

ALBEMARLE COUNTY LIBRARY MEDIA CENTER HANDBOOK

Adopted by the Albemarle County School Board _____(add date)

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Revised 2006

**TABLE OF CONTENTS
TO BE REVISED**

CONTENT	PAGE
Mission Statement	6
Library Media Center Aims and Objectives	6
School Board Statement on the Purpose of the Library Media Center	7
Instructional Goals and Objectives (IA) (School Board Policy)	8
Information Literacy Skills Curriculum	
Information Literacy	11
Elementary School Information Literacy Skills Curriculum Standards	12
Middle School Information Literacy Skills Curriculum Standards	30
High School Information Literacy Skills Curriculum Standards	38
Library Media Center Personnel	
Staffing the Library Media Center	51
Roles and Responsibilities of the Library Media Specialist	51
Volunteers and Student Aides	51
Position Descriptions	
Lead Library Media Specialist	52
Library Media Specialist	54
Library Media Assistant	56
Library Media Center Management	
Getting Ready for School	59
Flexible Access	60
Intellectual Freedom	62
Student Privacy Considerations	63
Records to be kept	63
Gifts	63
Gifts to School Board Members and Employees (KH) (School Board Policy)	64
Inventory	65
Mac Inventory Steps	65
Mac Year-end steps	66
IBM/PC Inventory Steps	67
IBM/PC Year-end steps	68
Store Computers Properly	69

Weeding	70
What to weed	70
Thoughtful weeds	70
Specific Guides to weeding	70
What not to weed	73
When to weed	73
Weeding follow-up	73
School Properties Disposal Procedure (DN) (School Board Policy)	74
Learning Resources Selection	
Selection Aids	76
Instructional Materials (IIA) (School Board Policy)	77
Textbook Selection and Adoption (IIAA) (School Board Policy)	78
Learning Resources Selection and Adoption (IIAB) (School Board Policy)	83
Film Opt-in permission form (IIAB-E) (School Board Policy)	85
School Libraries/Media Centers (IIBD) (School Board Policy)	86
Public complaints about Curriculum/Instructional Materials (INC) (School Board Policy)	90
Technical Processing of Materials	
Introduction	96
Classification	96
Identification Markings	96
Guidelines for Entering Catalog Information	97
Materials Types and Call Number Abbreviations	99
Storage of Media	101
Circulation of Media	101
Format for Entering Equipment	101
Audio-visual Check-out Permission Form (sample)	102
Albemarle County Resource Center (ARC)	
Circulation Procedures	104
Access to Winnebago Spectrum	104
Circulation Schedule	105
Suggestions for Media Acquisitions Form	107
Glossary	108
Appendices	
A. Library Bill of Rights	111
B. AASL Position Statement on Preparation of School Library Specialists	112

C. AASL Position Statement on Appropriate Staffing for School Library Media Centers	113
D. Academic Freedom (School Board Policy IB)	114
E. Use of Video Materials	115
F. Copyright Law	116
G. Collaborative Planning	125
H. CLIC Planning Worksheet (sample)	126
I. Library/Class Information Sheet (sample)	127
J. Computer/Technology Standards - end of Grade Five	128
K. Computer/Technology Standards - end of Grade Eight	129
L. Computer/Technology Standards - end of Grade Twelve	130
M. Media, Research and Technology Curriculum, Kindergarten through Grade 8	132
N. Media, Research and Technology Curriculum, Kindergarten through Grade 8, Scope and Sequence	148
O. Albemarle County Standards for Ethical Use of Technology	161
Bibliography	162

MISSION AND GOALS STATEMENT

In accordance with Albemarle County School Board Policy and the national standards for library media centers established by *Information Power: Building Partnerships for Learning* (ALA 1998) the mission of the Albemarle County School Library Media Program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing resources and learning experiences that promote lifelong reading and learning
- by providing instruction in information literacy and 21st century skills
- by providing instruction to stimulate interest in reading, viewing and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students

AIMS AND OBJECTIVES

With this mission in mind, the Albemarle County library media center program aims to:

- Integrate instruction in information literacy skills with classroom instruction
- Provide a facility that functions as the information center of the school
- Provide a selection of appropriate materials to meet the needs and abilities of all students
- Promote lifelong reading and learning through library programs
- Provide learning experiences that encourage users to become discriminating consumers, and skilled creators, of information
- Provide intellectual and physical access to materials in all formats organized for ease of use
- Provide leadership, instruction, and consultation in the use of instructional and informational technology

From: Information Power: Building Partnerships for Learning, ALA , 1998 (omit?)

**SCHOOL BOARD STATEMENT
ON THE
PURPOSE OF THE LIBRARY MEDIA CENTER**

Are we permitted to make these revisions?

The primary function of a school's library media center is to implement, enrich, and support the educational program of the school. The center provides a wide range of materials at various levels of sophistication with a diversity of appeal and the presentation of different points of view. (See the following page for School Board Policy IA, see pg. 60 for Intellectual Freedom Statement, Appendix D for Academic Freedom Statement and Appendix A for the Library Bill of Rights)

To this end the school board declares that the primary responsibilities of the library media center are:

- To provide additional materials that supplement classroom instruction and support the Virginia Standards of Learning
-
- To provide materials that will stimulate the acquisition of factual knowledge as well as the development of literary appreciation, aesthetic values, and ethical standards;
- To provide info that encourages students to develop essential questions that lead to enduring understandings (*Understanding by Design*, Wiggins & McTighe, 2005);
- To provide materials containing a wide range of views on controversial issues so that students may develop the practice of critical reading, thinking, and decision-making;
- To provide materials representative of diverse religious, ethnic, political, and cultural groups and their contributions to our American heritage;
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for all users of the library media center;
- To provide a collection that meets individual learning needs, abilities, and learning styles.

The Albemarle County School Board adopted the above statement on _____(add new date)

INSTRUCTIONAL GOALS AND OBJECTIVES

ALBEMARLE COUNTY PUBLIC SCHOOLS

VISION: All learners believe in their power to embrace learning, to excel, and to own their future.

MISSION: The Albemarle County Public Schools' core purpose is to establish a community of learners and learning through rigor, relevance, and relationships, one student at a time.

Standards of Quality for Curriculum, Instruction, and Assessment

The *Standards of Quality*, determined by the Virginia General Assembly, establish the statutory framework and requirements for educational programs in Virginia public schools. The School Board accepts and supports the goals of public education as contained in the *Standards of Quality*.

In order to promote quality education for all, curriculum, instruction, and assessment must be aligned. The School Division requires a defined curriculum that is implemented in classrooms, with instructional practices and revised on assessment results.

The Standards of Quality are available at http://www.pen.k12.va.us/VDOE/VA_Board/Standards

Standards of Quality - Programs and Services

The Board commits itself to providing programs and services as stated in the *Standards of Quality* only to an extent proportionate to funding thereof provided by the General Assembly.

Adopted: July 1, 1993

Amended: February 22, 1999

update?

Legal Ref.:
253.13:1 et seq.

Code of Virginia, 1950, as amended in 1998, Section 22.1-253.13:1-22.1-

CURRICULUM OVERVIEW

The school library media center staff and resources support the implementation of the Virginia Standards of Learning. Our curriculum is guided by the National Information Literacy Standards (ILS) set forth in *Information Power: Building Partnerships for Learning* (ALA 1998) (see p. 10). This document presents guidelines for meeting these standards, providing direct correlation between the Information Literacy Standards and the Virginia SOLs. References to specific SOLs are included in parentheses.

The library media center provides assistance and resources to support the SOLs in all subject areas. Our curriculum helps students improve communication through reading, information retrieval, the writing process, and resource management. Effective implementation of these activities depends on the collaborative efforts of classroom teachers and library media specialists.

Library media specialists recognize that the ability of the student to read well is the fundamental skill required in each area of the Standards of Learning and that it is the essential skill that empowers students to learn. Therefore, our goal is to assist in improving every student's functional literacy. In addition to supporting the standards for research, technology, literature, and reading in the academic subject areas, library media centers provide materials and services to instill a love of books and reading and to promote independent life-long learning.

The library media center is an instructional setting in which resource-based learning takes place. In other words, the library media center and its resources are an extension of the classroom. Most importantly, information literacy skills are integrated into the curriculum through relevant and meaningful experiences for students. On the following pages are the Information Literacy Skills for elementary, middle, and high school levels. The Computer/Technology Standards for Virginia's Public Schools are located in Appendix J.

INFORMATION LITERACY

“Information literacy—the ability to find and use information—is the keystone of lifelong learning. The library media program combines effective learning and teaching strategies and activities with information access skills” to accomplish this goal. Content of the information literacy curriculum is integrated into all curricular areas at every grade level. Effective implementation of the information literacy curriculum depends on the collaborative efforts of teachers and library media specialists. Information literacy instruction is most effective when integrated with real, graded classroom projects rather than when taught in the abstract. In developing collaborative lessons, the library media specialist is encouraged to consult the *Linking Libraries with Academic Achievement* project developed under the auspices of the DOE Department of Media and Technology, which can be found online at www.doe.virginia.gov/VDOE/Technology/OET/library.shtml. The general goal of the information literacy program is to ensure that students and staff are effective users of ideas and information.

The Nine Information Literacy Standards for Student Learning

Information Literacy

Students who are information literate will:

- Access information efficiently and effectively
- Evaluate information critically and competently
- Use information accurately and creatively

Independent Learning

Students who are independent learners will:

- Pursue information related to personal interest
- Appreciate literature and other creative expressions of information
- Strive for excellence in information seeking and knowledge generation

Social Responsibility

Students who contribute positively to the learning community and to society will:

- Recognize the importance of information to a democratic society
- Practice ethical behavior in regard to information and information technology
- Participate effectively in groups to pursue and generate information

Information Power: Building Partnerships for Learning (ALA 1998)

ELEMENTARY SCHOOL INFORMATION LITERACY SKILLS CURRICULUM STANDARDS

Orientation and Expectations

Kindergarten/Grade One

▪ **Identifies the personnel of the Library Media Center**

The student will begin to understand of the role the library media center staff plays in his/her learning. The student will begin to recognize that:

- The media specialist reads to them
- The media specialist and media center staff help them locate books and information
- The media center staff/volunteers help with checking out books

(SOL: Social Studies K.5)

▪ **Demonstrates appropriate behavior for visits to the Library Media Center**

The student will begin to develop an awareness of the rights of others in a learning environment where a variety of activities may be occurring at the same time, e.g. research, study, quiet reading, test taking, browsing, and writing. Appropriate behaviors include:

- Quiet entry
- Use of inside voice
- Knowledge of expected behavior after story is read and books are checked out

(SOL: Language Arts K.3)

▪ **Checks out materials according to established procedures**

The student begins to understand the concept of borrowing and develops a sense of responsibility for returning materials on time. Proper procedures that students will demonstrate:

- Remembers to check out books
- Waits quietly in line to check out books
- Learns when books are due back
- Learns to return on or before the date due
- Learns the concept of renewing materials

(SOL Language Arts K.3; Social Studies K.7, 3.12)

▪ **Returns materials to appropriate place after use**

Young children have a hard time understanding that a book belongs in one place and one place only. Students will learn appropriate material placement including:

- Learns the appropriate location to return books
- Learns what to do with a book they have taken off the shelf and do not want
- Returns the book to the shelf with the spine showing, and the spine label on the bottom of the book
- When replacing a book on the shelf, lines it up with the outer edge, does not shove books to the back of the shelf

(SOL: Social Studies K.7)

▪ **Demonstrates care of print and non-print materials**

Caring for materials is not a skill students are born knowing; it has to be taught to them. Caring for materials is a way of showing respect to others. Student will demonstrate the following behavior:

- Make sure hands are clean before handling books
- Turn pages carefully
- Use bookmarks to hold place; will not dog-ear pages
- Keeps books in a safe place
- Will not write in books
- Keep books away from pets and babies
- Bring damaged books and materials to media center for repair
- Will not drop or toss items around

(SOL: Social Studies K.7)

▪ **Requests assistance as needed**

Young students need to know when to ask for help and to learn the appropriate way to ask for it. Often students are shy and do not know how to find books they want, or are unfamiliar with rules about procedures. Students should feel comfortable asking for the following types of information:

- From which sections they are allowed to choose books
- How to request and reserve a favorite book
- Where and when to check out and/or return books
- What to do if a book they have checked out is damaged
- When they can visit the library

(SOL: Language Arts K.3, K.13)

▪ **Demonstrates care of media**

Even young children are being exposed to a variety of media, and they need to learn how to manipulate this equipment in order to become independent and responsible users of this hardware. Students should be able to demonstrate the following:

- Recognize the on/off buttons
- Operate volume control
- Turn equipment off when they are finished using it
- Operate tape recorders, CD Players, etc.

(SOL: Computer Technology 5.2)

▪ **Browses, locates and self-selects materials**

Kindergartners need to learn to choose books which are appropriate to their age and interests, as well as knowing which sections of the library house books that will be appropriate for them. Lastly, they should be taught selection skills which will help them choose good books. Students will exhibit the following behaviors:

- Identifies and uses special sections of the library: picture book, easy reader, leveled reading, non-fiction, etc.
- Looks for special codes which indicate topic or subject, e.g., some books have stickers that indicate holidays, award books, animal stories, ghost stories, etc.
- Looks for books by favorite authors and /or favorite subjects
- Looks at a variety of books before choosing; uses the picture on the front of the book to help in selection
- Skims through the inside of the book to see if it is as appealing as the cover
- Uses recommendations from friend, teacher, librarian, etc.

(SOL: Language Arts K.3, K.4, K.13)

- **Judges readability and appropriateness**
Students will be able to determine if a book is appropriate for their age level
 - Skims the book
 - Looks for interesting illustrations
 - Determines if there is too much print
 (SOL: Language Arts K.4)

Grades Two through Five

At this level, children are coming to the library independently therefore the Library Media Center Orientation and Expectation objective areas will be extend and reinforced. For a description of these objectives, refer back to the Library Media Center Orientation and Expectations -- Kindergarten Objectives:

- **Identify the personnel of the Library Media Center**
- **Demonstrates appropriate behavior for visits to the Library Media Center**
(SOL: Language Arts 2.3, 3.1, 4.1, 5.1; Social Studies K.7, 3.12)
- **Checks out materials according to established procedures**
(SOL: Language Arts 2.3; Social Studies 3.12)
- **Returns materials to appropriate place after use**
(SOL: Social Studies 3.12)
- **Demonstrates care of print and non-print materials**
(SOL: Social Studies 3.12)
- **Requests assistance as needed**
(SOL: Language Arts 2.3, 3.1, 4.1, 5.2)
- **Demonstrate care of media**
(SOL: Computer Technology 5.2)
- **Browses, locates, and self-selects materials**
(SOL: Language Arts 2.7, 3.4, 4.4, 5.5)
- **Judges readability and appropriateness**
(SOL: Language Arts 3.4, 4.4, 5.5)

FINDING INFORMATION

- **Identifies main sections of the library**
In order to be able to select books for research and pleasure reading, students need to identify the main sections of the library media center.

Kindergarten and Grade One

It is important for students to know where to find books and which are appropriate to their levels. Students should begin to explore sections containing magazines and non-fiction books pertaining to their interests, and they should follow procedure for checking materials out.

- Magazines
- Picture books
- Circulation Desk
- Special Collections such as leveled reading materials and the Caldecott Award books
- Non-fiction

(SOL: Language Arts K.8, 1.7; Social Studies K.2, K.6, 1.6)

Grade Two

Students at the level continue to explore picture book and non-fiction, with the emphasis on checking out books at the circulation desk. Students who are becoming more proficient in their reading are now ready to explore the fiction section. A brief introduction to the reference section occurs at this time, focusing mainly on encyclopedias and dictionaries. Students will become aware that the media center collection includes newspapers and magazines. Students will be introduced to simple keyword and subject searching using the patron's catalog.

- Fiction
- Non-fiction
- Reference
- Library Catalog
- Newspapers and magazines

(SOL: Language Art 2.7)

Grades Three through Five

More extensive use of non-fiction and reference, to supplement research in the classroom takes place in these grade levels. Students continue to use encyclopedias, but also learn about other references such as almanacs and atlases. Students are encouraged to continue to exploring the fiction section. Children will become more aware of the importance of keeping track of their books as they learn how to check materials in and out.

- Reference
- Non-fiction
- Fiction
- Circulation Desk
- Special Collections such as Newbery, short stories, VSRA books
- Computer stations which house electronic resources and databases

(SOL: Language Arts 3.4, 3.6, 3.10, 4.4, 4.9, 5.5, 5.6, 5.8; Computer Technology 5.3)

▪ **Identifies and uses tools to locate information**

Kindergarten through Grade One

Children are introduced to compact disks / CD-ROMs and are taught to load and locate information on them. Examples of these would be:

- Books on CDs
- Beginning dictionaries
- Simple databases that are content-specific (animals, mammals, etc.)

(SOL: Computer Technology 5.2)

Grade Two

Students begin to use the patron's catalog to do simple searches. They continue to use databases on CDs along with the Internet to supplement guided research in the classroom. Examples of this would be:

- Patron's catalog
- Databases on CD-ROMs
- Internet

(SOL: Language Arts 2.7; Computer Technology 5.2, 5.3)

Grades Three through Five

Students begin using the patron's catalog to do increasingly complex searches by title, author, subject, and key word. They continue to use electronic databases that pertain to subjects in the curriculum as well as guided research on the Internet. Students are introduced to magazine indices as tools for locating current information.

- Patron's catalog -- in addition to performing more complicated searches, student learn to use this library database to print bibliographies and sort information.
- CD-ROM databases
- Internet
- Newspapers
- Magazines

(SOL: Language Arts 3.4, 3.5, 3.6, 3.10, 4.5, 4.9, 5.5, 5.6, 5.8; Social Studies 4.7; Computer Technology 5.2, 5.3)

▪ **Develops an understanding of the organization of the library**

Kindergarten through Grade One

Students learn that books have an exact location on the library shelves and learn techniques for putting them back in their correct places. First graders are introduced to the idea that books in the picture book section are placed in "a b c" order.

- Students learn to place books on the shelf right side up with the spine label facing out
- Students learn to keep books to the front of the shelf so that smaller books do not get lost behind others
- Students need to ask for help in shelving books
- Students learn that picture books are arranged in alphabetical order by the author's last name

(SOL: Language Arts 1.5, 1.14)

Grade Two

Students in second grade practice using "a b c" order in locating books in the picture book and fiction sections. Students may shelve books in this section with the supervision of an adult.

Grade Three

Along with continued emphasis on the arrangement of fiction books in alphabetical order, students are introduced to the concept that non-fiction books are arranged in numerical order. They are introduced to the Dewey Decimal System of organization which groups together books having similar subjects. Students learn that books with like subjects are assigned the same number. Students learn to use Dewey call numbers to locate non-fiction books on the shelves.

- Students practice locating and shelving books in 'a b c' order and have an understanding that books are arranged alphabetically by the author's last name.
- Students learn that the top letter or numbers on the spine label tell which section the book is located in as well as telling whether the book is fiction or non-fiction.
- Students learn that the call number is the book's address and the address of each book is printed on the spine label
- Students learn that the letters on the bottom line refer to the author's last name
- Students learn that books with identical numbers are arranged in alphabetical order by author
- Students learn that non-fiction books are arranged in number order from smallest to largest

(SOL: Language Arts 3.4, 3.6; Computer Technology 5.3)

Grades Four through Five

Students are expected to become more at ease with locating non-fiction books which have decimal numbers as they become more math sophisticated. Students should begin to understand that the decimal further categorizes those books with like subjects.

- Students would be able to use the call number to determine how the material will be of use to them. For example, a student who wants to learn about the different breeds of dogs should be able to use the call number not only to locate the book, but also to determine if that material will be of use to him/her.
- This student should know how to use the call number to determine if the book is a story about dogs or actually contains information about dogs.
- The student should use the sort function of the patron's catalog to help in grouping like categories of books together and determine which categories are appropriate to meet his/her needs.

(SOL: Math 4.5, 5.1, 5.2; Computer Technology 5.3)

▪ **Learns about books**

Children need to learn that a book is divided into many parts and that knowledge of those parts is important in doing efficient research work.

Kindergarten through Grade One

Young children need to learn that a book is divided into many parts.

- Cover
- Title Page
- Spine and spine label
- Author and illustrator

(SOL: Language Arts K.5, 1.14)

Grade Two

Students at the level are becoming more aware of the organization of different types of books. As students move from picture book section into reading non-fiction, they learn that non-fiction books often have a table of contents, glossary, and index that are keys to the organization and understanding of the information within the book. Children need to know how a book is organized so that they can find information efficiently.

- Table of contents
- Index
- Glossary

(SOL: Language Arts 2.11)

Grades Three through Five

On a higher level of thinking, students should know more than the actual location of the parts of a book; students should be able to use the knowledge of the different parts to make important research decisions. For example, the student who chooses books with the most current copyrights when researching topics of current interest, e.g., lasers or gene therapy, will have the most accurate and up-to-date information on the topic. In addition to parts of the book that the student has learned in previous grades, the student should become familiar with:

- Copyright date
- Verso
- In-depth look at indices
- Bibliography

(SOL: Language Arts 3.10, 4.3, 5.4)

- **Uses the patron's catalog to locate information**

Grades Three through Five

Students are introduced to using the library catalog to do simple searching in third grade. As they become more comfortable with the use of the catalog, they learn to do more complicated searches as well as sorting information and printing bibliographies.

- Searches by subject
- Searches by title
- Searches by author
- Searches by key word
- Expands/limits search using Boolean logic
- Sorts and prints bibliographies

(SOL: Computer Technology 5.3; Language Arts 3.5)

- **Utilizes knowledge of specific reference materials**

Grades Three through Five

In third grade, students will be introduced to generally-used reference sources. As students progress they will be expected to use these sources to support research projects. Students, under the direction and guidance of the teacher/library media specialist, will begin to use the Internet for information-gathering. Students will be made aware of the consequences of improper use of the Internet. They will be taught strategies for evaluating the accuracy and authority of information gleaned from the Internet.

- Almanacs
- Atlases
- Dictionaries (geographical, biographical)
- Bartlett's Book of Quotations
- Encyclopedias
- Thesauri
- Internet

(SOL: Computer Technology 5.2, 5.3; Social Studies 4.2)

▪ **Identifies and locates specific information through the use of visuals**

Students learn that visuals, like text, give valuable information

Kindergarten through Grade One

Literacy for kindergartners and first-graders begins with the illustrations in books. Students look to pictures for clues to the plot of the story. Pictures in non-fiction books are the primary source of information for non-readers and beginning readers.

Grades Two through Five

Students begin to use captions as a source of information. When students progress as a library media center users, they use visuals as another means for gathering information. There are many learning styles, and visuals may help the student who has trouble interpreting information through print.

- Photographs, pictures, illustrations
- Charts
- Graphs
- Captions
- Timelines
- Maps
- Outlines/Graphic Organizers

(SOL: Social Studies 5.9; Science 2.1, 4.1)

LEARNING THE RESEARCH PROCESS

Research is a vehicle to implement critical thinking. Bloom's Taxonomy and others shows the progression of thinking from lower to higher levels, the research process incorporates every level of this hierarchy from simple fact-finding to the more complicated process of synthesizing information into new ideas. Often teachers see research as an overwhelming stand-alone project when actually it can be integrated into any subject area as a process. In doing research the student is actively involved in their own learning and has a greater opportunity to develop more sophisticated thinking skills which might not be learned through a tightly structured lesson in the classroom.

In today's world, the new electronic technologies make information spontaneously accessible and abundant to users. Therefore it is critical that students are taught how to become effective users of information and ideas.

Students need to learn the strategies and skills to know:

- When they need information
- How to determine what information they need
- How to locate information

- How to effectively use information to make decisions and create meanings

The research process does just this. Authentic research consists of spending time gathering information to answer questions and organizing this information into an end product where the newly acquired knowledge may be shared in a meaningful way by the learner(s). The components of the research process can be divided into the following steps:

- Selecting a topic
- Developing questions
- Developing a plan
- Locating resources
- Collecting data
- Sharing the product
- Evaluating and revising the study

Teachers need not cover the research process in isolation. Instead, curricular topics may be covered while doing research. These SOLs would provide prime opportunities to involve students in the research process. (SOL: Social Studies 2.1, 2.3, 3.1, 3.2, 4.6, 4.7, 5.1, 5.2, 5.3, 5.7, 5.10; Science 4.4, 4.6, 4.8, 5.6)

Kindergarten

It is often said that students in the early grades cannot do research because they do not possess reading skills necessary to use the resources. However, young students possess a curiosity about the world around them which provides the basis for any “authentic research” experience. Students at this level can do purposeful research and being to learn a simple information search process. All that is needed is encouragement and guided support of this process by the classroom teacher and library media specialist.

- The media specialist helps students find answers to individual questions such as "What kind of leaf is this?" or "What kind of butterfly is this?"
- The media specialist helps students become actively engaged with non-fiction books by reading aloud and asking questions about what has been read.
- The students are asked to paraphrase what has been read to them. This becomes the model for later research students will do on their own. From this early experience students learned that questioning and paraphrasing are ways of remembering and understanding what they have read.
- Students should be encouraged to report what they find to their peer group. This develops speaking and listening skills. It is also a way of encouraging other students to use the library as a place to find answers to questions.

(SOL: Language Arts K.13; Science K.1)

Grade One

The Research Process for a First grader would be as follows:

- *Selecting a topic (What am I interested in learning about?)*
Library Media Specialist/teacher pre-selects topics for students at this level. Students and teacher can brainstorm additional ideas at this step. Students are then grouped according to their interests whenever possible.
- *Developing questions (What do I want and need to find out?)*
Students in their groups generate a list of questions pertaining to their topic. Library Media Specialist/teacher select 4 to 6 good questions for the groups to focus their research on.
- *Developing a plan*
Students and Library Media Specialist/teacher discuss and brainstorm where they may go to begin to find answers to their questions. Their list may look something like this:
Classroom trade books
The Library Media Center

Books and magazines from the library collection
Content-specific CD-ROMs
Internet
Individual people
Field trips

- *Locating resources*
Library Media Specialist and teacher pull relevant sources for the students to browse through during their first visit to the Media Center. No pencils are need at this stage. This is a crucial step and not one to be skipped over.
- *Collecting data*
At this level, students will write and illustrate everything which interests them on their topic
- *Sharing data*
Students will discuss their findings with the Library Media Specialist/teacher, who records the Information.
- *Sorting information into categories (How do I use this information?)*
Through discussion, Library Media Specialist/teacher and students decide where to place the information they have gathered based on the questions they generated earlier.
- *Present research (How do I share my information with others?)*
Student may wish to share information orally, make posters, or create multi-media presentations.
- *Evaluation (How did I do?)*
The students ask themselves, "What new information did I learn?" "What did I like best about doing research?"

(SOL: Language Arts 1.2; Science 1.1; Computer Technology 5.3, 5.4)

Grade Two

Second-graders go through the research process in much the same way as first-graders except when they are collecting data. They are able to answer questions much more specifically and record answers according to categories. They are also able to produce a simple bibliography which includes author and title.

- Writing answers to specific questions
- Students use more than one source
- Make a simple bibliography

(SOL: Language Arts 2.8, 2.9; Computer Technology 5.3, 5.4)

Grade Three

Third-graders work through the Research Process much the same as the first and second grades with the exception that students at this level are expected to locate non-fiction sources without as much help from the teacher. The student is expected to use encyclopedias, both print and non-print at this stage. Students at this stage are using organized notes to present written reports. Synthesis of information should be starting to take place for some.

- Students begin to use reference materials, electronic and print
- Paraphrasing information becomes more important as students gather more extensive information
- Students begin to use the graphic organizer as the basis for forming paragraphs for written reports
- In addition to using the graphic organizer to help organize the written report, students should begin to see how what they have learned has changed the way they now think about their topics. For example, students may start research on eagles and learn that eagles make their homes in tall trees and cliffs (a fact), but may make the connection or inference that deforestation and land development is causing the demise of the species (synthesizing what they have read).
- Students need to reflect on how well they conveyed the information they were presenting to others.

(SOL: Language Arts 3.5, 3.8, 3.10; Science 3.1; Computer Technology 5.3, 5.4)

Grades Four and Five

Even at the level, the student still needs to have the research process modeled and broken into steps. The student should be locating material independently. The student is using a wider variety of resources, both print and non-print. The student is now responsible for choosing a topic and developing questions about that topic.

They are charged with exploring the resources of the media center to see if there is enough information to support their topic. In like manner, after examining resources, they may decide that there is too much information and they, therefore, need to narrow the topic they have chosen.

Students should consider the first visit the library as a time to find and evaluate a variety of sources pertaining to their topics. They should use skimming and scanning techniques to determine the usefulness of each source. Students write down titles, authors, and call numbers of sources which look promising. Note-taking is not a part of the first visit.

Students should be taught a variety of note taking techniques. They are required to do more extensive bibliographies. They often are given the option of choosing what they think will be an effective method of presenting information. Students should do a formal evaluation of the product and the process of their research.

- Students use a graphic organizer to locate and record sources.
- Students do not read each book thoroughly when looking for information. Students skim/scan the table of contents, index, and sometimes the book itself to ascertain its usefulness to their topic.
- Students use a variety of sources (reference books, electronic and print, Internet, magazines and indices, non-fiction books, interviewing authorities, newspapers, primary source materials)
- Students choose note-taking method with which they are comfortable.
- Students read the material and think about it before paraphrasing the information into notes.
- Students recognize the ownership of ideas by honoring copyright laws and restrictions and by giving credit for ideas not their own.
- Students are expected to provide bibliographies of sources they have used, not only to give credit to those sources, but also to allow anyone to check the accuracy of their information.
- A bibliography at this level should include, at the least, title, author, volume when using encyclopedias, pages used, and copyright date.
- Students should do a formal evaluation of both the research project itself as well as the research process

(SOL: Language Arts 4.5, 4.7, 4.9, 5.8; Computer Technology 5.2, 5.3, 5.4)

EXPLORING LITERATURE

▪ Students will be exposed to a variety of literary experiences

Because students come to school with different experiences and abilities, exposure to a wide variety of literary experiences will entice students to read and to develop life-long reading habits. These media center activities should be geared to the age and interest of the students.

- Book talks
- Oral reading
- Storytelling
- Reader's Theatre
- Listening to and sharing stories
- Acting out stories
- Participation in songs, poetry, finger plays, and movement

(SOL: Language Arts K.1, 1.1, 1.4, 1.10, 2.1, 3.1, 4.1, 5.1; Social Studies 5.8, 5.10)

▪ **Students will develop comprehension skills**

Word recognition and independent sight reading are only part of the literary process. Understanding what has been read and being able to restate and create new and original ideas from this information is one of the marks of a complete reader. Developing comprehension skills helps one learn what others think. The student will develop reading skills by:

- Understanding the purposes of listening to information
- Understanding that we read for a variety of purposes
- Using context clues and illustrations to understand a story
- Sequencing events
- Making predictions
- Paraphrasing information
- Making inferences and drawing conclusions
- Visualizing the story
- Relating personal experiences to story

(SOL: Language Arts K.1,K.2, K.3, K.8, K.13, 1.1, 1.6, 1.7, 1.9, 1.11, 2.3, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.4, 3.5, 3.6, 4.4, 4.5, 5.3; Social Studies 1.4, 3.4, 4.3, 4.7, 5.1, 5.2, 5.9, 5.10; Science 3.1, 4.1; Computer Technology 5.2)

▪ **Students will develop an understanding of literary elements**

Kindergarten through Grade One

Even though we may not use the term, "plot" or "setting" with younger children, much discussion goes on about what happened in the story and where the story took place. In a similar vein, there is much discussion about the characters in the story without calling it "characterization."

(SOL: Language Arts K.8, 1.11)

Grade Two

In second grade, students begin identifying and describing the plot, setting and main characters. Often students recognize the styles of various illustrators such as Tomie DePaula, Steven Kellogg, Eric Carle, etc.

- Character
- Plot
- Setting

(SOL: Language Arts 2.8)

Grades Three through Five

In these grades, students begin to analyze literature in terms of plot, character, and setting. They are also learning about the elements: point of view, style, and theme. They are learning to recognize these elements in story and to use them in crafting their own writing.

- Character
- Setting
- Plot
- Point of View
- Style
- Theme

(SOL: Language Arts 3.5, 4.4, 5.5)

▪ **Students will become familiar with a variety of genres**

In order to develop an appreciation of literature, students need to be exposed to a wide variety of genres. While students study specified genres at different grades, e.g., third graders study mystery, the media specialists' charge is to give students maximum exposure to quality literature which includes reading various genre at all grade levels.

- Poetry
- Folklore (tall tales, fairy tales, nursery rhymes, noodle stories, trickster tales, pourquoi tales, etc.)
- Myths, legends, and creation stories
- Fables
- Fantasy
- Realistic Fiction
- Historical Fiction
- Mystery
- Biography
- Non-fiction
- Science Fiction
- Drama, essays
- Short Stories

(SOL: Language Arts K.1, 2.7, 2.8, 3.4, 3.6, 4.4, 4.5, 4.6, 5.5, 5.6; Social Studies K.1, 1.2, 2.1, 2.9, 3.2, 3.13, 4.3, 4.6, 4.7, 5.3, 5.7)

ELEMENTARY SCHOOL CURRICULUM MATRIX

Key:

- I = Introduced** The skill or strategy is introduced and taught thoroughly.
- E = Extended** The skill or strategy is extended, with instructional examples and application opportunities provided at a more difficult level.
- R = Reviewed** The skill or strategy is systematically reviewed and maintained.
- S = Supported** The skill or strategy is taught in other curricular areas and supported by the library media program and the library media specialist.

TASK	K	1ST	2ND	3RD	4TH	5TH
I. LIBRARY MEDIA CENTER ORIENTATION AND EXPECTATIONS						
Names personnel of the library media center	I	R	R	R	R	R
Demonstrates appropriate behavior for visits to the library media center	I	R	R	R	R	R
Checks out materials according to established procedures	I	R	R	R	R	R
Returns materials to appropriate place after use	I	R	R	R	R	R
Demonstrates care of print and non-print materials	I	R	R	R	R	R
Requests assistance as needed	I	E	E	E	R	R
Demonstrates care of equipment	I	E	R	R	R	R
Browses, locates, and self-selects materials	I	E	E	E	R	R
Judges readability and appropriateness	I	E	E	E	R	R
Identifies and locates fly leaf inside book cover, and the back cover				I	E	E
Asks for recommendations from friend, teacher, media specialist, etc.	I	E	R	R	R	R
II. FINDING INFORMATION						
Identifies main sections of the library media center						
Picture books	I	E	R	R	R	R
Fiction	I	E	E	E	R	R
Non-fiction	I	E	E	E	E	R
Reference			E	E	E	E
Non-print materials (unique to each library media center)	I	E	E	E	E	E
Special collections (unique to each library media center)	I	E	E			
Magazines	I	E	E	R	R	R
Circulation desk	I	E	E	R	R	R
Patron's catalog	I	E	E	R	R	R
Identifies and uses tools to locate information						
Patron's Catalog			I	E	E	E
CD-ROM databases			I	E	E	E
Internet (for guided research)			I	E	E	E
Newspapers			I	E	E	
Magazines			I	E	E	
Has knowledge of arrangement of library media center						
"A B C" arrangement		I	E	E	R	R
Can explain arrangement of fiction books				I	E	E
Can explain arrangement of non-fiction books (Dewey Decimal system)		I	E	E	E	E
Can use call numbers and letters to locate materials				I	E	E
Knows parts of a book						
Cover	I	E	R	R	R	R
Spine and spine label		I	E	E	E	R
Title, author, and/or illustrator			I	E	R	R
Verso					I	E
Title page	I	E	E	E	E	R

TASK	K	1ST	2ND	3RD	4TH	5TH
Copyright date					I	E
Table of contents			S	S	S	S
Index			S	S	S	S
Glossary			S	S	S	S
Guide words				S	S	S
Uses indexes to locate information						
"see" and "see also" references				I	E	E
"A B C" arrangement				I	E	E
Abbreviations (p. for pages, v. for volume, etc.)				I	E	R
Subtopics (indented under main topic)				I	E	E
Interprets information in the patron's catalog						
Call number				I	E	R
Author				I	E	R
Title				I	E	R
Status				I	E	R
Illustrator					I	E
Publisher or producer					I	E
Notes				I	E	E
Copyright date					I	E
Uses the patron's catalog						
Searches by subject			I	E	E	R
Searches by author			I	E	E	R
Searches by title			I	E	E	R
Searches by keyword			I	E	E	R
Expands/limits search using Boolean logic						I
Sorts and prints bibliographies				I	E	E
Utilizes knowledge of specific reference materials						
Almanac					I	E
Atlases					I	E
Dictionary						
Geographical dictionary					I	E
Biographical dictionary					I	E
Bartlett's Book of Quotation					I	E
Encyclopedias			I	E	E	E
Thesauri					I	E
Internet						
Student will access Internet resources only through staff-initiated connections	S	S	S	S	S	S
Student will follow all guidelines for responsible use as described in the ACPS Acceptable Use Policy	S	S	S	S	S	S
Student will use those Internet resources previously explored and selected by a staff member	S	S	S	S	S	S
Student will begin to do student-initiated information search activities specific to an area of study through guided practice						S
Student will begin to learn strategies for testing the validity of information displayed over the Internet -- Identifies the source; assesses accuracy; determines appropriateness for audience and topic						S
Identifies and locates specific information through the use of visuals						
Maps	S	S	S	S	S	S
Timelines				S	S	S

TASK	K	1ST	2ND	3RD	4TH	5TH
Graphs	S	S	S	S	S	S
Charts				S	S	S
Captions			S	S	S	S
Outlines				S	S	S
Photographs/illustrations	S	S	S	S	S	S
III. THE RESEARCH PROCESS						
Selects a topic						
Brainstorms for ideas				S	S	S
Chooses a topic based on interest and availability of information				I	E	E
Develops questions						
What do I already know?		S	S	S	S	S
What do I want and need to find out?		S	S	S	S	S
Develops a plan						
Generates a checklist of sources to explore (I.e. school media center, people to interview, Internet, Public library, etc.)		S	S	S	S	S
Categorizes information with a graphic organizer, note cards or column notes		S	S	S	S	S
Locates resources						
Generates a preliminary bibliography on topic from the Patron's Catalog				I	E	E
Uses the bibliography to locate sources in the library media center				I	E	E
Browses through resources and note those which are relevant to topic				I	E	E
Determines if topic should be enlarged or narrowed				I	E	E
Collects data						
Records information from one source at a time onto graphic organizers		S	S	S	S	S
Paraphrases main ideas into oral summaries and/or notes on the graphic organizers		S	S	S	S	S
Synthesizes data						
Draws conclusions from collected data					S	S
Students recognize the ownership of ideas by honoring copyright Laws and restrictions, and by giving credit for ideas that are not their own						
Uses the graphic organizer to organize notes into cohesive units				S	S	S
Presents the research						
Determines effective methods of presenting research		S	S	S	S	S
Evaluates research						
Students complete student evaluation form (attached) or provide comments		S	S	S	S	S
IV. EXPLORING LITERATURE						
Student will be exposed to a variety of literary experiences						
Book talks		I	E	E	E	E
Oral reading	I	E	E	E	E	E
Storytelling	I	E	E	E	E	E
Reader's theater	I	E	E	E	E	E
Student develops comprehension skills						
Understands the purpose for listening to information		S	S	S	S	S
Sequences events	S	S	S	S	S	S

TASK	K	1ST	2ND	3RD	4TH	5TH
Makes predictions	S	S	S	S	S	S
Paraphrases information		S	S	S	S	S
Uses context clues and illustrations to understand story		S	S	S	S	S
Makes inferences					S	S
Participates in discussions of literature for various purposes (sharing of information, ideas, opinions, reaching consensus)		S	S	S	S	S
Student will develop an understanding of literary elements						
Plot			S	S	S	S
Characters		S	S	S	S	S
Setting		S	S	S	S	S
Point of view				S	S	S
Style					S	S
Theme				S	S	S
Student will become familiar with different genres						
Fantasy			S	S	S	S
Realistic fiction				S	S	S
Historical fiction				S	S	S
Fables and fairy tales			S	S	S	S
Folklore		S	S	S	S	S
Myths and legends					S	S
Mystery				S	S	S
Non-fiction					S	S
Poetry	S	S	S	S	S	S
Science fiction					S	S
Biography	S	S	S	S	S	S

MIDDLE SCHOOL INFORMATION LITERACY SKILLS CURRICULUM STANDARDS

Middle School Information Literacy Skills Curriculum Standards

To ensure that students and staff are effective users of ideas and information, instructional staff and library media specialists should collaborate to provide opportunities for students to acquire information literacy skills in the context of meaningful learning activities. The following curriculum provides guidelines for students and staff to meet the national standards set forth in *Information Power: Building Partnerships for Learning*, (ALA, 1998). References to core subject SOLs are included in parentheses where applicable.

INFORMATION LITERACY

The student who is information literate:

1. Accesses information efficiently and effectively

Indicators:

1. Recognizes the need for information
2. Recognizes that accurate and comprehensive information is the basis for intelligent decision-making
3. Formulates questions based on information needs
4. Identifies a variety of potential sources of information
5. Develops and uses successful strategies for locating information

To meet this standard, the student will:

Grade Six

- Use automated library catalog to perform author, title, subject, and keyword searches effectively
- Recognize sections of the media center (e.g. fiction, non-fiction, reference, etc.)
- Successfully use Dewey Decimal classification system to identify general section and specific location of materials
- Identify and use the parts of a book, including table of contents, index, title page, copyright page, headings, and guide words
- Retrieve and select relevant information from primary, print, and electronic reference sources, including dictionaries, encyclopedias, and periodical indexes (E 6.3, E 6.9, C/T 8.4)
- Use the Internet for research including locating a URL, using a search engine, and adding and using bookmarks

Grade Seven

- Use effective search strategies, including Boolean logic (AND, OR, NOT) (C/T 8.4)
- Accurately interpret citations from periodical indexes or other bibliographies
- Retrieve and select relevant information from primary, print, and electronic reference sources, including encyclopedias, periodical indices, almanacs, atlases, thesauri, biographical and other resources on specialized topics (E 7.10, H 7.10, C/T 8.4)
- Use the Internet for research, including ethically copying and pasting to a word processing program (C/T 8.4)

Grade Eight

- Retrieve and select relevant information from primary, print, and electronic reference sources, including encyclopedias, periodical indexes, atlases, biographical and other resources on specialized topics (C/T 8.4)

2. Evaluates information critically and competently

Indicators:

1. Determines accuracy, relevance, and comprehensiveness
2. Distinguishes among fact, point of view, and opinion
3. Identifies inaccurate and misleading information
4. Selects information appropriate to the problem or question at hand

To meet this standard, the student will:

Grade Six

- Determine the unique features and uses of various sources of information

Grade Seven

- Differentiate between primary and secondary sources (E 8.6)
- Distinguishes among fact, point of view, opinion, and propaganda (E 7.6, H 6.10)

Grade Eight

- Use the Internet for research including evaluating the source of information in terms of authority, accuracy, organization, and relevance (C/T 8.4)
- Exercise critical thinking skills to evaluate the relative strengths and weaknesses of alternate sources of information in terms of accuracy, reliability, timeliness, and access

3. Uses information accurately and creatively

Indicators:

1. Organizes information for practical application
2. Integrates new information
3. Acquires enhanced critical thinking and problem-solving skills
4. Produces and communicates information and ideas in appropriate formats

To meet this standard, the student will:

Grade Six

- Comprehend a variety of reading selections and will evaluate and synthesize information in written and oral presentations (E 6.5, 8.4)

Grade Seven

- Follow the Research Process effectively (E 7.6, C/T 8.4):
 - Select and define a topic

- Locate a variety of resources
- Read and take notes
- Organize information
- Synthesize information into a product
- Evaluate and revise
- Determine word etymologies using appropriate dictionaries (E 8.2)

Grade Eight

- Integrate print, electronic, and Internet resources into a research project or presentation (C/T 8.4, H 8.10)

INDEPENDENT LEARNING

The student who is an independent learner is information literate and:

4. Pursues information related to personal interests

Indicators:

1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
2. Designs, develops, and evaluates information products and solutions related to personal interests

To meet this standard, the student will:

Grade Six

- Develop intellectual curiosity through positive learning experiences in the library media center

Grade Seven

- Identify a variety of alternate sources of information to support research related to academic or personal interest

Grade Eight

- Become a life-long learner

5. Appreciates literature and other creative expressions of information

Indicators:

1. Is a competent and self-motivated reader
2. Derives meaning from information presented creatively in a variety of formats
3. Develops creative products in a variety of formats

To meet this standard, the student will:

All Grades

- Recognize features of and read a variety of genres of literature (E 6.4, E 6.6, E 7.5, E 8.3)
- Appreciate reading as a source of entertainment and information

- Develop the habit of reading as a life-enriching activity

6. Strives for excellence in information-seeking and knowledge generation

Indicators:

1. Assesses the quality of the process and products of personal information seeking
2. Devises strategies for revising, improving, and updating self-generated knowledge

To meet this standard, the student will:

- Evaluate and revise his/her research process
- Recognize gaps in knowledge and apply appropriate strategies for filling them.

SOCIAL RESPONSIBILITY

The student who contributes positively to the learning community and to society is information literate and:

7. Recognizes the importance of information to a democratic society

Indicators:

1. Seeks information from diverse sources, contexts, disciplines, and cultures
2. Respects the principle of equitable access to information

To meet this standard, the student will:

- Apply information literacy skills beyond school context to enrich the Research Process and product
- Follow guidelines for the use of media center, display appropriate behavior, and respect other patrons
- Return materials on time and in good condition

8. Practices ethical behavior in regard to information and information technology

Indicators:

1. Respects the principles of intellectual freedom
2. Respects intellectual property rights
3. Uses information technology responsibly

To meet this standard, the student will:

All Grades

- Use resources ethically and legally
- Honor copyright law
- Understand and avoid plagiarism by paraphrasing and rewriting information into his/her own words
- Honor the Albemarle County policy for the acceptable use of technology

Grade Seven

- Create an accurate bibliography of all resources used, including books, encyclopedias, periodical articles, personal interviews, television shows, videos, and web pages (E 7.10)
- Cite references accurately in text of document or presentation

9. Participates effectively in groups to pursue and generate information

Indicators:

1. Shares knowledge and information with others
2. Respects ideas and backgrounds of others and acknowledges their contributions
3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions
4. Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

To meet this standard, the student will:

- Use telecommunications to gather research information from experts at a remote location
- Collaborate with other students, either local or long-distance, to produce a research project or presentation

MIDDLE SCHOOL CURRICULUM MATRIX

Key:

- I = Introduced** The skill or strategy is introduced and taught thoroughly.
- E = Extended** The skill or strategy is extended, with instructional examples and application opportunities provided at a more difficult level.
- R = Reviewed** The skill or strategy is systematically reviewed and maintained.
- S = Supported** The skill or strategy is taught in other curricular areas and supported by the library media program and the library media specialist.

TASK	6	7	8
INFORMATION LITERACY			
1. ACCESSES INFORMATION			
Use automated library catalog to perform author, title, subject, and keyword searches effectively	I	E	R
Recognizes sections of the media center (e.g. fiction, non-fiction, reference, etc.)	I	R	R
Successfully uses Dewey Decimal classification system to identify general section and specific location of materials	I	R	R
Identifies and uses the parts of a book, including table of contents, index, title page, copyright page, headings, and guide words	I	R	R
Uses the Internet for research including locating a URL, using a search engine, and adding and using bookmarks	I	E	E
Uses effective search strategies, including Boolean logic (AND, OR, NOT)		I	R
Accurately interprets citations from periodical indexes or other bibliographies		I	R
Retrieves and selects relevant information from primary, print, and electronic reference sources, including encyclopedias, periodical indices, almanacs, atlases, thesauri, biographical and other resources on specialized topics	I	E	E
Uses the Internet for research including ethically copying and pasting to a word processing Program		I	R
2. EVALUATES INFORMATION			
Determines the unique features and uses of various sources of information	I	E	E
Differentiates between primary and secondary sources		I	E
Distinguishes fact, point of view, opinion, and propaganda		I	E
Uses the Internet for research including evaluating the source of information in terms of authority, accuracy, organization, and relevance			I
Exercises critical thinking skills to evaluate the relative strengths and weaknesses of alternate sources of information in terms of accuracy, reliability, timeliness, and access			I
3. USES INFORMATION			
Comprehends a variety of reading selections and evaluate and synthesize information to apply in written and oral presentations	I	E	E
Follows the research process effectively, including selecting and defining a topic, locating a variety of resources, reading and taking notes, organizing information, synthesizing information into a product, evaluating and revising		I	R
Determines word etymologies using appropriate dictionaries	S	S	S
Integrates print, electronic, and Internet resources into a research project or presentation			I

TASK	6	7	8
INDEPENDENT LEARNING			
4. PURSUES INFORMATION RELATED TO PERSONAL INTERESTS			
Develops intellectual curiosity through positive learning experiences in the library media center.	I	E	E
Identifies a variety of alternate sources of information to support research related to academic or personal interest	S	I	E
Becomes a life-long learner	S	S	I
5. APPRECIATES LITERATURE AND OTHER CREATIVE EXPRESSIONS OF INFORMATION			
Recognizes features of and reads a variety of genres of literature	I	E	E
Appreciates reading as a source of entertainment and information	I	E	E
Develops the habit of reading as a life-enriching activity	I	E	E
6. STRIVES FOR EXCELLENCE IN INFORMATION-SEEKING AND KNOWLEDGE GENERATION			
Evaluates and revises his/her research process	S	I	E
Recognizes gaps in knowledge and applies appropriate strategies for filling them	S	I	E
SOCIAL RESPONSIBILITY			
7. RECOGNIZES THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY			
Applies information literacy skills beyond school context to enrich the research process and product		I	E
Follows guidelines for the use of media center, displays appropriate behavior, and respects other patrons	I	R	R
Returns materials on time and in good condition	R	R	R
8. PRACTICES ETHICAL BEHAVIOR IN REGARD TO INFORMATION AND INFORMATION TECHNOLOGY			
Uses resources ethically and legally	I	R	R
Honors copyright law	S	I	R
Understands and avoid plagiarism	S	I	R
Honor the Albemarle County policy for the acceptable use of technology.	I	R	R
Creates an accurate bibliography of all resources used, including books, encyclopedias, periodical articles, personal interviews, television shows, videos, and web pages	S	I	R
Cites references accurately in text of document or presentation	S	I	R
9. PARTICIPATES EFFECTIVELY IN GROUPS TO PURSUE AND GENERATE INFORMATION			
Uses telecommunications to gather research information from experts at a remote location	S	S	S
Collaborates with other students, either local or long-distance, to produce a research project or presentation	S	S	S

HIGH SCHOOL INFORMATION LITERACY SKILLS CURRICULUM

The high school library media center staff and resources support the implementation of the Virginia Standards of Learning (SOL) for grades 9-12. Our curriculum is guided by the National Information Literacy Standards (ILS) set forth in Information Power: Building Partnerships for Learning (ALA 1998). This document presents guidelines for meeting these standards, providing direct correlation between the national Information Literacy Standards and the Virginia SOL. References to specific SOL are included in parentheses.

The library media center provides instruction and resources to support the SOL in all subject areas. Our curriculum helps students improve communication through reading, the research process, and information retrieval, evaluation, and synthesis. Effective implementation of these goals depends on the collaborative efforts of classroom teachers and library media specialists.

Library media specialists recognize that the ability of the student to read fluently with comprehension is the fundamental skill required in each area of the SOL and that it is the essential skill that empowers students to learn. Therefore, our goal is to assist in improving every student's functional literacy. In addition to supporting the standards for research, technology, literature, and reading in the academic subject areas, library media centers provide materials and services to instill a love of books and reading and to promote independent lifelong learning.

The following three pages need to be updated to reflect changes in the SOL.

INFORMATION LITERACY OBJECTIVES

From *Information Power: Building Partnerships for Learning* ch. 2 (ALA 1998)

The student who is information literate:

1. Accesses information efficiently and effectively

Indicators:

1. Recognizes the need for information
2. Recognizes that accurate and comprehensive information is the basis for intelligent decision-making
3. Formulates questions based on information needs
4. Identifies a variety of potential sources of information
5. Develops and uses successful strategies for locating information

To meet this standard, the ACPS student will:

- Use automated library catalog to perform author, title, subject, and keyword searches effectively.
- Locate resources in the media center (e.g. fiction, non-fiction, reference, etc.)
- Retrieve and select relevant information from primary, print, and electronic reference sources, including dictionaries, encyclopedias, and periodical indices (E 9.8, ES 1, BIO 1.)
- Use the Internet for research, including locating a URL, using a search engine and adding and using bookmarks (E 10.10, E 11.9)
- Use effective search strategies, including Boolean operators. (E 9.8, E 10.10, E 11.9, E 12.8)

2. Evaluates information critically and competently

Indicators:

1. Determines accuracy, relevance, and comprehensiveness
2. Distinguishes among fact, point of view, and opinion
3. Identifies inaccurate and misleading information
4. Selects information appropriate to the problem or question at hand

To meet this standard, the ACPS student will:

- Differentiate between primary and secondary sources (SS 9.11, SS 11.17, E 12.8)
- Distinguish fact, point of view, opinion, and propaganda (SS 9.11, SS 11.17)
- Verify the accuracy and usefulness of information from a variety of sources (E 10.10, SS 9.11)
- Analyze primary sources in science to develop and refine research hypotheses (PH 3)

3. Uses information accurately and creatively

Indicators:

1. Organizes information for practical application
2. Integrates new information into one's own knowledge
3. Applies information in critical thinking and problem solving
4. Produces and communicates information and ideas in appropriate formats

To meet this standard, the ACPS student will:

- Read a variety of literary selections and synthesize information for written and oral presentations (E 9.1, E 9.2, E 10.3, E 10.4, E 10.5, E 10.6, E 11.3, E 11.4, E 11.5, E 11.6, E 12.3, E 12.4, E 12.5, E 12.6)

- Write, revise and edit in a variety of forms, including narrative, expository and persuasive (E 9.6, E 10.7, E 10.8, E 10.9, E 11.7, E 11.8, E 12.7)
 - Plan and conduct scientific investigations in which computer technology is used to collect, analyze and report data (ES.1, BIO.1, PH.1)
 - Investigate properties of geometry and discover connections to art, architecture, construction, and nature (G.9, G.10)
 - Analyze, evaluate, synthesize and organize information from a variety of sources into a documented research paper (E 11.9, E 12.8)
 - Integrate print, electronic, and Internet resources into a research project or paper (E 11.9, E 12.8, SS 9.11, SS 11.17)

INDEPENDENT LEARNING

The student who is an independent learner is information literate and:

4. Pursues information related to personal interests

Indicators:

1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
2. Designs, develops, and evaluates information products and solutions related to personal interests.

To meet this standard, the ACPS student will:

- Identify and use periodicals related to personal interests
- Locate and utilize career information resources, both print and online, to support pursuit of individual interests and goals
- Research a question, problem, or issue and develop a paper or presentation supporting a student-generated thesis (E 11.9, E 12.8)

5. Appreciates literature and other creative expressions of information

Indicators:

1. Is a competent and self-motivated reader
2. Derives meaning from information presented creatively in a variety of formats
3. Develops creative products in a variety of formats.

To meet this standard, the ACPS student will:

- Read and analyze a variety of literature, including fiction, non-fiction, poetry, and drama (E 9.3, E 9.4, E 9.5, E 10.3, E 10.4, E 10.5, E 10.6, E 11.3, E 11.4, E 11.5, E 11.6, E 12.3, E 12.4, E 12.5, E 12.6)
- Visit the media center during free time to pursue personal reading interests
- Create presentations using various formats, including Power Point, videotapes, three-dimensional models, and computer-generated graphics

6. Strives for excellence in information seeking and knowledge generation

Indicators:

1. Assesses the quality of the process and products of personal information-seeking
2. Devises strategies for revising, improving, and updating self-generated knowledge

To meet this standard, the ACPS student will:

- Revise and edit writing assignments, using a standard style format, such as MLA or APA (E 9.7, E 11.9, E 12.8)
- Evaluate writing for quality, clarity, and depth of information (E 9.6, E 10.7, E 11.7, E 11.8, E 12.7)
- Employ a research process (such as the Big6, Eisenberg and Berkowitz) that includes evaluating and improving one's own work

SOCIAL RESPONSIBILITY

The student who contributes positively to the learning community and to society is information literate and:

7. Recognizes the importance of information to a democratic society

Indicators:

1. Seeks information from diverse sources, contexts, disciplines, and cultures
2. Respects the principle of equitable access to information

To meet this standard, the ACPS student will:

- Investigate and analyze concepts and issues related to United States and Virginia government (All SS 12 SOLs)
- Follow procedures for use of media center resources, including fair use of both print and non-print items

8. Practices ethical behavior in regard to information and information technology

Indicators:

1. Respects the principles of intellectual freedom
2. Respects intellectual property rights
3. Uses information technology responsibly

To meet this standard, the ACPS student will:

- Understand the meaning and consequences of plagiarism (E 9.7)
- Understand and honor copyright law
- Cite sources of information using a standard method of documentation (E 9.7, E 11.9, E 12.8)
- Follow the Albemarle County policy for acceptable use of technology

9. Participates effectively in groups to pursue and generate information

Indicators:

1. Shares knowledge and information with others
2. Respects others' ideas and backgrounds and acknowledges their contributions
3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions
4. Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

To meet this standard, the ACPS student will:

- Prepare and present individual oral reports in class (E 9.1, E 9.2, E 11.1, E 12.1)
- Participate in small group learning activities and oral presentations (E 10.1)
- Critique oral reports of other students (E 10.2, E 11.2, E 12.2)
- Collaborate with other students to produce a research project or presentation

LIBRARY MEDIA CENTER PERSONNEL

Staffing the Library Media Center

The success of any Library Media Center ultimately depends on the quality and quantity of personnel responsible for the program. A certified and motivated professional staff, supported by trained and competent Library Media Assistants, is critical to the library media center program. (See Appendix C for "AASL Position Statement on Appropriate Staffing for School Library Media Specialists" and Appendix B "AASL Position Statement on the Preparation of School Library Media Specialists.") Library Impact Studies conducted by Keith Curry Lance in over 15 states have shown that well-staffed, well-funded, and well-used school Library Media Centers improve student achievement in all subject areas (Library Research Service, <http://www.lrs.org/impact.asp>). Library media specialists will be evaluated by the current Albemarle County Teacher Performance Appraisal (TPA) system.

ROLES AND RESPONSIBILITIES OF THE LIBRARY MEDIA SPECIALIST

Information Power identifies three primary roles for library media specialists. Each of these roles carries with it different responsibilities:

I. Teacher

As a teacher the library media specialist:

- Provides students with formal and informal instruction in information literacy, the production of materials and the use of information and instructional technologies
- Provides teachers with staff development in the selection, use, evaluation and production of media resources
- Works with teachers to plan integrated units of study
- Provides parents with assistance in sharing reading, listening and viewing experiences with their children

II. Instructional Partner

As an instructional partner, the library media specialist:

- Works with teachers to integrate information literacy skills into the classroom curriculum
- Suggests resources to be used in units of study, books for recreational reading, strategies for learning and ways to integrate instructional technology into learning
- Participates in school-wide and division-wide curriculum projects

III. Information Specialist

The library media specialist provides access to information and ideas by:

- Providing a collection that meets user needs -- this role encompasses collection development, selection, and management
- Assisting students and staff in identifying and locating resources
- Guiding users in the selection of appropriate resources
- Helping students and teachers become effective users of the on-line catalog system

IV. Program Administrator

As program administrator, the library media specialist:

- Works collaboratively with members of the learning community to
- Define the policies of the library media program and
- Guide and direct all the activities related to it
- Is an advocate for the library media program
- Provides the knowledge, vision, and leadership to steer it creatively and energetically into the 21st century.
- Manages staff, budgets, equipment, and facilities

VOLUNTEERS AND STUDENT AIDES

The assistance provided by volunteers and student aides, if any, is significant and valuable to the success of the Library Media Center. While volunteers can provide a number of services to supplement the work of the LMC staff, volunteers cannot replace trained, professional library media specialists and library media assistants.

Student aides may assist in the Library Media Center before, during, and after regular school hours. As with volunteers, students are not substitutes for paid support staff. Great care should be taken to make sure the role of student aide is a positive learning experience for the students and that it does not take away from their overall instruction or interfere with their need to complete assigned classroom work.

THESE JOB DESCRIPTIONS NEED REVISING BASED ON THE NEW 1998 EDITION OF INFO POWER

COUNTY OF ALBEMARLE POSITION DESCRIPTION

JOB TITLE:

Lead Library Media Specialist

LOCATION: Various

JOB CLASS CODE: 2T04LLMS

IMMEDIATE SUPERVISOR:

Principal

PAYGRADE:

FLSA STATUS: Exempt

General Definition of Work:

Acts as information specialist, teacher, instructional consultant, and media manager to insure that the library media program is a fully integrated part of the instructional program of the school.

Essential Functions:

- A. INFORMATION SPECIALIST
1. Systematically develops, selects, and manages collection conducive to user needs.
 2. Guides users in selecting, locating, and interpreting print and non-print resources housed in and outside the library media center.
 3. Helps school community become effective users of the on-line catalog system and its expansive search capabilities.
 4. Facilitates access to resources outside the school by networking with other information agencies such as the division-wide media center, public, academic and special libraries, on-line databases, and local and wide-area networks.
 5. Informs school community of new materials, equipment, and services that meet their information needs.
- B. TEACHER / INSTRUCTIONAL CONSULTANT
1. Will meet the following instructional performance criteria;
 - Creates an atmosphere of mutual respect and caring to foster positive climate
 - Plans for instruction and organizes materials.
 - Sets standards for classroom behavior and follows through Consistently.
 - Teaches to an objective and relates the objective to student experiences.
 - Uses questioning techniques to advance student learning.
 - Monitors learning within instructional environment and adjusts instruction accordingly.
 - Assesses student learning.
 - Maximizes time for instruction.

- Demonstrates command of content. 2. Through collaborative planning, teaching, and evaluation with the classroom teacher, ensures that the components of information literacy are taught as an integral part of the content and objectives of the curriculum. 3. Promotes lifelong reading and learning . 4. Provides assistance in a variety of ways to meet the needs of the school community. 5. Provides instruction to the school community in the care and use of hardware. 6. Provides assistance and instruction in the use of instructional technology to access resources outside the school media center. 7. Provides instruction in the production and use of media. 8. Participates in grade level / departmental / and division-wide curriculum planning and department. C. MEDIA MANAGER 1. Supervises the library services and functions for the school community, which includes students, staff, and parents. 2. Develops flexible policies for, and schedules use of, library space, services, and materials for equitable access for individuals and groups. 3. Systematically develops, selects, and manages materials collection. 4. Develops and implements the media center budget. 5. Supervises library staff personnel and volunteers. 6. Provides access to the media collection by accurately maintaining the electronic on-line catalog system which indexes the collection and enhances the expanding search capabilities provided by automated catalog systems. 7. Supervises technical processing of materials, including receiving of materials, accessing of materials, and their final preparation for circulation. 8. Supervises acquisition, distribution, and maintenance of hardware. 9. Supervises repair and rebinding of materials according to accepted library standards and discards damaged and / or outdated materials. 10. Performs related duties as required.

Knowledge, Skills and Abilities:

Thorough knowledge of instructional methods and presentation strategies for student learners. Thorough knowledge of current standard school library media center practices. Ability to create a classroom/lab environment that fosters mutual respect with students and a positive learning climate. Communications skills with fellow teachers, assistant teachers, school division staff, parents and the community.

Education and Experience:

Must meet state licensure guidelines as a Library Media Specialist in the state of Virginia.

Physical Conditions and Nature of Work Contacts:

Duties performed typically in school settings to include classroom, gym, cafeteria auditorium, and recreational areas. Frequent walking, standing, light lifting up to 40 pounds, and other limited physical activities are required. Occasional travel with student on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal working hours is necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professionals may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

Evaluation:

Performance will be evaluated on ability and effectiveness in carrying out the above responsibilities.

Date Approved:

7/1/96

Date (s) Amended:

Lead Library Media Specialist
4/24/01

Last Updated by: *Kim Branham* **Date:** 3/28/01

**COUNTY OF ALBEMARLE
POSITION DESCRIPTION**

JOB TITLE:

Library Media Specialist

LOCATION: Various

JOB CLASS CODE: 2T04LMS

IMMEDIATE SUPERVISOR:

Principal

PAYGRADE:

FLSA STATUS: Exempt

General Definition of Work:

The Library Media Specialist acts as information specialist, teacher, instructional consultant, and media manager to ensure that the library media program is a fully integrated part of the instructional program of the school. In schools with more than one media specialist, the Library Media Specialist acts under the supervision of the Lead Library Media Specialist

Essential Functions:

A. INFORMATION SPECIALIST 1. Systematically develops, selects, and manages collection conducive to User needs. 2. Guides users in selecting, locating, and interpreting print and non-print resources housed in and outside the library media center. 3. Helps school community become effective users of the on-line catalog system and its expansive search capabilities as well as other reference databases. 4. Facilitates access to resources outside the school by networking with other information agencies such as the division-wide media center, public, academic and special libraries, on-line databases, and local and wide area networks. 5. Informs school community of new materials, equipment, and services that meet their information needs. B. TEACHER / INSTRUCTIONAL CONSULTANT 1. Will meet the following instructional performance criteria:

- Creates an atmosphere of mutual respect and caring to foster a positive climate.
- Plans for instruction and organizes materials.
- Sets standards for classroom behavior and follows through consistently.
- Teaches to an objective and relates the objective to student experiences.
- Uses questioning techniques to advance student learning.
- Monitors learning within instructional environment and adjusts instruction accordingly.

- Assesses student learning.
- Maximizes time for instruction.
- Demonstrates command of content. 2. Through collaborative planning, teaching, and evaluation with the classroom teacher, ensures that the components of information literacy are taught as an integral part of the content and objectives of the curriculum. 3. Promotes lifelong reading and learning. 4. Provides assistance in a variety of ways to meet the needs of the school community. 5. Provides instruction to the school community in the care and use of hardware. 6. Provides assistance and instruction in the use of instructional technology to access resources outside the school media center. 7. Provides instruction in the production and use of audio-visual media. 8. Participates in grade level / departmental / and division-wide curriculum planning and development. C. MEDIA MANAGER 1. Develops flexible policies for, and schedules use of, library space, services, and materials for equitable access for individuals and groups. 2. Systematically develops, selects, and manages materials collection. 3. Supervises library staff personnel and volunteers. 4. Provides access to the media collection by accurately inputting and maintaining the Winnebago Spectrum electronic on-line catalog system which indexes the collection and enhances the expanding search capabilities provided by automated catalog systems. 5. Supervises technical processing of materials, including receiving of materials, accessing of materials, and their final preparation for circulation. 6. Supervises repair and rebinding of materials according to accepted library standards and discards damaged and/or outdated materials. 7. Performs related duties as required.

Knowledge, Skills and Abilities:

Thorough knowledge of instructional methods and presentation strategies for student learners. Working knowledge of current standard school library media center practices. Ability to create a classroom/lab environment that fosters mutual respect with students and a positive learning climate. Communications skills with fellow teachers, assistant teachers, school division staff, parents and the community.

Education and Experience:

Must meet state licensure guidelines as a Library Media Specialist in the state of Virginia.

Physical Conditions and Nature of Work Contacts:

Duties performed typically in school settings to include classroom, gym, cafeteria auditorium, and recreational areas. Frequent walking, standing, light lifting up to 40 pounds, and other limited physical activities are required. Occasional travel with student on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division-wide meetings and training activities beyond normal working hours is necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professionals may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

Evaluation:

Performance will be evaluated on ability and effectiveness in carrying out the above responsibilities.

Date Approved:

7/1/96

Date (s) Amended:

Library Media Specialist
4/24/01

Last Updated by: *Kim Branham* **Date:** *3/28/01*

**COUNTY OF ALBEMARLE
POSITION DESCRIPTION**

JOB TITLE:

Library Media Assistant

LOCATION: Various
JOB CLASS CODE: 2L01

IMMEDIATE SUPERVISOR:

Library Media Specialist

PAYGRADE: 06
FLSA STATUS: Non-Exempt

General Definition of Work:

Assists Library Media Specialist to ensure that the library media program is a fully integrated part of the instructional program of the school. Performs compiles clerical and routine administrative and technical work in a library setting.

Essential Functions:

- Works under guidance and supervision of the professional staff and provides services which allow the library media specialist to work directly and closely with students and faculty in the school;
- Performs clerical and technical duties involved with the acquisition and technical processing of materials and equipment;
- Assists in the implementation of the organization and circulation of materials and equipment
- Assists users in the use of information, materials and equipment;
- Supervises and assists students using the library media center;
- Assists users with minor equipment problems (to include computer, printer and xerox problems);
- Directs users to library media specialist for help when additional information is necessary;
- Re-shelves materials and helps train and supervise volunteers performing this task;
- Places orders for and distributes materials from the division media center;
- Performs duties such as keyboarding, filing, minor book repair, copying, etc.;
- Assists in developing and maintaining an inviting and organized environment in which to learn;

- Performs other duties as assigned by the library media specialist and/or principal.

Knowledge, Skills and Abilities:

Ability to establish and maintain positive working relations with school community; general knowledge of library media program activities; ability to keyboard accurately and efficiently; general knowledge of business English, spelling, and arithmetic; ability to file; ability to learn wide variety of software programs and the ability to understand and follow written and oral instructions.

Education and Experience:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training. Basic office computer skills.

Physical Conditions and Nature of Work Contacts:

Duties performed typically in school settings. Frequent walking, standing, light lifting up to 40 pounds, and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professionals may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

Evaluation:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

Date Approved:

Date (s) Amended:

Last Updated by: *Kim Branham* **Date:** *3/13/01*

FLEXIBLE ACCESS

The library media center program will promote flexible access to students and staff at all times, rather than operate on a fixed schedule that limits the use of the facility or library media specialist for extended periods of time. Flexible scheduling refers to the use of the library media center by teachers and students as their needs dictate. Thus the schedule for usage changes weekly or even daily. Flexible access does not mean there is no organized plan for information skills instruction, but instead allows for resource-based instruction to consist of relevant and meaningful learning experiences for students. Following is the Flexible Scheduling Position Statement of the American Association of School Libraries:

Position Statement on Flexible Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret and communicate information and ideas.

When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teachers release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher encourages both scheduled and informal visits, and is the catalyst that makes this integrated library program work. The teacher brings to the planning process knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the district's educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as an integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

June 1991

American Association of School Librarians, American Library Association

A flexible access library media center program is characterized by the following criteria:

1. The library media center is accessible to individuals, small groups and classes so that students and staff may browse, explore, use and circulate print and non-print materials at the time of need or interest.
2. Cooperative planning between the instructional staff and the library media specialist is essential for quality instruction.
3. Relevant information skills emerge from classroom activities, taught when needed which follow a scope and sequence based on the curricula needs of the school.
4. Flexible time for the library media specialist is necessary to deliver a comprehensive media program including, but not limited to, integrated information literacy instruction; reference and information assistance; reading, listening and viewing motivational activities; media production; collection development and management.

Adapted from: "Flexible Access Position Statement," Florida Media Quarterly 14 (Fall 1988) : 6.
Is there a newer statement from AASL?

INTELLECTUAL FREEDOM

Since for many children, the school library is the first library they are introduced to, school library media centers play a vital role in promoting intellectual freedom.

Intellectual freedom requires that all who are responsible for the education of the youth work together continually to assure that First Amendment rights and intellectual freedom are a reality for children.

Intellectual freedom demands the commitment of teachers, librarians, and principals whom:

- are active supporters of intellectual freedom committees, coalitions, and associations on all levels
- practice selection of materials on the basis of sound educational criteria unbiased by personal, political, social, or religious views
- promote an understanding of the value of information to the young, which include diverse viewpoints and relevance to today's world
- seek and provide support when library or classroom materials are challenged

Intellectual Freedom Policy, as stated in the American Library Association, Intellectual Freedom Manual .

If libraries are to survive as centers for the free and uninhibited access to information so necessary to a democratic society, librarians must vigilantly guard their patrons' privacy and freedom of inquiry.

Although librarians' main concern has been the potential chilling effect a violation of confidentiality could have on the exercise of First Amendment rights, a growing body of law exists that protects individual privacy rights and the confidentiality of library records, raising concerns of librarian liability when confidentiality is breached.

The right to privacy is not among the rights enumerated in the Bill of Rights, but legal scholars and U.S. Supreme Court interpretations of the Constitution have found an implied right of privacy or zones of privacy surrounding the First Amendment freedom of expression. Justice Douglas stated that "the First Amendment has a penumbra where privacy is protected from government intrusion": the Fifth Amendment privilege against self-incrimination, the Fourteenth Amendment provision for due process and, above all, the Fourth Amendment protection against unreasonable search and seizure. [As of 1996, 45 states and the District of Columbia also have laws that provide for the confidentiality of library records.]

It is imperative for librarians to know their legal rights and responsibilities and to create or revise confidentiality policies to conform with the law. Without taking these steps, the librarian may risk civil liability for harm suffered by a patron because the individual's library records were revealed to law enforcement agents, government officials, or others. Librarians also may be subjected to the penalties provided in state laws if confidential records are revealed.

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Last Modified: Thursday, 14-Dec-2000

STUDENT PRIVACY CONSIDERATIONS

Each school needs to develop a checkout policy that is appropriate for their student body. Student privacy needs to be considered when dealing with overdue books. The materials that a student has checked out should not be shared with other school personnel or the student's parents. Actually revealing the titles of the works a student has checked out should be avoided, if possible use the author's name when sending out overdue notices through teachers.

***If the materials that a student has checked out indicates that student is in danger of harm the Media Center personnel should notify the appropriate school staff, such as the Guidance Department. In all cases special care should be taken to not infringe on a student's privacy rights.

ARCHIVE THE FOLLOWING DOCUMENTS AND FILES:

1. Requisition copies of purchase orders are to be kept for five years.
2. Current publishers' catalogs
3. Periodical orders for the current year
4. Correspondence for the current year
5. Want files: for (a) school purchases; (b) Resource Center purchases

GIFTS

County policy pertaining to gift materials shall be followed. Accepted gift materials will be acknowledged, but receipts will not be given by school personnel.
(See policy KH)

GIFTS TO SCHOOL BOARD MEMBERS AND EMPLOYEES

Gifts, Bequests, and Donations

The superintendent may accept, on behalf of the board, gifts, bequests, and donations that are in accordance with the policies of the board and regulations of the superintendent. All such gifts, bequests and donations shall become the property of the board.

Gifts, bequests, and donations shall:

1. Be deemed fitting and appropriate for school use.
2. Include installation costs unless waived by the superintendent.
3. Not require excessive maintenance or maintenance costs.

No school board member or employee shall:

1. Solicit or accept money, or anything else of value, for services performed within the scope of his or her official duties other than regular compensation, expenses, or other remuneration paid to and received by the member or employee from the School Board in connection with his or her official duties.
2. Offer or accept money, loan, gift, favor, or service or anything else of value from a member of the public, any person or company, school activity sponsor, commercial or other organization or similar entity which might reasonably tend to influence such employee or member in the performance or discharge of his or her official duties.
3. Act or engage in any conduct that is prohibited under the State and Local Government Conflict of Interest Act, 2.1-639.1 et seq. Of the Code of Virginia (1950) , as amended.

The above prohibitions are not intended to forbid the acceptance of articles of negligible value that are distributed generally, or to forbid the acceptance of social courtesies that promote good public relations and that do not tend to influence the discharge of duties.

Adopted: July 1, 1993
Revised: February 27, 1995

Legal Reg. : Code of Va., 22.1-126, 2.1-639.1 through 2.1-639.9

ALBEMARLE COUNTY PUBLIC SCHOOLS

INVENTORY

The purpose of an inventory is to determine whether or not all the materials which should be in the collection are indeed there. Inventory may be an on-going process, with a part of the collection being inventoried as time permits. Mid-year and the end of the school year are usually convenient times to take inventory. Every careful consideration should be made to interrupt as little as possible students and teachers using the media center.

Mac Inventory Steps

1. **Check equipment**
Make sure computer, portable barcode reader, and bar wands are working properly.
2. **Drain and recharge reader**
If using portable barcode reader, leave it on for 24 hours. Then recharge unit for 24 hours.
3. **Perform practice session**
Complete an entire inventory, start to finish, of about 20 books to familiarize yourself with the entire process.
4. **Choose method and prepare**
Decide if you'll be performing a partial (limited to call number range or material type) or complete (all materials) inventory. For a complete inventory, prepare the entire collection and go to step 5. For partial inventories, perform inventory in this sequence for each section:
 - a) Prepare section
 - b) Enter barcodes
 - c) Upload portable reader from System Main Menu
 - d) Perform Enter/Accept barcodes
 - e) Print "Materials Remaining" report and enter any missed materials
 - f) Finalize the section
 - g) Print inventory reports after each section is finalized
5. **Enter barcodes**
Enter the barcodes by either wanding or typing them. If using the portable reader, enter them into the reader first and then upload the barcodes to the computer. Turn off all equipment (computer, barwand, portable reader) before connecting or disconnecting cables.
6. **Upload portable barcode reader**
Upload any remaining data in the portable reader before beginning a new inventory section.
Follow the portable reader's instructions for uploading data to CIRC/CAT.
7. **Print "Materials Remaining to be Entered" report before finalizing**
Print "Materials Remaining to be Entered" report before finalizing inventory, then check to see if materials in this report were inadvertently missed. If any materials on the report are not lost, enter their barcodes. Do not go to step 9 until you are sure that the remaining un-entered materials cannot be accounted for.
8. **Finalize inventory**
After completing steps 1 through 8, finalize the inventory. If performing a complete inventory, you can stop or resume the inventory any time before finalizing. Do not finalize until all barcodes have been entered. If performing partial inventories, finalize each section (each call number range or materials type) before starting a new section. Make sure the computer date prompt is correct when finalizing. Finalize at the end of the day or after-hours -- the process may take some time.

9. **Print inventory reports**
Print all of the inventory reports options after finalizing each section. Check the “Materials Lost” report to see which materials should be deleted or recorded.

Mac Year-End Steps

1. **Set global due-dates**
Set global-due dates for each patron type so materials are returned before the library closes.
2. **Print end-of-year reports**
Print all necessary reports: “Fines List”, “Materials Checked Out”, all usage reports, etc.
3. **Edit and delete as needed**
If yours is a school media center, delete records of out-going students and update expiration dates for the other student records.
4. **Clear usages**
Drag all the **MATUSAGE.PATUSAGE**, and **Daily USE** files to the trash to clear this year's usage totals and check-out count.

IBM Inventory Steps

1. **Check equipment**
Make sure computer, portable barcode reader, and bar wands are working properly.
2. **Drain and recharge reader**
If using portable barcode reader, leave it on for 24 hours. Then recharge unit for 24 hours.
3. **Perform practice session**
Complete an entire inventory, start to finish, of about 20 books to familiarize yourself with the entire process.
4. **Choose method and prepare**
Decide if you will be performing a partial (limited to call number range or material type) or complete (all materials) inventory. For a complete inventory, prepare the entire collection and go to step 5. For partial inventories, perform inventory in this sequence for each section:
 - a. Prepare section
 - b. Enter barcodes
 - c. Upload portable reader from System Main Menu
 - d. Perform Enter/Accept barcodes
 - e. Print "Materials Remaining" report and enter any missed materials
 - f. Finalize the section
 - g. Print inventory reports after each section is finalized
5. **Enter barcodes**
Enter barcodes by either wand or typing them. If using the portable reader, enter them into the reader first and then upload the barcodes to the computer. Turn off all equipment (computer, bar wand, portable reader) before connecting or disconnecting cables.
6. **Upload portable reader**
Upload any remaining data in the portable barcode reader before beginning a new inventory section. Then choose Enter/Accept Barcodes on the Inventory menu at the computer, after uploading, to enter the barcodes into the program. Remember, if you cancel the inventory, all materials return to their pre-inventory status. The Cancel option can only be used before finalizing.
7. **Print "Materials Remaining to be Entered" report before finalizing**
Print "Materials Remaining to be Entered" report before finalizing inventory, then check to see if materials in this report were inadvertently missed. If any materials on the report are not lost, enter their barcodes. Do not go to step 9 until you are sure that the remaining un-entered materials cannot be accounted for.
8. **Finalize inventory**
After completing steps 1 through 8, finalize the inventory. If performing a complete inventory, you can stop or resume the inventory any time before finalizing. Do not finalize until all barcodes have been entered. If performing partial inventories, finalize each section (each call number range or materials type) before starting a new section. Make sure the computer date prompt is correct when finalizing. Finalize at the end of the day or after-hours -- the process may take some time.
9. **Print inventory reports**
Print all report options in Inventory Reports at the end of each inventory. Print "Materials Lost" report to see what books should be deleted or reordered.

IBM Year-End Steps

1. **Set a global due date**
While in Circulation, set a global due date so all materials are due before the library closes for the summer.
2. **Print end-of-year reports**
Print “Materials Checked Out,” “Usage by Patron Type,” “Usage by Material Type,” and “Checkout and Fine Totals.”
3. **Clear files**
Clear the program files for circulation, reserves and fine transactions for the year if desired.
4. **Clear yearly usage totals**
Clear the on-going checkout count, on-going fines total, and monthly checkout usages.
5. **Batch edit and delete**
Batch edit and delete the student files to update the grade of each class. If grade level is used to designate patron types, perform these steps in sequence.
 - a. Delete out-going students
 - b. Batch edit in this order:
 1. Update the highest remaining grade to the next grade level (e.g. juniors to seniors)
 2. Continue updating grades of each class to the next grade level, starting with the highest grade level and working down to the lowest grade level (e.g. fourth grade to fifth grade, third grade to fourth grade, etc.)
 3. Add incoming students to appropriate grade

WEEDING

Replace with new weeding procedure developed in 2005

Evaluation of the materials in the existing collection must occur before materials are removed. Weeding is an activity that is premised upon informed professional judgment and a carefully articulated plan. Weeding ensures that the media center's collection contains only those resource materials which are accurate, current and relevant to the curricular and recreational programs of the school. Weeding facilitates access to quality resources. Weeding removes the outward illusion of a well-stocked resource collection. Weeding results in more effective utilization of available space and assures an esthetically appealing collection of materials.

From: SLMQ, Fall 1984. P.419-424. Calgary Board of Education, Educational Media Team.

The entire collection should be examined at least once a year to find the materials which need to be removed. Although the library media specialist takes the initiative in weeding the collection, it is advisable to encourage faculty participation with certain groups of materials that are being considered for discard. Also, advice from well-informed citizens in the community may prove to be helpful. Whatever assistance is used, the library media specialist should provide criteria and standards for judging these materials. The following suggested guidelines may be used for weeding the collection.

WHAT TO WEED

1. Worn and damaged titles

Examples: books with yellow, brittle or dirty paper, damaged or missing pages, irreparable damage to binding or dingy, dirty covers; scratched or torn filmstrips; bent, torn or otherwise damaged study prints or posters. If the condition is poor, the item should be weeded and consideration given to replacement.

2. Superseded editions

Weed superseded editions of current volumes such as almanacs or statistical yearbooks. Different years of the same annual should not appear on the shelf if the one cumulates and/or updates the other.

3. Duplicates

Where there are duplicates and none seem to be circulating or used, all unnecessary duplicates should be discarded. At a later date, the single copy should be reconsidered for weeding.

THOUGHTFUL WEEDS

These decisions will exercise the knowledge, analysis and professional expertise of the library media specialist. When decisions are being made, consider all formats of materials: books, software, picture files, etc. Examples: Material containing information not easily accessible: no table of contents, no index, content poorly organized, back issues of periodicals which are not indexed; material that contains outdated, inaccurate factual content; outdated interpretations, values and/or attitudes; material for which format or reading level is inappropriate to the reading and/or interest level of the students; material which is no longer in demand, or which no longer supports the curriculum; material that is condescending, stereotyped, patronizing or biased; material which has not circulated in one to three years.

SPECIFIC GUIDES FOR WEEDING

000 *Generalities/Bibliographies*

Value determined by use. Works on computers are dated after three years and are seldom of use after 10 years from date of copyright.

- Library and Information Science*
Should conform to current, acceptable practice.
- 100 *Ethics*
Value determined by use, most unscholarly works useless after 10 years.
- Philosophy
Weed descriptions of philosophical and psychological problems no longer of interest, superseded books about systems of philosophy, out-of-date psychologies.
- 200 *Religion*
Value determined by use. Collection may contain information which reflects the needs and interests of the school community. Collection should contain basic information (but not propaganda) about sects and religions.
- 300 *Social Sciences*
Discard outdated social issues which are not of historical value. Controversial issues should be well represented from all sides.
- 320 *Political Science*
330 *Economics*
Information dates quickly and should be weeded after 10 years, if not replaced sooner. Books on historical aspects kept according to need.
- 340 *Law*
Should be replaced as soon as current material is available.
- 350 *Government*
Dated after 10 years. Superseded volumes should be replaced.
- 360 *Social Problems & Service*
Weeding depends on use. Most non-historical materials should be weeded after 10 years.
- 370 *Education*
Keep historical materials if they will be used. Non-historical materials need replacement in ten years. Weed discredited theories of education. Discard career materials after five years. Be particularly aware of qualification discrepancies in material dealing with career preparation.
- 380 *Commerce*
Weed after ten years except for historical materials.
- 390 *Customs and Folklore*
Keep standard works. Weed according to use.
- 400 *Language*
Discard old grammars. Keep basic materials. Weed other according to use.
- 500 *Pure Science*
Examine closely anything over five years old, except for botany and natural history. Discard materials with obsolete information and theories.
- 600 *Technology (Applied Science)*
Many materials outdated after three years. Give special attention to those dealing with drugs, space technology, education, radio, television, and medicine. Check to see if resources contain information of historical value.

700 *The Arts*

Keep basic works in music and art. Replace with new editions and works with better illustrations. Keep stamp and coin catalogs up-to-date. Discard and replace sports and recreational materials as interests change.

800 *Literature*

Keep literary criticism and history until superseded by more authoritative works. Keep work by local authors. Be aware of titles indexed in standard reference indices.

900 *History*

Weeding depends on use, demand and upon accuracy of fact and fairness of interpretation.

Travel

Weed travelogue after 10 years unless of historical value.

Biography

Unless subject has permanent interest or importance, discard when demand wanes. Keep those which are outstanding in content or style as long as they are useful.

Fiction, Picture Books, Story Collections

Weed old-fashioned, dated titles which have not circulated in three to five years. "Classics" to be replaced as new, more attractive editions are made available.

Reference

This area requires the library media specialist's noted attention and expertise. Use same criteria for weeding as for general non-fiction collection. Keep standard works. Special attention must be paid to having up-to-date, accurate information.

Encyclopedias--General

Dated after five years.

Encyclopedias--Subject Specific

Replace as content becomes invalid.

Almanacs, yearbooks and statistical publications

Superseded by each new volume. Keep three to five years for teaching purposes. Science yearbooks require consideration because of special articles.

Indices

Discard after five to eight years depending on type of index and use. As new annual indices or cumulations appear, discard old copies unless used for teaching purposes.

Atlases

Dated after five years.

Periodicals

Do not keep longer than three years unless indexed. Consider shelving and storage space. If indexed, keep no longer than oldest index or five to eight years depending on use.

Newspapers

Non-indexed titles keep one week. Indexed titles, no more than two years.

Maps and Globes

Check for currency, accuracy and metrification.

Professional Library

Most materials inappropriate after eight to ten years. Weed items which no longer support curriculum.

WHAT NOT TO WEED

Some materials should not be discarded. Specific situations will vary; however, consider these for retention:

- a. the "classics," award winners and those items which appear on standard, current core bibliographies
- b. items which may be out-of-print and which may still have some use
- c. materials of local interest, local histories
- d. materials unique in content, format, illustrative technique, etc.
- e. resources, the absence of which may skew the balance in a subject area, and may result in biased representation
- f. expensive items

WHEN TO WEED

Like inventory, weeding should occur at a time when the school program will be least interrupted and least affected. Only the media specialist who knows the school program and the collection can make that judgment. Therefore, weeding should not occur in the first year of tenure in the library media center.

1. Continuously

This involves constant weeding on a day-to-day basis as materials are checked-in and shelved. Assistants should set aside possible repairs, discards or rebinds for the library media specialist's consideration.

2. Intermittently throughout the school years as specified in written long-range plan

- a) May be done in conjunction with a "rolling inventory"
- b) Specific sections of the collection are identified as requiring weeding. Weeding is done by the library media specialist and a record is kept of areas which have been weeded. Teaching staff is encouraged to assist.

3. Periodically, a part of, or an entire, professional day is allocated to weeding the media center collection

- a) Initial identification of weeds involves the teaching staff.
- b) Library media specialist organizes the activity and makes final decisions.
- c) Addresses the entire collection and all types of resources

WEEDING – DISCARDING PROCEDURES

(revised, May, 2004)

The library media specialist and assistant have responsibilities regarding the removal of the items from the school. The material should be physically removed from the collection and the following steps taken:

1. Black out or remove the barcode and any other processing materials attached to item.
2. Black out the school stamp on visible areas.
3. Stamp item with "Albemarle County Schools Withdrawn" stamp.
4. Enter statistics on total number of discards, break-down in Dewey, etc. which may be helpful for future queries or purchasing.
5. **To donate:** Place withdrawn material that meet the Gordon-Avenue branch of the Jefferson Madison Regional Library system criteria for donation for Pony pick-up. Pony courier will

- deliver one manageable-sized box to Gordon Avenue library for donation to the “Friends of the JMRL”.
6. **To discard:** In a black plastic bag, securely bundle discard material that do not meet JMRL donation criteria.
 7. Dispose of discards according to the guidelines set up by the school board in the county policy manual. (File: DN) A copy of this policy follows.

Albemarle County Schools’ stamp for discarded books:

<p><i>Withdrawn</i> _____ <i>because:</i> <i>date</i></p> <p>___ Out-of-date</p> <p>___ Poor condition</p> <p>___ Low demand</p> <p>___ Replaced by newer material</p> <p>Albemarle County Public Schools</p>

Note: The Friends of the Library sale will NOT accept withdrawn books with this stamp.

SCHOOL PROPERTIES DISPOSAL PROCEDURE

Surplus or obsolete equipment, supplies, and materials owned by the division will normally be disposed of in one of the following ways:

1. Transferred for use in another building
2. Held for sale at public auction
3. Sold by sealed bid
4. Destroyed (no value)
5. Donated to an individual or organization

All property to be disposed of will be identified to the superintendent or his/her designee who will be responsible for disposing of surplus or obsolete property as follows:

1. Coordinate reassignment of property with affected building principal or director.
2. Arrange for public auction as required
3. Advertise for sealed bids
4. Approve destruction of property
5. Facilitate donation to individual or organization

All moneys received as a result of disposal will be deposited in the appropriate board revenue account.

Adopted: July 1, 1993

Legal Refs: Code of Virginia, 1950, as amended, Secs. 22.1-68, 22.1-78, 22.1-79 (3) , 22.1-129.

ALBEMARLE COUNTY PUBLIC SCHOOLS

Friends of Jefferson-Madison Regional Library

Gordon Avenue

April, 2004

Donate:

Books on all subjects, of all ages, for all ages, in a condition that will sell;
Pre-recorded audio and video tapes;
Records, CDs, sheet music;
Specialist magazines in fine woodworking, military and naval history;

Do not donate:

Books that are in poor condition, i.e., having one or more of the following:

- Broken spine; missing pages or covers
- Water, food or other stains; mildew; rot; excessively yellowed pages
- Crudely, heavily or excessively annotated, highlighted, underlined, etc.

Books for which there is no ready market:

- Reader's Digest Condensed Books;
- Hallmark or Gibson books; Harlequin paperback romances
- Omnibus editions of books categorized as general fiction

Books bearing the "Daedalus Books Complimentary Copy" stamp

Home recorded audio or video tapes

General magazines – we no longer sell them.

How to package:

Boxes (cardboard, wood, plastic) or shopping bags (plastic or paper)

Where:

The Friends of the Library located in the Gordon Ave Library basement lobby – inside the lobby, to the left as you enter, there is a large wooden table.

Or

Any branch of the JMRL during branch opening hours

When:

At Gordon Ave – during library opening times, but NOT after the first week of March and not before the second week of April (during sale's preparation, proper & take-down)

(adapted from Friends of the JMRL website, April, 2004)

<http://avenue.org/friends/donation.html>

LEARNING RESOURCES SELECTION

SELECTION AIDS

Selection of materials for library media centers will be based upon the guidelines set by the Albemarle County School Board. Copies of the policies which relate to Library Media Centers (IA, IIA, IIAA, IIAA-R, IIAA-E, IIAB, IIAB-E, IIAB-E2) are located in this section of the handbook. Library media specialists will work cooperatively with staff members to interpret and guide the application of the policy in making day-to-day selections. The following recommended sources shall be consulted in the selection of materials, but selection is not limited to their listings.

1. Primary Reviewing Sources:

AASA Science Books and Films
Basic Book Collection for Elementary Grades
Best in Children's Books, The
American Film & Video Association Evaluations
Booklist
Books for Secondary School Libraries
Bulletin for the Center for Children's Books
Children's Catalog
Electronic Learning
Elementary School Library Collection
European Historical Fiction and Biography
Guide to Sources in Educational Media
Junior High School Library Catalog
Magazines for Young People
Reference Books for School Libraries
School Library Journal
Senior High School Library Catalog
Only the Best
Publishers Weekly
VOYA
Wilson Library Bulletin

2. Bibliographies (latest editions available, including supplements & issues)

A to Zoo
American History for Children and Young Adults
Children and Books
Children's Books in Print
Subject Guide to Children's Books in Print
The Best: High/Low Books for Reluctant Readers

INSTRUCTIONAL MATERIALS

The State Board of Education has placed with local school boards the responsibility for selection, approval, and use of instructional materials. Accordingly, the Board will review and approve guidelines and procedures for the selection and evaluation of instructional materials. The Superintendent will direct the office of instruction to periodically review guidelines and procedures and bring recommendations for changes to the Board as needed.

The procedures for selection and evaluation of instructional materials will involve professional staff, citizens, and when appropriate, students, and will include a procedure for citizens to request reconsideration of instructional materials. These procedures will offer a thorough and efficient approach which ensures that appropriate instructional materials are selected, and provides an opportunity for the Board, professional staff and community to participate and be informed of the selection and use of instructional materials.

Adopted: July 1, 1993
Amended: October 12, 2000

Legal Ref.: Code of Virginia, 1950, as amended, Sections 22.1-238-253

Cross Ref.: IIAA, *Textbook Selection and Adoption*
IIAB, *Supplementary Materials Selection and Adoption*

TEXTBOOK SELECTION AND ADOPTION

The Board is empowered to adopt textbooks subject to regulations of the State Board of Education. The State Board of Education adopts a multiple list of textbooks for each grade level and subject, from which local boards adopt textbooks for use in local school divisions. Local boards may adopt books which are not on the state-adopted list, provided the selection is in accordance with specified guidelines.

Adoption

The Albemarle County School Board will adopt textbooks for use the local division based up recommendations presented by the Superintendent. The evaluation of textbooks will be conducted by committees of teachers and parents appointed by the Superintendent (or a designee), will involved students when appropriate, and will use the following criteria for selection:

- Overall instructional purpose
- Educational suitability and age appropriateness
- Timeliness
- Importance of the subject matter
- Quality of the writing/production
- Readability
- Authoritativeness
- Reputation of the publisher/producer
- Reputation and significance of the author/artist, composer/producer, etc.
- Format
- Favorable recommendations based on preview and examination of materials by professional personnel
- Favorable reviews found in standard selection sources
- High degree of potential user appeal
- Value commensurate with cost/need

Adopted: July 1993
Amended: July 8, 1996

Albemarle County Public Schools

TEXTBOOK SELECTION AND ADOPTION

I. Procedures for Adopting Textbooks

A. Textbooks on the State-Adopted List

4. When the state adoption committee makes the selection, the Superintendent will receive a list of approved books on the elementary and secondary level.
5. The Superintendent/designee will coordinate the activities of evaluation committees operating at the local level.
6. Evaluation committees shall be appointed to review and to evaluate textbooks in one or more of the subject areas for adoptions that will be effective beginning July 1 of the designated year. At the elementary and middle school levels the committees shall be composed of one or more teachers from each school. The school principals shall recommend representatives to the Superintendent/designee. At the high school level, teachers in the subject areas considered shall serve as members of that committee. In addition, two parents selected by the administrative staff shall serve as resource persons.
7. The evaluation committee then shall submit a written report of the committee's deliberations to the Superintendent/designee, who with the instructional staff will make the final selections.
8. Samples of the final selections shall be displayed for a minimum of 30 days prior to approval by the Board. The displays should be located in accessible locations within the school buildings and/or in a central office location. The community will be notified of the display through a news release.
9. The textbooks selected must be approved by the School Board prior to purchase.

B. Textbooks Not on the State-Adopted List

The Constitution of Virginia empowers the State Board of Education to adopt textbooks for the basal use in the public schools of Virginia. Section 22-297 for the Code of Virginia provides for such adoption to be made for a six-year period. Section 22-318.1 of the code of Virginia states that "A school board of any school division may in any year use a basal textbook not on the State-adopted list; provided, however, that the school board shall select

Albemarle County Public Schools

books in accordance with rules and regulations promulgated by the State Board of Education." Those regulations include the following provisions:

1. The Superintendent/designee shall appoint and evaluation committee to review and to evaluate textbooks in one or more of the subject areas for which adoptions are effective beginning July 1 of the designated year.
2. The evaluation committee shall be representative of the supervisory staff of the central office, elementary and/or secondary school administrators and classroom teachers of the subject field in which adoptions are to be made and shall be nondiscriminatory with respect to sex and race.
3. Before recommending a textbook not on the state adopted list, the committee first shall have examined and evaluated the appropriate textbooks on the state adopted list, if any.
4. The evaluation committee shall submit in writing its recommendations and supporting data via the Superintendent to the School Board.
5. Samples of the final selections shall be displayed for a minimum of 30 days prior to approval by the Board. The displays should be located in accessible locations within the school buildings and/or central office location. The community will be notified of the display through a news release.
6. The textbooks selected must be approved by the School Board prior to purchase.
7. The Superintendent shall certify to the Superintendent of Public instruction or his representative on forms proscribed by the State Department of Education a list of all books adopted by the local school board and that such books have been adopted in full compliance with the state regulations and that information as to prices paid for such books is available upon request.
8. A local school board that adopts one or more textbooks in accordance with the state regulations in a particular subject area may also adopt one or more of the state basal textbooks for that particular field
9. Evidence, satisfactory to the School Board, shall be on file in the local administrative office that the price charged for any textbook adopted under the state

Albemarle County Public Schools

regulations is not in excess of that charged elsewhere in the United States.

II. Textbook Accountability System

A. Ordering, Accounting, and Inventory

It is the responsibility of the principal to order and to keep an account of all books and books needs for the school by using the systems for ordering, inventory, and accounting furnished by the central office.

B. Distribution and Collection of Books

Whenever it is impossible to provide each student with a textbook it will be the responsibility of the teacher of that class to assign the use of available texts in such a manner that each student in that class will have the use of a text on an equitable basis with the other student in that class.

Since in certain classes the text is needed only during class time, the number of texts provided will be sufficient for the largest number of students in that classroom during the day. At the request of the principal, copies of these texts will be made available in the school library for use overnight and during study periods by the students who need to use the textbooks outside of regular class time. Books will be issued to students in a way that is most practical for individual schools.

Books will be collected when no longer required for instruction. The condition of the books will be assessed, and fines will be levied when necessary. Teachers are expected to instruct students regarding the proper care of books and to encourage cleanliness, mending of tears, erasure of pencil marks, keeping books out of inclement weather, etc. Students will be held responsible for textbooks which are lost or damaged beyond repair. If the text is less than one year old, students will be charged the cost of a new book. For older text, students will be charged the cost of a used textbook. Provisions will be made for students who cannot afford to pay for lost or damaged books.

C. Alternative Instructional Methods

Money for textbooks may be used to purchase alternative classroom materials for classes in which other kinds of instructional materials are preferable. These materials will be approved by the School Board.

Albemarle County Public Schools

- D. Remitting Money for Textbook Fines
Money collected from students for lost or damaged textbooks will be receipted by the individual school and submitted to the Central Office on a monthly basis.

III. Procedure for Disposal of Textbooks

Textbooks which are no longer in use because of the period of adoption has expired shall be disposed of in accordance with guidelines listed below:

1. Sufficient quantities shall be retained in the appropriate classrooms for use as supplemental material for as long as they are useable and needed.
2. Books which are not needed for supplemental material shall be:
 - (a) sold to another public or private school system or a used textbook company
 - (b) sold to parents or students
 - (c) sold for recycling
 - (d) donated to another public or private school
 - (e) donated to parents or students
 - (f) donated for recycling
3. When all of the above options for the sale or donation of books have been exhausted, they will be collected and discarded.
4. Books which are in adoption but are so damaged as to make repair impractical shall be discarded.
5. Proceeds from the sales of used textbooks shall be deposited as a revenue to Albemarle County Schools.

Adopted: July 1, 1993
Amended: July 8, 1996

Legal Refs: Constitution of Virginia, Art. VIII, Sec. 3
Code of Virginia, 1950, as amended, Secs. 22.1-238 through 221-253
Regulations of the Virginia Board of Education

Albemarle County Public Schools

IIAB

LEARNING RESOURCES SELECTION AND ADOPTION

The Board delegates the responsibility for the selection and use of learning resources to the professionally trained staff. The Superintendent or a designee shall be responsible for the selection of learning resources identified for division-wide use and the principal shall be responsible for the selection of resources utilized by the respective schools. Selection and use will be in accordance with policies and regulations established by the Board and shall consider requests from faculty and students. The same care will be exercised in the selection of learning resources as in the selection of other types of instructional materials. The criteria for selection of Learning resources shall include the following:

- overall instructional purpose
- educational suitability and age appropriateness
- timeliness
- importance of the subject matter
- quality of the writing/production
- readability
- authoritativeness
- reputation of the publisher/producer
- reputation and significance of the author/artist, composer/producer, etc.
- format
- favorable recommendations based on preview and examination of materials by professional personnel
- favorable reviews found in standard selection sources
- high degree of potential user appeal
- value commensurate with cost/need

Resources used by students under the guidance of teachers to extend, expand, and supplement basal materials constitute an integral part of the instructional program. Learning resources are those items which are used to assist the teaching and learning process and include such items as, but are not limited to, books, magazines, newspapers, charts, pictures, computer software, workbooks, kits, videos, filmstrips, and games. Resources selected for supplemental use must relate directly to the established objectives of the course or content area in which they are used.

Professional staff, to include teachers and librarians, must carefully review materials prior to use and exercise a high degree of professional judgement in their selection and use of supplemental materials, to ensure that the use of such materials serves to both support and complement the basic instructional objectives within the specific subject areas and classrooms. A common learning resources review form will be used for this

IIAB
(Page 2)

Purpose. This form shall guide the evaluation and shall follow, at minimum, the selection criteria outlined in this policy. (See IIAB-E1: *Learning Resources Review Criteria Form*)

The Board precludes the showing of movies and videos rated as R in all schools and PG 13 in middle and elementary schools without first securing permission from parents. Written permission to view the film/video must be obtained from the parent on the permission form contained in *IIAA-E: Film/Video Opt-In Permission Form*. Parent permission is not required when showing teacher selected excerpts from movies or videos edited for instructional purposes.

This policy and its provision are applicable to any resource regardless of whether it is school-purchased, student-provided, or teacher-provided resource.

Adopted: July 1, 1993
Amended: July 8, 1996; May 10, 1999, October 12, 2000

Cross Refs.: IIAA, Textbook Selection and Adoption

FILM/VIDEO OPT-IN PERMISSION FORM

Dear Parent(s) or Guardian(s):

During the coming weeks your child is scheduled to view _____
(Title of Film/Video)

Albemarle County Public Schools Policy IIAB does not allow the showing of movies and videos rated an R in all schools and PG-13 in the middle and elementary schools without specific prior permission of the students' parents. This film/video has been previewed by the classroom teacher with the intended student audience's age, ability level, and maturity in mind. It has been selected for the following reasons (e.g., worth of the film/video, instructional objectives which the film/video promotes): _____

Some individuals, however, may find the film/video objectionable for the following reasons (e.g., language, content): _____

Please complete the following permission form for the film/video and return it to _____ by _____
(Teacher's Name) (Date)

Principal's Approval _____

Should you withhold permission, an alternate material or activity will be provided for your child.

PARENT(S)/GUARDIAN(S) FILM/VIDEO PERMISSION FORM

(Name of Child) Has _____
Does not have _____ (Check one)

my permission to view _____
(Title of film/video)

[Parent(s)/Guardian(s) Signature]

Reviewed: May 10, 1999

ALBEMARLE COUNTY PUBLIC SCHOOLS

SCHOOL LIBRARIES/MEDIA CENTERS

The primary function of a school's library media center is to implement, enrich and support the educational program of the school. The center provides various levels of sophistication with a diversity of appeal and the presentation of different points of view. To this end the School Board declares that the primary responsibility of the library media center are:

To provide materials that will stimulate the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards;

To provide a source of information which when consulted may enable students to make informed judgements;

To provide materials containing a wide range of views on controversial issues so that students may develop the practice of critical reading and thinking;

To provide materials representative of religious, ethnic and cultural groups and their contribution to our American heritage;

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for user of the library media center;

To provide a collection that meets individual learning needs, abilities and learning styles;

To provide background materials to supplement classroom instruction.

The Superintendent or designee shall be responsible for the selection of media materials identified for division-wide use and the principal shall be responsible for the selection of materials utilized by the respective schools. In both cases, requests from faculty and students shall be given consideration.

ALBEMARLE COUNTY PUBLIC SCHOOLS

The criteria for selection of media materials shall include the following:

- overall instructional purpose
- educational suitability and age appropriateness
- timeliness
- importance of the subject matter
- quality of the writing/production
- readability
- authoritativeness
- reputation of the publisher/producer
- reputation and the significance of the author/artist, composer/producer, etc.
- format
- favorable recommendations based on preview and examination of materials by professional personnel
- favorable reviews found in standard selection sources
- high degree of potential user appeal
- value commensurate with cost/need

The Board also directs that a Library Handbook be developed and updated periodically to reflect current policies and procedures applicable to the selection and use of various media.

Adopted: July 1, 1993
Amended: July 8, 1996; January 26, 1998

Legal Ref.: Virginia State Board of Education Regulations. "Standards of Accrediting Public Schools in Virginia." Standard E At Criterion #12

ALBEMARLE COUNTY SCHOOLS

SCHOOL LIBRARY / MEDIA CENTERS

The following procedures shall be followed in the selection of materials for use in school library media centers:

SELECTION PROCEDURES

1. In selecting learning resources, professional personnel will evaluate available resources, as well as student, staff and curricular needs, and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.
2. Professional staff will provide a mechanism for receiving recommendations for purchase from administrators, teachers, students, district personnel, parents and community persons, as appropriate. Sample mechanisms might include a suggestion form, a call for suggestions in the school newspaper, a suggestion box in the library media center, or other such means. Professional staff should make every effort to inform the requester if the suggested item is purchased, or the rationale for not purchasing the resource.
3. All school library media centers shall provide a mechanism for promoting new purchases, such as a new book display, a library notebook listing recent purchases, a new book list to be posted on the school's website or to be distributed to the school community, or other means as appropriate.
4. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria. Gifts become the property of the library and the ultimate disposition of such with the library media specialist. Gift materials shall be treated as other media in the media center. It cannot be kept in special collections, used in special ways, or be subject to any other stipulations.
5. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Adopted: July 1, 1993
Amended: July 8, 1996, January 26, 1998

ALBEMARLE COUNTY PUBLIC SCHOOLS

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Should there be a complaint about materials in the school library, the library media specialist will carefully follow the guidelines set up by the school board. (See File: INC, INC-AP, and INC-E) Copies of these policies are included in the following pages.

PUBLIC COMPLAINTS ABOUT THE CURRICULUM
OR LEARNING RESOURCES

It is the responsibility of the School Board to establish and apply the curriculum of the Albemarle County School Division. The selection of learning resources is delegated to the professionally trained personnel employed by the Division. Despite the care taken to select valuable and educationally suitable learning resources for student and teacher use, and despite the qualifications and expertise of the persons involved in the selection process, it is recognized that occasional objections to materials will be made by the public. It is, therefore, the policy of the School Board to provide a channel of communication and procedures for citizens to follow in expressing and resolving concerns about the learning resources, including printed or audio/visual materials and speakers.

Formal complaints about learning resources shall be presented in writing in accordance with the supportive regulations of this policy. The standards and procedure for review shall be consistently applied in recognition of the respective rights and responsibilities of all concerned. Learning resources shall be considered for their educational suitability according to criteria listed in Policy IIAB: *Learning Resources Selection and Adoption* and shall not be proscribed or removed because of partisan or doctrinal disapproval.

All written challenges will be reviewed by staff to determine if the request has been covered "in principle", meaning the complaint falls into a category about which the Superintendent or School Board has taken a formal stand. If it is determined that the matter has been covered "in principle" the Superintendent will not typically call a reconsideration committee. A reconsideration committee will only be called if an issue has not been covered "in principle", or at the request of the Superintendent. The reconsideration committee makes recommendations to the Superintendent regarding the learning resources. The Superintendent, upon receipt of the committee's recommendation, will review the complaint and the committee recommendations and forward the committee's recommendation and his decision to the School Board. The decision of the Superintendent may be appealed to the School Board or reconsidered by the Board, if it votes to do so. No material will be removed or restricted without the approval of the School Board. The decision of the Board will be final.

Adopted: July 1, 1993
Amended: October 10, 1994, July 8, 1996, September 8, 1997; May 11, 1998
Reviewed: July 12, 1999

Cross Ref.: IIAB, Learning Resources Selection and Adoption

ALBEMARLE COUNTY PUBLIC SCHOOLS

PUBLIC COMPLAINTS ABOUT THE CURRICULUM
OR LEARNING RESOURCES

An Albemarle County citizen who has a concern about a learning resource will first discuss the concern with the teacher/staff member and the principal. After a conference with the principal, if the complainant requests the material be withdrawn from use for his child, the principal may honor the request if he determines that the substitution of other instructional material is appropriate. If the concern cannot be resolved, the following process will then begin:

1. The principal will:
 - a. inform the complainant that he has the right to file a formal complaint;
 - b. provide the complainant with the "Citizen's Request for Reconsideration of Learning Resources" form and review the form and the complaint process with the complainant;
 - c. inform the Superintendent of the situation and forward a copy of the completed form to the Superintendent;
 - e. maintain the materials in use pending a final decision.
2. Within 10 working days of receiving the "Citizen's Request for Reconsideration of Learning Resources" from the principal, the Superintendent will have staff review the Reconsideration Request to see if the issues raised have been covered "in principle" by previous decisions. This staff review and recommendation will be sent to the Superintendent within 10 working days. If it is determined that the issue has been covered "in principle", the Superintendent will either render a written decision or ask that a reconsideration committee be established. If it is determined the issue has not been covered "in principle," a reconsideration committee be established.
3. The committee will be composed of the following members:
 - a. the Director of Curriculum Development and Program Analysis, who will serve as the Chairman of the committee
 - b. two high school students (if high school materials are involved);
 - c. one teacher, one building principal, and one media specialist who has not previously considered the material for inclusion in the media collection, if possible;

ALBEMARLE COUNTY PUBLIC SCHOOLS

- d. three community members who are not division employees who are selected from a division-wide pool; two community members will be parents from the specific level receiving the challenge, i.e., elementary, middle, or high school level. The division-wide pool will consist of nominees from each school PTO which will annually name two people to be part of this pool.

4. The committee Chairman will convene the committee and appoint a secretary responsible for keeping minutes of the committee's proceedings. The purpose of the committee is to examine the disputed materials, to review the written complaint and to make a recommendation concerning the use of the material. The complainant and a representative from the school will be invited to speak directly to the review committee. The committee must make their recommendation to the Superintendent within 20 working days of the establishment of the committee.

5. The reconsideration committee shall:

- a. read the challenged materials, review the materials in terms of the Criteria for Selection of Learning Resources (Policy IIAB: *Learning Resources Selection and Adoption*), study the complaint form, and read reviews and other pertinent information about the materials;
- b. attempt to reach a consensus on their recommendation. If consensus cannot be reached, the committee's recommendation will be based on a majority vote. The committee's recommendation will include specific rationale based on the Criteria for Selection of Learning Resources, information on the material from reviews and other sources, and educational value of the material;
- c. sign a report of the committee's recommendation prepared for the Superintendent by the Director of Curriculum and Program Analysis, or sign a minority report if applicable;
- d. send the committee's report, including any minority report, to the School Board's legal counsel for review prior to submission to the Superintendent. The School Board's legal counsel shall advise the Superintendent regarding the recommendation within 10 working days of receiving the reconsideration committee's recommendation.

6. Upon receiving legal counsel's review of the recommendation of the reconsideration committee, the Superintendent has 10 working days to forward his written decision and rationale along with a copy of the committee's report(s) to the complainant and the School Board. The complainant may appeal within 10 working days of the decision to the School Board.

ALBEMARLE COUNTY PUBLIC SCHOOLS

- 7. If the complainant does appeal the decision, the appeal must be in writing and submitted to the Clerk of the School Board. The School Board will consider this within 20 working days of the filing of the appeal.
- 8. If no appeal is filed:
 - a. If the Superintendent's decision does not cause a change in the use of the material, the School Board may at its discretion review the Superintendent's decision, but shall not be required to do so.
 - b. If the Superintendent's decision causes a change in the use of the material, the School Board shall review the decision. The Board will consider the Superintendent's decision within 20 working days after the 10 working day appeal period has expired.
- 9. If the School Board reviews the Superintendent's decision, the School Board shall:
 - a. affirm, reverse, or modify the Superintendent's decision. The Board's decision shall be final;
 - b. inform the complainant and the principal in writing of the action taken;
 - c. communicate any changes in the use of material at a School Board meeting, through a media release and through a division-level publication.
- 10. Any of the time lines set forth in this regulation may be extended by the Superintendent for cause. Any change in this time line will be communicated to the School Board and the complainant.

Adopted: July 1, 1993
 Amended: October 10, 1994, July 8, 1996, September 8, 1997; May 11, 1998
 Reviewed: July 12, 1999

Cross Ref: Policy IIAB, Learning Resources Selection and Adoption

CITIZEN'S REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Author _____ Type of Material _____
Title _____

Request Initiated by _____
Telephone _____ Address _____
City _____ Zip Code _____

Complainant Represents: _____ Self
_____ Organization (Please Name) _____
_____ Other Group (Please Identify) _____

1. To what in the material do you object: (Please be specific; cite instances.)

2. What do you feel might be the result of using this material?

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

4. Is there anything good about this material?

5. Did you read, view, or listen to material in its entirety?

What parts?

6. Are you aware of the judgment of material by reviewers?

7. What do you believe is the theme of this material?

8. What would you like your school to do about this material?

- ____ Do not assign it to my child
- ____ Withdraw it from all students as well as from my child
- ____ Send it to a committee for reevaluation

9. In its place, what material of equal quality would you recommend?

Signature of Complainant _____ Date _____

Received by _____ Date _____

Albemarle County Public Schools

TECHNICAL PROCESSING OF MATERIAL INTRODUCTION

This section is designed to describe a system of processing, cataloging and circulating materials which will provide for the student and faculty user an effective and efficient means for information retrieval. When possible, alternative systems are proposed so that allowances can be made for individual school differences.

A basic knowledge of cataloging procedures is assumed.

CLASSIFICATION

1. Call numbers will be assigned according to current Abridged Dewey guidelines.
2. Cataloging will be assigned according to current AACR2 guidelines.
3. Sears Subject Headings will be used.
3. Audiovisual software will have a prefix to the call number according to Albemarle County standard abbreviations. (See Material Types and Call Number Abbreviations on page 99). These standard abbreviations should be used unless materials were entered in prior to the establishment of the County standard abbreviations.

IDENTIFICATION MARKINGS

1. All materials will be marked with ownership.
2. All materials will be marked with a call number.
3. All equipment will be marked or engraved. A suggested engraving would be the school's state ID number.

GUIDELINES FOR ENTERING CATALOG INFORMATION

The most important thing in entering the information into the computer database is to be CONSISTENT and in accordance with the AACR2 Revised Cataloging Rules. The spacing, punctuation and word choices are critical in assuring that all materials with the same title, author, subject or any other duplicate information come up in the proper order when a student conducts a search. The authority control function of the cataloging software should be used to maintain this consistency.

In entering information, you will have a screen that shows the following:

1. **TITLE:** Enter the complete title. Use a capital letter at the beginning of the first word, and the rest of the letters in lower case unless it is a proper name.
2. **AUTHOR:** Enter the last name first using a comma. (Sendak, Maurice) For initials, DO NOT leave a space between the period and the next letter. (White, E.B.)
3. **CALL NUMBER:** Use all caps for the first three (3) letters of the author's last name. Follow specific rules below for each genre:
 - NON-FICTION--enter the number, one space, and the first three (3) letters of the author's last name. (541.3 HAR)
 - FICTION--enter "F," one space, and the first three (3) letters of the author's last name. (F PAT)
 - REFERENCE--enter "REF," one space, the number, and the first three (3) letters of the author's last name. (REF 321.5 BET)
 - BIOGRAPHIES--enter "921," one space, and the first three (3) letters of the name of the person the book is about. (A book on Thomas Jefferson would be: 921 JEF)
 - PROFESSIONAL--enter "P," one space, the number and the first three (3) letters of the author's last name. (P 372.1 PIL) (Some schools use T for teacher collection).
 -

** Others should be added as needed for each school's collection, for example: Accelerated reader, Collected biographies, High-Interest, Reference, Talking books, etc.
4. **PUB PLACE:** Capitalize the first letter of the city and state.
5. **PUB NAME:** Enter the complete name as shown on the title page. Use "&" in place of the word "and" where appropriate.
6. **PUB DATE:** Enter the year of the copyright.
7. **EDITION STMT:** Enter the edition number.
8. **PHYS DESCRIP:** Enter the physical description of the material. This includes the number of pages, size, (centimeters), maps, illustrations, and photographs.
9. **USER DEFINED:** Each library defines this field.
10. **BARCODE / COPY ID:** Either enter a new number, or let the computer automatically assign the next highest number.

11. **COPY TYPE:** Each type of material, book or non-book, has a code number. Check the list on page 99 to see which type you should use. This material type information will change with the use of InfoCentre.
12. **ISBN:** Enter the International Standard Book number.
13. **LCCN:** Enter the Library of Congress Catalog Number.
14. **PRICE:** Enter the price of the book.
15. **FUND:** The materials purchased for the library come from one of the following sources:
- | | |
|--------------|-------------------------------------|
| A. County | D. Gift |
| B. Book Fair | E. ESEA (funds no longer available) |
| C. PTO | F. Chapter I " " |
16. **LOCATION:** Enter your school's code number.
17. **NOTE:** Enter the summary of the material.
18. **TITLE ADDED ENTRY:** Enter the added entry of the work, if appropriate.
19. **AUTHOR ADDED ENTRY:** Enter the added author, if appropriate.
20. **SUBJECT:** Enter Sears subject headings according to the newest edition in lower case. Refer to the AACR2 Revised Cataloging Rules for punctuation and capitalization information.

STORAGE OF MEDIA

The use of audiovisual media is in direct proportion to its accessibility. Every effort should be made to house media in the main library media center area. Purchase of materials and equipment should be coordinated by media center personnel. This policy will optimize quality selection of software and encourage standardization of equipment.

CIRCULATION OF MEDIA

Free access to and circulation of materials is to be promoted at all times. If software or hardware is circulated among students, a suggested form follows on the next page.

1. Audiovisual equipment records can be kept on the circulation program database.
2. Information Services will keep a maintenance record of each item.
3. If a file inventory is going to be kept, the following information should be included:

Type of Equipment:
Manufacturer:
Model Number:
Serial Number:
Accession Number:
Location:
Date Acquired:
Cost:
Source of Funds:
Distributor:
Lamp:

FORMAT FOR ENTERING EQUIPMENT:

Author:	Make and Model
Call Number:	Accession number
ISBN / LCN:	
Price:	Purchase price
Material Type:	Equipment
Publisher:	Distribution
Copyright:	Year of purchase
Fund:	Source of funds
Location:	School
Purchase Date:	Year
Subjects:	Audio-visual equipment Serial Number

Student Use of Equipment Check Out Form

Borrower _____ Today's Date _____

Date Equipment needed _____

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

DATE DUE IS NO LATER THAN _____

In signing this document I allow _____ to borrow school equipment described above. In the event that the item(s) is/are not returned or is/are damaged, I accept responsibility for the cost of repair or replacement of borrowed item(s) at school-designated repair shop/vendor. The decision whether an item is to be repaired or replaced will be made by school personnel. Current replacement cost will be charged for any item that must be replaced. If the item is unavailable for purchase, the school will designate a similar item for purchase.

Important: Students desiring to check out equipment must have no overdue materials and/or must owe no media center fines.

NAME OF PARENT/GUARDIAN (PLEASE PRINT) _____

SIGNATURE OF PARENT/GUARDIAN _____

DATE _____

DAYTIME PHONE NUMBER _____

Student will be trained in basic use and care of equipment borrowed.

Signature of TRAINER _____ Date _____

ALBEMARLE RESOURCE CENTER (ARC)

A large variety of materials are available at the Albemarle Resource Center, which serves as the central media center for the school division. The Resource Center is located in the Murray High School building on Forest Street. It houses over 12,000 materials, including videotapes, audiovisual equipment, models, etc., that you may check out to use for classroom instruction. The center's holdings are available for browsing on an on-line computer catalog which may be accessed on work stations in the schools. Teachers may give their order requests for materials to the media specialist or library assistant/parent volunteer, or e-mail the request to the ARC.

Library media specialists and all school employees are encouraged to recommend materials for purchase and to preview materials sent by the Resource Center.

CIRCULATION PROCEDURES

Winnebago Spectrum is the name of the on-line computer catalog and reservation system for the materials available to you at the Albemarle Resource Center. Each item has its own personal identity or call number which consists of letters and numbers. The letters tell what type of item it is (e.g. VDS stands for videodisc.) The numbers are the item's personal ID. Patrons are requested to order material using the call number for each item.

ACCESS TO WINNEBAGO SPECTRUM

Winnebago Spectrum runs on the server maintained by the Department of School Technology. It is available via the wide-area network (WAN). To order materials from the Resource Center teachers may place orders directly via e-mail or they may go through the Media Specialist at their schools. The web address for the Albemarle Resource Center is: <http://arc.albemarle.org>

CIRCULATION SCHEDULE

MATIERAL TYPE	CALL NUMBER	LOAN PERIOD
1 - ART PRINT	AP	14 DAYS
2 - ART MATERIALS	ART	7 DAYS
3 - BAR WAND	BARW	14 DAYS
4 - BIG BOOK	BB	14 DAYS
5 - CALCULATOR-BASED LAB	CBL	14 DAYS
6 - CLOSED CAPT. DECODER	CCD	14 DAYS
7 - CASSETTE RECORDER	CR	14 DAYS
8 - CD/CASSETTE RECORDER	CR/CD	14 DAYS
9 - SLIDE DISSOLVE	DIS	14 DAYS
10 - EXTENSION CORD	ED	14 DAYS
11 - ELECTRIC PENCIL	EP	14 DAYS
12 - FLIP CHART	FC	14 DAYS
13 - KIT	KIT	14 DAYS
14 - LCD PROJECTOR	LCDP	14 DAYS
15 - VIDEODISC PLAYER	LDP	14 DAYS
16 - WIRELESS MICROPHONE	MIC	14 DAYS
17 - MODEL	MODEL	14 DAYS
18 - MOVIE SCREEN	MS	14 DAYS
19 - ODYSSEY OF THE MIND	OM	14 DAYS
20 - OVERHEAD PROJECTOR	OP	14 DAYS
21 - OPAQUE PROJECTOR	OPAQ	14 DAYS
22 - SLIDE PROJECTOR	P	14 DAYS
23 - PUBLIC ADDRESS SYST.	PA	14 DAYS
24 - PROF. DEV. COLL.	PDC	14 DAYS
25 - POSTER	POS	14 DAYS
26 -		
27 - MISC. EQUIPMENT	EQUIP	7 DAYS
28 - PZM MICROPHONE	PZM	14 DAYS
29 - REMOTE EXTN. CORD	REC	14 DAYS
30 - SOUND BOOK	SB	14 DAYS
31 - SERIES	SER	** textook fixed asset
32 - SOUND FILM STRIP	SFS	14 DAYS
33 - SLIDE SORTER	SORTER	14 DAYS
34 - SLIDE TRAY	TRAY	14 DAYS
35 - TRIPOD	TRI	14 DAYS
36 - VIDEO CASS. RECORDER	VCR	14 DAYS
37 - CAMCORDER	VCRP	14 DAYS
38 - VIDEODISC	VDS	14 DAYS
39 - VIDEO TAPE	VHS	14 DAYS
40 - VIEW SCREEN	VS	14 DAYS
41 - DIVERSITY	DIV	14 DAYS
42 - DIGITAL CAMERA	DC	5 DAYS
43 - CD-ROM	CD-ROM	14 DAYS
44 - UNCATALOGUED NEW MATERIALS	UNM	5 DAYS
45 - COMPUTERS & PERIPHERALS	COM	3 DAYS
50 - DEFAULT		14 DAYS
51 - ESOL-BOOK	ESL BK	ESOL STAFF ONLY
MATIERAL TYPE	CALL NUMBER	LOAN PERIOD
52 - ESOL-POSTER	ESL PSTR	ESOL STAFF ONLY

53 - ESOL-VIDEO TAPE	ESL VHS	ESOL STAFF ONLY
54 - ESOL-PROFESSIONAL BOOK	ESL PROF BK	ESOL STAFF ONLY
55 - ESOL-AUDIO TAPE	ESL AUD TAPE	ESOL STAFF ONLY
56 - ESOL-GAMES/PUZZLES	ESL GAMES	ESOL STAFF ONLY
57 - ESOL-WORKBOOK	ESL WKBK	ESOL STAFF ONLY
58 - ESOL-MISC. EQUIPMENT	ESL MISC. EQUI	ESOL STAFF ONLY

PLEASE RETURN ITEMS TO THE ALBEMARLE RESOURCE CENTER ON TIME.

We must have materials returned on time so that commitments to other schools may be met.

THE MAJOR PROBLEM INVOLVING THE RESOURCE CENTER'S DIFFICULTIES IN MEETING RESERVATION COMMITMENTS TO TEACHERS IS DUE TO THE FAILURE OF EARLIER USERS TO RETURN MATERIALS ON THE DATE DUE.

Damaged Items: Damaged items must not be repaired by the school. The Resource Center is equipped with specialized devices for repair and maintenance of materials.

**ALBEMARLE RESOURCE CENTER
SUGGESTIONS FOR MEDIA ACQUISITIONS**

Note: List only one purchase item per form. Attach catalog ordering information if available.

TITLE: _____ COPYRIGHT DATE: _____

CATALOG/ORDERING NUMBER _____ COST: _____

PRODUCER _____

ADDRESS: _____

FORMAT AND NUMBER OF ITEMS: _____

BRIEF DESCRIPTION OF SUBJECT/CONTENT: _____

GRADE LEVEL: _____ ISBN NUMBER: _____

REVIEW SOURCE: _____ DATE: _____ PAGE(S): _____

SUBMITTED BY: _____ SCHOOL: _____

DATE: _____

APPENDIX A

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background or views.
6. 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 18, 1948.

Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council

Privacy: An Interpretation of the Library Bill of Rights
Adopted June 19, 2002 by the ALA Council
<http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/privacy.htm>

Introduction

Privacy is essential to the exercise of free speech, free thought, and free association. The courts have established a [First Amendment](#) right to receive information in a publicly funded library.¹ Further, the courts have upheld the right to privacy based on the Bill of Rights of the U.S. Constitution.² Many states provide guarantees of privacy in their constitutions and statute law.³ Numerous decisions in case law have defined and extended rights to privacy.⁴

In a library (physical or virtual), the right to privacy is the right to open inquiry without having the subject of one's interest examined or scrutinized by others. Confidentiality exists when a library is in possession of personally identifiable information about users and keeps that information private on their behalf.⁵

Protecting user privacy and confidentiality has long been an integral part of the mission of libraries. The ALA has affirmed a right to privacy since 1939.⁶ Existing ALA policies affirm that confidentiality is crucial to freedom of inquiry.⁷ Rights to privacy and confidentiality also are implicit in the [Library Bill of Rights](#)'⁸ guarantee of free access to library resources for all users.

Rights of Library Users

The *Library Bill of Rights* affirms the ethical imperative to provide unrestricted access to information and to guard against impediments to open inquiry. Article IV states: "Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas." When users recognize or fear that their privacy or confidentiality is compromised, true freedom of inquiry no longer exists.

In all areas of librarianship, best practice leaves the user in control of as many choices as possible. These include decisions about the selection of, access to, and use of information. Lack of privacy and confidentiality has a chilling effect on users' choices. All users have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.

Users have the right to be informed what policies and procedures govern the amount and retention of personally identifiable information, why that information is necessary for the library, and what the user can do to maintain his or her privacy. Library users expect and in many places have a legal right to have their information protected and kept private and confidential by anyone with direct or indirect access to that information. In addition, Article V of the *Library Bill of Rights* states: "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." This article precludes the use of profiling as a basis for any breach of privacy rights. Users have the right to use a library without any abridgement of privacy that may result from equating the subject of their inquiry with behavior.⁹

Responsibilities in Libraries

The library profession has a long-standing commitment to an ethic of facilitating, not monitoring, access to information. This commitment is implemented locally through development, adoption, and adherence to privacy policies that are consistent with applicable federal, state, and local law. Everyone (paid or unpaid) who provides governance, administration, or service in libraries has a responsibility to maintain an environment respectful and protective of the privacy of all users. Users have the responsibility to respect each others' privacy.

For administrative purposes, librarians may establish appropriate time, place, and manner restrictions on the use of library resources.¹⁰ In keeping with this principle, the collection of personally identifiable

information should only be a matter of routine or policy when necessary for the fulfillment of the mission of the library. Regardless of the technology used, everyone who collects or accesses personally identifiable information in any format has a legal and ethical obligation to protect confidentiality.

Conclusion

The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethics and practice of librarianship.

¹Court opinions establishing a right to receive information in a public library include [Board of Education, v. Pico, 457 U.S. 853 \(1982\)](#); [Kreimer v. Bureau Of Police For The Town Of Morristown, 958 F.2d 1242 \(3d Cir. 1992\)](#); and [Reno v. American Civil Liberties Union, 117 S.Ct. 2329, 138 L.Ed.2d 874 \(1997\)](#).

²See in particular the [Fourth Amendment](#)'s guarantee of "[t]he right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures," the [Fifth Amendment](#)'s guarantee against self-incrimination, and the [Ninth Amendment](#)'s guarantee that "[t]he enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people." This right is explicit in Article Twelve of the [Universal Declaration of Human Rights](#): "No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks." See: <http://www.un.org/Overview/rights.html>. This right has further been explicitly codified as Article Seventeen of the "[International Covenant on Civil and Political Rights](#)," a legally binding international human rights agreement ratified by the United States on June 8, 1992. See: http://www.unhchr.ch/html/menu3/b/a_ccpr.htm.

³Ten state constitutions guarantee a right of privacy or bar unreasonable intrusions into citizens' privacy. Forty-eight states protect the confidentiality of library users' records by law, and the attorneys general in the remaining two states have issued opinions recognizing the privacy of users' library records. See: [State Privacy Laws](#).

⁴Cases recognizing a right to privacy include: [NAACP v. Alabama, 357 U.S. 449 \(1958\)](#); [Griswold v. Connecticut 381 U.S. 479 \(1965\)](#); [Katz v. United States, 389 U.S. 347 \(1967\)](#); and [Stanley v. Georgia, 394 U.S. 557 \(1969\)](#). Congress recognized the right to privacy in the [Privacy Act of 1974 and Amendments \(5 USC Sec. 552a\)](#), which addresses the potential for government's violation of privacy through its collection of personal information. The Privacy Act's "Congressional Findings and Statement of Purpose" state in part: "the right to privacy is a personal and fundamental right protected by the Constitution of the United States." See: http://caselaw.lp.findlaw.com/scripts/ts_search.pl?title=5&sec=552a.

⁵The phrase "Personally identifiable information" was established in ALA policy in 1991. See: [Policy Concerning Confidentiality of Personally Identifiable Information about Library Users](#). Personally identifiable information can include many types of library records, for instance: information that the library requires an individual to provide in order to be eligible to use library services or borrow materials, information that identifies an individual as having requested or obtained specific materials or materials on a particular subject, and information that is provided by an individual to assist a library staff member to answer a specific question or provide information on a particular subject. Personally identifiable information does not include information that does not identify any individual and that is retained only for the purpose of studying or evaluating the use of a library and its materials and services. Personally identifiable information does include any data that can link choices of taste, interest, or research with a specific individual.

⁶Article Eleven of the [Code of Ethics for Librarians \(1939\)](#) asserted that "It is the librarian's obligation to treat as confidential any private information obtained through contact with library patrons." See: [Code of Ethics for Librarians \(1939\)](#). Article Three of the current [Code \(1995\)](#) states: "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted." See: <http://www.ala.org/alaorg/oif/ethics.html>.

⁷See these ALA Policies: [Access for Children and Young People to Videotapes and Other Nonprint Formats](#); [Free Access to Libraries for Minors](#); [Freedom to Read](#)

(<http://www.ala.org/alaorg/oif/freeread.html>); *Libraries: An American Value*; the newly revised [Library Principles for a Networked World](#); [Policy Concerning Confidentiality of Personally Identifiable Information about Library Users](#); [Policy on Confidentiality of Library Records](#); [Suggested Procedures for Implementing Policy on the Confidentiality of Library Records](#).

⁸Adopted June 18, 1948; amended February 2, 1961, and January 23, 1980; inclusion of “age” reaffirmed January 23, 1996, by the ALA Council. See: <http://www.ala.org/work/freedom/lbr.html>.

⁹Existing ALA Policy asserts, in part, that: “The government’s interest in library use reflects a dangerous and fallacious equation of what a person reads with what that person believes or how that person is likely to behave. Such a presumption can and does threaten the freedom of access to information.” [Policy Concerning Confidentiality of Personally Identifiable Information about Library Users](#)

¹⁰See: [Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities](#).

APPENDIX C

AASL Position Statement on the Confidentiality of Library Records Revised July 1999

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm>

The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to 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.

*ALA Policy 52.4 (see below), 54.16

ALA Policy 52.4 Confidentiality of Library Records

The ethical responsibilities of librarians, as well as statutes in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uses of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential.

2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.
3. Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

APPENDIX D

AASL POSITION STATEMENT ON PREPARATION OF SCHOOL LIBRARY SPECIALISTS

School library media specialists have a broad undergraduate education with a liberal arts background and hold a Masters degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory, and technology. The academic program of study includes some directed field experience in a library media program, coordinated by a faculty member in cooperation with an experienced library media specialist. Library media specialists meet state certification requirements for both the library media specialist and professional educator classifications. While there may be many practicing library media specialists who have only an undergraduate degree and whose job performance is outstanding, the Master's degree is considered the entry-level degree for the profession.

The graduate degree is earned at colleges and universities whose programs are accredited by appropriate bodies such as the American Library Association (ALA), the National Council for the Accreditation of Teacher Education (NCATE), or state education agencies.

APPENDIX E

AASL POSITION STATEMENT ON APPROPRIATE STAFFING FOR SCHOOL LIBRARY MEDIA CENTERS

The success of the school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers and administrators in each school building at all grade levels must have access to a library media program provided by one or more certified library media specialists working full-time in the school's library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the school's size, number of students and of teachers, facilities, specific library media program components and other features of the school's instructional program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in Information Power: Guidelines for School Library Media Programs.

All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district -level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

AASL (American Association of School Librarians) Position Statement 9/23/91

APPENDIX F

File: IB

ACADEMIC FREEDOM

The board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression will be encouraged and fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society as set forth in the Constitution of the United States and the State.

Adopted: July 1, 1993
Amended: February 22, 1999

Legal Ref.: Code of Virginia, 1950, as amended, Section 22.1-78

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX G

USE OF VIDEO MATERIALS TO BE REVISED

1. Teachers may not use a videotape rental for classroom use. (This is not correct)
2. If you record a program at home (from commercial TV or PBS) for school use, the following guidelines apply:
 - a. You must record the program in its entirety, including the producer's copyright notice.
 - b. The program may be used only for classroom instructional purposes and cannot be used more than once per class.
 - c. The program may be used for classroom instruction during the first ten school days after its airdate. After ten days the program must to be erased **unless permission to retain is obtained.**
3. Preview all videotapes to be shown in the classroom.
4. The Albemarle County School Board directs that elementary and middle school children must opt-in to any film or video rated "PG-13." All students must opt-in to any film or video rated "R." (See File: IIAB and IIAB-E for more information.)
5. If a question arises, contact your school library media specialist or the Coordinator of Media Services

Additional information on off-air recording, and use of videos in the classroom can be found in the Albemarle County School Board Policy Manual, File: EGAAA, located in and EGAAA-R, located in Appendix F(a)

APPENDIX H

COPYRIGHT LAW

Below are some of the implications of Congressional guidelines on permissible photocopying of copyrighted works.

Classroom teachers may:

- Make a single copy, for use in scholarly research, or in teaching, or in preparation for teaching a class of the following:
 - a chapter from a book
 - an article from a periodical or newspaper
 - a short story, short essay, or short poem, whether or not from a collected work
 - a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

- Make multiple copies for classroom use only, and not to exceed one per student in a class, of the following:
 - a complete poem, if it is less than 250 words and printed on not more than two pages
 - an excerpt from a longer poem, if it is less than 250 words
 - a complete article, story, or essay, if it is less than 2,500 words
 - an excerpt from a prose work, if it is less than 1,000 words or 10 percent of the work, whichever is less
 - one chart, graph, diagram, drawing, cartoon, or picture per book or periodical

Additional information on off-air recording, and use of video in the classroom can be found in the Albemarle County School Board Policy Manual, File: EGAAA and EGAAA-R, located in Appendix G(a)

APPENDIX H (a)

File: EGAAA

**REPRODUCTION AND USE OF COPYRIGHTED MATERIAL
(NON-PRINT/PRINT)**

It is the intent of the school board to enforce, and abide by the provision of the current copyright laws as they affect the District and its employees.

Copyrighted materials, whether they be non-printed or printed, may be duplicated in accordance with fair use guidance or with written permission from the copyright holder.

The District does not sanction illegal use or duplication in any form. Employees who willfully violate the district's copyright position do so at their own risk and assume all liability-responsibilities

Adopted: July 1, 1993

Legal Refs: United States Code, Title 17, Sections 106, 117, 501, 504, 506. United States Code, Title 18, Section 2319.

ALBEMARLE COUNTY PUBLIC SCHOOLS

REPRODUCTION AND USE OF COPYRIGHTED MATERIALS
(NON-PRINT/PRINT)

The purpose of the following guidelines is to state the minimum standards of educational fair use. The guidelines are not intended to limit the types of copying permitted under the standards of fair use. There may be instances of copying which do not fall within the guidelines stated below, and which may be permissible under the criteria of fair use.

Off-Air Videotaping

District Instructional Media Services operates an off-air video tape recording service for District schools. This service is available 24 hours a day, seven days a week, and includes all channels (except pay channels such as HBO, Showtime, Disney, etc.) that are carried on network and cable as well as instructional television. The primary purpose of these procedures is to permit use of off-air video tape in face-to-face instruction and enable staff to preview instructional related materials for possible acquisition through purchase, lease, rental, or free loan agreements by the District. These guidelines enable teachers to replay television programs within a specified period of time.

To help prevent problems involving copyright violations on the part of the District or District employees, off-air taping of audio visual materials shall be accomplished under the following conditions and comply with School Board policy EGAAA:

1. Any teacher desiring that an instructional related program be taped by the District for classroom use shall request the Division Media Center to make a copy. If the school elects to video tape the request should be made to the librarian. An individual may use video programs taped at home as long as he/she complies with the policy and regulations adopted by the School Board regarding its use.
2. Unless otherwise authorized by the Superintendent or his/her designee, all video tape recordings of network programs shall be erased no later than 45 days after the taping of the requested program. Certain instructional television programs can be retained for the entire year. (consult the Current Instructional Television Guide for details)
3. Copyright law and cable franchise agreements exclude the district from recording or using pay channels such as "Showtime", "HBO", "Disney" etc., for classroom instruction. This provision covers any program broadcast by pay channels and intercepted through the use of cable channels or a satellite dish. Exceptions may be

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX H (a)
(Page 3)

File: EGAAA-R

(Page 2)

authorized by the Superintendent or his/her designee, and some "pay programs" may be available for legal acquisition.

4. Use of off-air recordings made from a satellite dish must conform to the 45 day retention period established for broadcast or cable programming.
5. The taped program shall not be used for public or commercial viewing.
6. The taped program shall be used for the specific curriculum application for which the request was intended and no other curriculum application is authorized.
7. Video tape programs which fall under the Family Life Curriculum may only be used following the established parent notification and material review process.
8. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
7. The principal of each school site is responsible for establishing practices which will enforce this policy at the school level.
8. The legal or insurance protection of the District will not be extended to employees who violate copyright laws. In the event said employee is found guilty of violating existing copyright law by administrative law judge, judge or jury, or a combination thereof, the employee will be required to remunerate the District in the event of loss due to litigation.

Requests to Networks or Producers for Permission to Tape or Retain Copyrighted Works

Although some producers allow nonprofit organizations to reproduce their materials, they must first review the status of their copyright to determine whether or not they have the power to grant permission. Regardless of the standard policy a producer may have regarding the granting of duplication rights, each request requires a careful checking of the exact

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX H (a)
(Page 4)

EGAAA-R

File:

(Page 3)

materials to be duplicated. Therefore, requests to producers for permission to duplicate copyrighted audio-visual materials shall include the following information:

1. Correct title of material
2. Exact description of the material to be used (test, visuals, soundtrack, etc.)
3. Type of reproduction
4. Number of copies
5. Use to be made of reproduced materials: If the material is a videocassette, specify whether the intended use involves single receiver playback or multiple receivers. If the intended use involves transmission of the material, specific information should be supplied as to the method of transmission; whether radio or television, open or closed circuit. In such cases, many license agreements require that the number of students in the intended audience be stated.

Rental, Purchase, and Use of Videotape

Copyright law specifies the following guidelines for the rental and purchase of videotapes. Due to the changing nature of the video industry these guidelines assure the District will remain in compliance with copyright and contract law provisions:

1. The purchase or rental of feature length or educational videotapes will be coordinated by the Superintendent or his/her designee.
2. Use of videotapes must be made from legitimate copies.
3. Local schools may transmit vide tapes over their closed circuit television systems for face-to-face instruction.

Computer Software Copyright Regulations

It is the intent of the District to adhere to the provisions of the copyright laws in the area of microcomputer programs.

1. District employees will be expected to adhere to provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that:

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX H (a)
(Page 5)

File: EGAAA-

R

(Page 4)

- ". . . it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
- a. that such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that is used in no other manner, or
 - b. that such a new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the entire program should cease to be rightful."
2. When copyrighted software is used on a disk sharing system, efforts will be made to secure this software from copying.
 3. Illegal copies of copyrighted programs may not be made or used on school equipment.
 4. The legal or insurance protection of the District will not be extended to employees who violate copyright laws. In the event said employee is found guilty of violating existing copyright law by administrative judge, judge or jury, or a combination thereof, the employee will be required to remunerate the District in the event of loss due to litigation.
 5. The Superintendent or his/her designees of this school District may sign District duplication rights agreements or licenses for software for schools in the District.
 6. No employee of the District shall encourage or allow any student to surreptitiously or illegally duplicate computer software or access any data base or electronic bulletin board.
 7. No employee of the District shall surreptitiously or illegally access any data base or electronic bulletin board.
 8. District Instructional Media Services is solely responsible for the duplication of all computer software licensed for District-wide use.

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX H(a)
(Page 6)

EGAAA-R

File:

(Page 5)

Printed Materials

No employee of the District shall duplicate in any manner, any printed copyright material unless such duplication and its use falls within the boundaries of the "fair use" doctrine.

The Copyrights Act attempts to define "fair use" and establishes fixed limitations on duplication for schools and libraries. The law codifies four standards for determining fair use: (1) The purpose and character of the use including whether such use is a commercial nature or for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for, or value of, the copyrighted work.

The following guidelines for duplication of printed copyright materials will be observed by all employees of the District:

1. Books and Periodicals:

- a. A teacher or designee may make a single copy of any of the following for use in teaching or preparing to teach:
 - (1) A chapter from a book.
 - (2) An article from a periodical or newspaper.
 - (3) A short story, short essay or short poem, whether or not from a collective work.
 - (4) A chart, graph, diagram, drawing, carton or picture from a book, periodical, or newspaper.
- b. A teacher may make multiple copies (not to exceed more than one copy per pupil in a course) of any of the following:
 - (1) Poems or excerpts of poems of less than 250 words.
 - (2) Complete articles, stories, or essays of less than 2500 words.
 - (3) Prose excerpts of 1000 words or 10% of the work, whichever is less.
 - (4) One chart, graph, drawing, etc., per book or periodical issue.
 - (5) Excerpts from children's books containing up to 10% of words in text.
- c. A teacher may not make multiple copies of the following:
 - (1) Works that have been copied for other courses in the school.
 - (2) More than one work or two excerpts from one author in one term.

ALBEMARLE COUNTY

APPENDIX H(a)
(Page 7)

File:

EGAAA-R

(Page 6)

- (3) More than three work or excerpts from one anthology or periodical volume
 - (4) Works more than nine times in one term.
- d. A teacher may not make copies of:
- (1) Works to take the place of anthologies
 - (2) "Consumable" works such as work books and test booklets.
 - (3) The same work from term to term.

In each instance where multiple copies are allowed, each copy must include a notice of copyright.

2. Music and Recordings

- a. As with guidelines for books and periodicals, duplicating copyrighted musical work is prohibited to replace collective works or "consumable" materials. In addition, music educators may not copy such works for purpose of performance or substitute for the purchase of music.
- b. A music educator may copy printed music in the following limited circumstances:
 - (1) Emergency copying to replace purchased copies which are needed for a performance.
 - (2) Copying of excerpts of works for non-performance purposes, if they do not comprise performable units (e.g., a movement), and are less than 10% of the works.
 - (3) Copying of complete works if out of print or unavailable except in large works and used for teaching purposes.
- c. Schools are permitted to retain single copies of the following recordings:
 - (1) Performances by students for evaluation or rehearsal purposes.
 - (2) Recordings made for the purpose of constructing aural exercises or examination.

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX H(a)
(Page 8)

File: EGAAA-R
(Page 7)

3. Reproduction of Works by Libraries

- a. The Copyrights Act imposes major restrictions on reproductions of works by school libraries. Systematic duplication of multiple copies is forbidden by law with exception of the following carefully defined exceptions:
- 1) Inter-library loan arrangements are permitted, provided that copying is not done to substitute for subscriptions to or purchase of a work.
 - 2) Libraries may make up to six copies of the following:
 - (a) A periodical article published within the last five years.
 - (b) Excerpts from longer works.
 - 3) Libraries must keep detailed records of all inter-library loan requests.
 - 4) Libraries may make single copies of articles or excerpts of records or longer works for students, provided the articles become the property of the student.
 - 5) Libraries may make copies of unpublished works for preservation published works to replace damaged copies, and out-of-print works which cannot be obtained at a fair price.

To avoid liability for copyright infringement on the part of the library or an employee as a result of unsupervised duplicating, libraries must display notices to the effect that making a copy may be subject to copyright law.

4. Educational Performances and Displays

The Copyrights Act defines fair use of copyrighted material in classroom teaching and educational broadcasting. Teachers may use such material in "face-to-face" teaching activities. Such protection does not extend, however, to knowing use of unauthorized reproductions of works.

Nonprofit instructional broadcasts are given limited protection from infringement claims. An exception is granted to works used in regular instructional programs for both closed circuit and open circuit in-school reception. In such situations, broadcasters need not obtain permission to perform non-dramatic literary or musical works, but must receive permission to act out dramas or musicals or show motion pictures and slide shows.

Adopted: July 1, 1993

ALBEMARLE COUNTY PUBLIC SCHOOLS

APPENDIX I

COLLABORATIVE PLANNING

Information literacy instruction is most effective when integrated into the curriculum through the collaborative efforts of teachers and library media specialists. Collaborative planning between the library media specialist and teacher allows teachers and the media specialist to provide students with a more enriched curriculum than would be possible if each worked independently. Working as a team allows students to acquire information skills in the context of meaningful learning activities. For ideas in creating collaborative lessons, the library media specialist may wish to consult the Linking Libraries and Academic Achievement website at www.doe.virginia.gov/VDOE/Technology/OET/library.shtml.

A flexible access library media center program allows the teacher and media specialist to share the responsibility for creating these types of opportunities for students. Ideally, collaborative planning involves the teacher and media specialist working together to develop the unit of study. However, there are times when the teacher may bring a unit she/he has developed to the library media specialist. The two of them then work together to decide how the library media specialist can best help the teacher with the unit.

APPENDIX I
(page 2)

Sample Planning Sheet: These are just samples of planning worksheets for collaboration. Teachers and library media specialists may wish to create their own version which better meets their specific needs.

Insert WAHS Collaborative Planning Form sample (Clover has at home)

PLANNING WORKSHEET

TEACHER _____ DATE _____

Please complete items 1-5 and return to the library media specialist. The other items will be completed when we meet to plan.

1. SUBJECT

___ Reading ___ Social Studies ___ Math
___ Science ___ Health ___ Other

2. OBJECTIVES (What do you want your students to learn?)

3. Information Literacy Skills (What information skills do you want your students to learn?)

4. I would like to plan with you on _____ at _____.

5. I would like to teach this _____.

This section is to be completed during the joint planning period.

LIBRARY MEDIA SPECIALIST'S ROLE

TEACHER'S ROLE

APPENDIX I
(page 3)

Sample Planning Sheet:

LIBRARY/CLASS
INFORMATION SHEET

****This sheet needs to be filled out when signing-up to bring classes in the library.

Teacher_____

Class_____

Periods_____

What will the class be expected to do?

Do you have a written assignment sheet for the students? Please attach.

Will the students be working individually, or in groups?

Will each individual or group have a separate topic?

What do you expect for a finished product?

What is the due date for this report or project?

How many days do you anticipate students will need to use the library to gather the necessary information?

If a reserve collection is made, when can the materials be taken off?

APPENDIX J

Request to View Yearbook at an Albemarle County School

Date: _____

Full name of person making request: _____

Current physical address: _____

_____ ZIP _____

Yearbook(s) are you requesting to view: _____

Reason(s) for this request:

Your signature indicates that the above information is true and verifiable:

Please provide your current driver's license or official picture identification when giving this form to the receptionist. A copy of your license/identification will remain with this request as a part of our records.

NOTE: We will make every effort to attend to your request as quickly as possible.
If we are unable to assist you at this time and you would like a call when a decision has been made, please provide a phone number where you can be reached:
(_____) _____

Your request to view the above yearbook(s) has been denied granted.

Administrator's signature: _____ Date _____

APPENDIX K

Student Use of Equipment

Checkout Form

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

Equipment type _____

Equipment Identification numbers **BARCODE #** _____ **SERIAL #** _____

Estimated replacement cost _____

DATE DUE IS NO LATER THAN _____

In signing this document I allow _____ to borrow school equipment described above. In the event that the item(s) is/are not returned or is/are damaged, I accept responsibility for the cost of repair or replacement of borrowed item(s) at school-designated repair shop/vendor. The decision whether an item is to be repaired or replaced will be made by school personnel. Current replacement cost will be charged for any item that must be replaced. If the item is unavailable for purchase, the school will designate a similar item for purchase.

Important: Students desiring to check out equipment must have no overdue materials and/or must owe no media center fines.

NAME OF PARENT/GUARDIAN (PLEASE PRINT) _____

SIGNATURE OF PARENT/GUARDIAN _____

DATE _____

DAYTIME PHONE NUMBER _____

APPENDIX L

**Computer Technology
Standards of Learning
For Virginia's Public Schools**

June 22, 2005

**Board of Education
Commonwealth of Virginia**

Computer/Technology Standards of Learning

Introduction

Technology Literate

...to possess technology skills that support learning, personal productivity, decision making, and daily life.

Six-Year Educational Technology Plan for Virginia, 2003-2009

The Computer/Technology Standards of Learning identify and define the progressive development of essential knowledge and skills necessary for students to access, evaluate, use and create information using technology. They provide a framework for technology literacy and demonstrate a progression from physical manipulation skills for the use of technology, to intellectual skills necessary for information use, to skills needed for working responsibly and productively within groups. Computer/technology proficiency is not an end in itself, but lays the foundation for continuous learning. The focus is on learning using technology rather than learning about technology.

To become technologically proficient, the student must develop the skills through integrated activities in all content areas K-12, rather than through one specific course. These skills should be introduced and refined collaboratively by all K-12 teachers as an integral part of the learning process. Teachers can use these standards as guidelines for planning technology-based activities in which students achieve success in learning, communication, and prepare them to meet the challenges of today's technology-rich world of work.

Computer/Technology Standards of Learning

Grades K-2

Basic Operations and Concepts

C/T K-2.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Identify the computer as a machine that helps people at school, work, and play.
- Use technology to demonstrate the ability to perform a variety of tasks; among them turning on and off a computer, starting and closing programs, saving work, creating folders, using pull-down menus, closing windows, dragging objects, and responding to commands.

C/T K-2.2 The student will demonstrate proficiency in the use of technology.

- Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.
- Use multimedia resources such as interactive books and software with graphical interfaces.

Social and Ethical Issues

C/T K-2.3 The student will practice responsible use of technology systems, information, and software.

- Know the school's rules for using computers.
- Understand the importance of protecting personal information or passwords.
- Understand the basic principles of the ownership of ideas.

C/T K-2.4 The student will use technology responsibly.

- Demonstrate respect for the rights of others while using computers.
- Understand the responsible use of equipment and resources.

Technology Research Tools

C/T K-2.5 *The student will use technology to locate, evaluate, and collect information from a variety of sources.*

- Identify information in various formats.
- Identify available sources of information.

Computer/Technology Standards of Learning

Problem-solving and Decision-making Tools

C/T K-2.6 The student will use technology resources for solving problems and making informed decisions.

- Recognize that technology can be used to solve problems and make informed decisions.
- Identify and select technologies to address problems.

Technology Communication Tools

C/T K-2.7 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- *Identify the best tool to communicate information.*
- *Use technology tools for individual writing, communication, and publishing activities.*
- *Demonstrate the ability to create, save, retrieve, and print document.*

Computer/Technology Standards of Learning

Grades 3-5

Basic Operations and Concepts

C/T 3-5.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Discuss common uses of computers in their daily life and the advantages and disadvantages those uses provide.
- Communicate about basic technology components with appropriate terminology.

C/T 3-5.2 The student will demonstrate proficiency in the use of technology.

- Use skills and procedures needed to operate various technologies such as scanners, digital cameras and hand-held computers.
- Identify basic software applications such as word processing, databases, and spreadsheets.

Social and Ethical Issues

C/T 3-5.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Identify how technology has changed society in areas such as communications, transportation, and the economy.
- Discuss ethical behaviors when using information and technology.

C/T 3-5.4 The student will practice responsible use of technology systems, information, and software.

- Understand the need for the school division's acceptable use policy.
- Discuss the rationale of fair use and copyright regulations.
- Follow rules for personal safety when using the Internet.

C/T 3-5.5 *The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.*

- Work collaboratively when using technology.
- Practice and communicate respect for people, equipment, and resources.
- Understand how technology expands opportunities for learning.

Technology Research Tools

C/T 3-5.6 *The student will use technology to locate, evaluate, and collect information from a variety of sources.*

- Collect information from a variety of sources.
- Evaluate the accuracy of electronic information sources.
- Enter data into databases and spreadsheets.

Computer/Technology Standards of Learning

Problem-solving and Decision-making Tools

C/T 3-5.7 The student will use technology resources for solving problems and making informed decisions.

- Determine when technology tools are appropriate to solve a problem and make a decision.
- Select resources to solve problems and make informed decisions.

Technology Communication Tools

C/T 3-5.8 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.
- Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use telecommunication tools to communicate and share information with others.

Computer/Technology Standards of Learning

Grades 6-8

Basic Operations and Concepts

C/T 6-8.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Describe how technology impacts learning.
- Explore how software and hardware are developed to respond to the changing needs of technology.
- Describe compatibility issues, between various types of technology.

C/T6-8.2 The student will demonstrate proficiency in the use of technology.

- Understand that hardware and software have different operating systems that may affect their use.
- Use self-help features such as online tutorials and manuals to learn to use hardware and software.

Social and Ethical Issues

C/T 6-8.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Demonstrate knowledge of current changes in information technologies.
- Explain the need for laws and policies to govern technology.
- Explore career opportunities in technology related careers.

C/T 6-8.4 The student will practice responsible use of technology systems, information, and software.

- Demonstrate the correct use of fair use and copyright regulations.
- Demonstrate compliance with the school division's Acceptable Use Policy and other legal guidelines.

C/T 6-8.5 *The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.*

- Work collaboratively and/or independently when using technology.
- Practice preventative maintenance of equipment, resources, and facilities.
- Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.

Computer/Technology Standards of Learning

Technology Research Tools

C/T 6-8.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.

- Use databases and spreadsheets to evaluate information.
- Use technology resources such as calculators and data collection probes for gathering information.
- Use Internet and other electronic resources to locate information in real time.

C/T 6-8.7 The student will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

- Use search strategies to retrieve information.
- Evaluate the accuracy, relevance, and appropriateness of electronic information sources.

Problem-solving and Decision-making Tools

C/T 6-8.8 The student will use technology resources for solving problems and making informed decisions.

- Employ technology in the development of strategies for solving problems.
- Use a variety of technologies to identify and provide possible solutions to real-world problems.
- Use content-specific tools, software, and simulations such as environmental probes, graphic calculators, exploratory environments, and web tools.
- Participate in collaborative problem-solving activities.
- Select and use appropriate tools and technology resources to accomplish a variety of tasks.

Technology Communication Tools

C/T 6-8.9 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Choose the appropriate tool, format, and style to communicate information.
- Independently use technology tools to create and communicate for individual and/or collaborative projects.
- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.

Computer/Technology Standards of Learning

Grades 9-12

Basic Operations and Concepts

C/T 9-12.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Discuss the inherent advantages and limitations of technology.
- Define the relationship between infrastructure, electronic resources, and connectivity.
- Identify and describe the impact of new and emerging technologies and their applications.

C/T 9-12.2 The student will demonstrate proficiency in the use of technology.

- Identify and resolve hardware and software compatibility issues.
- Develop and communicate strategies for solving routine hardware and software problems.

Social and Ethical Issues

C/T 9-12.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Assess the potential of information and technology to address personal and workplace needs.
- Demonstrate knowledge of electronic crimes such as viruses, pirating, and computer hacking.
- Explore and participate in online communities, and online learning opportunities.
- Identify the role that technology will play in future career opportunities.

C/T 9-12.4 The student will practice responsible use of technology systems, information, and software.

- Adhere to fair use and copyright guidelines.
- Adhere to the school division's Acceptable Use Policy as well as other state and federal laws.
- Model respect for intellectual property.

C/T 9-12.5 *The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.*

- Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
- Model responsible use and respect for equipment, resources, and facilities.

Computer/Technology Standards of Learning

Technology Research Tools

C/T 9-12.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.

- Integrate databases, spreadsheets, charts, and tables to create reports.
- Use available technological tools to expand and enhance understanding of ideas and concepts.

C/T 9-12.7 The student will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

- Analyze and draw conclusions about the comprehensiveness and bias of electronic information sources.
- Design and implement a variety of search strategies to retrieve electronic information.

Problem-solving and Decision-making Tools

C/T 9-12.8 The student will use technology resources for solving problems and making informed decisions.

- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- Select and apply technology tools for information analysis, problem-solving, and decision-making.
- Use technology resources such as educational software, simulations, and models for problem-solving, and independent learning.
- Produce and disseminate information through collaborative problem-solving activities.

Technology Communication Tools

C/T 9-12.9 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Determine the most effective tool, format, and style to communicate to specific audiences.
- Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
- Practice self-directed use of advanced technology tools for communicating with specific audiences.

APPENDIX M

ALBEMARLE COUNTY STANDARDS FOR ETHICAL USE OF TECHNOLOGY

All Albemarle County Public School students and staff are expected to follow the highest ethical standards of conduct in use of information technology including compliance with all copyright laws and related policies. The use of information technologies available in Albemarle County Schools should be limited to academic pursuits. Activities specifically forbidden by this policy are any that do not reflect responsible use of information technology, including but not limited to: playing of non-instructional computer games, accessing of private information (including electronic mail,) or use or creation of programs intended to destroy or damage files or computer systems (viruses), unauthorized changing of hardware or software configurations, accessing or publishing inappropriate materials and abuse of password protections.

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Need to add:

SOLs

Teacher Performance Appraisal plan