
The mission of Pearl Public School District Library Media Centers is to provide an environment in which students and staff can access, evaluate and apply information using a variety of print and electronic formats. The library media centers support the school's curriculum and assist members of the learning community in becoming effective users of information.

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Statement and Plans

Purpose

The purpose of the policy and procedures manual is to provide a guide for the operation of the Pearl Schools libraries. The manual will be updated as changes are made in the library.

Mission Statement of the Pearl Public School District

The mission of the Pearl Public School District is to prepare each student to become a lifelong learner, achieve individual goals, and positively impact a global society.

Mission Statement of Pearl Schools Libraries

The mission of the Pearl Schools libraries is to encourage all students to become lifelong readers and effective users of ideas and information.

Vision Statement

The Pearl Schools libraries seek to create a 21st century environment that promotes learning for all students by providing equitable access to information. We envision that the library media centers will act as a catalyst to motivate a lifelong love of reading and will instill the desire to seek out information students need to realize personal goals.

Goals and Objectives

The goals of the media specialists are:

1. To teach students to access, evaluate, and use information.
2. To maintain a well-balanced collection of media appropriate to the needs of the school.
3. To provide assistance in locating and using instructional materials.
4. To promote instruction in information literacy to students and faculty.
5. To provide instructional materials that will stimulate growth in factual knowledge and literary appreciation.
6. To manage a planned program and ensure a welcoming environment.

Budget

The Pearl School libraries receive a budget each year to rebuild the aged collections. Each library conducts a collection analysis and weeds dated and damaged print resources yearly. Funds are used to keep an up-to-date collection that is based on the needs of the students they serve and continue to build the collection.

Pearl Lower Elementary

Periodicals	\$664.22
Books	\$3,600.90
Software	\$200.00
Supplies	\$398.00

Pearl Northside Elementary

Periodicals	\$1,100.00
Books	\$2,000.00
Supplies	\$533.00
Dues and Fees	\$125.00

Pearl Upper Elementary

Periodicals	\$325.56
Books	\$4,563.16
Supplies	\$733.36

Pearl Junior High School

Periodicals	\$655.95
Books	\$6,148.25
Supplies	\$3,440.80

Pearl High School

Periodicals	\$1,100.00	Travel	\$150.00
Books	\$5,000.00	Dues	\$55.00
Software	\$2,000.00		
— Supplies	\$5,000.00		

Operations

Library Hours

The Pearl Lower Library is open from 7:15 a.m. until 2:30 p.m. every school day.

The Northside Library is open from 7:15 a.m. until 2:30 p.m. every school day.

The Pearl Upper Library is open from 7:30 a.m. until 2:30 p.m. every school day.

The Pearl Junior High Library is open from 8:15 a.m. until 3:35 p.m. every school day.

The Pearl High School Library is open from 7:45 a.m. until 3:30 p.m. every school day.

Faculty members are welcome to browse and pick up materials in person or notify the librarian of needs, via email or student messenger.

Scheduling Classes

All elementary classes have a scheduled class period each week and open library each day in which they may return and check out books.

Pearl Junior High and Pearl High School library media centers allow teachers to schedule a class to use the library media center during a particular block. This policy allows for flexible scheduling for both teachers and students to get the most out of their time in the library media center. Teachers can contact the library media specialist through email or in person.

Circulation Policy

Student Checkouts: Elementary students may check out one book per library visit.

Materials are due back the following week or may be renewed for an additional week.

Junior High students may check out two books per library visit. Materials are due back within two weeks.

High school students may check out four books per library visit. Materials are due back within two weeks.

Special permission for more materials may be granted when necessary for an assignment.

Magazines and reference materials are not to be taken out of the library media center by students.

Overdue Notices and Fines:

Overdue notices for students are emailed to teachers each week. Overdue notices will be printed and distributed to students to ensure books will be returned in a timely manner. Students may not check out a new book until the overdue book is returned. No fines are assessed for overdue books at the elementary or junior high level. Fines at the high school are \$0.05 per item per day.

Lost and Damaged Books:

Students are taught book care at the beginning of each school year. However, accidents do happen. If a book is accidentally damaged, parents/students should not attempt to repair it. The book should be brought immediately to the library so that the librarian can repair it and return it to circulation if possible. However, if a book is lost or damaged beyond repair, the student will be required to pay to replace the book. If a book is lost or damaged, the book must be paid for before additional books can be checked out. Payment for a lost book will be reimbursed if the book is found and returned in good condition in that same school year as payment was made. Debts remaining at the end of the school year may be turned in to the office and become a part of the student's permanent file. Any books checked out at the time a student withdraws from school must be returned or paid for upon withdrawal.

Faculty Policy:

Faculty may check out unlimited numbers of materials as long as needed. Periodicals, audio visual materials, and equipment must be checked out if taken outside the library media center. Items should be returned after use so that others may use them.

Reference Materials:

Reference materials are to be used by students in the library media center. Teachers may borrow reference materials and magazines for use in the classroom when necessary.

Management

Library materials are circulated using an automation program, *Destiny*. Students and faculty can search for materials at home or at school. Links to access *Destiny* are located on the Pearl Schools webpage under Quick links.

Rules

When students are in the library media center during scheduled classes or while visiting during open library times, students are expected to exhibit safe, respectful, and responsible behavior. Students must follow the established library media center rules.

Ethical Uses and Issues

Pearl School librarians know basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property rights, fair use and copyright regulations, and know whom to contact for additional information. The librarians will be cautious when sharing information regarding privacy rights of library users. Pearl School librarians will respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

Collection Development and Analysis

Selection Policy

The needs of the Pearl School libraries are based on knowledge of the curriculum and of the existing collection. The Pearl School libraries strive to provide students with materials that will enrich and support the educational program of the school and to provide leisure reading materials. It is the responsibility of the Pearl School libraries to provide a wide range of current and relevant materials on different levels of difficulty, with diversity of appeal, and representing different points of view. Materials will not be excluded because of race, nationality, religion, or political views of the writer. The inclusion of any item in a collection does not necessarily mean that the media center or school advocates or endorses the contents of that item.

The final recommendation for purchases rests with the library media specialist with the approval of the school principal and district superintendent.

Selection Criteria

Selection of materials is based on the following criteria, which include but are not limited to the following:

Appropriate interest level

Appeal to the students

Award nominees and winners for age level

Notable lists

Relevancy to current topics

Accuracy, validity and depth of information

Curricular and instructional needs

Commendable reviews

Recommendations by staff, students, parents, and/or other community members

Value to the collection

Need for materials in specific area

Donated Materials

The Pearl Schools libraries appreciate the donation of materials to our collection. While we sincerely appreciate all offers, there are restrictions and limitations on items which may be catalogued into the library's holdings. A professional library staff member must review potential library donations using the following criteria:

1. Materials should be new or barely used, complete, attractive, and age appropriate.
2. Reference materials, including atlases, encyclopedia, subject specific multi-volume sets, and other nonfiction resources should be no more than five years old; science, medical, computer, and other resources in areas in which information quickly becomes outdated should be no more than three years old.
3. Fiction books, which are more than eight years old, will not be accepted with the exception of books by well-known young adult authors and classics.

The decision whether to accept a gift or donation rests with the library staff.

Weeding Policy

Weeding is a process by which materials no longer useful are removed from the library collection. Weeding should be carried out periodically throughout the year if the library collection is to be kept up to date. Types of materials which should be regularly weeded from the school library are:

1. Items in such poor physical condition that the readers cannot use them.
2. Sources which contain material that is outdated or no longer true. This applies particularly to materials in science, or social studies, especially about other lands and people. The copyright date is a great help in evaluating this type of materials, though not the only factor to be considered.
3. Books that have been replaced by new revised editions.
4. Materials which are not suitable for the readers using the collection.
5. Items which are duplicate of books once popular, but seldom used.
6. Dated audiovisual materials and equipment.

Reconsideration Policy

If a complaint about library materials is made, the following procedures should be followed:

1. When a complaint is received which specifically relates to any materials in the library, an informal discussion will be held to determine the nature of the complaint.
2. When necessary, a Request for Reconsideration of Library Resources form will be provided to the complainant to fill out and return to the library media specialist. The library media specialist will then inform the building principal of the complaint.
Appendix E – Letter to Complainant
Appendix F – Request for Reconsideration of Library Resources
3. The Request for Reconsideration will be forwarded to the library media committee.
4. A meeting of the library media committee, along with a parent representative and a building principal will be scheduled within two weeks of the receipt of the Request for Reconsideration.
5. Material will be judged by the committee as to its conformance to the criteria for selection listed in the selection policy using the Checklist for Materials Review Committee’s Reconsideration of Library Material. **Appendix G**
6. After the committee meeting, the building level principal may notify the Superintendent of the parents’ concerns and the committee’s decision.
7. Challenged materials may remain in circulation until the process is completed.

Library Advisory Committee

A Library Advisory Committee is formed at the beginning of each school year. Members include at least two teachers and the library/media specialist. The committee will meet to discuss library issues, programs, activities, and may assist in reviewing challenged material. In the event of challenged materials, one parent and one principal will join the group to review the complaint and take the appropriate action. The committee will meet at least one time during the school year.

Technology

Procedures and Guidelines for Online Usage by Students

The Internet provides a wealth of information and is beneficial to students, teachers and librarians in their researching needs. The library provides access to computers for students and faculty. The computers are used for the online card catalog, Internet research, Accelerated Reading quizzes, tests, and games. Each student and parent signs an acceptable use policy at the beginning of the year that expresses they understand the rules and policies set forth by the Pearl Public School District. The librarian enforces the policy of the district, which contains rules, appropriate uses, ethics, and protocol for using the school's computer network. The students may not access the Internet until this form is signed and returned to the school.

Students are expected to be responsible for the following in the library:

- Use the computers for educational use only
- Be careful to not share personal information on the Internet
- Follow copyright guidelines
- Abide by district and school policies
- View sites that are appropriate for a school setting
- Accessing only their computer accounts

Programs and Services

Accelerated Reader (AR)

This program is used as a supplemental aid to enhance comprehension skills and promote an interest in reading. The students take a test to determine their reading level and points scale. The books are labeled with AR reading levels and points. After the students read a book, they take a test and earn the number of points the book is worth. Incentives are given for this program. The library media specialist is responsible for providing the books with appropriate labeling, assisting students with finding a book that meets their needs, and providing the incentive.

Author Visits

Inviting authors to visit the school is great reading motivation for students. Prior to the author visit the librarian prepares the student by reading excerpts from the featured book. Each author visit consists of an engaging presentation, question and answer session, and book signing. A visit with an author is a wonderful way to connect students with books and reading.

Book Fair

Book fairs promote interest in reading as well as providing funds for the library media center. The elementary libraries host a book fair each year to raise money to buy new books for the library. Books, software, games, and other items are available for the community to purchase. The book fair lasts a week and a family night is scheduled to allow parents and the community a chance to visit the fair.

Collaboration with Pearl Public Library

Pearl School libraries and the Pearl Public Library collaborate so that students and their families are able to tap our community's full array of library resources. This collaboration also supplements and enhances our school's curriculum. Each year the Pearl librarians conduct a library card drive for students who are new to the district or do not have a card. This enables students to check out additional books and e-books from the public library.

Electronic Databases

Pearl School libraries purchase several educational electronic databases for the sole purpose of researching to complete academic assignments. These educational database links can be found on the school library web page.

Pearl School libraries have an online card catalog system. Books, movies, and equipment available to students and teachers can be found on the Destiny library search. The Destiny library search link can be found on the school's home web page.

Independent Reading

Independent reading throughout the middle school/high school years is strongly encouraged, and at times assignments using student-selected reading are given. Students select books which meet individual reading levels and teacher guidelines and complete genre-based activities in and out of the classroom. The implementation of independent reading allows students to develop skills to use in choice of reading, decoding and comprehension strategies, the allocation of time for reading, and reading goals.

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Appendices

Appendix A:

Library Bill of Rights

- I. The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.
- II. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- III. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- IV. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- V. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- VI. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VII. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996. A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

Appendix B:

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

— We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of

limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these.

We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

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To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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Appendix C:

Library Orientation

All students undergo a library orientation that is geared toward each grade level. The orientation is used to familiarize students with learning materials including the library resources necessary for searching, retrieval, organization, and citation of information in all formats.

The Library Media Specialist schedules and conducts the library orientation sessions with the necessary interaction with the teacher and students. The orientation class includes:

1. Library policies
2. Introduction to basic research process
3. DESTINY Card Catalog and other electronic databases

The library media specialist will conduct a staff orientation at the beginning of the school year to review policies of the library.

Appendix D:

Book Processing Formats

Bar code and Automation System Information:

Automation System: DESTINY

Bar code symbology: Code 39

Data format: MARC21

Processing tasks are done by the library media specialist. Book vendors provide MARC records electronically and these MARC records are uploaded into the automated system, *Destiny*. Once books are uploaded into Destiny, they are stamped with the school's name and placed on the library shelves for circulation. Barcode symbology used is Interleaved 2 of 5 Follett Classic.

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Appendix E:

Dear _____

We appreciate your concern of the use of _____ in our school. The school has developed procedures for selection of materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the following:

1. Materials Selection Policy
2. Procedure for handling challenged materials

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

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Appendix F:

Request for Reconsideration of Library Resources

Format: Book _____ e-Book _____ Periodical _____ CD-ROM _____ Video _____ Other _____

Title _____

Author _____ Publisher _____

Request Initiated by _____ Phone _____

Address _____

Complaint represents: Self _____

_____ Organization Name of Organization _____

_____ Other: Identify other: _____

1. Did you read/view the material in its entirety? Yes _____ No _____

If not, what parts did you read/view? _____

2. To what do you object? (Please be specific; cite pages, frames, sections, etc.)

3. What do you feel might be the result of reading/viewing this material?

4. Is there anything good about this material?

5. For what age group would you recommend this book? _____

6. What would you like for the school to do about this work?

_____ Withdraw it from all patrons/students of the school/library.

_____ Allow certain age groups to utilize the material.

_____ Do not assign it to my child or allow my child access to this work.

_____ Place it on a closed shelf for special use under a specific teacher's guidance.

Signature _____ Date _____

Please attach any additional evidence or information.

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Appendix G:

Checklist for Materials Review Committee's Reconsideration of Library Materials

Title: _____

Author/Publisher: _____

Purpose

What is the overall purpose of this material? _____

Is the purpose accomplished? _____

Authenticity

Is the author competent and qualified in the field? _____

What is the reputation and significance of the author and publisher in the field?

Is the material up-to-date? _____

Are the information sources well documented? _____

Are translations/retellings faithful to original? _____

Appropriateness:

Does the material promote educational goals and objectives of the curriculum of the Pearl Public School District? _____

Is it appropriate to the level of instruction intended? _____

Are the illustrations appropriate to the subject and age levels? _____

Content:

Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____

Does this material give a new dimension or direction to its subject? _____

Reviews:

Favorably reviewed: ____ Yes ____ No

Source of review(s):

Does the title appear in one or more reputable selection sources? ____ Yes ____ No

If yes, please list the titles of selection sources: _____

Additional Comments:

Recommendation for Treatment of Challenged Material:

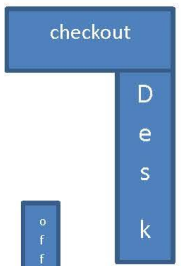
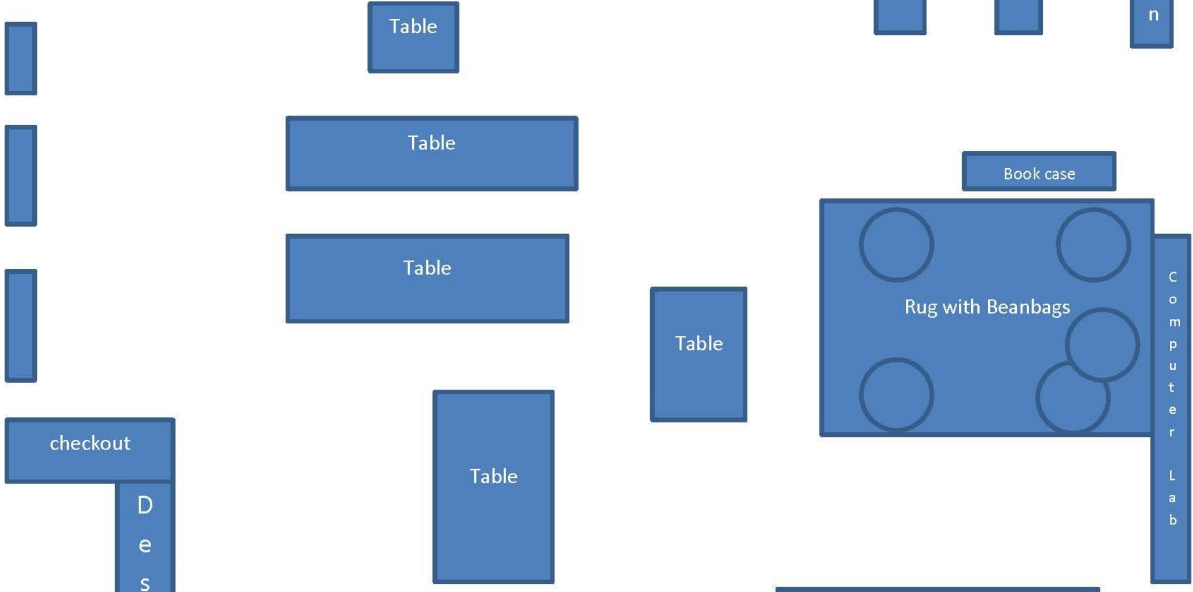
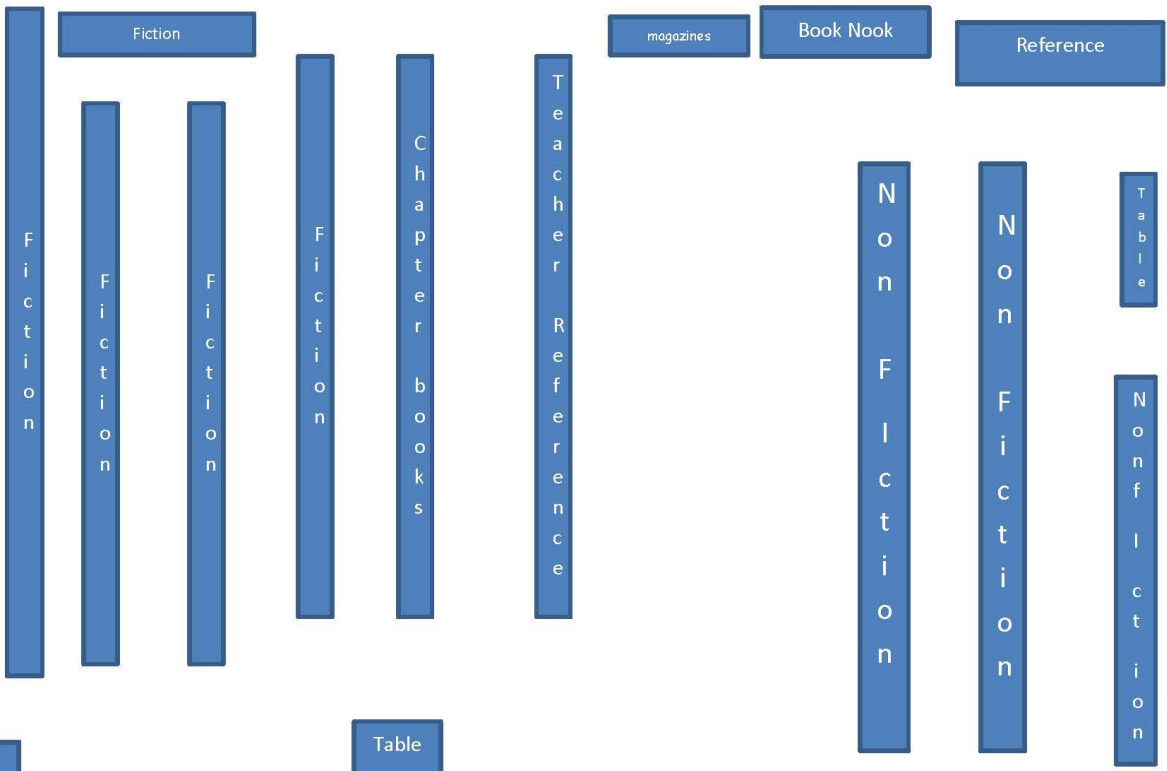
—
Names and signatures of Materials Review Committee Members:

Date: _____

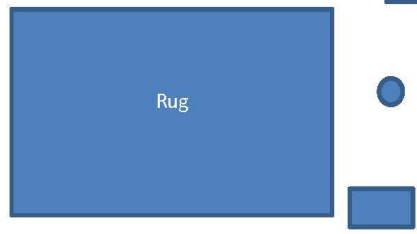
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Appendix H:

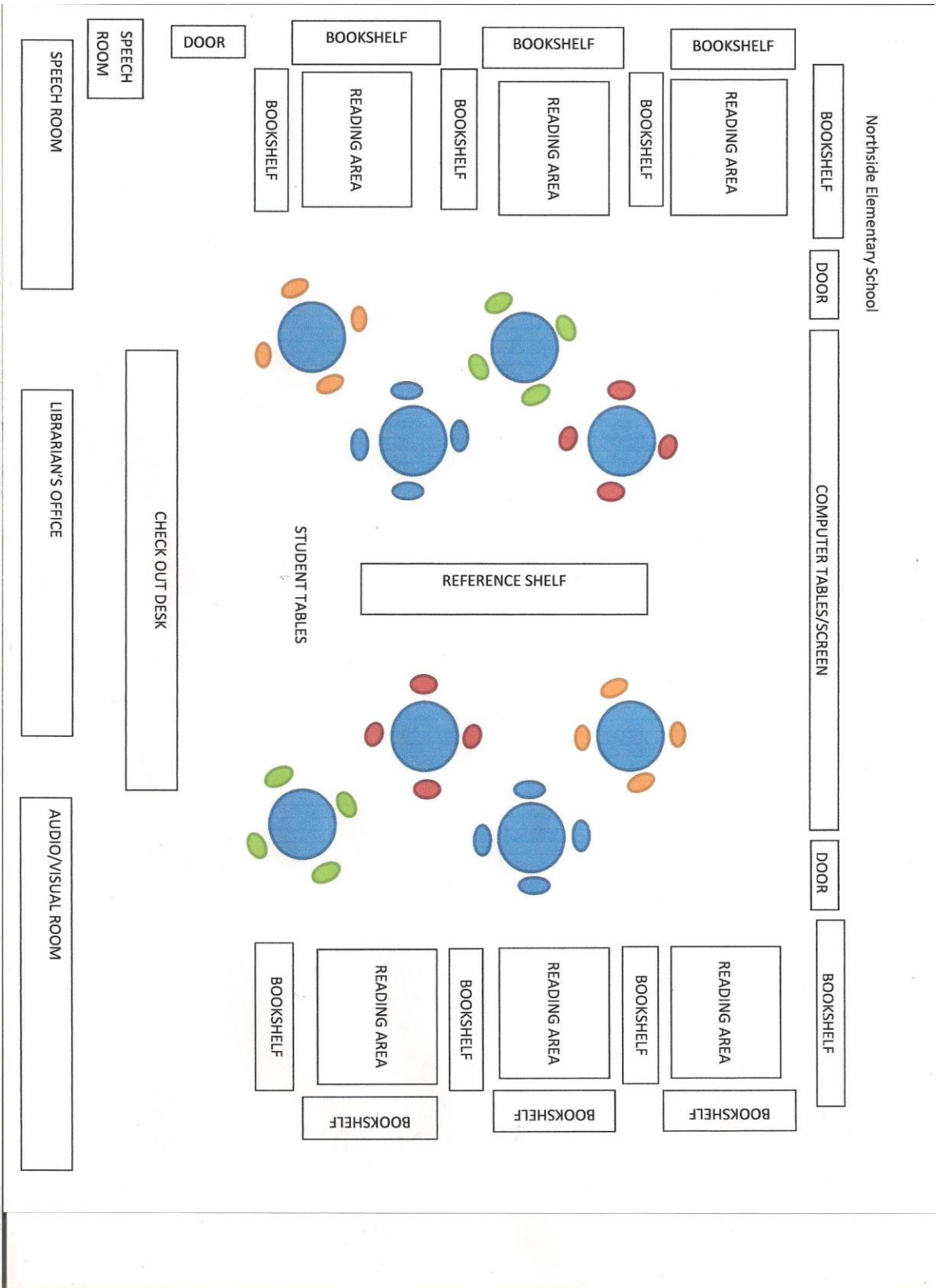
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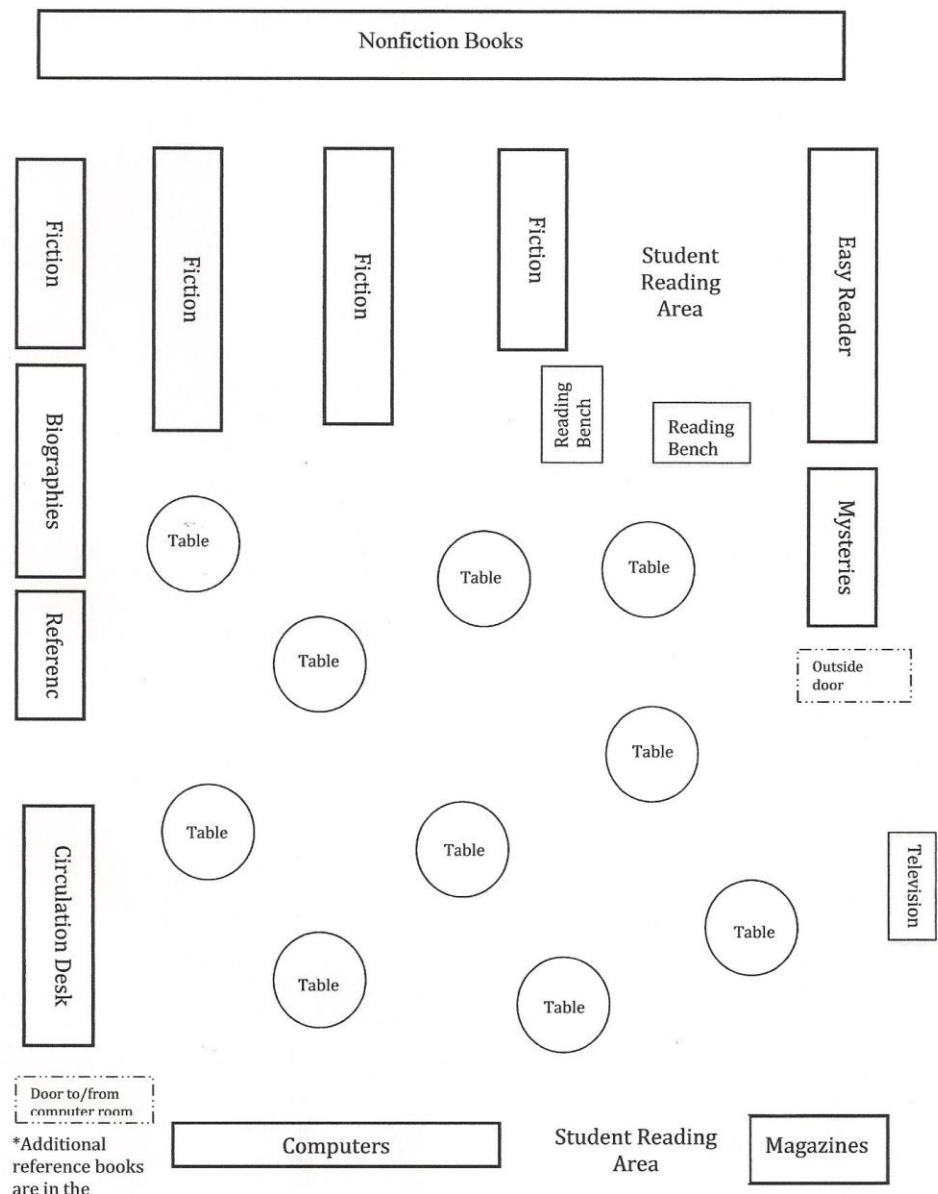
Pearl Lower Elementary



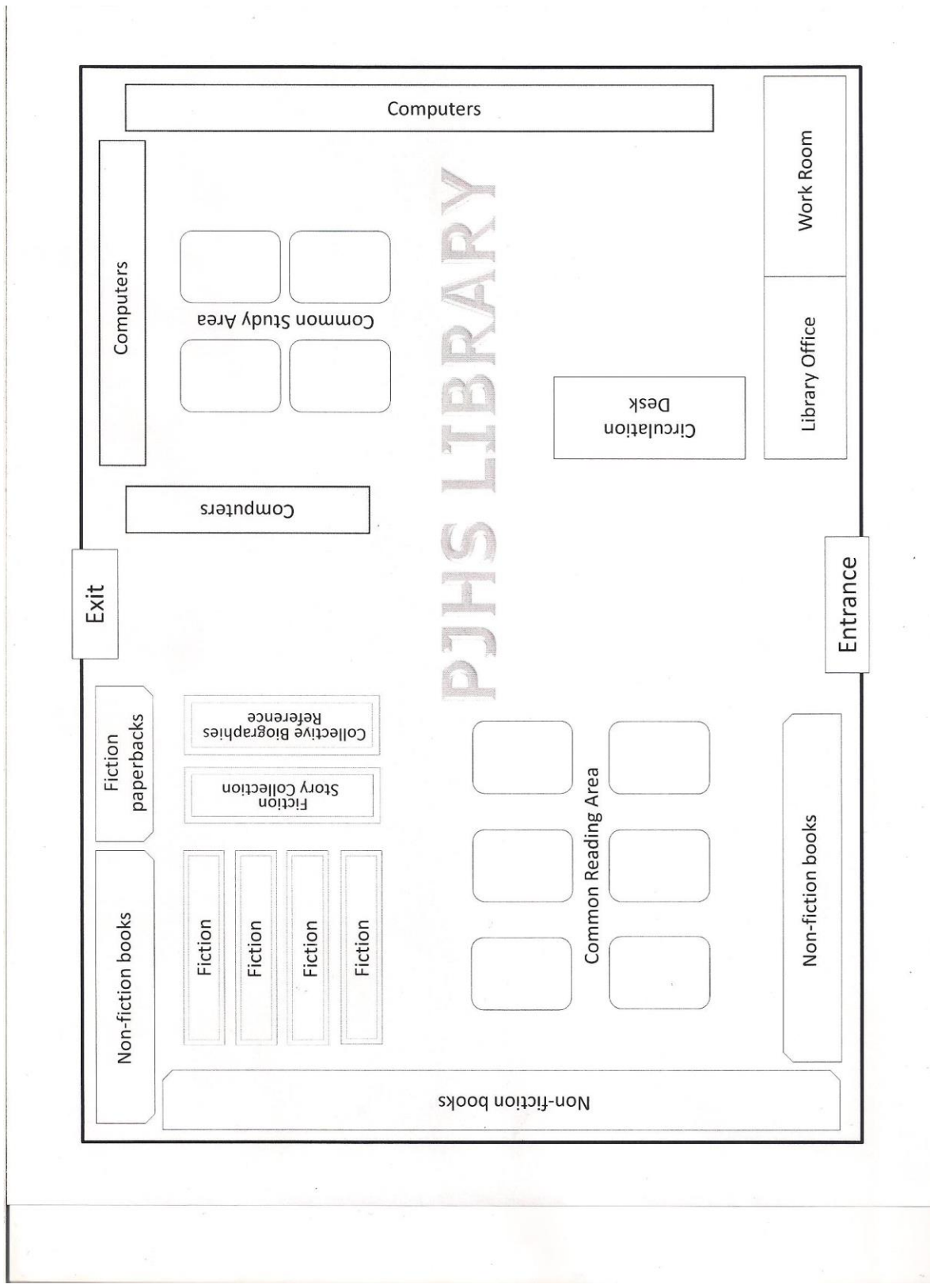
Northside Elementary School



Pearl Upper Elementary



*Additional reference books are in the computer room



Pearl High School

Library Media Center

