level \_\_\_\_\_

Material Used in Classroom \_\_\_\_\_ Library \_\_\_\_\_ (check applicable)

Course \_\_\_\_\_

Teacher or Librarian \_\_\_\_\_

Request Initiated by (Name) \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Complainant Represents: (check applicable) Self \_\_\_\_\_ Organization \_\_\_\_\_ Group \_\_\_\_\_

If group or Organization, Name \_\_\_\_\_

1. What do you believe is the theme or the purpose of the material?

\_\_\_\_\_  
\_\_\_\_\_

2. Is your objection to this material based upon your personal exposure to it, upon reports you have heard, or both?

\_\_\_\_\_

3. Have you read/heard/seen the material in its entirety? \_\_\_\_\_

4. To what do you specifically object? \_\_\_\_\_

\_\_\_\_\_

5. Does the material have any merit or value for a specific population or age group?

\_\_\_\_\_

6. For what age group do you believe this material would be appropriate? \_\_\_\_\_

7. Have you read reviews regarding this book or material by literary or educational reviewers?

\_\_\_\_\_

8. What action would you recommend be taken regarding the use of this material in the school?

\_\_\_\_\_

Signature \_\_\_\_\_ Date Signed: \_\_\_\_\_

## INTERNET ACCEPTABLE USE POLICY FOR STUDENTS & SCHOOLS

The Board encourages the use of computers and computer-related technologies as an integral part of the curriculum in district classrooms to support learning and enhance instruction and considers a computer network to be a valuable tool for education.

The internet, a network of networks, allows people to interact with thousands of networks of computers; offers a diverse, vast, and unique resource for staff, students and other users for communicating, learning and instructing; is an excellent tool for retrieving information, for teaching searching strategies, sharpening research skills, promoting critical thinking and facilitating resource sharing. The skills used in accessing the Internet are one that promote life-long learning.

The Board seeks to enable its members, administration, faculty, staff, students and community partners to be able to use the Internet in ways that foster appropriate instructional activities. Therefore, the Board issues the following standards of acceptable District use of the Internet and directs the Superintendent to issue suitable guidelines for its implementation:

### Internet Acceptable Use

Because the Internet provides access to computer systems world-wide, faculty and staff cannot exhaustively monitor the contents of **all** data, or control user access to **all** controversial material. However, access to valuable information far outweighs the possibility that users may find and access inappropriate material.

As in all phases of instruction in the district, it is the responsibility of all adults to make **every effort** to **ensure** the **safety** and **security** of all students. It is the **duty** of all involved in the teaching and learning process to make every reasonable effort to monitor students while they are using the Internet. It is likewise the obligation of those charged with managing the educational environment to make every effort to assure the Rochester educational community that settings in which Internet access are provided are adequately resourced in terms of staff, technology, and instructional guidance. This responsibility should extend to the design of the instructional task, the allocation of faculty and support staff, the level of staff development provided, user familiarity with Internet interfaces and resources, and technical support of the hardware and software. Ultimately, however, it is the **user's** responsibility **not** to access inappropriate material. All district Internet users must employ the Internet in a responsible manner. All use must be consistent with the values and policies of the district in support of education and research.

Parents and guardians of district students need to be aware that Internet access is not censored by the District, and while every effort will be made to focus access on material appropriate to a given curriculum and assignment, and continued oversight of Internet activity will remain a priority of the educational community, users/students may be exposed to controversial and/or offensive material.

The Board, administration, faculty, staff, students and community partners are responsible for being aware of the district's *Internet Acceptable Use Policy*. All Internet users are required to have the district's Internet Use Agreement Form signed by appropriate parties. The Board, administration, faculty, staff, students, parents and guardians and community partners should also be aware that there are certain types of activity or misuse of internet resources which are prohibited by federal and/or state law and which can subject individuals to legal sanctions of a civil and/or criminal nature, including, but not limited to, violations of copyright laws, or accessing or distributing pornographic materials depicting minors. All such proscribed

activity or use by any person on District property; or using equipment owned, leased or otherwise controlled by the District, wherever situated, is expressly prohibited by this Policy. Any use or access prohibited by law shall be deemed to be outside the scope of employment for any officer or employee of the District.

The Board of Education recognizes that the federal or state governments may limit or control Internet use, particularly by minors, through statutes or regulations which may include requirements that computer owners deploy filtering mechanisms on machines accessible to minors. It is the policy and intent of the Board of Education to comply with such federal or state statutes or regulations as they may be adopted or amended from time to time. The Board understands, however, that no filtering mechanisms are infallible or insurmountable, and expressly disclaims any warranty or representation to students, parents and guardians, employees or the general public that students can or will be completely insulated from access to objectionable sites. Parental consent, as discussed elsewhere in this policy remains the prerequisite to access by minors to Internet sites through the use of School District computers wherever situated, or use of any computer or computer-assisted technology while on District property. The Superintendent is authorized and directed to promulgate regulations designed to meet such filtering or other requirements of statutes or regulations imposed by any agency of the United States government or the government of the State of New York, and to amend such regulations as required from time to time to maintain compliance with state or federal law.

Note: Revises Internet Acceptable Use Policy (August 20, 1998)

References: Title III, Improving America's Schools Act of 1994, 20 USC §§ 6301-8962b  
Children's Internet Protection Act, 20 USC § 7001; 47 USC § 254  
Federal Communications Commission Regulations, 47 CFR § 54.520

ROCHESTER CITY SCHOOL DISTRICT  
INTERNET ACCEPTABLE USE AGREEMENT FORM  
(Rochester City School District Policy # 4526)

---

All Rochester City School District Internet users are required to complete and sign an Internet Use Agreement Form, and to abide by its terms and conditions and those in District Policy 4526. The District does not authorize any use or access to the Internet not conducted strictly in compliance with its policy.

Term of Agreement: Once signed by a User, or in the case of a student under the age of eighteen (18) signed by a parent or guardian, this form will remain in effect as long as the user is assigned to the same school or building, or until the User (or for student under 18, the parent or guardian) revokes the agreement by giving notice, in writing, to the Principal of the school, or Department Head in any District building other than a school. Prior versions of this Consent remain valid.

I. User's Agreement.

I have read and understand the District's Internet Acceptable Use Policy and will abide by its terms and conditions. I further understand that any violation of the rules is unethical, and that any use of the Internet which violates federal or state laws may constitute a punishable criminal or civil offense. Should I commit any violation of policy or of law, my access privilege may be revoked and disciplinary action and/or appropriate legal action may be taken.

USER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL OR BUILDING OFFICIAL: \_\_\_\_\_ DATE: \_\_\_\_\_

II. Parent/Guardian Consent (For Student under Eighteen)

As Parent/Guardian of the student named above, I have read and understand the terms and conditions for Internet access, and give my child permission to participate. I understand and agree that my child and I may be responsible for any violations of federal or state law, and that the District does not warrant or represent that the student can or will be completely protected from access to Internet sites I may find objectionable. In consideration of the privilege of using the District's network and having access to the public networks available through the Internet, I release the District, its officers, employees and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature whatsoever arising from my, or my child's use, access, or inability to use the system, including without limitation the types of damages identified in the District's policy and regulations. I understand that this consent will remain in force unless and until I give written notice of revocation to the School, or until my child registers in a different school.

\_\_\_\_\_ I give my permission to issue Internet access for my child, and certify that the information contained on this form is correct.

\_\_\_\_\_ I do not give my permission for my child to access the Internet through the District's network.

Parent/Guardian (Signature): \_\_\_\_\_

(Print Name): \_\_\_\_\_ Date: \_\_\_\_\_

# School Library Materials Aid

Note: updated from \$2 to \$4 to currently \$6 per student

## ARTICLE 15-A — SCHOOL LIBRARY MATERIALS

### §711. Aid for the purchase of school library materials *[Eff. until June 30, 1994.]*

1. In the several cities and school districts of the state, boards of education, trustees or such body or officers as perform the functions of such boards, shall designate school library materials to be used in the schools in the district.

2. School library materials, for the purposes of this article shall mean both audio/visual materials and printed materials that may or may not require magnification which meet all of the following criteria: (1) materials which are catalogued and processed as part of the school library or media center for use by elementary and/or secondary school children and teachers; (2) materials which with reasonable care and use may be expected to last more than one year; and (3) materials which would not be eligible for aid pursuant to sections seven hundred one and seven hundred fifty-one of this chapter. School library materials meeting these criteria may include (i) hard cover and paperback books, periodicals, that is publications which appear at regular intervals of less than one year on a continuing basis for an indefinite period, documents other than books, pamphlets, musical scores, other printed and published materials, and (ii) for school year nineteen hundred eighty-six-eighty-seven and thereafter audio/visual materials including films, film strips, micro-film, sound recordings, processed slides, transparencies, kinescopes, video tapes, maps, charts, globes, pictorial works, including pictures and picture sets, reproductions, photographs, graphic works, and any other audio/visual materials of a similar nature made.

3. No school district shall be required to purchase or otherwise acquire school library materials, the cost of which shall exceed an amount equal to four dollars multiplied by the sum of the public school district enrollment and the nonpublic enrollment of nonpublic schools within the school district in the base year. Enrollment shall be as defined in subdivision one of section thirty-six hundred two of this chapter.

4. The commissioner, in addition to the annual apportionment of public monies pursuant to other articles of this chapter, shall apportion to each school district an amount equal to the cost of the school library materials purchased by the district pursuant to this section, but in no case shall the aid apportioned to the district exceed an average of four dollars per pupil as defined in subdivision three of this section. The apportionment provided for in this section shall be paid at such times as may be determined by the commissioner and approved by the director of the budget, during the school year in which the expenditures are made to the extent that such expenditures have been made and reported to the department prior to such apportionment.

### §712. Loan of school library materials *[Eff. until June 30, 1994.]*

1. In the several cities and school districts of the state, boards of education, trustees or such body or officers as perform the function of such boards shall have the power and duty to loan upon request of an individual or a group of individual pupils, to all pupils defined in subdivision three of section seven hundred eleven of this article, school library materials. School library materials loaned to such pupils attending private schools shall be school library materials which are designated for use in any public elementary or secondary schools of the state or are approved by any board of education, trustees or other school authorities. Such school library materials are to be loaned free to such children subject to such rules and regulations as are or may be prescribed by the board of regents and such boards of education, trustees or other school authorities.

2. No school district shall be required to loan school library materials in excess of the school library materials owned or acquired by such district pursuant to section seven hundred eleven of this article. Such school library materials shall be loaned on an equitable basis to children defined in subdivision three of section seven hundred eleven of this article attending in the current year. The payment of tuition under article eighty-nine of this chapter is deemed to be an equitable loan to children for whom such tuition is paid.