

## **Module 1.3: Collection Plan**

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LIBS 658: Knowledge Resources: Planning, Selecting, & Managing Collections

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## **Introduction to the Community**

Patrick County High School Library serves Patrick County, Virginia, a 483.10 square mile area consisting of the Piedmont plateau and the Blue Ridge Mountains. The county's population of 17,608 is on the decline mostly due to loss of job opportunities in the area. The majority of the county's population is made up of those 65 years of age and over. Only 4.2% of the people speak a language other than English in the county. Patrick County has 77.8% of the population with computers in the home and 66.8% with access to broadband internet. This is significantly lower than Virginia with 91.9% of the population with computers in the home and 83.9% with access to broadband internet (Census, 2020). Patrick County High School provides a 13:1 student to teacher ratio with an overall graduation rate of 95.4% which is slightly higher than the state average. SOL test data for PCHS shows performance to be above the state average for students as a whole in reading, math, and science. Subgroups performed below the required percentage in reading and science (VDOE, 2022). Currently all students in the Patrick County Public School system receive free breakfast and lunch on a daily basis due to the high poverty rate (PCPS, 2022).

## **Collection Analysis Summary and Current Plans to Change**

In following Ranganathan's Laws through my collection analysis of the Patrick County High School Library, I have found many barriers to access. The environmental scan made it clear to me that there are many economically disadvantaged families in Patrick County and also many without adequate internet access. There are some limitations set forth in the policies and procedures that need to be updated or changed completely in order for all users to have equal access to all resources in the collection.

The PCHS library needs its own on-site collection of ebooks and audiobooks without the barriers currently in place to use this collection through the public library. All collections need to be weeded regularly and kept up to date to effectively provide access to current information and ideas. Finally, as education continues to evolve, learning has become much more active. Often, it's best for students to get up, collaborate with peers, and create some excitement. Updating the makerspace collection at PCHS library and adding a makerspace area to the library will be perfect for just that.

### **Changes for the Future**

There are a few other areas I would like to change or update, but due to time constraints and budget I had to prioritize and make choices. After the weeding process takes place for the non-fiction collection, there will definitely need to be additions made in several subject areas. For example, I noticed during the random sampling, that the resources for cells and cell organization is minimal. This area will need additional resources at some point in the future along with others I am sure. In searching for the policies and procedures for the Patrick County High School Library on the school's website, I found that the online presence and website information are lacking. There is a lot of old information on the website and not enough information in the areas that should be more current, such as policies and procedures. After taking the time to update the policies and procedures to ensure ALL have access, I hope to take some time in the future to place the changes online and update the website presence overall.

## **Alignment and All Access**

It is the vision of PCHS Library to empower students to learn technology and 21st-century skills while incorporating collaboration, communication, creativity, critical thinking, and citizenship. The library's mission is to provide quality learning experiences designed to equip students with the skill to adapt and thrive in a changing global society (PCPS, 2022). A well-developed collection should support the mission of the library and meet the information needs of the user by providing access to a variety of relevant print, media, and electronic resources. The collection should include representative and meaningful information resources suitable for a culturally diverse community. In addition, the collection should include materials that attract and address a variety of learning styles and levels of learning. All of this must take place within the budget and economic resources within the library. A well-developed collection must be organized in a way that the user has complete access with little time wasted. Finally, the library collection must grow and change with the community in which it is established. This is crucial in order for the library to meet the needs of all users in the community at all times (Ranganathan, 1931).

The library's policies and procedures are outdated and inconsiderate of the economics in the community for many. Most recently, the library has put forth efforts to diversify the collection, but not in the format that is most needed by the users and community as a whole. Many of the library's users need assistance with access due to poor technology in the community. The library needs to take the steps to make this better for all users at all times, not only during Covid. It is helpful that the local library provides many resources that the high school library does not, however, many patrons are still not able to fully access even these resources due to lack of transportation and

technology issues. While the data shows that the PCHS library has a healthy percentage of non-fiction resources, many of these resources are outdated and not in a pleasing format for users. These changes need to take place in order to follow the library's vision and mission to meet the needs of all users and give access to all, as well as, provide learning opportunities to prepare them for the future.

## **Supportive Research of Target Areas**

### **Policies and Procedures**

Essentially, policies and procedures provide the framework needed for library operations and services that directly affect access to resources to ALL users. Carefully developed policies can help ensure high-quality library service that provides for community needs, wise use of library resources, and fair treatment of library staff and library users. All library policies and procedures should promote the best interests of the community and be consistent with the library's mission and development plan (DLT, 2016).

The PCPS systems and PCHS library's policies and procedures have not been updated in many years. The document is outdated and doesn't provide adequate access to all of the resources available in the library. It also does not fully support the library's mission of ensuring that students and staff are effective users of ideas and information. In addition, the document does not empower ALL students to be critical thinkers, enthusiastic readers, and skillful researchers. Through the environmental scan and collection analysis I found there to be limitations set forth in the library's current policy to some users due to lack of internet access in the home, lack of financial

resources to pay user fees and charges, and retraining rules concerning number of checkouts, holds, loan periods, and late fees. According to Peggy Johnson, “Policy statements are not static. Preparing, reviewing, and revising policy statements should be a continuous process, because the community served, the financial resources available, and the information resources produced are always changing (2018).”

### E-books & Audiobooks

Currently the only access users have to ebooks or audiobooks is through the local public library. While this is a wonderful resource that is available to users, it is not easily accessible to all users. Students and staff must have a library card from the public library in order to access this collection. The rules and regulations set forth to obtain a library card from the public library restrict many people from accessing the public library and its resources in the community due to financial constraints, transportation, and permanent housing.

The PCHS library needs to have its own collection of ebooks and audiobooks for users without the limitations the public library requires. Not only would this addition to the collection open up access to all users, it would promote literacy and increase circulation. As we know fewer and fewer users are coming to the library for their needs and the use of technology is increasing by the day. On average, students check out 1.1 books a week from their school libraries, according to a 2016 National Education Association report—or 110 books per 100 students. Additionally, it is my job as a librarian to promote literacy and reading development. Studies have shown that audiobooks and electronic books are an important component of a comprehensive reading program (Serafini, 2004). Audiobooks, when used with reluctant, struggling, or

second language learners, serve as a scaffold that allows students to read beyond their reading level (Beers, 2013). Providing electronic books for users for free and without the limitations of setting up a library card at the public library, will open access to all no matter what road block may be in the way. Many databases offer the option to download which will make enjoying these electronic and/or audiobooks available to those without internet access. The benefits for users of electronic and audio books is well worth the cost.

### Nonfiction Weeding

Through my analysis I came to realize that the non-fiction collection at PCHS library has not been effectively weeded in approximately 10 years. Collection maintenance and weeding are important components of a library's collection management system and are often related to the goals and mission of the library. An optimal library collection is one that is reviewed on a consistent basis for accuracy, currency, usage, diversity, and subject area gaps (ALA, 2017). According to Ranganathan's laws, organization is key to save the time of the reader (Ranganathan, 1931). Weeding is vital because it saves shelf space, makes it easier to browse the collection, removes outdated material, and makes the collection more appealing. This must be done to save the time of the reader.

### Makerspace

Currently the makerspace collection at PCHS library is limited to Legos, adult coloring books, and a few craft supplies, however, the library will soon be getting a new makerspace addition. I feel that it is important for me to include in my targeted areas

this collection as I will be the one building this space along with other library staff.

Makerspaces can help create and foster equitable opportunities for all users, including students with special needs as well as English Language learners. Students who have unique learning needs thrive in a makerspace because it allows them to express themselves without fear of failure (Fleming, Krakower, 2016). Now that the world is flattening, a new race is on to remain in the forefront of invention, innovation, and problem solving. Makerspaces seem to be popular because they bring out the best in all of us-evidence that we can all contribute. We can contribute to a better world and grow through the creative genius associated with problem solving (Derry et al., 2013). In designing the school makerspace, my goal is to create an environment that's inclusive and welcoming for every student. This will ultimately lead to equity with every student given access to the same physical and digital tools to create new projects.

## **Example Resources**

### **Policies and Procedures**

The library has a responsibility to meet the information needs of everyone in their communities. In order to do this, we must promote and protect users' intellectual freedom and ensure that the delivery of library services is fair, equitable, and nondiscriminatory. This can only be accomplished if the library has developed and adopted formal, written policies and procedures that are up to date according to user needs in the community the library serves (ALA, 2021). A written policy will provide a legal framework for the operations of the library and revoke claims that the library is



acting in violation of its mission or the law, according to the American Library Association (2021).

The American Library Association (ALA) is the largest and oldest library association in the world. ALA actively promotes equal access to information for all people through libraries and encourages development of library services that serve diverse populations.

It is by the authority and merit of the ALA, that I plan to update the PCHS Library Policies and Procedures to ensure students have access to all resources no matter what their economic situation may be or lack of access to the internet. Additionally, I will incorporate the basic principles stated in the Library Bill of Rights which governs the service of all libraries (ALA, 2022). Users should not have limitations placed upon them such as number of holds, checkouts, or fees for overdue books. Students should have complete access to the internet in order to access all information and resources anywhere and at any time.

## Ebooks & Audiobooks

The PCHS library does not currently have access to ebooks or audiobooks other than the free access provided by the local public library. However, as stated previously there are limitations to accessing digital reading resources through the public library for all users. I hope to acquire access to Overdrive digital library for PCHS library as part of my collection development plan.

Overdrive is the leading digital reading platform for libraries and schools, serving a network of 73,000 libraries and schools in 88 countries (SLJ, 2021). Overdrive provides K-12 schools with more than 265,000 curated materials from trusted

educational sources to enrich how a book is taught in the classroom. Resources include literacy and standards connections, booklists and collection analysis, teaching ideas, diverse books toolkit, vocabulary lists, interactive games and more. Overdrive's founder and CEO Steve Potash said in a statement, "Overdrive provides educators and librarians with a single source for both assigned curriculum and self-selected content (SLJ, 2021).

School Library Journal is the premiere publication for librarians who work with children and teens. It is a source of quality journalism and reviews from more than 60 years. SLJ produces award-winning features and news coverage on literacy, best practices, technology, education policy and other issues of interest to the school library and educator community (SLJ, 2022).

### Nonfiction Weeding

Weeding is defined as the ongoing process of removing resources from the collection. As Gail Dickinson states in her article published in the journal, Library Media Connection, "Weeding is a professional responsibility. It is what librarians in all types of libraries do. Abdicating this responsibility degrades the appearance of the collection and creates the opportunity to spread dangerous or misleading information" (Dickinson, 2005). Dickinson outlines in her article, strategies to streamline the process of weeding and give the timid weeder, like myself, a few good reasons to begin. I will admit I am quite timid and intimidated by the mountain of outdated nonfiction text before me in the PCHS library, but I am excited to begin the de-selection process as part of my collection development plan.

I plan to follow the mnemonic device, MUSTIE (see figure 1), as presented in Dickinson's article along with the "15- Minutes to a Better Collection" exercise in the PCHS library weekly (Dickinson, 2005). Using this strategy, along with the three-step strategy that takes 15 minutes a week (see figure 2), will help me begin the process of weeding without the overwhelming feeling that it all has to be done at one time.

Library Media Connection, a leading publication and resource, is a journal that gives insight, answers, and encouragement to school librarians that need to transform their libraries into thriving centers of learning and teaching for the 21st century. I found this source to be authoritative, current, relevant, accurate, and purposeful to use as a guide to help me develop my plan for weeding the PCHS library.

Figure 1

**M**=misleading: factually inaccurate

**U**=ugly: beyond mending or rebinding

**S**=superseded by a new edition or a better book on the subject

**T**=trivial: of no discernible literary or scientific merit or entertainment value

**I**=irrelevant to the needs and interests of the library's community

**E**=elsewhere: nonessential material easily obtainable from another resource

(LMJ, 2005).

Figure 2

15-minutes and Three Step Weeding Process (One shelf per week)

Step 1	Stand in front of the shelf, slightly pulling out the books that at first glance look like they might need to be weeded. (Time: 1 minute)
Step 2	Look at each book you have selected and apply the selection principles of MUSTIE. Make the decision of whether or not to actually weed the books. (Time: 4 minutes)
Step 3	Take the books that you have selected to weed to the workstation and delete them from the catalog database. Mark the books as weeded, remove markings, and complete any other tasks outlined in the library's policies and procedures for removing a resource. (Time: 10 minutes)

## Makerspace

As Diana Rendina stated in her article for KnowledgeQuest, “It’s exciting to see so many schools starting makerspaces and offering students opportunities to express their creativity. But with this explosion also comes the desire to focus too much on the STUFF and not on the EXPERIENCE” (Rendina, 2017). While I do plan to add some “stuff” to the current Maker Collection at PCHS library, I hope that I can embrace the maker mindset that Rendina presents in the article as I make decisions on items to add to the maker collection. A few needs Rendina presents are, to create a culture of acceptance, a willingness to make mistakes, a space that you’re not afraid to get messy, and an openness to new ideas (Rendina, 2017).

Diana Rendina, MLIS, is an experienced media specialist She is the creator of the blog Renovated Learning and is also a monthly contributor to AASL Knowledge Quest. Rendina has received several awards including the 2015 ISTE Librarians Network Award. She speaks internationally about the Maker Movement and learning space design. Additionally, she co-authored a book entitled *Challenge-Based Learning*

*in the School Library Makerspace* and is the author of *Reimagining Library Spaces: Transform Your Space on Any Budget* (KnowledgeQuest, 2022). To begin with, I plan to purchase both of these books as resources to use as guidance in making decisions about items to purchase as additions to the makerspace at PCHS library.

Some of the materials I had in mind to add to the collection are as follows: Cubelets, Playdoh, Cardboard, LEDs, Batteries for projects, Copper Foil Tape and Circuit Stickers, Qubits, K'Nex, and Keva Structures. This list is based on information I gathered from Makerspaces.com. Makerspaces.com was a website built in 2014 to help schools and libraries start and run their own makerspaces. The creator of Makerspaces.com believes that adding a Makerspace to a school or library can help students acquire the skills needed for the 21st century (Miller, 2022).

Target Area of Improvement	Description of Target Area	Year 1	Year 2	Year 3
Policies and Procedures	Current policies and procedures are outdated and inconsiderate of the economics in the community for many users. Policies need to be up-to-date with the current data for the library community.	<ul style="list-style-type: none"> <li>• Form a library advisory committee &amp; meet to analyze the current policies &amp; procedures as they pertain to the current environment scan.</li> <li>• Rewrite the current policies and procedures with changes</li> <li>• Propose changes to the school board for approval.</li> <li>• Complete formative assessments each quarter of the school year and a summative assessment at the end of the school year. (Figure 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit the user's needs through an environmental scan and needs assessment of users.</li> <li>• Revisit the policies and procedures established and carried over from year 1 and propose changes as needed.</li> <li>• Complete formative assessments each quarter of the school year and a summative assessment at the end of the school year. (Figure 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit the user's needs through an environmental scan and needs assessment of users.</li> <li>• Revisit the policies and procedures established and carried over from year 1 and propose changes as needed.</li> <li>• Complete formative assessments each quarter of the school year and a summative assessment at the end of the school year. (Figure 3)</li> </ul>

Ebooks & Audiobooks	PCHS library needs to have its own collection of ebooks and audiobooks for users without the limitations the public library requires with the shared ebook and audiobook collection.	<ul style="list-style-type: none"> <li>● Reach out to the Overdrive library education team about purchasing Overdrive for PCHS library.</li> <li>● Along with the Library Advisory Committee look at purchase options and budget.</li> <li>● Seek approval of purchasing Overdrive for PCHS library users with the school board.</li> </ul>	<ul style="list-style-type: none"> <li>● Assuming Overdrive purchase went through in Year 1, evaluate user data of Overdrive in the collection reports with the library advisory committee.</li> <li>● Use formative and summative assessments to reevaluate Overdrives effectiveness for PCHS library.</li> <li>● Propose a plan to continue or discontinue the use of Overdrive library within the committee and to the board if needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Assuming Overdrive purchase went through in Year 1, evaluate user data of Overdrive in the collection reports with the library advisory committee.</li> <li>● Use formative and summative assessments to reevaluate Overdrives effectiveness for PCHS library.</li> <li>● Propose a plan to continue or discontinue the use of Overdrive library within the committee and to the board if needed.</li> <li>● If at any time within the evaluation and assessment process needs are no longer being met with Overdrive, then I will seek professional reviews and documents to choose another option for Ebooks and Audiobooks.</li> </ul>
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Weeding Nonfiction Collection	The current Nonfiction collection has not been effectively weeded in 10 years. An optimal library collection is one that is reviewed on a consistent basis for accuracy, currency, usage, diversity, and subject area gaps.	<ul style="list-style-type: none"> <li>• Use the MUSTIE guide (Figure 1) with the 15 minute, 3step process of weeding (Figure 2) WEEKLY in the PCHS library to effectively weed the entire nonfiction collection in YEAR 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a nonfiction collection analysis to see what gaps there are now that the collection has been fully weeded in Year 1.</li> <li>• Complete formative assessments quarterly to do a continuous analysis of the nonfiction collection and to gather data of users for needs in the nonfiction collection.</li> <li>• Seek professional reviews and follow selection principles to select new titles to fill gaps in the collection.</li> <li>• Seek approval of new titles for the collection.</li> <li>• Continue the 15 minute, 3step process of weeding Bi-weekly throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a nonfiction collection analysis to see any new gaps in the collection since adding titles in Year 2.</li> <li>• Complete formative assessments quarterly to do a continuous analysis of the nonfiction collection and to gather data of users for needs in the nonfiction collection.</li> <li>• Seek professional reviews and follow selection principles to select new titles to fill gaps in the collection.</li> <li>• Seek approval of new titles for the collection.</li> <li>• Continue the 15 minute, 3step process of weeding Bi-weekly throughout the school year.</li> </ul>
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Makerspace	<p>To prepare for the Makerspace addition to PCHS Library in Summer 2022, the current makerspace collection needs to be broadened to prepare for this transition and learning space for all users.</p>	<ul style="list-style-type: none"> <li>● Form a Makers Committee including teachers, admin, students, and library staff to evaluate the current maker collection and Makerspace addition that was added to the PCHS library in Summer 2022.</li> <li>● Evaluate the area and collection using current collection data and professional articles and reviews for additions needed for the collection.</li> <li>● Seek approval of two books (mentioned in the desired resource curation in this document above) and supplies needed to add to the current makerspace collection.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete a formative assessment among students and teachers about the current makerspace collection. Continue these formative assessments quarterly.</li> <li>● Seek purchase approval of needed supplies, especially those that are consumable for this school year.</li> <li>● Seek professional journals and reviews for new trends in the maker movement.</li> <li>● Complete a summative assessment of the current year's makerspace collection to plan for next school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete a formative assessment among students and teachers about the current makerspace collection. Continue these formative assessments quarterly.</li> <li>● Seek purchase approval of needed supplies, especially those that are consumable for this school year.</li> <li>● Seek professional journals and reviews for new trends in the maker movement.</li> <li>● Complete a summative assessment of the current year's makerspace collection to plan for next school year.</li> </ul>
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Figure 3

Formative Assessment	<p>Used to:</p> <ul style="list-style-type: none"> <li>• monitor learning to provide ongoing feedback that can be used by the librarian or committee to improve upon the area being as assessed.</li> <li>• Identify strengths and weaknesses and target areas that need work</li> <li>• Help others in the school or school system see struggles or areas that need improvement or changes.</li> </ul>	<p>Examples of Formative Assessments to be used in the PCHS library:</p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Conferencing</li> <li>• Journaling</li> </ul>
Summative Assessment	<p>Used to:</p> <ul style="list-style-type: none"> <li>• Evaluate learning and progression overall at the end of the school year.</li> <li>• Guide decision making for weeding or purchase of new content for the collection for the next school year.</li> </ul>	<p>Examples of Summative Assessments to be used in the PCHS library:</p> <ul style="list-style-type: none"> <li>• Google Quiz</li> </ul>

Collection Development is at the heart of a welcoming school library. As the school library media specialist, it is my responsibility to work constantly with students and teachers to facilitate access to information in a wide variety of formats. I will work to instruct students and teachers using best practices on how to acquire, evaluate and

use information and the technology needed in this process. I will continually look to receive professional development and growth so that I may guide students and teachers in the resources they need to broaden their horizons. I will collaborate with others often to develop, promote, and implement programs and seek resources to help prepare patrons to be effective users of ideas and information while they are at Patrick County High School and throughout their life.

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