GUIDELINES FOR LIBRARY MEDIA PROGRAMS IN LOUISIANA SCHOOLS



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DEPARTMENT of EDUCATION
Louisiana Believes

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GUIDELINES FOR LIBRARY MEDIA PROGRAMS IN LOUISIANA SCHOOLS

Research studies provide strong evidence that student achievement is significantly higher in schools where a strong library program exists.[1] According to the American Association of School Librarians (AASL),[2] the best measure of effectiveness of a school library program is the extent of its impact on student learning. Scholastic released the 2016 edition of **School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries.** In this document it is stated, "The major themes supported by the research highlighted in this report confirm that: a credentialed school librarian, collaboration and co-teaching, technology access, and collection size all elevate student learning."[3] Therefore, comprehensive school library programs have a positive impact on student learning when:

1. Staffed with certified school librarians.
2. The librarian co-teaches and collaborates with other teachers.
3. Library patrons are able to access up-to-date technology.
4. The level of library expenditures provides a quality collection of books and electronic information resources selected to support the school's curricula.
5. The library collection is expansive, diverse, and easily accessed by library patrons.

The purpose of this document is to set forth guidelines of excellence for school library programs in Louisiana by focusing on the role of the school librarian as an active partner in the teaching and learning process. These guidelines provide a blueprint for Louisiana schools and districts to use in planning and implementing an effective library program.[4]

ORGANIZATION

This document is broken into two sections:

Section One: Describes each of the five goals listed above. Each goal also includes guidelines for school librarians to follow and resources for school librarians to use to develop effective school library programs. School librarians should read this section, evaluate how well their current school library program meets the guidelines, and regularly engage in work to ensure the guidelines are met for each goal.

Section Two: Appendix of tools and resources school librarians can use to ensure their school library programs meet the goals of an effective school library program.

1 A 2011 study by the *School Library Journal* found a direct correlation between the school librarian and 4th grade reading test scores. Similarly, a 2012 study found that states which lost library positions experienced either a decrease in test scores or smaller increases compared to states that gained librarians. Additionally, a 2012 study in Pennsylvania showed that minority students, students with low socioeconomic status, and students with disabilities benefit more from a library-rich environment when compared to the general student population.

2 The philosophy of these guidelines is based on the American Association of School Librarians (AASL) June 2016 position statement, **Definition of an Effective School Library Program**.

3 **School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries**

4 The guidelines include herein are for local education agencies providing an exemplary library program. Compliance is not required for either school approval or funding. State minimum requirements for school library programs are located in §1705 of **Bulletin 741: Louisiana Handbook for School Administrators**.

School library programs positively impact student learning when ***staffed with certified school librarians.***

INTRODUCTION

The school librarian has traditionally held the role of information expert. Living and learning in the 21st century provides unique and exciting challenges for educators and students. The exponential increase in digital media and technology, as well as the demand to provide educational opportunities for students to inquire freely, think creatively, and collaborate effectively, have propelled school librarians into a leadership role in the school community.

GUIDELINES

The library is staffed by one or more certified school librarians and support staff in accordance with **recommended staffing guidelines**.

- Library program staffing meets state personnel guidelines.
- The librarian is certified as a school librarian in Louisiana.

The librarian, at least every two years, leads a program review, with the assistance of a committee of school library stakeholders to develop a long-range strategic plan for improvement with specific short-range goals.

- The school librarian uses the guidelines and tools in this document to assess the quality of the library program and identify areas in need of improvement.
- The school librarian works with school and district administrators to develop and apply other assessment criteria for the library program, such as the **Librarian Observation Rubric**.

RESOURCES

Recommended Staffing Guidelines

Librarian Observation Rubric



goal TWO

School library programs positively impact student learning when ***the librarian co-teaches and collaborates with other teachers.***

INTRODUCTION

The library is at the heart of a learning community. It provides resources, programs, learning opportunities, and support for the academic and personal interests of students. The primary purpose of a school library program is to help students and staff develop the ability to use ideas and information effectively while encouraging them to think critically, research skillfully, use information ethically, and read enthusiastically. To achieve this purpose, the school librarian is an active partner with administrators, faculty, students, families, and members of the community in nurturing students in all aspects of their development. Additionally, the school librarian:

- Designs student learning activities that support **state academic standards** and the school curricula.
- Offers resources and provides learning experiences that fill in gaps in curricula and address the **student library guidelines** to build students' digital and information literacy skills so they develop into skilled and discriminating users and producers of information.
- Models and promotes collaborative planning, teaching, and curriculum development.
- Supports learning with a comprehensive instructional program utilizing information resources and technologies.
- Prepares all students for lifelong learning.

The school librarian has a vested interest in improving student learning. Since school librarians typically do not assign grades to students, their concerns focus on the learning process the student follows. For example, when students are assigned to research a topic, the teacher will likely evaluate the final product while the librarian is concerned that the project provides an opportunity for students to use their information literacy skills. Through planning and working with the teacher, the librarian determines the needed lessons and helps design assessments that determine improvement in students' skills. Although it is neither possible nor appropriate to assess every library-related activity, some form of process assessment is desirable to inform the teacher, librarian, and the students about their progress in achieving the desired outcomes. These formative assessments promote growth by monitoring students' progress, keeping students focused on goals, and helping the librarian and/or teacher to improve instruction.



GUIDELINES

The library program includes collaborative planning and co-teaching and integrates information resources as well as other literacies and technology instruction into the curriculum.

- The school librarian consistently collaborates with teachers to plan instructional activities that integrate information literacy skills and resources into the curriculum.
- The school librarian collaborates with administrators, teachers, and members of the learning community by developing plans and goals for improving student achievement.
- Library instructional activities are collaboratively planned and jointly implemented by the school librarian and teacher(s).
- Lesson planning and implementation are documented with schedules or calendars, which demonstrate strong links between the classroom curriculum and library instruction.
- Grade-level appropriate information literacy skills are taught and applied across the curriculum.

The library program accommodates all students' need to read, view, listen, and communicate individually and collaboratively, using resources for ideas, information, and personal development.

- The school librarian incorporates a variety of instructional strategies and methods that address the diverse learning needs of students and other members of the learning community, in mastering the concepts of information literacy and the use of information resources and technology.
- Students utilize information resources in all formats when conducting research.

The library program fosters individual and collaborative inquiry in preparing students to be critical thinkers and competent problem-solvers who are able to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge while becoming lifelong learners who adhere to the highest ethical and legal standards in the use of resources thus contributing productively to a global, technology rich society.

- All students learn and apply reading, research, and critical thinking skills to access, organize, and manage information, solve problems, and construct knowledge.
- All students comprehend, compare, and contrast content in multiple formats and resources.
- All students critically evaluate and utilize resources that provide access to multiple viewpoints and creative expressions.
- The school librarian provides instruction on using information ethically and legally with a standard citation format to give proper credit to the author or creator of materials while respecting the intellectual property of others through adherence to U.S. copyright laws and guidelines as they apply to resources.

RESOURCES

Collaborative Planning and Teaching

Louisiana Student Library Guidelines

Information Literacy

Digital Literacy Guide

Assessment Strategies for the School Librarian

Copyright Information

Louisiana Department of Education Academic Standards

Louisiana Department of Education Instructional Materials Reviews

goal THREE

School library programs positively impact student learning when ***library patrons are able to access up-to-date technology.***

INTRODUCTION

Technology is an integral element of everyday life, and the school library plays a vital role in providing and supporting students with information technology. All libraries now provide their users with access to the Internet. When used correctly and wisely, technology can transform the ways teachers, students, and all stakeholders in the instructional process perform their roles. The librarian plays an essential role in technology planning through group decision making to ensure the school is utilizing available technologies to produce positive educational outcomes.

A quality technology program is developed through collaborative efforts under the leadership of the librarian. Librarians have always focused on teaching skills that help students access and utilize information in various formats. With technology playing a major role in daily life, the focus has clearly shifted to incorporate technology based resources and the skills needed to utilize them. Librarians can not only introduce students to information seeking skills but also help teachers locate the best resources, whether traditional or technological, to support the curriculum. Librarians can also help teachers learn about and use new technologies designed to help students present content in new and interesting formats.

Librarians should also develop a comprehensive plan to evaluate and renew vital computing hardware, software, and online access to resources needed to support library users in the library and in computer labs and multimedia classrooms.

GUIDELINES

The library program incorporates opportunities for staff development and professional growth for library staff as well as members of the school learning community.

- The librarian provides information and ongoing training for the faculty on the use of resources and technologies for learning.
- The librarian participates in professional development activities through attending regularly scheduled in-service meetings, training programs, workshops, and/or conferences, seeking to improve knowledge and skills in areas where improvement is most needed and to stay abreast of new technologies and learning resources.
- The librarian maintains awareness of general educational issues and trends and provides faculty and staff information on opportunities for professional development.
- The school librarian collaborates in local and district professional learning communities.

RESOURCES

Digital Literacy Guide

Technology Guidelines





School library programs positively impact student learning when ***the level of library expenditures provides a quality collection that supports the school's curricula.***

INTRODUCTION

The school librarian must be knowledgeable about the various curricula used in the school to support the school's curricula with resources and library instructional activities. Students learn best by being actively engaged and building on their prior knowledge. The school library can cultivate lifelong learners who are both curious about the world around them and eager to make new discoveries. Using guided inquiry, students freely explore and discover diverse perspectives and viewpoints. These opportunities are at the forefront of quality school library programs. For example, a school librarian can play a vital role in the school's reading program by encouraging reading and strengthening literacy. Numerous research studies demonstrate that greater access to resources in a variety of formats increases students' reading time and increased reading time leads to improved reading fluency, vocabulary, and comprehension.

Additionally, the school librarian can:

- Provide access to anchor and supplemental reading materials from the curricula.
- Provide access to current, high quality, and high interest resources that address academic needs, reflect student interests, and connect students to community resources.
- Collaborate with teachers to develop student experiences focusing on exploring questions that arise (i.e. curiosity, personal interest, guided or independent research, etc.).
- Deliver library literacy lessons and activities that provide cross-curricular literacy experiences and access to varying perspectives.
- Guide students to critically evaluate sources of information by examining authority and bias, assessing currency, and determining relevancy of the information.
- Deliver book talks and conducting read alouds.
- Create bibliographies on favorite authors or topics.
- Encourage students to be curious and to expand that curiosity through decision making and problem solving.
- Develop book displays and promoting literacy events through traditional methods and social media.
- Sponsor a library club or library service organization that promotes reading.
- Sponsor author visits and book fairs.
- Participate in national or local reading promotions (e.g., Children's Book Week, National Library Week, Teen Read Week, Banned Book Week, Read Across America).
- Participate in book contests and award programs (Louisiana Young Readers' Choice Award, Louisiana Teen Readers' Choice Award, Young Adult Library Services Association (YALSA) Teens' Top Ten, etc.).
- Involve families, community leaders, and other stakeholders in reading activities.

GUIDELINES

The library program supports the mission and goals of the school and promotes the development of skills and attitudes that prepare students for lifelong learning in an information-rich global society.

- The school librarian develops annual goals that reflect school and district goals and sets specific, attainable goals for strengthening the instructional program
- The school librarian actively serves on curricula-related and other school committees.

The librarian manages the financial and physical resources of the library efficiently and effectively.

- The librarian manages budgets and makes purchasing decisions based on an analysis of needs related to the educational program and state guidelines.
- The librarian administers the budget to meet informational and instructional needs according to district policies and procedures.
- The librarian maintains the appearance of the library to provide a welcoming and safe environment, and follows local procedures in reporting facility issues.
- The librarian provides input for the evaluation of library staff according to school and/or district policy.
- The librarian recruits, trains, and supervises student and adult volunteers in the library.

The library program has sufficient local, state, and/or federal funding for the purchase and maintenance of library resources that, at a minimum, ensures each library meets the requirements for a **basic library collection**, and conducts regular inventory to ensure these requirements are being met.

- Library budgets are developed to provide for the ongoing acquisition, update, and expansion of collections and sufficient equipment to provide equitable access.



RESOURCES

Aligning Materials to the School Curricula

School Library Collection Guidelines

School Library Materials Selection

goal FIVE

School library programs positively impact student learning when ***the library collection is expansive, diverse, and easily accessed.***

INTRODUCTION

The focus of school library programs has shifted from an emphasis on resources to an emphasis on creating a community of learners and creators while also laying the foundation for lifelong learning.

THEN	NOW
• Room with books	• Active, technology-rich learning environment • Learning process as well as information dissemination emphasized
• Books and software available only within four walls	• Resources in many formats organized for easy access, available from worldwide locations • Skills for accessing information taught
• Single user book circulation	• Multiple uses occur simultaneously within the library and throughout the school campus and beyond • Access to online resources available 24/7
• Rote, whole-class instruction in library skills	• Teaching strategies encourage group collaboration and cooperation and focus on information literacy
• Fixed schedules with equal periods • Little or no individual access outside of scheduled class time	• Flexible schedules with multipurpose blocks of time
• Quiet study • Activity limited to scheduled classes only	• Multiple activities for individuals, small groups, and classes, incorporating flexible, active, and inquiry-based learning

This learning-centered environment requires a flexible facility that accommodates multiple types of activities, small and large groups, and technology to connect with the global learning community and information sources. It is an efficient, aesthetically pleasing facility where patrons and staff feel welcome and are energized to be productive learners and content creators.

Collection development in a learning-centered school library program should be focused on providing students with easy access to information and ideas in a variety of formats selected for their usefulness, appropriateness, and contribution to the intellectual, emotional, and personal development of students. Emphasizing support for student learning requires flexibility in making decisions about what to make available and how access will be provided. State standards and local curricula, district and school policies related to collection development and use, faculty and administrative input, and budget must be considered in making selections.

Open access is a key concept of the American Association of School Librarians national standards. In order to maximize benefits from the resources and services available, students must have 24/7 access at their point of need to resources, individually or in small groups. In order to encourage students to read more and use all resources as needed for academic or personal needs, library procedures and schedules encourage frequent library visits. The physical arrangement of the library permits flexible use of the facility by small groups or individuals, even when a class is present.

Open access is used to ensure that resources are available to students when needed. Flexible scheduling, on the other hand, is designed to accommodate collaborative, hands-on, resource-based learning activities rather than rote, whole-class instruction in library skills. Therefore, open access and flexible scheduling are two distinct but mutually supportive concepts in a student- and learning-centered library program.

Flexible scheduling places the emphasis on student achievement. The purpose is to allow expanded opportunities for the student to explore information in its many formats and to make the library an active learning center. Flexible scheduling allows the librarian and teacher to work collaboratively to schedule library usage to fit curricular and student needs and to change the length and time of visits to reflect the current assignment. Under flexible access, the schedule is a mechanism that promotes optimum learning. When the schedule is molded to student and teacher needs, meaningful instruction can take place, and the experience can be shortened, expanded, or repeated to accommodate varying lessons focused on integrating information literacy into the school's curricula.

GUIDELINES

The library program has a board-approved **materials selection policy** that upholds basic principles of providing access to diverse information and ideas to the learning community and includes procedures for reconsideration of materials.

- A local selection and evaluation policy has been adopted and approved by the local education agency.
- The policy meets accepted professional standards.

The library program provides a balanced up-to-date collection of print and digital resources that supports the curriculum and state standards, reflects an appreciation of diversity and recognition of different learning styles, and promotes independent reading and learning as well as technologies for accessing and producing information.

- Inventories are conducted at least every two years to measure adherence to collection guidelines.
- Collection evaluation is ongoing and forms the basis for collection development decisions.
- The collection includes resources selected to meet the diverse learning needs and leisure reading materials of the school's population.
- Technologies are available to support student research and projects.
- Long and short term plans are utilized to keep technology updated.
- Surveys/feedback/evaluations are utilized to determine the effectiveness of the collection in supporting teaching and learning.

The library program provides flexible and equitable access to resources to the school learning community.

- The library is open during school hours.
- The library is open during extended hours and extended year as funding permits.
- The school librarian ensures flexible and regular access to library.
- The school librarian's duty assignment must be in the library in order to provide open access before school, during lunch, and after school.

The library serves as the school's learning commons and the library program encourages the widest possible use of resources and active participation in the learning process as well as providing an essential link to the larger, global community.

- Library schedules include planning time with teachers and flexible access for classes, small groups, and individuals.
- The library utilizes, promotes, and cooperates with the programs and services of the public library.
- The library provides information and links to local resources, people, and organizations.

New and renovated library facilities are of appropriate size and design to provide the physical elements required to support student learning and meet specifications in the design and specifications for renovated or new libraries.

- The library design incorporates the principles outlined in these guidelines, meeting the primary goal of a flexible facility that supports a collaborative, hands-on, and technologically advanced learning environment.
- Professional input from the librarian is a part of the planning process and is utilized to guide the facility design and layout.

The library facility is arranged to accommodate flexible access by classes and individual students, perform basic functions of an effective library program, provide a climate conducive to learning, and provide access to information and resources within the school, community, and across global networks.

- The arrangement and organization of areas within the library are designed to accommodate a wide range of services and patron needs.
- A visitor to the library observes/experiences a climate of welcome, energy, and purposeful learning activities. The library is arranged to accommodate simultaneous access to individuals as well as large and small groups.
- The library provides technology connected to a school network and to the Internet.

RESOURCES

School Library Materials Selection

School Library Collection Guidelines

Weeding School Library Collections

NCTE's Position Statement on the Students' Right to Read

AASL's Position Statement on Flexible Scheduling

School Library Facility Design Principles

An effective school library program can improve student learning. The hub of a learning-centered school is an effective school library program that is adequately staffed, has up-to-date print and digital materials, and provides regular professional development for and collaboration with classroom teachers. Thus, it is essential that districts and schools emphasize the importance of school librarians by ensuring that funding for adequate staff, materials, and facilities is maintained. Thus, it is essential that districts and schools emphasize the importance of school librarians to positively impact student learning by ensuring that funding for adequate staff, materials, and facilities is not only provided but maintained.

RECOMMENDED STAFFING GUIDELINES[5]

The American Association of School Librarians' position is that the minimum staff required for an effective library program that fully supports the instructional program is a full-time certified librarian and a part- or full-time clerical support person, with additional staff required for larger schools.

ELEMENTARY SCHOOLS

Enrollment	0-599	600-799	800-899	1000 - up[4]
Librarian	1	1	2	2
Library Clerk or Aide	0	1	1	1

MIDDLE SCHOOLS

Enrollment	0-499	500-799	800-999	1000 - up
Librarian	1	1	2	2
Library Clerk or Aide	0	1	1	1

HIGH SCHOOLS

Enrollment	0-249	250-499	500-999	1000-1749	1750-1999
Librarian	1	1	1	2	3
Library Clerk or Aide	0	0.5	1	1	1

COLLABORATIVE PLANNING AND TEACHING

Collaboration among teachers, other school support personnel such as music, art, and a school technology specialist, and the school librarian ensures that students learn and use information literacy skills in a meaningful and effective way. Collaborative planning involves shared decision making by two or more teachers, one of whom is the librarian. Most planning will be with classroom teachers but it is also appropriate to plan with other ancillary teachers, guidance counselors, or other educators. Each person contributes equally to the planning process and has a sense of shared responsibility for implementing activities and evaluating learning outcomes.

Collaborative planning focuses on decisions regarding:

- **Objectives**: What content or theme will the lesson/unit address? How will higher order thinking be included? How will this lesson/unit contribute to lifelong learning?
- **Content**: What curricular areas will the lesson/unit address? What are the targeted standards and benchmarks, information literacy and technology skills?
- **Delivery**: What will be presented through direct instruction, and what can be learned through guided learning activities? What teaching tools and resources will be used?
- **Activities**: What activities will get students actively engaged in learning? When and where will activities occur? How much time is needed?
- **Assessment**: How will students demonstrate what they have learned? What will students produce? What technology will students use in their presentation? How will student products be evaluated? If a unit, what final activity will bring together all that students have learned?

5 One (full-time equivalent) staff member shall be added where needed for each additional 250 students over 1,500.

What do teachers bring to the planning process?	What do school librarians bring to the planning process?
• Knowledge of their grade level or subject area curriculum • Knowledge of their students and their needs • Knowledge of teaching strategies and the learning process for their content area	• General knowledge of all content-area curricula • General knowledge of students and teachers • Knowledge of availability and suitability of print and electronic resources • Knowledge of information literacy models, the research process, and techniques for using technology to enhance learning

Collaboration implies an equal partnership with shared responsibilities and a clear understanding of each partner's role and responsibilities. Collaborative teaching involves the teacher and the librarian working in partnership to teach students how to use the library and technology resources through hands-on, authentic learning tasks. If the whole class is scheduled to be in the library, both the teacher and librarian assume an active role in guiding students through the process of accessing, evaluating, and using library resources efficiently and effectively. If small groups are scheduled to be in the library, the librarian works with each group. Development of final products may or may not involve the librarian; time and other factors will influence that decision as planning is done.

LOUISIANA STUDENT LIBRARY GUIDELINES

The American Association of School Librarians[6] identifies four standards for the 21st-century learner. These standards serve as the guiding philosophy behind the development of the Louisiana Student Standards for Libraries.

- Standard 1. Inquire, think critically, and gain knowledge.
- Standard 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Standard 3. Share knowledge and participate ethically and productively as members of our democratic society.
- Standard 4. Pursue personal and aesthetic growth.

The overall goal for 21st-century learners is to ensure they are information literate. That means they must know how to think critically, seek diverse perspectives, apply information literacy skills, use technology appropriately, and solve problems ethically.

The following chart provides student guidelines for the development of library and information literacy skills. This chart should not dictate when students can and cannot develop library and information literacy skills. However, teachers and librarians may find this useful in guiding instructional choices. Skills are noted as introductory, reinforced, and mastery at each grade level. The content alignment column identifies the places of overlap in which the identified skills support students in meeting the content expectations. Librarians should use this information when planning and developing lessons with teachers to ensure that all students participate in guided learning experiences toward becoming information literate.

LEGEND			
O	I	R	M
Optional at this grade level	Introduce the concept	Reinforce the concept	Master the concept

6 Excerpted from Standards for the 21st-Century Learner by the American Association of School Librarians, a division of the American Library Association, copyright © 2009 American Library Association. Available for download at **www.ala.org/aasl/standards**. Used with permission.

STANDARD 1. INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.

Guideline	pre-K	K-2	3-5	6-8	9-10	11-12	Content Alignment
Understand that a library is organized for ease in locating information and ask for help in locating materials.	I	R	R	M	M	M	
Use organizational features of a library (i.e., online catalog, alphabetical or numeric arrangement/ Dewey Decimal System) to identify and locate materials.		O	I	R	M	M	
Understand basic steps in the information seeking process.	I	R	M	M	M	M	**Louisiana Student Standards for English Language Arts**: W.7, WHST.7
Conduct basic research projects (shared or independent) to build knowledge of a topic using print and digital resources, gathering and sorting evidence, and taking notes.	O	I	R	M	M	M	**Louisiana Student Standards for English Language Arts**: W.7, W.8, WHST.7, WHST. 8
Define the task, issue, or problem.	O	I	R	R	M	M	**Louisiana Student Standards for English Language Arts**: W.7, WHST.7
Ask and answer questions, recall facts from texts and print, visual, auditory, and technology sources.	O	I	R	M	M	M	**Louisiana Student Standards for English Language Arts**: RI.1
Draw on prior knowledge and experiences to brainstorm ideas for investigation of different aspects of a topic.		O	I	R	M	M	**Louisiana Student Standards for English Language Arts**: W.7, WHST.7
Identify guiding issues and develop research questions for investigation and exploration, refocusing the inquiry when appropriate.			O	I	R	M	**Louisiana Student Standards for English Language Arts**: W.7, WHST.7
Operate equipment, software programs, and emerging technologies necessary to access information.	O	I	R	R	M	M	**Louisiana Student Standards for English Language Arts**: W.6, W.8, WHST.6, WHST. 8
Recognize overview sources (e.g., subject encyclopedias, magazine articles, online databases, and other technologies) as a starting point for research.		I	R	M	M	M	**Louisiana Student Standards for English Language Arts**: W.8, WHST.8
Determine possible sources of information, including print, non-print, and electronic and when to use various sources of information for fact gathering (e.g., dictionary, thesaurus, encyclopedia, atlas, nonfiction books, periodicals, and online sources).	O	I	R	M	M	M	**Louisiana Student Standards for English Language Arts**: W.8, WHST.8
Identify and use databases and online search techniques (e.g., keyword, phrases, Boolean) to locate sources.			O	I	R	M	**Louisiana Student Standards for English Language Arts**: W.8, WHST.8
Search the online library catalog by author, title, and subject and finds books in the library by call number.		I	R	M	M	M	

Guideline	pre-K	K-2	3-5	6-8	9-10	11-12	Content Alignment
Identify and use information within sources (e.g., title page, table of contents, copyright page, index, glossary, bibliography, illustrations, captions, keywords, website navigation) to help locate information and cite textual evidence.	O	I	R	M	M	M	**Louisiana Student Standards for English Language Arts**: RI.K.5, RI.1.5, RI.2.5, RI.3.5, W.8, WHST.8
Use a variety of sources in different mediums (e.g., textual, visual, auditory) as appropriate to the task.		O	I	R	M	M	**Louisiana Student Standards for English Language Arts**: SL.5, RH.7, RST.7
Locate and evaluate information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, bias, and currency; reject misleading and inaccurate information.			I	R	M	M	**Louisiana Student Standards for English Language Arts**: RI.6.7, RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7, RH.7, RST.7 W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8, WHST.8
Identify and select resources representing different points of view.			I	R	M	M	
Consult information sources or services outside the school setting (e.g., community, state or online libraries, agencies, experts).	O	I	R	R	M	M	
Distinguish among fact, fiction, opinion, and propaganda.		I	R	R	M	M	
Adjust speed and style of reading (i.e., skim and scan) for the problem at hand.			I	R	M	M	
Identify bias, propaganda, cultural diversity/ perspective, and use of rhetorical devices to assess similarities and differences represented in multiple sources.			O	I	R	M	**Louisiana Student Standards for English Language Arts**: RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6, RI.8.9, RI.11-12.9, SL.8.2, SL.9-10.2, SL.11-12.2, SL.6.3, SL.7.3, SL.8.3, SL.9-10.3, SL.11-12.3

STANDARD 2. DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS, AND CREATE NEW KNOWLEDGE.

Guideline	pre-K	K-2	3-5	6-8	9-10	11-12	Content Alignment
Recall information from experiences or gather information from provided sources to answer a question or solve a problem.	I	R	M	M	M	M	Louisiana Student Standards for English Language Arts: W.8
Interpret and make inferences from graphic presentations of data (e.g., charts/graphs, tables, diagrams/maps).			I	R	M	M	Louisiana Student Standards for English Language Arts: RI.4.7, RI.5.7, RI.6.7, RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7
Form opinions on real-world issues based on inquiry-based research.		I	R	M	M	M	
Synthesize (i.e., examine, sort, manipulate, organize) and summarize information from different sources with opposing viewpoints to form an opinion about an issue.			O	I	R	M	Louisiana Student Standards for English Language Arts: W.1
Selects and uses an appropriate organizational style (e.g., chronological, argumentative position, order of importance, problem/solution, topical outline) to organize, interpret, and report information, appropriate to grade level beginning with modeled examples.		O	I	R	M	M	Louisiana Student Standards for English Language Arts: W.2
Identify and adapt writing or speech to different tasks, audiences, and situations.	O	I	R	M	M	M	Louisiana Student Standards for English Language Arts: W.4, W.10, SL.6
Share/display information in own words using complete sentences and/or draw pictures or models to present information.	I	R	M	M	M	M	Louisiana Student Standards for English Language Arts: SL.4, SL.5, SL.6
Create a new concept based on research to produce a written, oral, or digital presentation using a variety of print and/or digital tools appropriate to grade level, with progressing independence.		I	R	R	M	M	Louisiana Student Standards for English Language Arts: SL.4, SL.5
Use a variety of basic computing skills for gathering information, note taking, outlining, and publishing a variety of works.		I	R	R	M	M	Louisiana Student Standards for English Language Arts: W.6
With support from peers and adults, develop and strengthen writing by organizing, revising, editing, and reviewing using techniques such as checklists, rubrics, journals/logs, conferences, work samples.		I	R	R	R	M	Louisiana Student Standards for English Language Arts: W.5, WHST.5
Use an outline to write a more detailed report, including charts, statistics and/or visual aids.		O	I	R	M	M	Louisiana Student Standards for English Language Arts: W.2, W.4, WHST.2, WHST.4
Evaluate new skills and knowledge gained.		I	R	R	R	M	

STANDARD 3. SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.

Guideline	pre-K	K-2	3-5	6-8	9-10	11-12	Content Alignment
Understand and follow district approved Internet acceptable use policy/guidelines in accessing information.		I	R	R	M	M	
Demonstrate good library citizenship, including behavior and proper use and treatment of print materials and electronic resources (e.g., equipment, software, databases).	I	R	R	M	M	M	
Summarize or paraphrase information in notes and a finished work.		O	I	R	M	M	**Louisiana Student Standards for English Language Arts**: RL.4.2, RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2, RI.4.2, RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2, W.5.8, W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8, SL.5.2, SL.5.3, SL.9-10.1,
Follow ethical and legal guidelines when using information (e.g., following copyright guidelines, properly attributing direct quotations using an appropriate citation format, providing a list of sources used, using a prescribed style manual).			I	R	R	M	**Louisiana Student Standards for English Language Arts**: W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8
Listen actively to others, contribute questions and ideas during group discussions, and recognize the importance of information in our democratic society.	I	R	R	R	M	M	**Louisiana Student Standards for English Language Arts**: SL.1, SL.2, SL.3
Work collaboratively to complete tasks and generate information as part of a group or team with roles and responsibilities for each member.	I	R	M	M	M	M	**Louisiana Student Standards for English Language Arts**: SL.1
Evaluate the usage of information, technology and the processes involved during the production and completion of individual or group projects.		O	I	R	M	M	
Assess the effectiveness of presentations with a target audience in mind.			O	I	R	M	**Louisiana Student Standards for English Language Arts**: SL.6.2, SL.7.2, SL.8.2, SL.6.3, SL.7.3, SL.8.3, SL.9-10.3, SL.11-12.3

STANDARD 4. PURSUE PERSONAL AND AESTHETIC GROWTH.

Guideline	pre-K	K-2	3-5	6-8	9-10	11-12	Content Alignment
Demonstrate knowledge of the school library personnel, organization, routines, procedures, and expectations.	I	R	M	M	M	M	
Develop a basic library vocabulary.	I	R	M	M	M	M	
Use the library check-out system, understanding the concept of borrowing and returning items.	I	R	M	M	M	M	
Demonstrate self-direction and responsibility when pursuing and creating information for both curricular and personal endeavors.			I	R	M	M	
Develop strategies for identifying, evaluating, and using appropriate information for personal interest, independent learning, and curricular tasks.			I	R	M	M	
Connect personal interests and experiences to learning goals and tasks.	I	R	M	M	M	M	
Independently select books and/or magazines for classroom assignments and leisure reading.	I	R	R	R	M	M	**Louisiana Student Standards for English Language Arts**: RL.10, RI.10, RH.10, RST.10
Develop awareness of favorite authors and/or illustrators.	I	R	M	M	M	M	
Identify and respond to United States and world literature representing diverse ethnic groups.		I	R	R	M	M	**Louisiana Student Standards for English Language Arts**: RL.2.2, RL.2.9, RL.3.2, RL.4.9, RL.9-10.6
Compare, contrast, classify, and read various literary genres and identify characteristics of each genre (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, novels, and drama).	I	R	R	R	M	M	**Louisiana Student Standards for English Language Arts**: RL.K.5, RL.1.5, RL.2.5, RL.10, RI.10, RF.4
Actively engage in group reading activities with purpose and understanding.	I	R	M	M	M	M	**Louisiana Student Standards for English Language Arts**: RL.K.10, RI.K.10
Identify and protect personal and private information.		I	R	M	M	M	
Use community libraries.	I	R	R	M	M	M	
Evaluate personal communication skills and the communication skills of others.		I	R	R	M	M	
Determine how well the project met the defined needs or resolved the problem and make corrections as needed.		I	R	R	M	M	
Monitor own behavior especially concerning sharing of materials.		I	R	M	M	M	

INFORMATION LITERACY

The strongest impact on student achievement results when school librarians work in partnership with teachers to integrate information literacy skills into the curriculum through well-designed learning activities.

For the 21st century learner, information literacy is no longer merely the effective use of reference sources. Information literacy encompasses literacy, technology, critical thinking, and information skills. Students must do more than just locate facts. They must be effective users of information. They must evaluate and select the best resources and then extract, record, and synthesize information to create new material in effective, appropriate, and ethical ways. This prepares students not only for success in school on the curriculum and assessments, but also to be productive in a technological, knowledge-based society. Essentially, an information literate adult is an informed citizen.[7]

Today's information and entertainment technologies communicate to us through a powerful combination of words, images and sounds. Students need to develop a wider set of literacy skills to help them both to comprehend the messages they receive, and to effectively utilize these tools to design and distribute their own messages. Being literate in an information age requires critical thinking skills, which empower people as they make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth.

LOUISIANA INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

The Louisiana Information Literacy Model provides a framework for all grades. Within and across the grades, students should progress in their learning. Beginning in prekindergarten, students gain competency in information literacy beginning with asking questions and understanding that there are resources they can use to find answers to their questions. Developmentally appropriate learning activities guided by the teacher or librarian stimulate students' curiosity and require them to seek and gather information using varied tools and graphic organizers. Students complete a product that demonstrates what they have learned. As they progress through the grade levels, they accomplish more complex assignments. Although materials on differing levels may need to be provided for students to accommodate the range of reading levels, students can still be taught using a common format for the assignment and with the same expectations for producing quality work.

STEPS	SAMPLE ACTIONS AND EXPECTATIONS
Step One: Identify the information need	• Define the task, issue, or problem. • Recognize the need for accurate and complete information based on current level of knowledge. • Brainstorm to focus the topic and formulate research questions.
Step Two: Locate appropriate sources of information	• Determine possible sources of information, including print, non-print, and electronic. • Utilize effective search strategies to locate sources. • Evaluate the appropriateness of and select the best sources.
Step Three: Interpret and record relevant information	• Access information within sources (e.g., use table of contents, index, and other parts). • Read, view, and listen to a variety of sources to build background information and in-depth knowledge of relevant aspects. • Skim and scan for keywords and major ideas. • Utilize appropriate note taking skills, summarizing and paraphrasing information to record most relevant facts and details.

7 The American Association of School Librarians released **Standards for the 21st Century Learner in Action**. Within that document is a set of nine common beliefs. These beliefs establish the guiding philosophy educators must embrace to ensure students will be information literate.

STEPS	SAMPLE ACTIONS AND EXPECTATIONS
Step Four: Assess information for relevance and appropriateness	• Determine the accuracy, relevance, and reliability of information and reject misleading and inaccurate information. • Categorize, analyze, and synthesize information for quality and usefulness**.** • Identify bias, propaganda, cultural diversity, and point of view. • Recognize omissions, errors in logic, and interrelationships among concepts. • Re-engage with sources as needed to complete research.
Step Five: Synthesize and organize information	• Sort, manipulate, and logically organize information. • Decide how best to communicate findings (format, organization, etc.) • Apply critical thinking and problem solving to complete a task.
Step Six: Apply and communicate information and select an appropriate presentation format	• Apply and communicate information from multiple sources. • Select an appropriate presentation format. • Document sources using an appropriate format. • Re-check project criteria and make corrections as needed. • Make presentation to an appropriate audience.
Step Seven: Engage in a self-evaluation	• Conduct an ongoing assessment by revising, improving, and updating the process as needed. • Evaluate the effectiveness of the presentation. • Determine how well the project met the defined needs or resolved the problem. • Evaluate what new skills and knowledge were gained.

This frame can be used to design a research/information seeking learning experience for students. For example, in grades PreK-2, the teacher and librarian begin a lesson with a topic introduction (e.g., read a text aloud or show a short video) and then an explanation of what information students will seek related to the general topic. As a next step, the teacher or librarian pre-identifies the information needed and/or pre-selects one or more appropriate information sources for students to explore. If students have not previously been taught how to use the resource, the librarian gives a brief lesson in which she models the activity for them. The teacher provides students with a graphic organizer, which guides students as they record information (e.g., draw pictures, take a short note, or circle a picture or word). Finally, the teacher or librarian concludes the learning experience with self-evaluation through verbal questioning or a simple checklist or rubric.

ASSESSMENT STRATEGIES FOR THE SCHOOL LIBRARIAN

School librarians should utilize a variety of assessment strategies in working with teachers and students. A few suggested strategies are listed below. These range from very informal, brief activities to more involved and formal strategies. The type and complexity of assessments that are appropriate depend on many factors, including the grade level of the students, instructional goals of teachers, prior experiences of students, and the time a teacher allots to a particular unit of study. School librarians know that assessing student learning is an integral part of the teaching and learning process in the classroom. They have a responsibility to assess student learning in the library.

Assessment strategies might include any of the following activities:

- Meet individually with students in a class to discuss research topic selection and use of resources and documentation.
- Schedule small groups to provide more one-on-one assistance.
- Offer to design note taking forms or other graphic organizers to help students use appropriate note taking techniques. The teacher or librarian can check these for correct note taking.
- Teach lessons on search strategies, note taking, outlining, use of software programs or databases at the point of need. When time permits, include a hands-on practice activity.
- Provide access to self-teaching tutorials on various resources and technologies. Many of these tutorials are available online and making them available may be as simple as creating handouts and/or links on the library home page.
- Find out what projects teachers plan for their students to complete during the next time period – month, six weeks, or semester. Decide what research and computer skills students will need to know as well as what resources they will need to use. Develop hands-on, mini-activities that provide brief instructions and direct students to perform a task. Copy a list of students' names from the teacher's roll book and track students' completion of tasks.
- Develop a bibliography for major units taught on a yearly basis. When the class comes to the library, review the bibliography with them and assign them one or two short tasks to do using the information on the bibliography as a way of checking their understanding of how to use the bibliography.
- Use a checklist. Sometimes a simple checklist that lists the steps or tasks students are required to complete will be sufficient. Using the checklist will help student, teacher, and/or librarian to ensure that the student is on task and is not omitting any component. This type of checklist should include process steps as well as information gathered. For example, on an elementary level, the checklist might contain a list of types of resources and the students would check the ones used and insert a page number. On an upper grade level, the checklist might direct students to a self-teaching tutorial on how to perform a Boolean search or how to use a particular software program or online resource. The teacher or librarian initials the checklist when the student completes the tutorial. All such tasks are linked to a project the student is required to complete. These examples illustrate that checklists perform a variety of functions in monitoring student learning.
- Use a graphic or visual organizer. This type of assessment is especially helpful when objectives include use of information seeking and gathering skills. The graphic organizer is structured to guide the student to select appropriate resources and then extract and record appropriate and useful information. Graphic organizers of various types help students organize notes and are used to ensure students only take notes, rather than copying entire sentences and paragraphs. Although graphic organizers are typically used as a process tool, they also serve to provide informative data about students' ability to follow instructions and apply mental processing skills as they interact with information resources. A graphic organizer can incorporate checkboxes for teachers or librarians to initial, thus serving some of the same functions as a checklist.
- Use a rubric. A rubric is a set of criteria that clearly defines for the student the a range of acceptable and unacceptable performance. Its purpose is to give students a concrete description of what a successful performance looks like. By incorporating items in the rubric that deal with information literacy skills, students are able to connect learning steps and processes with their own achievement, i.e., successful completion of a project.
- Use digital assessment tools.

The value of assessment from the librarian's point of view is that students become more aware of the steps and processes they use to successfully and ethically access, evaluate, and use information for learning.

Understanding the use of assessments in improving student achievement requires study, willingness to experiment, and learning from mistakes. If improving student achievement is indeed "the bottom line," then librarians must be willing to take the plunge and get involved in this final phase of the teaching and learning process.

COPYRIGHT INFORMATION

United States copyright laws are enacted to provide the owners of copyright a set of exclusive rights and to protect the right of the public to access information. Inevitably, there are tensions and disagreements about the balance between these two rights. Copyright owners have exclusive rights to make and distribute copies of any copyrighted work. Fortunately, there are a number of exceptions to those rights that allow libraries and schools to use and even make copies of and distribute copyrighted materials – but only within certain rigorous conditions and limits.

In general, automatic copyright protection is extended to all literary works, pictorial, graphic, and sculptural works, photographs, motion pictures and other audiovisual works, musical works, dramatic works, pantomimes and choreographic works, sound recordings, architectural works, and nearly everything you find on the Internet. These categories are interpreted rather broadly. For example, literary works include computer software. Maps are protected under the pictorial, graphic, and sculptural works category. Copyright Law of the United States, §102 (a) protects "original works of authorship" that are "fixed in any tangible medium of expression."

Many people have the mistaken belief if the © symbol does not appear on a work, it is not copyrighted, and it is all right to copy and even distribute it freely. That is not the case. Under current copyright law, a writer, artist, or other creator automatically "gets copyright" as soon as she or he creates an original work that is "fixed." The absence of the © symbol does not mean the work is in the public domain. In fact, today it should be assumed that every work you may find anywhere is copyrighted. In particular, it is safest to assume that anything found on the Internet is copyrighted and should be used according to fair use guidelines unless there is a specific statement on the web site stating what rights are granted to users.

Writers, musicians, artists, architects, software developers, etc. may use the © symbol on any work they create without registering the work with the U.S. Copyright Office. However, only registered copyright owners have the right to sue an individual, company, or other entity for copyright infringement.

There are two general rules that can help determine if a work is copyrighted. First, if the work was originally published in the U.S. before 1978 and the copyright has not been renewed, it lacks copyright protection. Note that this rules applies only to published works. Unpublished works are still protected. Second, any work created in or after 1978 should be presumed to have copyright protection. *Therefore, any material in any library, on the internet, in your files, etc. is quite likely protected under copyright law.* Again, just because a work does not have any mention of copyright, the user cannot treat it as if it were in the public domain.

Current copyright law grants protection for the life of the author plus seventy years. Luckily for scholars, teachers, librarians, and the public, there are exceptions to copyright owners' rights.

The first of these is *fair* use.

*Fair us*e guidelines in the copyright law allow for some exemptions in the use and copying of copyrighted works – within certain restrictions. The four factors used to determine fair use are:

1. The purpose of the use, including a nonprofit educational purpose,
2. The nature of the copyrighted work,
3. The amount of the copying, and
4. The effect of the copying on the potential market for, or value of, the original work.

The second exception is *library copying*. Section 108 lays down some specific rules related to library copying. The library must be open to the public; the copying must not be for direct or indirect commercial advantage; each copy must include a copyright notice; and the library, under most circumstances, may not make multiple copies. For preservation purposes, the library may make up to three copies of a work. All copies must contain the copyright notice as it appeared on the original, or lacking a notice on the original, must include "a legend stating that the work may be protected by copyright."

A third exception is the *first-sale doctrine*. This provision limits the "distribution right" of the copyright owner by providing that once the copyright owner allows the release of lawfully made copies of a work, those copies may in turn be sold, rented, loaned, given as gifts, or otherwise transferred. It is this provision that allows bookstores, Ebay, movie rental kiosks, and libraries to operate. Digital content, however, does not qualify under the first sale doctrine as it is subject to licensing restrictions.

FAIR USE AND TEACHERS

While fair use allows some exemptions for educators, teachers should be aware of the general guidelines within which they may use and/or copy materials. They should realize that violation of copyright law is a federal offense and that they can be held personally liable if they engage in the illegal use or copying of materials. In addition, teachers have an ethical responsibility to adhere to the law as well as a moral responsibility to practice integrity and trustworthiness. An excellent chart to help teachers' understand fair use is found in "**A Teacher's Guide to Fair Use and Copyright**."

PLAGIARISM

Plagiarism has always been a problem in education at all levels. Much of it is inadvertent. Students often are not taught proper research skills and are not fully informed that copying information word-for-word without giving the owner credit is plagiarism. Even many teachers may not realize that paraphrasing can be considered plagiarism, if the user takes the essence of an author's ideas and does not give the creator credit.

One of the unfortunate side effects of expanded access to the Internet is that students now have access to many web sites where they can download papers and materials for reports and submit it as their own work. Librarians have an obligation to be informed about copyright issues so that they can provide guidance to both teachers and students on legal issues related to copyright.

COPYRIGHT WEB SITES

United States Copyright Office: **www.copyright.gov**

U.S. Copyright Act & Other Copyright Office Information: **http://lcweb.loc.gov/copyright/title17/**

Copyright Clearance Center: **http://www.copyright.com/**

TECHNOLOGY GUIDELINES

The **Louisiana Department of Education Digital Literacy Guide** provides guidelines for supporting students in learning to use technology and the **Essential Conditions** from the International Society for Technology in Education (ISTE) describe the "14 critical elements necessary to effectively leverage technology for learning." Both resources can support librarians as they teach students to use technology.

Technology devices should be available for all types of groups and for hands-on learning.

Computer workstations or portable devices should be made available to students for a variety of instructional/collaborative needs. Charging stations for portable devices should be available throughout the library.

COMPUTER WORKSTATION REQUIREMENTS

Computer workstations connected to a local area network and the Internet must be made available for student access to electronic information sources and online interactive sites. The chart below shows the basic recommended number of computer workstations based on student enrollment.

TYPE OF EQUIPMENT	0-250 students	251-500 students	501-750 students	750-1000 students	1000-1500 students
Computer/Tablets	10	15	20	25	30
Printer, network	1	1	2, black & white or color	2, including 1 color	3, including 1 color

Exemplary libraries will have student workstations for at least 50% of the largest class plus 1-2 stations for online catalog and individual use. *Note*: These numbers do not include computers for library administration (e.g., the circulation station or a librarian's workstation).

Older or outdated equipments can be retained based on the needs of the school and community.

Middle and high school libraries should have a copier for student use depending upon need.

ALIGNING MATERIALS TO THE SCHOOL CURRICULA

National and state collection standards are based on the belief that a collection of diverse resources assembled to match the school curriculum and the developmental, learning, and cultural needs and interests of students will contribute positively to the learning environment.

To ensure the library collection reflects the school curricula, librarians should collaborate with faculty and staff. They should consider what texts and additional resources teachers and students will need to support implementation of the curricula. For example, school demographic data is a major consideration in aligning the school library collection to the various curricula. Since student independent reading is an important goal of education, it is important to align resources to student interests and reading levels.

Librarians should also consider how best to incorporate teaching literacy skills into the various school curricula and identify and gather resources which support those efforts. A standard form is recommended for recording known information, adding information as it is discovered. Areas of school wide special emphasis should be included.

Steps for aligning resources to the school's curricula:

1. Make a master list of major curricular units and topics, as well as special emphasis areas.
2. Match the collection to curricular topics to identify areas that need to be strengthened.
3. Identify the diverse needs and interests of the student population.
4. Analyze the collection for weaknesses or gaps as well as quantity and perspective.
5. Prepare a prioritized list of needed curriculum resources.
6. Develop a three-to-five year resource development plan to address present and future needs.
7. Present the plan to appropriate administrators.
8. Use the alignment to identify areas for weeding.[8]

SCHOOL LIBRARY MATERIALS SELECTION

The materials selection policy should be established at the district level and consistent with state guidelines.[9] The local board of education is legally responsible for all matters relating to the operation of its libraries and for **adopting a written selection policy**, which includes a materials reconsideration procedure. Additionally, national guidelines and publications from the American Association of School Librarians provide additional support in the development of policy statements.

The selection policy should include the following sections:

1. Philosophy and broad goals of library collections based on local context
2. Responsibility for selection of materials
3. Selection principles, objectives, and criteria and for materials
4. Selection of sensitive materials
5. Policy in regard to gifts and donations
6. Tools used in selection
7. Procedures for handling questions or complaints
8. A form for use by citizens to request re-consideration of materials

8 Weeding is selection in reverse. It is the process of removing resources that are no longer useful in the library collection.

9 State minimum requirements for school library programs are located in §1705 of **Bulletin 741: Louisiana Handbook for School Administrators**.

PHILOSOPHY

School library materials selection should focus on selecting resources that meet high standards of excellence in content, scope, authority, and/or literary value and making them available to patrons through a variety of access points that utilize diverse formats and various technologies suited to the educational environment. Additionally, the school library collection should:

- Provide all members of the learning community participation in the selection process.
- Follow the school library collection guidelines.
- Be current and systematically evaluated on a regular basis to discard outdated, worn, and inappropriate materials based on local and state policies and professional standards.
- Engage students in reading/listening to or viewing various resources in multiple genres that appeal to students' age, gender, ethnicity, etc.
- Provide students and teachers opportunities for inquiry, research, and reading.
- Be broadly inclusive and provide information and intellectual enrichment for all library users. This means the school library collection should not exclude resources because of the race, nationality, or the social, political, or religious views of the author and reflect diverse points of view regarding current issues, portraying themes of universal and timeless interest, and accurately representing persons with physical differences and various cultures and lifestyles.

SCHOOL LIBRARY COLLECTION GUIDELINES

The guidelines below are for three levels of collections: Grades K-5, 6-8, and 9-12. School librarians should use these guidelines and information about **aligning materials to the school curricula** to evaluate the quality of their collection. Based on that evaluation, school librarians should develop goals for improving the quality of their school library collection.

In general a minimum of 10 books per pupil[10] is recommended to create a balanced collection of current, relevant, and useful books.[11]

Additionally, the collection should include:

- Access to a variety of the best and most current non-fiction and reference resources including digital resources that support the school curricula and a range of student interests.
- Access to fiction that meets the varied and diverse needs of the student population (e.g., resources in multiple languages to support English language learners) and represents the best of classic and current children's and young adult literature, as appropriate, and a range of interests and reading levels.
- Current subscriptions to age- and curriculum-appropriate digital resources.

For each school, the collection should include resources in a variety of formats to meet the guidelines in the chart below.[12] [13] [14]

TYPE OF RESOURCE	ELEMENTARY SCHOOL (GRADES PRE-K-5)[12]	MIDDLE SCHOOL (GRADES 6-8)[13]	HIGH SCHOOL (GRADES 9-12)[14]
General Collection: Fiction, Easy, and Non-fiction	• 10 relevant and usable books in good condition per student, providing a comprehensive collection to support the school curricula; • access to eBooks in a variety of formats • new books equal to 2-3% of the collection added each year		

10 Multiple copies should not be counted toward fulfillment of this requirement.

11 Elementary schools may need a larger number of books per pupil than secondary and while high schools require a smaller collection in general, secondary schools with a small enrollment may need a larger per pupil collection to accommodate the range of curricular needs.

12 The elementary school guidelines are developed for schools with grades PreK-5. Schools serving limited grade levels (e.g., grades K-1) should adapt the collection to meet their needs, ensuring the full range of student needs are met and the collection is developed to promote information literacy skills as well as provide easy reading materials.

13 Schools with any combination of grade levels that include grades 6, 7, and or 8 should use the middle school guidelines.

14 Schools with any combination of grade levels that include grade 9 or above should use the high school guidelines.

TYPE OF RESOURCE	ELEMENTARY SCHOOL (GRADES PRE-K-5)[12]	MIDDLE SCHOOL (GRADES 6-8)[13]	HIGH SCHOOL (GRADES 9-12)[14]
Encyclopedia, General	• At least 1 or more online general, grade-level appropriate encyclopedia subscription(s) *and* • 1 current set of print, not older than 5 years	• At least 1 or more online general, grade-level appropriate encyclopedia subscription(s)	• At least 1 or more online general, grade-level appropriate encyclopedia subscription(s) • 1 other general encyclopedia online subscription or current print
Dictionaries	• Electronic access to online dictionaries • 5-10 copies of a recent, appropriate dictionary • Foreign language dictionaries available for languages taught or spoken in the school and represented by the community		
Atlases	• 1 Globe • 1 U.S. atlas • 1 world atlas • Electronic access to online atlas and map resources		• 1 Globe • 1 U.S. atlas • 1 world atlas • 1 historical atlas; • Electronic access to online atlas and map resources
Almanacs	• 1 general, appropriate almanac	• 2 different general, appropriate almanacs, latest edition available • 1 state almanac, latest edition available	
Thesaurus	• Electronic access to online thesaurus • 5-10 copies of a standard thesaurus		
Geographical Dictionary	• Electronic access to online geographical dictionary		
Biographical References	• A biographical reference source on each of the following groups: • Americans of current and historical interest, • Authors, • Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • Current and historical figures of general interest and appeal to a diverse population. • Access to online biographical database		
Magazines	• 3-5 print or digital subscriptions to appropriate periodicals that support the curriculum and 4-5 print subscriptions of the schools' students choice		
Newspapers	• 1 local or regional newspaper, current subscription		
Bibliographies	• Collection of bibliographies specific to curriculum needs or student interest	• List of web sites that support the curriculum and professional needs, available on school or library home page, and/or printed list • Collection of bibliographies specific to curriculum needs or student interest	
Professional Collection	• online access to professional books and journals • access to print & digital professional resources that support current school curriculum		

WEEDING SCHOOL LIBRARY COLLECTIONS

Just as important as selecting library resources for a collection is the discarding of resources of little value to the school community. A small, attractive collection of relevant, up-to-date resources is more important to students and teachers than a large collection of mostly useless resources. De-selection or **weeding** is a continuous process. Generally speaking, about one percent (1%) of the collection should be removed annually.

The objective of de-selection is to maintain a core collection of resources that would satisfy 95 to 99 percent of the present demands upon the entire present collection, including in-library usage.

The following should be considered when removing items from the collection:

- copyright
- appearance or condition
- unnecessary or duplicate volumes
- trivial subject matter
- mediocre writing style
- biased perspective
- low circulation
- curriculum misalignment

The following should be considered when retaining items that are called into question:

- classic literature
- local or state history
- school publications
- items that support the curriculum
- picture books with outstanding stories and illustrations
- books on award-winning lists
- well-known, award winning authors and illustrators

Fiction should be retained based on literary value, use, appearance, and appeal. Classic literature should be retained and replaced when worn. Digital resources should be deleted using the same criterion, when applicable.

Follow state, district, and/or school policies in disposing of discarded items. Do not offer books with erroneous information to teachers or students.

Use the following general guidelines to assist in determining whether to retain or weed non-fiction materials.

DDS Number	Consider the following for retention or weeding of non-fiction materials.
000	• Are reference materials older than 5 years?
100	• How often are the materials used?
200	• How often are the materials used?
300	• Update almanacs and yearbooks annually. • Determine if there are historical aspects of education, government, politics and economics. • Do the materials contain relevant and accurate information about social issues? • Keep folklore materials indefinitely.
400	• How often are the materials used?
500	• Keep botany and other natural history materials. • Are other pure science materials older than 5 years?
600	• Replace materials in most areas every 5 years. • Keep historical information, basic anatomy materials, family and consumer science materials, and cookbooks.
700	• How often are the materials used?
800	• How often are the materials used? • Keep classic literature.
900	• How often are general history materials used? • Replace country and geography books as new editions are available. • Keep biographical materials if the subject has a permanent place in history. • Replace older biographies as the subjects become irrelevant.

SCHOOL LIBRARY FACILITY DESIGN PRINCIPLES

The library provides a central point of access to information and resources for the learning community. As such, the librarian should serve as a consultant to the architect and the school planning committee in renovation and new construction projects.

Overall, school libraries should:

- Be located near instructional areas of the school, convenient to administrative areas, and accessible to visitors.
- Have the required infrastructure to accommodate access to and production of information utilizing a variety of technological devices and networks.
- Provide an appealing, effective environment that is age-appropriate for students.
- Have furnishings, colors, and other elements that create an environment that stimulates learning, productivity, and reading.
- Have a size that accommodates the full range of programs and services and provides sufficient shelving and floor space to maintain an attractive, uncluttered appearance.
- Contain no blind spots or other impediments to effective operation, provide a safe and secure environment, and accommodate supervision of all student areas by one person.

DESIGN SPECIFICATIONS FOR SCHOOL LIBRARIES

Location

The library should be located near the academic and administrative areas. It should be close to the main entrance. Accessibility after hours should be a consideration. The library should not be located adjacent to the cafeteria, band room, gym or other high noise areas. Noisy mechanical rooms should not be adjacent to the library.

Shape

Shapes that are as nearly square as possible are easier to lay out effectively and supervise.

Traffic Patterns

The plan should consider projected traffic flow patterns by library patrons and staff members to make navigation efficient. Traffic should flow along the perimeters of areas, not through them. The library design should limit entrances and exits to discourage using the library as a "shortcut" through the building.

Furnishings and Seating

Furniture placement and traffic patterns should allow individuals or small groups access to books, computers, and the circulation desk when a class occupies the instructional area(s). In elementary schools, a flexible-use open space should be included for storytelling. Seating at tables should accommodate classes and small groups and tables, chairs, and other furniture should be of appropriate size, design, and construction for the school population. All tables and seating should be easily moved to accommodate a variety of inquiry-based learning.

Shelving

Wall space should allow for most of the collection to be shelved around the wall with a minimum of low, freestanding shelves consuming available floor space. Wall shelving should be securely attached to walls. All shelving should be adjustable and easily moved.

Shelving should accommodate the current collection with room for 30% growth. **State guidelines** recommend a minimum of 10 books per pupil with elementary schools possibly needing a larger number of books per pupil than secondary. Also, secondary schools with a small enrollment may need a larger per pupil collection to accommodate the range of curricular needs, and schools with a wider-than-average grade range (e.g., grades K-8) may need more shelving to accommodate a larger per pupil collection to meet the range of needs. Shelving in the reference area should accommodate the size and weight of reference books.[15]

15 The Americans with Disabilities Act recommends 42 inches between shelving units; 36 inches is the legal minimum.

The following specifications should be considered for shelving:

COLLECTION TYPE	ITEMS PER LINEAR FOOT	NORMAL SHELVING HEIGHT	NORMAL SHELVING DEPTH
Elementary books (allow room for 30% growth)	20	Wall: 60 inches Free standing: 42 inches	• Regular books: 10 inches • Picture books, reference books, and periodical storage: 12 inches • Equipment storage: 18-24 inches.
Middle/high school books (allow room for 30% growth)	12	Wall: 72 inches Free standing: 42 inches	• Regular books: 10 inches • Picture books, reference books, and periodical storage: 12 inches • Equipment storage: 18-24 inches.

Lighting

Research has shown that the quality of light affects both behavior and learning. A lighting plan should be designed to accommodate the various functions that will take place in the facility. A lighting management system that permits control of lighting by zones is essential. A well-designed combination of direct and indirect lighting will provide well-balanced illumination that accommodates individual tasks, increasing productivity by users and staff as well as creating long-term energy savings. Some natural lighting is desirable, but careful attention must be paid to the orientation of the library. Light filtering blinds/shades are essential. Lighting in any freestanding stack areas must be perpendicular to stacks to reduce shadows. Lighting in computer areas should be indirect and or include a track system that allows control over illumination. Skylights, if used, should have a design that provides only indirect lighting.

Heating, Ventilation, and Air Conditioning (HVAC) System

An energy management system should ensure a draft-free and comfortable environment. The library houses an expensive inventory of materials and equipment and may operate outside school hours; therefore, it should have a separate HVAC system or be assigned to the same zone as administrative areas. The design should accommodate a controlled environment throughout the year, including summer months and holidays.

Acoustics

Careful consideration should be given to the location of high-traffic areas within the library. High noise areas should not adjoin an instructional area. In addition, some areas such as a makerspace area might work best if enclosed as a separate and visible room. Shelving and furniture should also be placed to create noise buffers. Textured wall treatments, fabrics, and acoustical ceiling tiles are all effective additions to help with absorbing sound. Television or other production or recording areas should have special acoustical treatment.

Telecommunications

Data and electrical outlets should be placed strategically throughout the library to accommodate access to network resources and the Internet by classes and individuals as well as for instruction. Wireless network access should be sufficient to accommodate all library patrons without a change in upload or download speed. Depending on the number of staff and the size of the facility the library should have telephone lines with long-distance capability.

Security

Consideration should be given to installing an anti-theft protection system. In any case, strategically placed security mirrors should be used to deter vandalism and theft.

Library Plan Zone

The zone plan for the library should be developed from the educational specifications for the school. “Zone plan” simply means developing a basic plan designating a space for each area to be incorporated into the final design. Exact space requirements and shapes should not yet be allocated. This simply says, “Provide space for this activity.” This is the first planning phase. Spaces and areas should be allocated and grouped based on the library program vision. The zone plan should establish the spaces that should be included and their placement in relation to other areas in the library media center.

In general, a zone plan should assign and locate areas to maximize efficiency of operations and accommodate basic library functions: circulation of materials, instruction, makerspaces, research and technology use, equipment checkout and storage, technical processes, and library administration. The plan should also consider needs unique to the school.

The detailed floor plan should be developed from the zone plan. All areas should allow for quick transformation as needed to accommodate project based learning and student needs.

Library Facility Recommendations

To facilitate efficiency and effectiveness in services and operations, designs should incorporate the proper relationships of areas. Placement of areas should be dictated by the workflow and activities that occur in the library media center.

Space should be flexible to allow tables and chairs to be moved for meetings or special programs and space should be planned to create distinct zones:

- **Entrance**: The entrance should include display cabinets and spaces for displaying student work and other items. In middle and high school particularly, the entrance should include shelves for book bags.
- **Circulation area**: The circulation area should be near the main entrance. The library office(s) and workrooms should be adjacent to the circulation area. The circulation area's location should allow the librarian to maintain visual supervision of the library and bookshelves. Its size and design should accommodate essential circulation functions, such as checking books in and out and answering general information questions. The design and size of the circulation should be appropriate to the size of the room and age of the student population of the school.
- **Main area**: The main room of the library should be planned for simultaneous, multiple uses by whole classes, small groups, and individual students. The main area should include the reference/research area, general shelving, and an instructional area. The reference/research area should include the general reference collection, reference computers with online reference services, and tables and seating for a minimum of 8 students and 12 computers. General shelving should include the print and non-print materials in the school library collection. The instructional area should include seating for 1-3 classes and allow for drop-in access of small groups. Seating and power supply should support students in bringing in their own devices.
- **Leisure reading are**a: A leisure reading and browsing section should contain comfortable and leisure seating and shelving for books along with display areas. Charging stations should be in the area. Locate leisure reading areas adjacent to fiction, magazines, and newspapers. This area should be within easy view of the circulation area.
- **Specialty areas**: In elementary schools, this may include an area for storytelling/read alouds. In high schools, this may include study areas to accommodate individual and small group study.
- **Support areas**: These should include an office/work room with sink and running water, a conference room, a small meeting room for teachers with the professional collection and teaching resources, a production room (e.g., TV/multimedia production or makerspaces), a data retrieval room (server and other fixed equipment, desk for technician, and shelving), equipment/ technology storage (circulating equipment and shared A/V or technological hardware to support student or teacher presentations), and general storage.

Minimum space requirements:

Elementary Library Media Center: 4,200 sq. ft. without computer lab; 5,000+ sq. ft. with lab

Secondary Library Media Center (middle and high school): 5,200 sq. ft.; 6,200+ sq. ft. with lab

AREA/SERVICES	SPACE REQUIRED	TECHNOLOGY INFRASTRUCTURE	LIGHTING NEEDS	CO-LOCATION WITH
Circulation Area	Elementary: .35 of a classroom (280 sq. ft.) *Note: Classroom size used to calculate space is 800 square feet* Secondary: .50+ of a classroom (400 sq. ft.)	Data, voice, fax, electrical, 2 computers with access to catalog near circulation desk	No glare	Entrance Library office

AREA/SERVICES	SPACE REQUIRED	TECHNOLOGY INFRASTRUCTURE	LIGHTING NEEDS	CO-LOCATION WITH
Main Area: Reference/ Research Area	Elementary: .50 of a classroom (400 sq. ft.) Secondary: .75+ of a classroom (600 sq. ft.)	Data, electrical, minimum of 12 computers	No glare	Near circulation Desk
Main Area: General Shelving	See **Shelving**		Good lighting	Class seating (See Instructional Area)
Main Area: Instructional Area	Elementary: 1.5 classrooms minimum* (1200 sq. ft.) Secondary: 2.5 classrooms (2000 sq. ft.)	Data, Electrical	No glare; Some natural light is recommended	
Leisure Reading Area	Elementary: .30 of a classroom (240 sq. ft.) Secondary: .75 of a classroom (600 sq. ft.)		Natural light, if possible; no glare	Near fiction & magazines; away from high traffic areas
Specialty Area: Story Area	Elementary: .50 of a classroom (400 sq. ft.)	Data, electrical	Natural light, no glare	Near easy book collection; away from high traffic areas
Specialty Area: Study Area	.25 of a classroom (200 sq. ft.)	Data, electrical	No glare Natural light	If enclosed should have a glass panel, away from high traffic areas
Support Area: Library Office/Workroom *Note: In larger schools, an office is required for each professional staff member.*	.35 of a classroom (280 sq. ft.)	Data, electrical, voice	No glare	Accessible to circulation desk; door should have a glass panel; window should be located on wall adjacent to the library
Support Area: Conference Room	.35 of a classroom (240-400 sq. ft.)	Data, electrical, voice	No glare	Door should have a glass panel; window should be located on wall adjacent to the library
Support Area: Small Workroom	.35 of a classroom (280 sq. ft.)	Data, electrical	No glare Bright lighting	Door should have a glass panel; window should be located on wall adjacent to the library
SUPPORT AREA: PRODUCTION AREA Can double as a conference room when not in use	.35 of a classroom (240-400 sq. ft.)	Data, electrical, table work space	No glare	Door should have a glass panel
Support Area: Data Retrieval Room	.30 of a classroom 240 sq. ft.)	Data, electrical, voice	Good lighting	Near entrance; direct entrance on hall preferred; door should have a glass panel
Support Area: Equipment/ Technology Storage	.35 of a classroom 280 sq. ft.)	Electrical	Good lighting	Near entrance; second entrance on hallway preferred; door should have a glass panel
Support Area: General Storage	.50 of a classroom (400 sq. ft.)		Good lighting	Near library office/ workroom; second entrance on hallway preferred; door should have a glass panel
General Purpose Computer Lab (Optional)	1.25 classrooms (1000 sq. ft.)	Data, electrical	No glare	Access from hallway; space permitting, a general purpose lab is adjacent to the media center; door should have a glass panel

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RESOURCES FOR FURTHER INFORMATION

American Association of School Librarians: **http://www.ala.org/aasl/**

Library Learning Services: **www.lrs.org**

International Society for Technology in Education ISTE: **http://www.iste.org/**

Alliance for a Media Literate America: **https://namle.net/about-namle/**

Center for Media Literacy: **http://www.medialit.org**

Cable in the Classroom: **www.ciconline.org**

Corporation for Public Broadcasting: **www.pbs.org**

National Public Radio: **www.npr.org**

Common Sense Media: **https://www.commonsensemedia.org/**

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