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[A Library Policy Manual for Selah School District libraries, Selah, Washington]

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Abstract

This project was undertaken to develop a library policy manual for the Selah School District libraries. Topics were collected from a variety of venues, manuals on the Internet, the librarian list serv LM_NET, American Library Association and the Washington Library Media Association. Lists generated from these sources were then narrowed down to the important management and operations topics. It was determined that substitutes in the library would need the information to manage the library, utilize the checkout system and enforce library policies, therefore those sections are in the front of the manual. Those policies that are part of the Selah School District Board Policies and directly related to the management of a library were included next, to assist the librarians with patron requests and to generate reports for school administrators. Discussions on LM_NET point to a policy manual as important; but few public school libraries have a current one in place. It will be up to the Librarian's of Selah School District to decide if the document is useful and should be maintained.

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CHAPTER 1

INTRODUCTION

With Certificated librarians being replaced by classified personal and elementary librarians solidly scheduled with classes to provide plan time, it has become apparent that librarians need to do more than their job. They need to be in the forefront advertising their programs, showing what they can do collaboratively with other teachers, creating a dynamic library and demonstrating what a vibrant library program can do to enhance the campus curriculum and student achievement levels. By placing in a policy manual the daily/monthly/yearly tasks that arise in the area of library management, the district's librarians are better able to provide their school administrators (and teachers) with insight into a program in which they have little or no training. As budget problems at all levels continue to get worse, it is important that libraries are not ignored or destroyed. There are studies from Colorado, Pennsylvania and Texas, (Lance, 2002) that very clearly link a strong library program and a certificated librarian to the students' performance on standardized tests.

Prior to 1996, the Selah School district librarians managed their individual programs without a comprehensive district curriculum plan. During this period, there was no progression of information skills i.e. a scope and sequence building on the information skills taught throughout the district. During the 1996-97 school year discussions of expectations took place between the four district librarians. Each librarian developed an "expectation of skills" document for the students arriving on their campus. These documents were then shared. The district's Librarians then worked collaboratively

to create an Information Skills progression through the school system. The outcome of these meetings was the development of the "Scope and Sequence" for the Selah School District library program. State mandated curriculum is lacking in many subject areas, library being one of those. Librarians develop and "carry" their curriculum with them from school to school, district to district, teaching information skills as suggested by the American Library Association and its document *Information Power*. (Information Power, 1998) The final stage of this process was adapting the "Scope and Sequence" into specific curriculum expectations. The Selah School District Library Benchmarks were designed to support the Library scope and sequence and the State Benchmarks. (See Benchmark Section of Policy Manual in appendix)

STATEMENT OF PROBLEM

Without a specific library policy manual, the district's policy documents needed in the library are difficult to locate. Each library and librarian operates independently of the others, creating their own management policies and teaching literacy skills without knowledge of what the others are doing. New librarians to the system are provided with no assistance to understand the administrative duties and policies the district requires, nor are they given any guidance in delivering the Information Skills curriculum to their students, which prepares the students for the next level and the State Benchmarks. With the policy manual, each librarian will be able to access the district documents they need to manage their library, understand the management systems of the other district libraries

and develop Information Skills curriculum that reflects the students' needs according to

the Library Scope and Sequence.

PURPOSE STATEMENT

The purpose of this study was to develop a Library Policy Manual for the Selah

School District.

JUSTIFICATION

The Selah School district Library Policy Manual was created to provide the

librarians with the information they need from the District Policy Manual, the

background knowledge of the other library's operating policies, guidance to a substitute

or a librarian new to the district on the library systems and information and

documentation that administrators may need. The manual will also contain the Scope and

Sequence of Information Skills taught throughout the Selah School District, which is the

foundation of the Library Benchmarks that support the State Benchmarks in providing the

students with the information they need to be "effective users of ideas and information."

(Information Power, 1998). While most public or college libraries have policy manuals,

it is very rare for a school district to have a policy manual specifically for their libraries.

The American Library Association (ALA) provides some guidelines for public or

academic libraries. The directions are found lacking in pertinent information for

developing such a document for the public school sector.

DEFINITION OF TERMS

1. <u>American Library Association (ALA)</u>. The American Library Association is the oldest and largest library association in the world, with more than 64,000 members. Its mission is to promote the highest quality library and information services and public access to information. (American Library Association, 2004)

2. <u>Hit</u>. The collection of topics and links that the search engine gives from a query. (Howe, 2000)

3. <u>Information Power</u>. The document and plan for fostering improvement in school library media programs, published by the American Library Association. (Information Power, 1998)

4. <u>Librarian</u>. The certificated employee who is the administrator of the library program for that campus. (Selah School District Policies, 2003)

5. <u>LM_NET</u>. World Wide Librarian discussion group with more than 14,000 librarians participating. (LM_NET, 2004)

6. <u>Policy Manual</u>. The document containing the district Library Mission statement, the pertinent documents to the library program from the District Policy Manual, and specific information regarding the operation of each library. (Merriam-Webster OnLine, 2004)

7. <u>Scope and Sequence</u>. The "road map" outlining the goals for a particular curriculum area, used here to specify skills taught in the Selah School District library program. (Georgia Department of Education, 2004)

8. <u>Selah School District Library Benchmarks</u>. The plan that matches the goals of the library program with the State Benchmarks. (Selah School District Library Policy manual, 2004)

9. <u>Washington Library Media Association (WLMA)</u>. The Washington Library Media Association is the association for school library media specialists and support staff in Washington State. WLMA membership averages 1200 people, from all areas of the state and all levels of K-20 libraries. (Washington Library Media Association, 2004)

OVERVIEW OF STUDY

The idea for this project stemmed from a statement by Nancy Graf, former President of WLMA and instructor of Library Media classes at Central Washington

University. Brainstorming of possible topics important to the Selah School District Library Policy Manual, utilizing the sources on the Internet, (ALA, 2003; Carlson, 2002; Dutch, 2003; Ramsey, 2002; Roundy, 1996) and searching the archives for a previous target on LM_NET (Kramer, 2000) for topics to be included in a policy manual were all

helpful steps in determining possible sections in the Selah School District Library Policy Manual. The next phase involved collecting the policies that were located in the District Policy manual (Selah, 2003) that were to be copied for inclusion in the library manual. Several of these policies were lacking specific library concerns; drafts were created and submitted to the Superintendent of Selah Schools for approval. The district librarians made decisions on who would be utilizing the information in the manual to determine the order of information. The arrangement reflects who would be using the manual most; substitute teachers in the library would need to know how to use the checkout system, library expectations, policy on overdues and other day-to-day operations, so those sections are in the front. The next section is the administration of the program. These are the policies that a librarian would need throughout the year. These sections could also be used to create reports for the administrators. The final sections are the special policies from the District Policy Manual that are necessary for de-selection, Internet use, mandatory committees and materials selection the librarian deals with throughout the year. The entire manual would assist a librarian new to the district to understand the library system as a whole, the district's expectations, the expectations of the Library Benchmarks and some basic management information on previous practices in their library. This particular Policy Manual and its contents are for the sole use of the Selah School District librarians and their administrators.

LIMITATIONS

The literature on this subject was sparse. Articles and books dealt more with issues of

library management. Web pages are devoted to specific manuals or are guides to creating

a manual, with the expectations that all documents and policies will have to be created.

Most of the documents needed for a public school library policy manual can be found in

the District Board Policy Manual, begging the question, "Is it important to have a

separate document detailing these policies again?" The one book that directly addressed

a policy manual, its contents and rationale for such a document was published in 1986.

In the 18 years since this book's publication the role of the librarian and the way a library

serves its patrons has changed so much that the book was not included in this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Initial searches through the available databases and on-line library journal sites provided no information on the importance of developing and maintaining a policy manual for a public school library. There are many books to assist one in managing a library, (Information Power, 1998; Johnson, 1997; Santa Clara County, 2001; Stein, 2002). One could surmise that the topics they considered important enough to cover could be information included in a policy manual. The best sources of information on policy manuals were from the Policy Manuals for School Libraries, (Ramsey, 2002) the Washington Library Media Association web page, (Carlson, 2002) and the American Library Association web page, (American Library Association, 2003). While these sites gave extensive lists of topics to be covered and the essential details for each policy, they were aimed at the library that did not have any formal policies in place, not towards a library that was trying to create a document containing those policies. By using the areas of concern these sites addressed, the policies needed from the school district board policies could be selected.

A search of the LM_NET archives produced several posts that provided copious ideas for policies and topics to be included in a library manual (Halbeisen, 1996; Kramer, 2000). By partnering the lists from the LM_NET archives and those created from the information found in the books about managing a library media program, (Information Power, 1998; Johnson, 1997; Santa Clara, 2001; Stein, 2002) plus the information located on the various web pages detailing important policies to have in place, (American Library

Association, 2003; Carlson, 2002; Ramsey, 2002) there would be more than enough

information provided to begin the process of determining the topics your manual needs to

contain to reflect the needs of your district and community.

Using an Internet search engine, (Google, 2004) to locate school districts with

library policy manuals on line, two were found whose intent closely resembled that of the

Selah school district, (Dutch Fork Elementary, 2003; Georgetown, 2000). Very opposite

in approach, these manuals provided insight into the district, the pertinent policies and the

information that is important to the communities they serve, which enabled us to

determine the direction and use of the Selah policy manual. The Dutch Fork site was the

manual on-line, you could click the links at the top or scroll through the information to

locate the topic you were interested in, this site included forms patrons might need. The

Georgetown site showed their manual's Table of Contents, which was then linked to the

full information, but did not include forms; these are available from the Librarian.

Complimenting this information was the article, "*The Procedures Manual Goes Online:*

Creating an Online Manual Using a Word Processor," (Roundy, 1996). While much of

the specific how-to information was dated, the concepts and ideas for what to include and

how often the information needs to be updated is still important today.

Entirely missing from the literature reviews was information on why having such

a document and keeping it up-to-date is important. Gleaning information from others on

why they felt their documentation was important, (American Library Association, 2003;

Carlson, 2002; Dutch Fork Elementary, 2003; Georgetown, 2000; NASCU, 2004); a case

can be made towards the importance of creating, and maintaining such a document.

On the LM_NET list serv a hit was posted about library policy manuals, (Collier, 1996). The question was asked to determine if policy manuals were available to public schools, who had one currently in use, the over all age of the document and who was responsible for up-dating the manual. Of the respondents quoted, 40 public schools had a policy manual and 48 did not. Of the 48 people that responded that they did not have a policy manual for their library, over half saw the need for such a document. Also included was a collection of statements for having a policy manual in a public school library system from the responders to the original post. While this is a very small sample, one is able to glean insights into the importance of such a document.

When all of these sources on the importance of creating and maintaining a policy manual are combined along with the statements that were collected from personal requests made to the LM_NET list, (Gustafson, 2003 & 2004) a strong statement can be made for having such a document available for the librarians and administrators of your district.

"This publication attempts to bring together the policies and the procedures that govern the operation of the Selah School District Libraries, supporting all five libraries and in conjunction with the policies and procedures established in the School District Board policies. Written to provide guidance to the librarians and their administrators the manual is also essential for assimilation of librarians new to the district, while providing information to substitutes on how to operate the library systems and enforce library policies."

CHAPTER 3

PROCEDURES

The purpose of this study was to create a policy manual for the libraries of the Selah School District. Since it is the Librarian's expectations that the manual will be continually updated, and documents copied as needed, a three-ring binder format will allow for greatest flexibility.

The Library Policy manual was created to provide:

- substitutes with the information they need to use the library computers, maintain discipline and understand the checkout procedures for each particular campus.

- librarians with information on standard procedures at each of the libraries in the District.

- Librarians with quick access to the documents usually housed in the District Policy manual that pertain to the library program.

- access to the Selah School District Library Benchmarks; these benchmarks align the library curriculum with the State Essential Learning Requirements and the American Library Association *Information Power* Benchmarks,

- concrete information for the Principals on what is happening in their school's library and what it takes to keep it functioning

Determining the subject areas of the manual was the next step. Through an e-mail discussion group, (LM_NET) ideas for subjects were collected (Kramer, 2000). Topics to be covered were also gleaned from the WLMA, ALA and Inez Ramsey's web pages on developing policy manuals (Carlson, 2002; American Library Association, 2003;

Ramsey, 2002). These were alphabetized and sent out to the district librarians to select

the subjects they wanted represented in the manual. This process created the table of

contents. The table of contents arrangement was determined by whom the manual would

be serving: substitutes, librarians, administrators and the entire contents to assist a

librarian new to the district. Each chapter then was broken down to determine what items

needed to be included. These items were listed on a page in that section and on the table

of contents. As items were placed in the proper section they were checked off the list.

During this time, the Selah School District Policy Manual was added to the district's

Web Page, allowing access to the documents and policies need for the library policy

manual.

Using various search engines, *Meta-crawler*, *Teoma* and *Google*, a search was made

for existing policy manuals and how-to-guides. These searches provided many manuals

to view but very little how-to-information or why such a document was important.

Public libraries and University library manuals have the best representation on the web,

with school libraries slowly catching up. Library periodicals and web sites were lacking

in information, as were the available periodical databases. The few web sites that did

provide a how-to-guide assumed that you needed to also write the policies and create the

documents. All of the policies, except five, were found in the District Policy Manual.

The five arose from situations met by the district librarians in the last few years. Policies

have been written and submitted to the Superintendent for review. These policies are

included in the Library Policy Manual with *Draft* on them.

Initially an index was created, but with the expectation of continual updates to the

document the table of contents will serve both purposes.

The most difficult portion of this study was locating literature on the rationale behind creating a library policy manual. Using periodical databases, specific library publication web sites, books written on library management and questions posted to LM_NET, there are only tidbits of information available on this subject, many of which were too old to be used as a definitive source. With the changes in technology and how they have changed the way that libraries meet their patrons needs, information older than five years was considered on a point-by-point basis. Information older than 10 years was not considered relevant. Two books, *Where Do I Start?* and *Indispensable Librarian* contained useful information on library management policies and assisted in subjects to be covered in the manual, but did not provide insights into the rationale for creating and maintaining such a document (Santa Clara County, 2001; Johnson, 1997)

In October of 2003 and again in February 2004 a question was posted to LM_NET regarding the importance of a policy manual. (Gustafson, 2003 & 2004) The October message was asking for assistance in locating rationale information and the February message asked for input from the members for what they believe to be the rationale for this document. The first message did not generate substantial information. The second question's results were discussed in Chapter 2.

CHAPTER 4

PROJECT

The purpose of this project was to develop a Policy Manual for the Selah School

District libraries and Librarians to better serve their campus. It is with full expectation

that this is a dynamic document that will be updated and refined, providing the crucial

information for the librarians to administer their programs by providing access to the

district documents that govern the library program.

The complete handbook is divided into fifteen major components. The first

component contains the General Statements. These statements include the Mission of the

Selah School District Libraries, the ALA Bill of Rights, Intellectual Freedom and Code

of Ethics, the Selah district's definition of a Library Media Center, the definition of a

Library Media Center in the WAC's and the State Library plan.

Component two defines the facilities: how to schedule a class in each library,

hours of operation, checkout procedures and the accreditation standards that guide those

decisions.

Component three provides information on the computers/technology and their use

in the library and on the campus. Information includes the Internet Acceptable Use

policy and the district Technology Plan.

Component four describes the patrons for each library, the code of conduct, which

includes student behavior and district policy on plagiarism and copyright violations by

students and staff. Also contained in this section is the statement from the American

Library Association on privacy pertaining to patron checkout records.

Component five provides information on the various services of each library, such as, access to materials, loan periods for each library, fees for lost or damaged materials, overdue policies and Inter-Library loans.

Component six contains the information on library staff, job descriptions for the certificated and classified staff. This section also provides access to the accreditation standards that dictate the staffing at the secondary level and samples of evaluations.

Component seven provides access to the district policies governing the teaching aspect of the librarian's job.

Component eight contains the rationale, the library scope and sequence and the benchmarks that direct the curriculum taught in the Selah School District libraries.

Component nine provides the information needed to manage the library system. The passwords needed to access the system, maintenance agreements and when they are due, location of the handbook to the system and information on how previous data entry was accomplished, who is responsible for backups and the security policies.

Component ten covers the material selection policies of the Selah school district. Included is the information on accepting gifts, de-selection (weeding) and collection analysis.

Component eleven delineates the budget, where the monies come from and rotation schedule of the "pool funds."

Component twelve provides information on conducting an inventory. Also included is information on how to create reports to be shared with school administrators.

Component thirteen provides insights into some of the special policies that Librarian's need to know about, censorship, challenged materials, confidentiality of records and supplemental material request forms.

Component fourteen describes the various committees that the district requires the librarians to participate in and those other committees or groups that are important to the job as listed in the librarian's job description.

Component fifteen contains information on the special functions that can occur in a school library; author visits and book fairs.

Component sixteen provides a place for important ideas and articles to be filed so the librarian may access them to include in reports.

CHAPTER 5

SUMMARY

It was the purpose of this study to create a library policy manual that will provide information to the administrators at the campus or district level on management of their school library. The other purpose was to create a document that would contain library mission statements, show support of the curriculum through policies and purchases, collaboration and teaching of library lessons (Library Benchmarks), continuity throughout the district on library expectations, services and procedures, library cataloging/circulation system, access to current collection statistics, library staffing, budget, and the importance of membership in various committees by the librarians. It will also provide a useful tool in educating the faculty on a campus as to the multitude of areas that need to be coordinated when managing a library program. This manual will also provide each library and librarian with the information they need to manage the collection, administer a budget, collaborate with other teachers and create a seamless transition from one library to the next through the library expectations, management policies and Library Benchmarks. This manual will also be extremely beneficial to a librarian new to the district in understanding the current system, previous management decisions, the scope and sequence of library expectations throughout the district and where and how to locate the information they need to provide services to their patrons.

RECOMMENDATIONS FOR FURTHER STUDY

Now that the district libraries in Selah have a policy manual, time will show if it is a useful document. Questions that will help determine if the manual is meeting the stated goals and is a necessary document.

- Will administrators better understand the role of the librarian?

- Will the administrators understand the importance of a strong library program on the presentation of curriculum and the continued improvement of their students?

- Will librarians new to the district be provided with the information they need to manage their new library?

- Will substitute teachers find the information they need to operate the library system and support library expectations while supervising the library program that day?

- Will the teachers on the campus begin to understand the administrative duties of the librarian?

- Will teachers use the library benchmarks to expand their curriculum?

- Will the easier access to important documents assist the librarians in managing their program while meeting the needs of their patrons?

- Will the librarians find the information included useful?

- Is such a document necessary?

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Please note: Section XVI Articles was redacted due to copyright concerns.

Selah School District

Library Mission Statement

The mission of the Library Media program of the Selah School District 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 instruction to foster competence and 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.

As per the Information Power 1998

Created by:

Barb Engvall
Jeannie Flickinger
Jean Gustafson
Jacque Jewett
Bill McCay

American Library Association

53.8 Libraries: An American Value

Libraries in America are cornerstones of the communities they serve. Free access to the books, ideas, resources and information in America's libraries is imperative for education, employment, enjoyment, and self-government.

Libraries are a legacy to each generation, offering the heritage of the past and the promise of the future. To ensure that libraries flourish and have the freedom to promote and protect the public good in the 21st century, we believe certain principles must be guaranteed.

To that end, we affirm this contract with the people we serve:

- ✓ We defend the constitutional rights of all individuals, including children and teenagers, to use the library's resources and services;
- ✓ We value our nations diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve;
- ✓ We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services;
- ✓ We connect people and ideas by helping each person select and effectively use the library's resources;
- ✓ We protect each individual's privacy and confidentiality in the use of library resources and services;
- ✓ We protect the rights of individuals to express their opinions about library resources and services;
- ✓ We celebrate and preserve our democratic society by making available the widest possible range of viewpoints, opinions and ideas, so that all individuals have the opportunity to become lifelong learners-informed, literate, educated, and culturally enriched.

Change is constant; but these principles transcend change and endure in a dynamic, technological, social and political environment.

By embracing these principles, libraries in the United States can contribute to a future that values and protects freedom of speech, in a world that celebrates both our similarities and our differences, respects individuals and their beliefs, and holds all persons truly equal and free.

http://www.ala.org/Content/NavigationMenu/Our_Association/Governance/Policy_Manual/Intellectual_Freedom.htm

LIBRARY MEDIA CENTERS

Library/media centers will be used to support and extend the classroom program of instruction. Each center shall be provided with a collection of print and non-print materials, instructional equipment and other learning resource materials to meet the unique needs of the students. Print and non-print materials, audio-visual equipment and supplies, and other instructional aids will be catalogued in a manner that will enable such materials, equipment, and supplies to be accessible to students and teachers throughout the school year. Each center will be appropriately staffed to assist teachers and students in the use of the collection as well as in the production of teacher and/or student developed materials. Library/media staff will assist students and teachers in securing materials from other sources.

The Superintendent shall establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2020P.

First Reading:	09/10/97	REFERENCE:
		WAC 180-46
Second Reading	09-25-97	WAC 392-190-055

WAC 180-46-020 Library media programs. Library media programs in each school district are to be directed toward the implementation of the district's instructional goals and objectives and consistent with the goals for Washington common schools, as adopted by the state board of education. These programs are to include a system for continuing evaluation.

WAC 180-46-025 Services. Each school district shall provide library media services relevant to and integrated with the district's instructional program and directed toward meeting the creative and informational needs of each student and staff member.

WAC 180-46-030 Equipment and materials. Each school district shall provide library media collections in each school which are adequate in quality, quantity and variety, and organized so as to enable students and professional staff to select materials necessary to achieve the district's instructional objectives.

WAC 180-46-035 Production. Each school district shall provide the opportunity for every student and teacher to design and produce a variety of media as a part of the learning and teaching process.

WAC 180-46-040 Facilities. Each school district shall provide in each school a library media center of sufficient size and so arranged as to encourage individualized and group learning through a wide variety of experiences.

WAC 180-46-045 Staff. Each school district shall provide for a sufficient number of qualified certificated and supportive library media staff to meet the identified needs of students and teachers in each school.

WAC 180-46-050 Access. Each school district shall provide in each school a library media program which provides maximum access by students and teachers throughout the school year.

WAC 180-46-055 Other sources. When it is not feasible to provide resources at the building level, the use of sources beyond the building shall be considered as an alternate way of meeting standards.

WAC 180-46-065 Program evaluation. The guidelines adopted by the state board of education, which were developed by the superintendent of public instruction shall be made available to school districts for use in assessing their library media programs and school districts shall be subject to continuing evaluation for such programs pursuant to WAC 180-16-240 (2)(e).

DESIGNING OUR FUTURE, 2002 - 2007
Statewide Plan for Washington Libraries
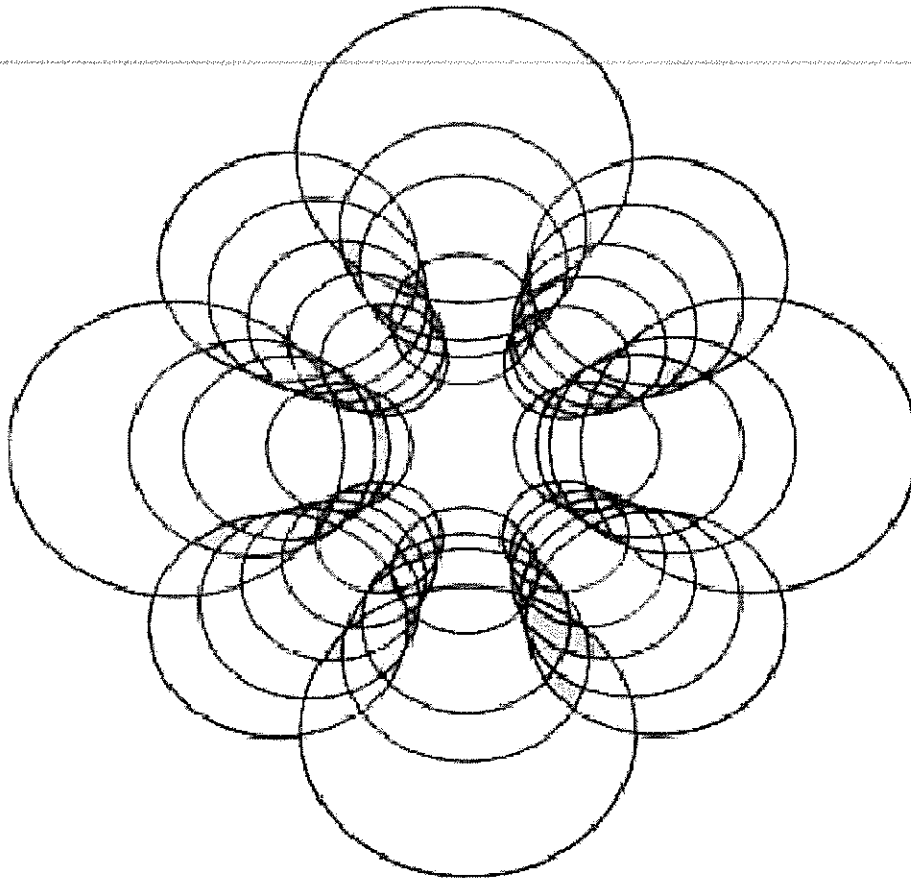
Approved by the Washington State Library Commission
September 12, 2001

Developed in collaboration with:

Library Council of Washington members
Washington State Library staff
and the Washington library community

Designing Our Future, 2002-2007
Statewide Plan for Washington Libraries

Contents

Purpose

The purpose of this statewide plan is twofold:

1. To provide guidance for libraries in Washington as they work collaboratively to achieve mutually supportive goals.

2. To frame the five-year plan for the use of federal Library Services and Technology Act (LSTA) funds in Washington libraries.

Expectations of Users

Library users in Washington will have:

- ✓ Easy and fast access to information whenever and wherever they need it

- ✓ Access to traditional materials as well as the newest of electronic services and resources

- ✓ Same quality assistance from whatever library (public, school, academic) they visit for any of their needs

- ✓ Up-to-date technology

- ✓ Services to children and families

- ✓ Accommodation of their physical needs

- ✓ Remote access to library resources and services at any time of day

- ✓ Ability to use other libraries= resources over the Internet

- ✓ Access to any library with their library card

- ✓ Broad collection of print and electronic materials

- ✓ Materials that are relevant to diverse cultures, especially materials in different languages

- ✓ An Urban level of service in rural areas

- ✓ Training on the use of information and technological tools

- ✓ Comfortable, safe place to be

In forums conducted in 2000, library staff and trustees identified that users of libraries have the expectations listed above.

SUMMARY OF GOALS FOR 2002-2007

Together, the library community in Washington will work to:

1. Increase the ability of the people of Washington to learn how to use and access integrated online resources and services on a 24-hour basis.

2. Increase the appreciation, support and awareness of library resources and services.

3. Increase the ability of the people of Washington to have access to library resources and services in all areas of the state.

4. Ensure that libraries of Washington have resources and services that meet the needs of all segments of their communities.

Methods to Achieve Goals

A. All types of libraries will coordinate, collaborate and partner with each other and other groups for increased effectiveness.

B. Library staff will have the knowledge and skill to provide quality service to their customers.

C. Libraries will have stable and adequate funding to provide effective library service.

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Public Awareness

2. *Increase the appreciation, support, and awareness of library resources and services.*

Strategies:

✓ Promote the value of libraries to the people of Washington

✓ Educate community leaders and legislators on library issues and the value of libraries

✓ Enhance the ability of school libraries to increase support and funding for their services

✓ Increase awareness of intellectual freedom issues

Activities:

✓ Assess the public=s perception of libraries and implement a coordinated marketing effort to increase use and support of libraries.

✓ Develop training to increase the skill of library staff/trustees in advocacy, marketing, and public relations.

✓ Develop appropriate materials and tools for library staff to use in promoting libraries and publicizing their local services.

✓ Build and expand on the information literacy campaign with continued marketing, promotion and training.

✓ Enhance the statewide web site, Washington Libraries Online (WLO), to increase public awareness of libraries, and to connect them to their local libraries.

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Services Focused on Community Needs

4. Ensure that libraries of Washington have resources and services that meet the needs of all segments of their community.

Strategies:

✓ Increase the awareness of library staff and trustees to the needs of children, families and culturally diverse populations

✓ Increase the responsiveness of libraries to unique community needs for specialized resources and services

✓ Establish partnerships with local businesses, private organizations, non-profit groups and public service agencies to meet the needs of specialized populations

✓ Establish partnerships with local heritage organizations to identify and preserve materials unique to individual communities

Activities:

✓ Develop training and model programs to assess needs and enhance services to children and their families.

✓ Develop training and model programs to assess needs and enhance outreach services to culturally diverse communities.

✓ Develop cooperative collections, including practices for the acquisition and lending of specialized collections, such as foreign language materials and materials for the visually impaired.

✓ Develop and implement plans for the reservation of unique local and state materials.

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Staff Development

B. Library staff will have the knowledge and skill to provide quality service to customers.

Strategies:

✓ Ensure that training for library staff is appropriate to local needs and available in convenient and easily accessibly locations, especially for rural and remote libraries

✓ Improve the ability of library staff to help users learn about information and technology

✓ Ensure that training is available in support of specific statewide initiatives.

Activities:

✓ Provide training in a variety of subjects including technology, children's services, information literacy, use of electronic services, customer service, assessment, advocacy, marketing, and preservation of materials.

✓ Expand training programs based on regular assessment of the training development needs of library staff and the effectiveness of training efforts.

✓ Develop and implement training for library staff to help their customers learn about information and the use of technology

✓ Provide distance education opportunities for professionals and paraprofessionals.

Funding

C. Libraries will have stable and adequate funding to provide effective library service.

Strategies:

✓ Pursue funding for library resources and services at the state level

✓ Ensure adequate funding is targeted for school libraries

✓ Increase assistance and support for libraries to obtain funding from non-traditional sources, grants, and gifts

✓ Pursue alternative funding for statewide initiatives

Activities:

✓ Develop and implement training for school library media specialists to increasetheir ability to advocate for support of their resources and services.

✓ Develop training and resources to help libraries obtain funds from a broad range of sources at the local, state and national level.

Acknowledgements

Special thanks to the staff of Washington State Library who supported this effort:

Library Scheduling Procedures

Lince

A. How to schedule a session or class in the Library
   1. Talk to the Librarian or assistant to schedule a class.
   2. Talk to office (Pat) to schedule use by outside groups during school.
   3. Office personnel work with Library staff to schedule library for after school use.

B. Library hours are 8:40a.m. to 3:40p.m. Tuesday – Friday. 9:55a.m.-3:40p.m. on Mondays.

John Campbell

A. How to schedule a session or class in the Library
   1. Talk to the Librarian or assistant to schedule a class.
   2. Talk to office to schedule use by outside groups during school.
   3. Talk to office to schedule library for after school use.

B. Library hours are 8:30a.m.-3:30p.m. Tuesday – Friday, 9:45a.m.-   3:30p.m. on Mondays.

Selah Intermediate

A. How to schedule a session or class in the Library
   1. Use the computer sign-up on the SIS Webpage to schedule a class.
   2. Talk to the Office who will then work with the Library staff to schedule the Library for use by outside groups during school.
   3. Talk to the Office who will work with the Library staff to schedule the Library for use after school hours.

B. Library hours are 7:20a.m.-2:45p.m. Tuesday-Friday, 8:35a.m.-2:45p.m. on Mondays.

Selah Jr. High

A. How to schedule a session or class in the Library
   1. Use the computer sign-up on the SJHS Webpage to schedule a class.
   2. Talk to the Office who will then work with the Librarian to schedule the Library for use by outside groups during school
   3. Talk to the Office to schedule the Library for use after school hours.

B. Library hours are 7:00a.m. - 3:10p.m. Tuesday-Friday, 8:25a.m. - 3:10p.m. on Mondays.

Checkout Procedures

Lince Elementary

I.   Checkout Policy
   a. Books are checked out for two weeks, at which time the students may renew or return the books.
   b. Students may check out:
      1. Kindergarten 1 book
      2. 1st grades get 2, once they are involved in the AR program they get 3
      3. 2nd graders get 3 books
      4. 3rd graders get 4 books
      5. 4th graders get 5 books

II.   Steps to checking out library materials
   a. To checkout items:
      1. Make sure you have the checkout button clicked.
      2. Ask the student for their ID number and press enter.
      3. Have the student scan the book, listen for the tone and check the screen to see if the book was scanned correctly.

III.   To check in items:
      1. Make sure you have the check in button clicked.
      2. Scan the barcode under the barcode reader.
      3. Place book on the cart to be re-shelved.
   b. Please feel free to re-shelve books if you are comfortable with the library arrangement.
   c. Please just leave the computer on at the end of the day.

Selah Intermediate

I.   Checkout Policy
   a. Books are checked out for three weeks, at which time the students may renew or return the books.
   b. Students may have 4 or more books checked out at any given time.

II. Steps to checking out library materials
   a. Computer is left on, move the mouse to wake up the computer.
   b. User name and password if needed are inside the drawer by the computer.
   c. To checkout items:
      i.   Make sure you have the checkout button clicked.
      ii. Ask the student for their ID number and press enter.
      iii. Have the student scan the book, listen for the tone and check the screen to see if the book was scanned correctly.
      iv. If the student has overdues they CAN NOT check out more items.

   d. To check in items:
      i.   Make sure you have the check in button clicked.
      ii. Scan the barcode under the barcode reader.
      iii. Place book on the cart to be re-shelved.
   e. Please feel free to re-shelve books if you are comfortable with the library arrangement.
   f. Please just leave the computer on at the end of the day.

Selah High School

I.   Checkout Policy
- a. Books are checked out 14 days and magazines for 7 days, at which time the students may renew or return the items.
- b. Students may have 12 books checked out at any given time.
- c. Sometimes the library materials have to be held for use by multiple classes. At that time, none of the items being used may be checked out by students.

II.   Steps to checking out library materials
- a. Turn on computer at the checkout station
- b. User name is shslibad and the password is ELVES
- c. Click the Follett folder
- d. Enter the password checkitout
- e. Tell it no, and then okay.
- f. To checkout items:
    - i. Make sure you have the checkout button clicked.
    - ii. Ask the student for their ID number and press enter.
    - iii. Have the student scan the book, listen for the tone and check the screen to see if the book was scanned correctly.
    - iv. If the student has overdues they CAN NOT check out more items.
- i. To check in items:
    - i. Make sure you have the check in button clicked.
    - ii. Scan the barcode under the barcode reader.
    - iii. Place book on the cart to be re-shelved.
- j. Please feel free to re-shelve books if you are comfortable with the library arrangement.
- k. Take the computer through the shut down procedure at the end of the day.

D. Facilities
1. The library media facility provides an inviting environment that is conducive to student learning.
2. The Library media facility is of sufficient size and flexibility to accommodate a variety of functions simultaneously.

E. Resources
1. Sufficient financial resources are available annually to provide space, time, materials, equipment, and media access to maximize potential for all students.
2. The collection is renewed annually at a minimum rate of five percent of the total collection.
3. The library media program provides print, non-print and electronic materials that directly support school goals and curriculum reflecting a diversity of learning styles, levels of skill and cultural differences.
4. The library media program provides a quality fiction and nonfiction collection that reflects students' individual reading levels and interests.
5. The collection is augmented by the use of community and global resources.
6. Electronic resources are available to provide technical access in proportion to the number of students being simultaneously served.
7. A written selection policy, including a challenged materials' statement, is used to continually evaluate the quality, depth and breadth of the collection.
8. All library media materials are cataloged and accessible.
9. The school has a minimum number of volumes, exclusive of government documents and textbooks as follows:
   a. Middle level and high schools with enrollments of fewer than 200 students have a minimum of 2,500 volumes.
   b. Middle level and high schools with enrollment equal to or greater than 200 must have a minimum of 10 volumes per student, but need not exceed 12,500 volumes.
   c. Elementary, K-12 and special purpose schools have a minimum of 15 volumes per student or 3,000 volumes whichever is greater, but need not exceed 12,500 volumes.

Note: **A variance of up to 50% shall be allowed for schools supplementing their nonfiction collection with equivalent volumes using electronic access and/or microfiche.**

F. Alternative Resources
If outside resources are used to meet standards, those resources are listed and a description of how they are used must be provided.

- Computer use - Students will use the computers for research, accessing the library catalog, and production.
- Media Production - This will vary by school. A space that could be used for a TV studio or other production work would be a valuable addition.
- Storage
  - AV - Some items will be shared by numerous classrooms and will be stored in the library workroom area. Floor space for carts and a secure (locked) cabinet for small, valuable items such as cameras is required. Carts should be able to be brought in and out without going through main library room.
  - Book shelving - Book shelving is a complex topic. It must be adequate to meet the size of the collection, arranged to allow for logical flow of the collections, the appropriate height for the student age group and to make logical shelf heights for the collections, and the appropriate depth for the type of book being shelved. Any center shelving should allow visibility and be on top of floor covering to allow for flexibility.
  Some pertinent statistics are:
    - A. Width: 3 feet
    - B. Heights (in inches)
      - 42-45" - 3 shelves
      - 60-66" - 5 shelves
      - 72-82" - 6 shelves
      - 84-90" - 7 shelves
    - C. Depths (in inches)
      - 10" Standard book
      - 12" Reference, Nonfiction, and Picture books
    - D. Shelving capacity estimates:
      - Standard books (fiction, biography) - 30 per shelf
      - Nonfiction and picture books - 60 per shelf
      - Reference books - 20 per shelf

Computer Lab use for Students

Lince Elementary

    A. Mini Lab space is available for student use when accompanied by an adult.
    B. There is NO after school access to the computer labs on campus.

John Campbell

    A. Mini Lab space is available for student use when accompanied by an adult.
    B. There is NO after school access to the computer labs on campus.

Selah Intermediate

    A. Students are only allowed to use the computer lab during the day as space is available.
    B. Hours for computer lab use are:
        a. Tuesday-Thursday after school until 3:00 PM
        b. Before school?
        c. Lunchtime?

Selah Jr. High

    A. Students are allowed to use the computers in the drop-in lab throughout the day without being in a scheduled class on a pass from their classroom teacher.
    B. Hours for computer lab use are:
        a. Opens at 7:10 each morning.
        b. Open during lunches (as space is available, and use is appropriate)
        c. Open after school until 3:20 everyday.

Selah High School

    A. Students are allowed to use the computers without being in a scheduled class as availability allows.
    B. Hours for computer lab use are:
        a. Opens at 7:00 each morning
        b. Open during lunches (as space is available, and use is appropriate) Open after school until 4:00 as needed.

ELECTRONIC INFORMATION SYSTEM (Selah School District and K-20 NETWORKS)
Network Acceptable Use Guidelines/Internet Safety Requirements

The Board of Directors recognizes that the District is implementing an electronic communications system (network) that will allow unprecedented opportunities for students, staff and patrons to communicate, learn, access and publish information. The Board believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose many new challenges including, but not limited to, access for all students, age level appropriateness of material, security, and cost of maintaining ever more elaborate systems. The District will endeavor to ensure that these concerns are appropriately addressed, but cannot insure that problems will not arise.

By connecting to this network, the Board intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. The District dedicates the property comprising the network, and grants access to it by users, only for the educational activities authorized under this policy and procedures and under the specific limitations contained therein.

The Board directs the Superintendent to provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff and patrons while establishing reasonable controls for the lawful, efficient and appropriate use and management of the system.

First Reading:	12/13/95	REFERENCE:
		18 USC §§ 2510-2522
Second Reading:	01/10/96	
		CROSS-REFERENCE:
Reviewed:	07/24/96	2020, 2025, 3241, 4400, 5281
Reviewed:	09/10/97 (formerly 2314)	
Revised:	04/18/02	
Revised:	11/21/02	
Revised:	06/26/03	

ELECTRONIC INFORMATION SYSTEM (Selah School District and K-20 NETWORKS) PROCEDURE
Network Acceptable Use Guidelines/Internet Safety Requirements

Network

1) All use of the system must be in support of education and research and consistent with the mission of the District. The District reserves the right to prioritize use and access to the system.

2) Any use of the system must be in conformity to state and federal law, K-20 Network policies, and District policy. Use of the system for commercial solicitation is prohibited. Use of the system for charitable purposes must be approved in advance by the Superintendent, or designee.

3) The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

4) No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.

5) Malicious use of the system to develop programs that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited.

6) Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

7) Use of the system to access, store or distribute obscene or pornographic material is prohibited.

Internet Access Training

1) An approved inservice or demonstrated proficiency will be required for all District employees who will be accessing the District Network, e-mail, and/or the Internet for professional purposes.

2) An approved inservice training will be required of all Selah School District employees and substitute teachers who will be utilizing Selah School District equipment to access the District Network and/or the Internet before they will be allowed to supervise students in accessing the District Network, e-mail, and/or the Internet.

3) Teachers using the District Network and/or Internet with students will make sure all students involved are aware of the Acceptable Use Policy and its content.

Security

1) System log-ins or accounts are to be used only by the authorized owner of the account. Users may not share their account or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

2)   Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to any entity on the K-20 Network.

3)   Communications may not be encrypted so as to avoid security review.

4)   Users should change passwords regularly and avoid easily guessed passwords.

Personal Security

1)   Personal information such as complete names, home addresses, home telephone numbers, and identifiable photographs should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher and parent or guardian. No user may disclose, use, or disseminate personal identification information regarding minors without authorization.

2)   Students should never make appointments to meet people in person that they have contacted on the system without District and parent/guardian permission.

3)   Students should notify their teacher or other authorized adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable on the web or when using e-mail and other forms of electronic communication (i.e., instant messaging or chat rooms).

Copyright

1)   The unauthorized installation, use, storage or distribution of copyrighted software or materials on District computers is prohibited.

2)   Material posted on the Internet through the District's K-20 Network access is not protected for individual copyright. Staff work is usually a work for hire with the copyright belonging to the District, but all users must waiver their copyright interest in their materials posted on-line through the District's K-20 Network access system.

Filtering and Monitoring

1)   Filtering software or services will be used on all computers with access to the Internet. This will block or filter access to visual depictions that are deemed obscene, pornographic, or harmful to minors. A "firewall" will protect the internal network from external hacking and other unauthorized access. E-mail access within the District will be limited to monitored accounts hosted on a Selah School District server.

2)   Educational staff will, to the best of their ability, directly monitor students' use of the Internet in school, and will take reasonable measures to prevent access to inappropriate or harmful material on the Internet and World Wide Web. Specifically, educational staff will make every effort to be physically present and attentive to student activity whenever their students are using the Internet.

General Use

1)   Diligent efforts must be made to conserve system resources. For example, users should frequently delete e-mail and unused files. Users should promptly disconnect video conferences on completion.

2)   No person shall have access to the District system without having received appropriate training. A signed *Computer and Internet Acceptable Use Agreement* must be on file with the District (see Form 2022 F2). Students under the age of 18 must have the approval of a parent or guardian.

3)   Nothing in these regulations is intended to preclude the supervised use of the system while under the direction of a teacher or other approved user acting in conformity with District policy and procedure.

Publishing on the Internet – (See Policy 2023 for Web Guidelines)

From time to time, the District will make a determination on whether specific uses of the K-20 Network system are consistent with the regulations stated above. Under prescribed circumstances non-student or staff use may be permitted, provided such individuals demonstrate their use furthers the purpose and goals of the District. For security and administrative purposes, the District reserves the right for authorized personnel to review system use and edit file content, while respecting the rights of user accounts. The District reserves the right to remove an individual's network access privileges a user account on the system to prevent further unauthorized activity.

Violation of any of the conditions of use may be cause for disciplinary action.

Presented to Board: 12/13/95

Reviewed: 01/10/96

Revised: 07/24/96

Reviewed: 09/10/97 (formerly 2314P)

Revised: 06/22/00

Revised: 08/31/00

Revised: 11/21/02

Revised: 06/26/03

COMPUTER AND INTERNET ACCEPTABLE USE POLICY

Internet access is available to students and staff members in the Selah School District. The District's goal in providing this service is to promote educational excellence in our schools by facilitating resource sharing, innovation, and communication.

Students and staff can have access to:
- limited electronic mail communication with people all over the world;
- information and news from government agencies, research institutions, libraries, and other external sources; and,
- resources stored on the District intranet.

With access to computers and people all over the world also comes the availability of material that may not be considered to be appropriate in the context of a school setting. On a global network, it is impossible to control all materials, and an industrious user may discover controversial information. Selah School District firmly believes that the valuable information and interaction available on this worldwide network outweigh the possibility that users may procure material that is not consistent with the educational goals of the District.

Selah School District has chosen to make Internet resources available to students, with the consequence that they will have access to far more information than is available in their school's library. If a Selah School District student chooses to access resources that are objectionable, adult-oriented, or restricted, the consequences will include disciplinary action, suspension or termination of access privileges.

Computer and Internet Terms and Conditions

1) **Acceptable Use** - The use of school computers must support education and research that is consistent with the educational goals of Selah School District. Use of school computers or District Internet access merely for entertainment or another purpose unrelated to school work is not acceptable. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Any use of the network for commercial or for-profit purposes is prohibited. Any use of the network for political lobbying is prohibited. Transmission of any material in violation of U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

2) **Computer and Internet Rules** - Users must abide by the generally accepted rules of etiquette. These include (but are not limited to) the following:
   A) Use appropriate language. Do not swear, use vulgarities, profanity, obscene comments, or any other inappropriate items such as sexually explicit material, dirty jokes, or expressions of bigotry, hate, harassment, or discrimination in your messages or documents.
   B) Do not reveal personal addresses, phone numbers, or passwords of students, teachers, administrators, or other staff of Selah School District, including yourself.
   C) Illegal activities are strictly forbidden.
   D) Do not use the network in such a way that you would disrupt the use of the network by other users.
   E) All communications and information accessible via the network should be assumed to be private property (i.e., copyrighted).
   F) Do not seek or attempt to access sexually explicit, pornographic, obscene, or other restricted items on the Internet, including unapproved games or information about hacking.
   G) Never download or install unauthorized software, music, or games onto any Selah School District computer without the explicit approval by District technology staff.

3) **Accuracy of Information** - Use of any information obtained via the Internet is at your own risk. Selah School District specifically denies any responsibility for the accuracy or quality of information obtained through District accounts. Information (including text, graphics, video, etc.) from Internet sources used in student papers and reports must be cited much like references to printed materials.

4) **Security** - Security on any computer system is a high priority. If you feel you can identify a security problem on the network, you must notify a teacher or principal. Do not demonstrate the problem to other users. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network. System log-ins or accounts are to be used only by the authorized owner of the account. Users may not share their account or password with another person. Attempts to gain unauthorized access to system programs or computer equipment will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to District computers. The District also reserves the right to review e-mail sent or received on the District system to improve safety and system integrity.

5) **Vandalism** - Vandalism will result in cancellation of privileges as well as other sanctions cited in the Student Handbook. Vandalism is defined as any malicious attempt to harm, modify, or destroy computer hardware, software, documents of another user, the Internet, or any of the other networks that are connected to the Internet backbone. This includes, but is not limited to, the intentional uploading or creation of computer viruses.

6) **Inappropriate Use** - Selah School District teachers and administrators will deem what is inappropriate use, and their decision is subject only to confirmation by the Selah School District Board of Directors. The administration, faculty, and staff of Selah School District may request the suspension or termination of Internet access and/or computer use of any user who violates these acceptable use practices.

7) **Notice to Parents** - An approved inservice is required of any District employee who will be supervising students in accessing the District Network and/or Internet. Your child's work or photograph may be published on the Internet as part of a class project, unless you specifically deny permission in writing. Staff members may electronically publish student work only on the Selah School District Web pages or the K-20 Network.

8) **Protection Measures** - Selah School District uses Internet filtering software on all computers to protect students and others from online experiences deemed harmful to minors, especially pornography and obscene visual depictions. Other blocked categories include gambling, illegal drugs, hate sites, chat rooms, "instant messaging," hacking, and others. In addition, all school use of the Internet is continually monitored and electronically logged to help enforce this Acceptable Use Policy. A "firewall" protects the internal network from external hacking and other unauthorized access to personal information. E-mail access within the District is limited to monitored accounts hosted on a Selah School District server. Users cannot access external e-mail accounts (such as AOL or Hotmail) due to safety and security issues.

User Responsibilities (Staff or Student)

All students and staff must abide by the **District's Policy and Procedures for Electronic Information Systems.** Any violation of the regulations above is unethical and may constitute a criminal offense. Should a user commit any violation, access privileges may be revoked, disciplinary action may be taken, and/or appropriate legal action may be instituted.

In consideration for the privilege of using the network and having access to the public networks, users must release Selah School District, the K-20 Network and other intermediary providers, if any, and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from use, or inability to use, the District Network including, without limitation, the type of damages identified in the Selah School District's Acceptable Use Policy. The work, photograph, and name of any student or staff member may be published electronically as part of a class, school, or district project, unless a child's parent/guardian specifically denies permission in writing. All students and staff waive any copyright they may have on material posted through the Internet or the K-20 Network.

Parent or Guardian Denial of Permission for Internet Access

As the parent or guardian of this student, I hereby **deny** permission for my child to access the Internet at school.

_____   _____   _____
Parent/Guardian name (print)   Parent/Guardian signature   Date

Parent or Guardian Denial of Permission for Electronic Publication

As the parent or guardian of this student, I hereby **deny** permission for my child's work, photograph, and name to be published electronically as part of a class, school, or district project.

_____   _____   _____
Parent/Guardian name (print)   Parent/Guardian signature   Date

Additional Information
For additional information about Selah School District technology programs, or to seek answers to specific questions regarding this Acceptable Use Policy, please contact any Building Principal.

Revised: 08/31/00
Revised: 11/21/02
Revised: 06/26/03

COMPUTER AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS

The Internet is a valuable resource for students, serving as the world's largest library. Unfortunately, some material on the Internet is not appropriate for use in school. Selah School District strongly believes that the valuable information and people available through this worldwide network outweigh the possibility of problems.

Students know right from wrong. You are responsible for using good behavior on the school computers. Your access is a privilege, not a right. If you use the Internet for doing things that are wrong or for finding information that is inappropriate, adult-oriented, or off-limits, there will be punishment. It may include suspension from school and losing all Internet or computer privileges.

Computer and Internet Rules

1) **Acceptable Use** - At school you must only use computers and the Internet for <u>educational</u> purposes. Learning from research or by exchanging e-mail with others is a good, appropriate use. Treating the Internet like a toy, playing games on-line, or using it merely for entertainment is not acceptable. You may not use the Internet to advertise or sell anything. You may not use the Internet to try convincing others to vote for or against any person or bill in the government. You may not copy or send copyrighted material, such as software programs or games.

2) **Network Behavior** - You must use good manners on the Internet.
   A) Use appropriate language. Do not swear, cuss, tell dirty jokes or use other bad language in any message or document. Harassment, discrimination, and hateful or hurtful messages are prohibited.
   B) Protect yourself! Protect others! Do not tell <u>anyone</u> personal addresses, phone numbers, or passwords for yourself or anyone else.
   C) Illegal activities are strictly forbidden.
   D) Do not do anything that makes it harder for others to use the network. Do not play tricks or pranks on other users.
   E) All information on the Internet is private property (copyrighted) unless it clearly tells you otherwise. Do not copy anything without permission! Try putting articles into your own words instead of copying word for word. In a report or paper be sure to tell exactly where you found each piece of information (text, graphics, video, etc.). Internet sources must be cited in your bibliography. Ask your teacher how to do this.
   F) Do not search for or try to access "dirty" or sexually inappropriate items or other restricted things like unapproved games or harmful information.
   G) Saving programs, games, and music onto school computers requires approval by a teacher or staff member.

3) **Accuracy of Information** - Some information on the Internet may not be true or correct. This is not the School District's fault. It is your job to check for wrong information and decide what items are worth using.

4) **Security** - If you think you can see a problem on the network, immediately tell a teacher or principal. Do not show the problem to others! Never use or tell passwords belonging to other users. Use only your own account and never share it or your password with others. If you cause problems with computers, you won't be allowed to use them.

5) **Vandalism** - Vandalism is an intentional attempt to harm, modify, or destroy a computer, a network, the Internet, or any other computer equipment. Vandalism also occurs when you damage or erase another person's documents or work. Vandalism will result in loss of privileges as well as other punishments explained in the Student Handbook.

6) **Inappropriate Use** - Selah School District teachers and administrators will decide what is inappropriate use. Their decision can only be changed by the Selah School District Board of Directors. District administration, faculty, and staff may suspend or permanently end computer access for any user who violates these acceptable use practices.

7) **Protection Measures** - Selah School District uses Internet filtering software on all computers to protect students and others from online experiences deemed harmful to minors, especially pornography and obscene visual depictions. Other blocked categories include gambling, illegal drugs, hate sites, chat rooms, "instant messaging," hacking, and others. In addition, all school use of the Internet is continually monitored and electronically logged to help enforce this Acceptable Use Policy. A "firewall" protects the internal network from external hacking and other unauthorized access to personal information. E-mail access within the District is limited to monitored accounts hosted on a Selah School District server. Users cannot access external e-mail accounts (such as AOL or Hotmail) due to safety and security issues.

Parent or Guardian Denial of Permission for Internet Access

As the parent or guardian of this student, I hereby **deny** permission for my child to access the Internet at school.

_____   _____   _____
Parent/Guardian name (print)   Parent/Guardian signature   Date

Parent or Guardian Denial of Permission for Electronic Publication

As the parent or guardian of this student, I hereby **deny** permission for my child's work, photograph, and name to be published electronically as part of a class, school, or district project.

_____   _____   _____
Parent/Guardian name (print)   Parent/Guardian signature   Date

Additional Information

For additional information about Selah School District technology programs, or to seek answers to specific questions regarding this Acceptable Use Policy, please contact any Building Principal.

Revised: 08/31/00

Revised: 11/21/02

Revised: 06/26/03

Student E-Mail Agreement and Application

➤ The use of District e-mail is a _privilege_, not a right.
➤ E-mail must be used in accordance with the following guidelines.
➤ Violation will result in discipline, loss of account, and possible legal action.

1. E-mail must be used only for _educational purposes_, related to class work. Excessive personal or recreational use of e-mail will result in loss of account.
2. Illegal activities are strictly forbidden.
3. Any use of e-mail for political lobbying is prohibited. You may not use e-mail to try to convince others to vote for or against any person or government action.
4. E-mail accounts are to be used only by the authorized owner of the account. Do not share your password. It is a violation to log on as another user or to misrepresent another user on the network.
5. Be polite in e-mail. Do not be abusive in your messages to others. Do not send:
    • Harassment or discriminatory remarks
    • Hate mail, personal attacks, or threats
6. Use appropriate language. Do not send:
    • Profanity, obscenity, or vulgar comments
    • Dirty jokes and sexually explicit messages or pictures
7. Protect yourself! Do not e-mail _anyone_ your personal (home) address, phone number or password. Protect others! Never tell the address, phone number or password for anyone else.
8. E-mail is not private. Your account will be monitored. People in charge of the system can read your e-mail and find out what you have written or received.
9. Do not use e-mail in a manner that wastes network resources, including:
    • Sending huge messages. Size of files sent as attachments will be limited to 2 MB.
    • Sending chain-letters or unwanted messages, especially to several recipients.
    • Forwarding non-educational games, movies, music, pictures, or programs.
10. Delete e-mail you no longer need. Mailbox size will be limited.
11. All e-mail is considered to be copyrighted by the author. In a paper or report, do not copy anything from an e-mail message without permission. E-mail sources must be cited in a bibliography.
12. Students cannot subscribe to electronic mailing lists or groups unless they first get approval from a Selah School District network system administrator.

Return to District Technology Department after All Items Below Are Completed:

1. I understand and will abide by the e-mail guidelines above. I further understand that my e-mail account will be active only until the last day of the current school year and after that the account will be deleted. My educational reasons for requesting this account are:

_____   _____   _____   _____
Student name (print)   Student signature   Date   Grad. Year

2. As the parent or guardian of this student, I have read the e-mail guidelines above. I understand that if this student commits any violation, privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action may be instituted.

_____   _____   _____
Parent/Guardian name (print) Parent/Guardian signature   Date

3. I recommend that the student above be provided with a Selah School District e-mail account.

_____   _____   _____
Teacher/Staff name (print)   Teacher/Staff signature   Date

For additional information about Selah School District technology programs or to seek answers to specific questions regarding this Student E-mail Agreement, please contact any Building Principal.

Revised: 03/01/01
Revised: 06/26/03

Library Patrons

The libraries on each of the five Selah School district campuses, serve those students and faculty members. The parents of those students are not discouraged from using the library facilities and materials, providing them the opportunity to enhance their student's education. All parents will be allowed to check out items from their student's library with the understanding that lost or damaged materials will be paid for in compliance with District policy. The Librarian on each campus will determine the length of the loan period for parent patrons.

The libraries also will provide materials for faculty and patrons of other campuses through Inter-library loans to extend those library collections. All lost or damaged materials will be paid for in compliance with District policy.

In the event that collections are supplemented by Inter-library loans from other district's libraries, those items will be protected through the District's library policies. All lost or damaged materials will be paid for in compliance with District policy.

DRAFT

Library Code of Conduct

Students will be responsible and respectful of the Library Media Center and it's contents.

A. Materials will only be removed when checked out.
B. Lost or damaged materials will be paid for in accordance to Library and District policy.
C. Library Discipline plan:
   1. Students will be reminded of appropriate behavior if needed.
   2. Students who are unable to follow the library code of conduct will be asked to return to class.
   3. If a student is unable to comply with these guidelines, they will be written up using the building referral process.
D. Computers in the labs and library are provided for the use of the students, which are to be used for educational/classroom purposes.
   1. Computers will be used in accordance with the Selah School District Policy.
   2. Inappropriate use of the school computers could result in the loss of computer use.
E. Internet access is provided on all computer lab computers.
   1. Internet access will be in accordance with the Selah School District Policy.
   2. Inappropriate use of the Internet will be dealt with in accordance with campus policy and District Policy.
F. Inter-Library Loans
   1. Sharing of resources between district libraries for the use of patrons is a District approved practice.
   2. The borrowing library or patron will reimburse the lending library for any lost or damaged items.

COPYRIGHT COMPLIANCE

The Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of "fair use," these four standards must be met for any of the foregoing purposes:

1) **The Purpose and Character of the Use:** The use must be for such purposes as teaching or scholarship and must be nonprofit.
2) **The Nature of the Copyrighted Work:** Staff may make single copies of book chapters for use in research, instruction or preparation for teaching, articles from periodicals or newspapers, short stories, essays or poems, charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
3) **The Amount and Substantiality of the Portion Used:** Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
4) **The Effect of the Use Upon the Potential Market for of Value of the Copyrighted Work:** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

The Superintendent, copyright compliance officer or designee, shall file with the federal Copyright Office, and post the same information on the District's web site, his or her designation as the District's agent, in the District's role as an Internet service provider, to receive notifications that claim that users of the District's internet network have infringed copyright.

First Reading:	06/26/91	REFERENCE:
		P.L. 94-553
Second Reading:	07/24/91	P.L. 105-304
Reviewed:	01/27/93	
Reviewed:	09/10/97 (formerly 2312)	
Revised:	06/22/00	
Revised:	05/09/02	

COPYRIGHT COMPLIANCE PROCEDURES

Staff may make copies of copyrighted school District materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the principal. Staff members who fail to follow this procedure may be held personally liable for copyright infringement.

Authorized Reproduction and Use of Copyrighted Material in Print:

Reminders:
1) Materials on the Internet should be used with caution since they may be copyrighted.
2) Proper attribution (author, title, publisher, place and date of publication) should always be given.
3) Notice should be taken of any alternations to copyrighted works, and such alternations should only be made for specific instructional objectives.
4) Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of:

1) A chapter from a book.
2) An article from a newspaper or periodical.
3) A short story, short essay, or short poem.
4) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

1) **Brevity:**

   A) A complete poem, if less than 250 words and two pages long may be copied; excerpts from longer poems cannot exceed 250 words.

   B) Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied. In any event, the maximum is 500 words.

   C) Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.

   D) D) One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full. This includes children's books combining poetry, prose, or poetic prose. Short special works may be copied up to two (2) published pages containing not more than ten (10) percent of the work.

2) **Spontaneity**: Should be at the "instance and inspiration" of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.

3) **Cumulative Effect**: Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current new periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority", and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted material in overhead or opaque projectors for instruction purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library: A library may make a single (1) copy or three (3) digital copies of:

1) An unpublished work which is in its collection.
2) A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that unused replacement cannot be obtained at a fair price.
3) A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print."

Authorized Reproduction and Use of Copyrighted Music: A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that

the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are, otherwise, not available.

A teacher may make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.

A teacher may make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions. A teacher may edit or simplify purchased copies of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added, if none exist.

Performance by teachers or students of copyrighted musical works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:

1) The performance is not for a commercial purpose.

2) None of the performers, promoters, or organizers are compensated.

3) Admission fees are used for educational or charitable purposes only.

Off-Air Recording of Copyrighted Programs: Television programs, excluding news programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary within a building, during the first ten (10) consecutive school days, excluding scheduled interruptions, in the forty-five (45) day calendar day retention period.

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the ten (10) day period.

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.

All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software: Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school District shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs.

To this end, the following guidelines shall be in effect:

1) All copyright laws and publisher license agreements between the vendor and the District shall be observed.

2) Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.

2) A back-up copy shall be purchased, at least, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply such, the District, in accordance with P.L. 96-517, Section 7(b), shall make a back-up program and attest that the program will be used for replacement purposes only.

4) The principal is authorized to sign a software license agreement on behalf of the school. A copy of said agreement shall be retained by the principal.

5) A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Education Multimedia:

1) Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online.

2) The opening screen of such presentations shall include notice that they were prepared under the fair use exemption of the US copyright law and are restricted from further use.

3) Students may incorporate portions of copyrighted materials in producing educational multimedia projects for a specific course, and may perform, display or retain the projects.

4) Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

    A) in face-to-face instruction;

    B) in demonstrations and presentations, including conferences;

    C) in assignments to students;

    D) for remote instruction if distribution of the signal is limited;

    E) over a network that cannot prevent duplication for fifteen (15) days, after fifteen (15) days a copy may be saved on-site only; and,

    F) in their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two (2) years, after that permission must be requested and received.

5) The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

    A) Motion media: ten percent (10%) or three (3) minutes, whichever is less;

    B) Text materials: ten percent (10%) or 1,000 words, whichever is less;

    C) Poetry: an entire poem of fewer than 250 words, but no more than three (3) poems from one (1) author or five (5) poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three (3) excerpts from one (1) poet or five (5) excerpts from an anthology;

    D) Music, lyrics and music video: Up to ten percent (10%), but no more than thirty (30) seconds. No alterations that change the basic melody or fundamental character of the work.

    E) E) Illustrations, cartoons and photographs: No more than five (5) images by an artist, and no more than ten percent (105), or fifteen (15) images whichever is less from a collective work.

    F) F) Numerical data sets: Up to ten percent (10%) or 2,500 field or cell entries, whichever is less.

Copying Limitations: Circumstances will arise when staff are uncertain whether or not copying is prohibited. In those circumstances, the principal or designated copyright compliance officer should be contacted. The following prohibitions have been expressly stated in federal guidelines:

1) Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations, or collective works.

2) Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.

3) Staff shall not:

   A. Use copies to substitute for the purchase of books, periodicals, music recording, computer software or other copyrighted materials except as permitted by District procedure.

   B. Copy or use the same item from term to term without the copyright owner's permission.

   C. Copy or use more than nine instances of multiple copying of protected material in any one term.

   D. Copy or use more than one short work or two excerpts from works of the same author in any one term.

   E. Copy or use protected material without including a notice of copyright. The following is a satisfactory notice:

   NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.

Staff shall not reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.

Presented to Board: 06/26/91

Reviewed: 01/27/93

Reviewed: 09/10/97 (formerly 2312P)

Revised: 06/22/00

Privacy of Library Records

A. All records, formal and informal, in the Selah School District Library's relating to patron registration and the subsequent circulation by patrons of materials provided by the library are to be confidential in nature.

B. In order to prevent an unreasonable invasion of privacy, the contents of registration and circulation records shall not be made available to anyone except under the written order of the Selah School District Superintendent, such order having been issued pursuant to a proper legal process order, or subpoena under the law.

C. Upon receipt of any process, order or subpoena by the Librarian of one of the Selah School District library's, shall immediately report to and consult with the Principal, Superintendent and legal counsel of the Selah School District to determine if such a process, order of subpoena is proper and in full compliance with proper legal authority. In the event the legal process fails to sufficiently identify or name in specific terms or specifications the records on file in respect to an identified library patron, the request is considered to be defective and not binding upon the library and its personnel, except under further due process of the law.

D. Any problems or conditions relating to the privacy of a patron through the records of the Selah School District library's which are not provided in this policy statement shall be referred to the Principal and Superintendent and legal counsel for the Selah School District to issue a written decision as to whether to heed the request for information.

DRAFT

Library Services

All library materials are available for check out. With one exception being the materials in the teacher's collection that are used as part of the curriculum.

Loan periods vary by campus.

John Campbell	2 weeks 1 week for K-1
Lince	2 weeks 1 week for K-1
Selah Intermediate	2 weeks
Jr. High	3 weeks
High School	2 weeks (books) 1 week (magazines)

Daily overdue fines are charged at the High School to help prepare the students for expectations at public & college libraries.

On the other campuses students are charged replacement cost of the lost item w/"fines" erased if item is returned.

SELAH SCHOOL DISTRICT NO. 119   **FILE: 2021**

LIBRARY MEDIA CENTERS

Library/media centers will be used to support and extend the classroom program of instruction. Each center shall be provided with a collection of print and non-print materials, instructional equipment and other learning resource materials to meet the unique needs of the students. Print and non-print materials, audio-visual equipment and supplies, and other instructional aides will be catalogued in a manner that will enable such materials, equipment, and supplies to be accessible to students and teachers throughout the school year. Each center will be appropriately staffed to assist teachers and students in the use of the collection as well as in the production of teacher and/or student developed materials. Library/media staff will assist students and teachers in securing materials from other sources.

The Superintendent shall establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2020P.

First Reading: 09/10/97 REFERENCE:
                            WAC 180-46

Page 5
2020P

Depreciation of Materials Scale

Free textbooks and other instructional materials are made available for loan to students. Instructional materials which are required shall be furnished by the District. In the case of a damaged text, students will be assessed a fee to be applied toward its premature replacement. All cases of damage need to be assessed individually and it is expected some damages will require discretion in setting the fine. Students should not be assessed for normal "wear and tear." The following shall serve as only a guide to help determine appropriate fees for damage:

Minor: 50 cents per item
    torn pages
    pencil markings
    folded paper
    cover markings

Major: $1.00 per item
    ink marks on paper or cover
    pages torn out (but possible to re-tape)

Complete Replacement: (refer to book replacement price)
    missing book
    pages missing
    cover torn off (or rebind fee, if appropriate)
    water logged
    defaced pages
    pages stuck together (book no longer useable)

In the case of complete replacement, a student will be required to replace books at the depreciation rate listed below, or pay the actual cost of repair (e.g., rebinding, etc.). Cost of materials will be determined by current replacement costs.

Years of Use	Cumulative Depreciation
Less than one	0%
1	10%
2	20%
3	50%
4	60%
5 or more	75%

Library materials will be charged at their replacement price.

Exception: Magazines $2.50
                          Gift materials $1.00

There will also be a $5.00 charge for materials for which no price can be found.

First Reading:	05/13/87 (as 2510, 2511, 2516, 2517, 2520)	REFERENCE: RCW 28A.320.230
Second Reading:	06/10/87 (as 2510, 2511, 2516, 2517, 2520)	RCW 28A.150.230 WAC 180-40-010
Revised:	01/27/93	WAC 392-190-155
Revised:	01/25/95	
Revised:	09/10/97 (formerly 2311)	
Revised:	04/30/98	
Revised:	11/09/2000	

SEE

Job Description: Certificated Librarian

8. Inform teachers and other staff members concerning new materials and equipment the library acquires.

9. Arrange for District-wide interlibrary loan of materials for use by teachers.

Staffing page 1

WAC

Full text of Chapter 180-46 Library Media Centers can be found in the Statement section page 6.

JOB DESCRIPTION: CERTIFICATED LIBRARIAN

JOB TITLE/ASSIGNMENT

EMPLOYER: Selah School District No. 119
JOB TITLE: Certificated Librarian
LOCATION: Indoors, school or office
REPORTS TO: Building Administrator

OVERVIEW OF THE POSITION

Provide all students with an enriched library environment, containing a wide variety and range of materials and equipment that will invite intellectual growth, and aid all students in acquiring the skills needed to take full advantage of library media resources.

RESPONSIBILITIES/DUTIES

1. Operates and supervises the library media center to which assigned.
2. Evaluates, selects, and requisitions new library materials. Weed obsolete and worn materials from the collections.
3. Purchases, maintains, and inventories all equipment within the library media center.
4. Teach classes for students to instruct in proper use of library materials and equipment, and inform users of resources. Present and discuss materials with a class studying a particular topic, on invitation of the teacher.
5. Maintain a state of the art understanding of technology and the relationship to the use and management of library media programs.
6. Supervise the computer circulation system, providing technical assistance when necessary. Maintain a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on use of the system.
7. Assist teachers in selection of books and other instructional materials and makes library materials available to supplement the instructional program. Work with teachers in planning assignments likely to lead to extended use of library resources.
8. Inform teachers and other staff members concerning new materials and equipment the library acquires.
9. Arrange for District-wide interlibrary loan of materials or use by teachers.
10. Promote appropriate conduct of students using library facilities.
11. Help students to develop habits of independent reference work and top develop skill in the use of reference materials in relation to planned assignments.
12. Counsel with and give reading guidance to students who have special reading or unusual intellectual interests.
13. Participate at curriculum meetings.
14. Arrange frequently-changing book-related displays and exhibits likely to interest the library's patrons.
15. Prepare and administer the library budget.
16. Supervise library aide in the performance of duties.
17. Participate actively in library and other educational and professional associations on the local, regional, state, and national level.

COMPENSATION

STATUS: FLSA Exempt   CLASS/GROUP: SEA
PAY TYPE: Salaried   PAY RANGE: As per salary schedule

EDUCATIONAL/VOCATIONAL PREPARATON
OCCUPATIONAL CERTIFICATES/LICENSES

Valid Washington State teaching certificate appropriate to assignment with major in
Library Science. Internship or experience as a librarian.

TRAINING PERIOD

Provisional employee, as per RCW 28A.405.220, during the first two years of
employment by the District as a certificated member of SEA, or during the first year of
employment with the District as a teacher if the employee has successfully completed
two years of employment in another school district in the State of Washington.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of Washington
State law, Board Policy and negotiated agreement.

PHYSICAL REQUIREMENTS

ENDURANCE-MOVING ABOUT: Moving about involves moving from location to
location or point to point to perform tasks of the job, up to 2/3 or more of the time.

ENDURANCE-OVERALL STRENGTH: Light Work:-Exerts force and/or lifts or carries
objects weighing up to 20 pounds occasionally, up to 10 pounds frequently, or a
negligible amount constantly.

STANDING: Remaining on one's feet in an upright position at a work station without
moving about, up to 1/3 to 2/3 of the time.

WALKING: Moving about on foot, up to 1/3 to 2/3 of the time.

SITTING: Remaining in a seated position, up to 1/3 of the time.

LIFTING/CARRYING: Lifting involves raising or lowering an object from one level to
another (including upward pulling); carrying is transporting an object, usually holding it in
the hands or arms, or on the shoulder.

BENDING/STOOPING: Stooping is bending the body downward or forward by flexing the spine at the waist. Bending also involves extending the spine backward or from side to side, up to 1/3 of the time.

KNEELING/CROUCHING: Kneeling is bending the legs at the knees to come to rest on the knee or knees; crouching is bending the body downward and forward by bending the legs and spine, up to 1/3 of the time.

REACHING: Extending the hands and arms in any direction, up to 1/3 to 2/3 of the time.

HANDLING: Seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved), up to 1/3 to 2/3 of the time.

FINGERING: Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling), up to 1/3 of the time.

TALKING: Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly, up to 2/3 or more of the time.

HEARING: Perceiving the nature of sounds by the ear, up to 2/3 or more of the time.

SEEING: Obtaining impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects, up to 2/3 or more of the time.

ENVIRONMENTAL CONDITIONS

LOCATION: Work is predominately inside and generally provides protection from weather conditions, but not necessarily from temperature changes.

STAIRS/STEPS: Occasionally ascends or descends stairs, steps, or similar uneven surfaces to access any required work area or other area related to functioning in the workplace.

LEARNING DEVELOPMENT DEMANDS

REASONING: Applies principles of rational systems to solve practical problems and deals with a variety of concrete variables in situations where only limited standardization exists; interprets a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

MATHEMATICAL: Computes ratio, proportion, and percentage. Calculates surfaces, volumes, weights, and measures. Calculates algebraic variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots. Calculates plane and solid figures; circumference, area, and volume; and understands kinds of angles, and properties of pairs of angles.

READING: Reads literature, technical material and journals, financial reports, and legal documents. In addition, must possess skills necessary to teach reading strategies as a component of library services.

WRITING: Prepares letters, expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style. In addition, must possess skills necessary to teach writing strategies as a component of library services.

SPEAKING: Speaks before groups with poise, voice control, and confidence, using correct English and well-modulated voice. In addition, must possess skills necessary to teach speaking strategies as a component of library services.

TEMPERAMENT REQUIREMENTS

INFLUENCING: Must write, demonstrate, or speak to persuade and motivate people to change their attitudes or opinions, participate in a particular activity, or learn a skill or information.

INTERPERSONAL: Must demonstrate willingness to allow interpersonal relationships in job situations beyond receiving work instructions. Must be able to work to implement instructions/expectations in a positive, supportive manner.

DECISIVE: Must solve problems, make evaluations, or reach conclusions based on subjective or objective criteria, such as the five senses, knowledge, past experiences, or quantifiable or factual data.

RELATIONSHIP REQUIREMENTS

COMPARING: Judges the readily observable functional, structural, or compositional characteristics, whether similar to or divergent from obvious standards.

COMPILING: Gathers, collates, or classifies information; reports and/or carries out a prescribed action in relation to the information.

ANALYZING: Examines and evaluates data; presents alternative actions in relation to the evaluation.

COORDINATING: Determines time, place, and sequence of operations or action to be taken on the basis of analysis of data; executes determinations and/or reports on events.

PEOPLE REQUIREMENTS

SPEAKING: Talks with and/or signals people to convey or exchange information; includes giving assignments and/or directions to students, helpers or assistants.

SUPERVISING: Determines or interprets work procedures for a group of students, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

INSTRUCTING: Teaches subject matter to others, or trains others through explanation, demonstration, and supervised practice; or makes recommendations on the basis of technical disciplines.

ACKNOWLEDGMENT

This Job description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all inclusive, and the job may require other essential and/or nonessential functions, tasks, duties, or responsibilities not listed herein. The District reserves the right to add, modify, or exclude any essential or non-essential requirement at any time with or without notice. Nothing in this job description, nor by the completion of any requirement of the job by the employee, is intended to create a contract of employment of any type.

Selah School District Classified Position Description

Position Title: Instructional Aide II
Department: Selah Educational Support Personnel
Reports To: Principal, Assistant Principal, Director
Prepared: October, 1997

Summary: An instructional aide assists the teacher or other supervisor in the direction and supervision of students and completion of clerical tasks while carrying out specific objectives as set forth by certified staff in plans, assignments and/or IEP's.

Essential Duties and Responsibilities:
- Implement the specific job tasks and respond to students, parents and the public in a positive, service-oriented manner in person, on the telephone, and in written correspondence.
- Acquire and successfully demonstrate an understanding of appropriate instructional techniques and terminology. Work with students individually and in groups to reinforce the teacher's instruction.
- Assist in maintaining student discipline in the classroom, lunchroom, hallways and other building areas, and on the playground/campus.
- Maintain accurate student records as directed.
- Assist in administration and scoring of tests and student assignments.
- Perform clerical duties and operate equipment as directed, such as word processing, duplicating, record keeping, preparation materials, use of computer, laminator and audio visual equipment.
- Maintain accurate records of orders, expenditures and budgets as directed. Accept and receipt money, sell lunch tickets, prepare bank deposits, report financial transactions in accurate manner, as directed.
- Other duties, as assigned by supervisor.

Minimum Qualifications:
1. High school graduation or evidence of GED completion.
2. Demonstrated use of ability to work well with others and positively respond to students, staff and patrons.
3. Demonstrated skill and ability to use word processing equipment at level of 45 wpm on 5 minute test with no more than 10 errors. Ability to use technological equipment (computer, duplicator, audio visual equipment, etc.) for data management, materials production and record keeping, as directed.
4. Ability to work independently with minimum supervision.
5. Be in good health, able to lift or assist in lifting students, able to interact at physical level of student while bending, squatting or kneeling.
6. Ability to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Supervisory Responsibilities: No supervisory duties for other staff, supervise students in building, on field trips, out of doors on campuses.

Position Title: **Instructional Aide II**
Department: District
Page 2

Language skills:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students, staff, parents and others about the building/program and District.

Mathematical skills:
Ability to add, subtract, multiply, and divide in all units of measure, whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent. Ability to develop and maintain data for proper management of receipts, money, student records, etc.

Reasoning ability:
Ability to work independently, apply common sense problem solving strategies, and know when to ask for assistance in order to carry out detailed but uninvolved written or oral instructions. Ability to positively deal with problems involving few concrete variables in standard situations.

Other skills and abilities:
Ability to pass District substance abuse screening. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely, both in oral and written form. Ability to perform duties consistent with law and District policy/ procedures.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned. Specific duties, tasks, and schedules are to be determined by the supervisor.

Physical demands:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and speak or hear. The employee is regularly required to lift or assist in lifting of a student, frequency of lifting dependent on the specific assignment. The employee is frequently required to stand; walk; stoop, kneel, crouch, or crawl. The employee is occasionally required to reach with hands and repeat the same hand, arm or finger motion, i.e. keyboarding. Specific vision abilities required by this job include close vision, distance vision for student supervision, depth perception, and the ability to adjust focus.

Position Title: **Instructional Aide II**
Department: District
Page 3

Work environment:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee will perform the duties of this position primarily indoors, and will supervise students outdoors as assigned. The noise level of the work environment can vary depending upon daily activity, but may often be loud at a level that will remain within the acceptable noise level range. The employee continuously is interacting with the public, staff and students. The employee frequently will be required to meet multiple demands from several people and must be able to positively deal with interruptions.

Compensation: Hourly
Classification/Group: Selah Educational Support Personnel

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this positions and additional duties may be assigned. Specific duties, tasks and schedules are to be determined by the supervisor.

NASCU Standard IV Library Media Program
See Facilities page 8

Roles and Responsibilities of the School Library Media Specialist

- As **teacher**, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situation--particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff--both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

- As **instructional partner**, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.

- As **information specialist**, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the

nature, quality, and ethical use of information available in these and in more traditional tools.

- 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 to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

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http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19930

Volunteers

Unsupervised volunteers and employees without unsupervised access to children shall also be advised that they will be subjected to a name and birth date background check with the Washington State Patrol. Applicants may be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions as identified above, the candidate will not be recommended for employment, or if temporarily employed, will be terminated. When such a background check is received, the Superintendent is directed to consult with legal counsel.

If a volunteer has undergone a criminal record check in the last two (2) years for another entity, the District shall request a copy from the volunteer, or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the

JOB DESCRIPTION: CERTIFICATED TEACHER

JOB TITLE/ASSIGNMENT

EMPLOYER: Selah School District No. 119
JOB TITLE: Certificated Teacher
LOCATION: Indoors, school or office
REPORTS TO: Building Administrator

OVERVIEW OF THE POSITION

Create a flexible instructional program and a classroom environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes, and knowledge needed to provide a good education, in accordance with each pupil's ability; to establish good relationships with parents and with other staff members.

RESPONSIBILITIES/DUTIES

1. Teach assigned subjects utilizing course of study materials, and other appropriate learning activities adopted by the Board of Directors and specified in state law.
2. Develops lesson plans and instructional materials, and provides individualized and small group instruction, in order to adapt the curriculum to the needs of each student.
3. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
4. Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
5. Measures and evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
6. Communicates with parents, counselors, and other staff through conferences and other means to discuss student progress and interpret the school program.
7. Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
8. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
9. Maintains professional competence through inservice education activities provided by the district and/or self-selected professional growth activities.
10. Selects and requisitions books and instructional materials; maintains required inventory records, and may request other resources, speakers and field trips.
11. Supervises students in out-of-classroom activities during the assigned working day.
12. Administers group standardized tests in accordance with district testing program.
13. Participates in curriculum development programs as required.
14. Participates in District and site-based committees and the sponsorship of student activities.

COMPENSATION

STATUS: FLSA Exempt   CLASS/GROUP: SEA
PAY TYPE: Salaried   PAY RANGE: As per salary schedule
EDUCATIONAL/VOCATIONAL PREPARATION
OCCUPATIONAL CERTIFICATES/LICENSES

Valid Washington State teaching certificate appropriate to assignment. Endorsements, special certification and/or license required for specific assignment.

TRAINING PERIOD

Provisional employee, as per RCW 28A.405.220, during the first two years of employment by the District as a teacher, or during the first year of employment with the District as a teacher if the employee has successfully completed two years of employment in another school district in the State of Washington.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of Washington State law, Board Policy and negotiated agreement.

PHYSICAL REQUIREMENTS

ENDURANCE-MOVING ABOUT: Moving about involves moving from location to location or point to point to perform tasks of the job, up to 2/3 or more of the time.

ENDURANCE-OVERALL STRENGTH: Light Work:-Exerts force and/or lifts or carries objects weighing up to 20 pounds occasionally, up to 10 pounds frequently, or a negligible amount constantly.

STANDING: Remaining on one's feet in an upright position at a work station without moving about, up to 1/3 to 2/3 of the time.

WALKING: Moving about on foot, up to 1/3 to 2/3 of the time.

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RELATIONSHIP REQUIREMENTS

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ANALYZING: Examines and evaluates data; presents alternative actions in relation to the evaluation.

COORDINATING: Determines time, place, and sequence of operations or action to be taken on the basis of analysis of data; executes determinations and/or reports on events.

PEOPLE REQUIREMENTS

SPEAKING: Talks with and/or signals people to convey or exchange information; includes giving assignments and/or directions to students, helpers or assistants.

SUPERVISING: Determines or interprets work procedures for a group of students, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

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Job Description: Certificated Librarian

4. Teach classes for students to instruct in proper use of library materials and equipment and inform users fo resources. Present and discuss materials with a class studying a particular topic, on invitation of the teacher.
7. Assist teachers in selection of books and other instructional materials and makes library materials available to supplement the instructional program. Work with teachers in planning assignments likely to lead to extended use of library resources.

See Staffing page 1.

Selah School District Library Benchmarks

To better facilitate the collaboration between the library curriculum and the curriculum being presented in the classrooms, the Selah School District Library benchmarks were written to provide collaboration, direction and validation of the library program in the Selah School District.

These Library Benchmarks illustrate where the Library curriculum is providing direct support to the State EALR's and can be used collaboratively with the classroom teachers to meet those goals.

It is the expectation of the Librarians of the Selah School District that this document will never been in it's final form. As the Washington State Education Learning Requirements change and the National expectations change, so to will this document.

Selah School District Library Scope and Sequence

Benchmark 1	Benchmark 2	Benchmark 3
Readiness:	**5th**	**All/Transition**
Orientation	Library Orientation	Orientation to the library
Vocabulary	Periodicals	Notetaking
Alphabetizing	Internet search – High level search techniques	Internet search – High level search techniques
Fiction Organization	Multimedia Presentations	Organizing information
Non-Fiction Organization	Electronic Notetaking	Research Support (Internet, UMI, …)
Key Words	**6th**	Bibliography
Parts of a book	Almanacs	Citations
Dewey Order	Index	Effective researching skills
1st/2nd	Short Stories	Genres
Vocabulary	Notetaking	Presentations
Alphabetizing	Internet searching	PowerPoint
Call Numbers- Fiction	Graphing tools	Netscape Composer
Dewey Numbers	Multimedia Presentations	Multi-media
Computer Catalog	**7th**	Software applications
Key Words-Notetaking	Notetaking	Word processing
Parts of a Book	Organizing information	Excel
Dictionaries	Bibliography	Netscape Composer
2nd/3rd	Citations	PowerPoint
Vocabulary	Multimedia Presentations	
Alphabetizing		
Call Numbers		
Computer Catalog		
Key Words-Notetaking		
Parts of a Book		
Dictionaries		
3rd/4th		
Vocabulary		
Parts of a book		
Non-fiction parts of a book		
Index		
Encyclopedias		
Call Numbers		
Computer Catalog		
Almanac		
Dictionaries/Thesaurus		
Notetaking		
Reports/Research		
Internet Search Techniques		

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	1.1 1.2 1.3 1.5 2.2 3.1 3.2	1.2	1.1 1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1	1.1 4.2	3.1 3.2
Component 1: Builds vocabulary					
Introduced to level appropriate vocabulary					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concept					

	R	W	C	M	IP
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.	1.2 1.4 1.5 3.1 3.2	2.3	1.2 1.3 2.1 3.1 3.3	1.1 2.1 2.2 3.1 5.1 5.2 5.3	1.4 1.5
Component 1: Fiction					
Knows where section is located					
Knows fiction is arranged alphabetically					
Knows alphabetical order is by author's last name					
Component 2: Non-Fiction					
Knows where section is located					
Knows non-fiction is arranged by Dewey Decimal System					
Knows Dewey Decimal System is assigned according to book's subject					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows reference is arranged by Dewey Decimal System					
Component 4: Internet					
Knows it is accessed via computer					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY		1.1			
Component 1: Builds vocabulary					
Introduced to level appropriate vocabulary					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concept					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.					
Component 1: Fiction					
Knows where section is located					
Knows fiction is arranged alphabetically					
Knows alphabetical order is by author's last name					
Component 2: Non-Fiction					
Knows where section is located					
Knows non-fiction is arranged by Dewey Decimal System					
Knows Dewey Decimal System is assigned according to book's subject					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows reference is arranged by Dewey Decimal System					
Component 4: Internet					
Knows it is accessed via computer					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	1.1				
Component 1: Builds vocabulary					
Introduced to level appropriate vocabulary					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concept					

	Art	H/F	Sci		
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.			2.1 2.2		
Component 1: Fiction					
Knows where section is located					
Knows fiction is arranged alphabetically					
Knows alphabetical order is by author's last name					
Component 2: Non-Fiction					
Knows where section is located					
Knows non-fiction is arranged by Dewey Decimal System					
Knows Dewey Decimal System is assigned according to book's subject					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows reference is arranged by Dewey Decimal System					
Component 4: Internet					
Knows it is accessed via computer					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 3.1 3.2 4.3	1.3	1.1 1.2 1.3 2.1 2.3 2.4 2.5 3.1 3.2	1.1 1.4 2.1 3.2 5.2 5.3	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 3.1 3.2 3.3 3.4 5.2 7.1 7.2
Component 1: Fiction					
Understands that fiction is an imaginary story with a known author					
Identifies parts of a book					
Begins to explore various genre					
Component 2. Non-fiction					
Understands that non-fiction books provide information					
Identifies and uses parts of non-fiction books					
Identifies and uses features of text in non-fiction books					
Component 3: Library Catalog					
Understands that the library catalog is the index to the library					
Understands that the catalog can be searched in a variety of ways (author, title, subject, keyword)					
Uses the library catalog to locate library materials					
Component 4: Reference					
Understands that reference materials are specialized non fiction					
Identifies and uses parts of print materials					
Identifies and uses parts of non-print materials					
Identifies and uses features of text of print materials					
Identifies and uses features of text of non-print materials					
Chooses appropriate resource to locate needed information					
Component 5: Internet					
Uses links off home page to locate information					
Selects and uses search engines to locate information					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1 1.2 1.3 2.1	1.1 1.2			2.1 3.1
Component 1: Fiction					
Understands that fiction is an imaginary story with a known author					
Identifies parts of a book					
Begins to explore various genre					
Component 2. Non-fiction					
Understands that non-fiction books provide information					
Identifies and uses parts of non-fiction books					
Identifies and uses features of text in non-fiction books					
Component 3: Library Catalog					
Understands that the library catalog is the index to the library					
Understands that the catalog can be searched in a variety of ways (author, title, subject, keyword)					
Uses the library catalog to locate library materials					
Component 4: Reference					
Understands that reference materials are specialized non fiction					
Identifies and uses parts of print materials					
Identifies and uses parts of non-print materials					
Identifies and uses features of text of print materials					
Identifies and uses features of text of non-print materials					
Chooses appropriate resource to locate needed information					
Component 5: Internet					
Uses links off home page to locate information					
Selects and uses search engines to locate information					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS		3.2 4.1	1.2 2.1 2.2 3.1		
Component 1: Fiction					
Understands that fiction is an imaginary story with a known author					
Identifies parts of a book					
Begins to explore various genre					
Component 2. Non-fiction					
Understands that non-fiction books provide information					
Identifies and uses parts of non-fiction books					
Identifies and uses features of text in non-fiction books					
Component 3: Library Catalog					
Understands that the library catalog is the index to the library					
Understands that the catalog can be searched in a variety of ways (author, title, subject, keyword)					
Uses the library catalog to locate library materials					
Component 4: Reference					
Understands that reference materials are specialized non fiction					
Identifies and uses parts of print materials					
Identifies and uses parts of non-print materials					
Identifies and uses features of text of print materials					
Identifies and uses features of text of non-print materials					
Chooses appropriate resource to locate needed information					
Component 5: Internet					
Uses links off home page to locate information					
Selects and uses search engines to locate information					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND USES RESEARCH METHODS (6 Trait, Big 6, Thinking Maps)	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 3.1 3.2 3.3 4.3	1.1 1.2 1.3 2.1 2.2 2.3 3.5 4.2	1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3 4.2	1.2 1.3 2.1 2.2 2.3 3.1 4.1 4.2 4.3 5.2 5.3	2.1 2.2 2.3 2.4 3.1 3.2 3.3 3.4 5.1 5.2 5.3 6.2 7.1 7.2 8.1 8.2 8.3 9.1 9.2 9.3 9.4
Component 1: Subject selection					
Understands and uses appropriate keywords and subjects					
Component 2: Information gathering					
Determines most appropriate sources for information					
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Cites sources of information correctly					
Component 3: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self editing and adult editing to evaluate for completeness					
Adds appropriate language and/or graphics using library resources					

	R	W	C	M	IP
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE	1.1-1.5 2.1-2.3 3.1-3.3 4.3		2.1		2.1-2.4 3.1-3.3 4.1,4.2 5.1,6.1 7.1,7.2 8.1-8.3 9.1,9.2
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND USES RESEARCH METHODS (6 Trait, Big 6, Thinking Maps)	1.1 1.2 1.3 2.1 2.2	1.1 1.2 2.1 2.2 2.3 3.1 3.2 3.3	1.1 1.2 1.3 2.3 3.1 4.1 4.2	1.1 1.2	2.1 3.1
Component 1: Subject selection					
Understands and uses appropriate keywords and subjects					
Component 2: Information gathering					
Determines most appropriate sources for information					
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Cites sources of information correctly					
Component 3: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self editing and adult editing to evaluate for completeness					
Adds appropriate language and/or graphics using library resources					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE		1.1			2.1 3.1
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

LIBRARY BENCHMARKS Level I
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND USES RESEARCH METHODS (6 Trait, Big 6, Thinking Maps)	3.2 3.3 4.1	1.4 2.2 3.2	1.1 1.2 1.3		
Component 1: Subject selection	4.2	3.3	2.1		
Understands and uses appropriate keywords and subjects	4.5	4.1	2.2		
Component 2: Information gathering			3.1		
Determines most appropriate sources for information			3.2		
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Cites sources of information correctly					
Component 3: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self editing and adult editing to evaluate for completeness					
Adds appropriate language and/or graphics using library resources					

	Art	H/F	Sci		
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE	4.3	4.1 4.2	3.2		
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	1.1 1.2 1.3 2.2	1.2	1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1	1.1 4.2	3.2
Component 1: Builds vocabulary					
Uses previous benchmark vocabulary					
Introduced to new vocabulary as needed					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concepts					

	R	W	C	M	IP
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.	1.4 1.5 3.1 3.2	2.3	1.2 1.3 2.1 3.1 3.3	1.1 2.1 2.2 3.1 5.1 5.2 5.3	1.4 1.5
Component 1: Fiction					
Knows where section is located					
Component 2: Non-Fiction					
Knows where section is located					
Knows where magazines are located and how they are accessed					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows how to access non-print reference materials					
Component 4: Internet					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	2.1 2.2 2.3				
Component 1: Builds vocabulary					
Uses previous benchmark vocabulary					
Introduced to new vocabulary as needed					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concepts					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.					
Component 1: Fiction					
Knows where section is located					
Component 2: Non-Fiction					
Knows where section is located					
Knows where magazines are located and how they are accessed					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows how to access non-print reference materials					
Component 4: Internet					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	1.1				
Component 1: Builds vocabulary					
Uses previous benchmark vocabulary					
Introduced to new vocabulary as needed					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concepts					

	Art	H/F	Sci		
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.			2.1 2.2		
Component 1: Fiction					
Knows where section is located					
Component 2: Non-Fiction					
Knows where section is located					
Knows where magazines are located and how they are accessed					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows how to access non-print reference materials					
Component 4: Internet					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1	1.3	2.1	2.1	1.1
	1.2		2.3	3.2	1.2
	1.3		2.4	4.1	1.3
Component 1: Fiction	1.4		2.5	4.2	1.4
Discusses types of genres	1.5		3.1	5.2	1.5
Knows how to locate genres	2.1		3.2	5.3	2.1
Component 2. Non-fiction	2.2		4.3		2.2
	2.3				2.3
Understands differences between fiction and non-fiction	3.1				2.4
Uses parts of non-fiction books	3.2				3.1
Uses features of text in non-fiction books	3.3				3.2
Component 3: Library Catalog & other Computerized Reference Materials	4.3				3.3
					3.4
Uses the computerized systems to locate information					5.2
Component 4: Reference					7.1
Understands that reference materials are specialized non fiction					7.2
Identifies and uses parts of print materials					
Identifies and uses parts of non-print materials					
Identifies and uses features of text of print materials					
Identifies and uses features of text of non-print materials					
Chooses appropriate resource to locate needed information					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1 1.2 1.3 2.1 2.2	1.1 1.2 2.2			2.1 3.1
Component 1: Fiction					
Discusses types of genres					
Knows how to locate genres					
Component 2. Non-fiction					
Understands differences between fiction and non-fiction					
Uses parts of non-fiction books					
Uses features of text in non-fiction books					
Component 3: Library Catalog & other Computerized Reference Materials					
Uses the computer to locate information					
Component 4: Reference					
Understands that reference materials are specialized non fiction					
Identifies and uses parts of print materials					
Identifies and uses parts of non-print materials					
Identifies and uses features of text of print materials					
Identifies and uses features of text of non-print materials					
Chooses appropriate resource to locate needed information					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS		3.2 4.1	2.1 2.2 3.1		
Component 1: Fiction					
Discusses types of genres					
Knows how to locate genres					
Component 2. Non-fiction					
Understands differences between fiction and non-fiction					
Uses parts of non-fiction books					
Uses features of text in non-fiction books					
Component 3: Library Catalog & other Computerized Reference Materials					
Uses the computer to locate information					
Component 4: Reference					
Understands that reference materials are specialized non fiction					
Identifies and uses parts of print materials					
Identifies and uses parts of non-print materials					
Identifies and uses features of text of print materials					
Identifies and uses features of text of non-print materials					
Chooses appropriate resource to locate needed information					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND APPLYS RESEARCH METHODS (6 Trait, Big 6 and Thinking Maps)	1.1	1.1	1.2	2.1	2.1
	1.2	1.2	1.3	4.1	2.2
	1.3	1.3	2.5	4.2	2.3
Component 1: Subject selection	1.5	2.1	3.1	4.3	2.4
Selects and uses appropriate keywords and subjects	2.1	2.2	3.2	5.2	3.1
Component 2: Information gathering	2.2	2.3	3.3	5.3	3.2
Determines most appropriate sources for information	2.3	3.5	4.2		3.3
Records source of information correctly	3.1	4.2	4.3		3.4
Component 3: Use of Information/Synthesis	3.2				5.1
Reads and understands information by putting in own words during notetaking,	3.3				5.2
Organizes notes to check for missing information	4.3				5.3
Component 4: Produce a final product					6.2
Selects appropriate publishing format according to assignment					7.1
Uses self-editing and adult editing to evaluate for completeness					7.2
Incorporates appropriate language and/or graphics using library resources					8.1
					8.2
					9.1
					9.2
					9.3
					9.4

	R	W	C	M	IP
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE	1.1				2.1-2.4
	1.5				3.1-3.3
Component 1: For personal interests	2.1				4.1,4.2
Uses the library to locate books for pleasure reading	2.2				5.1
Uses the library for researching information on topics of personal choice	2.3				6.1
	3.1				7.1-7.2
	3.2				8.1-8.3
	3.3				9.1-9.2
	4.3				

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND APPLYS RESEARCH METHODS (6 Trait, Big 6 and Thinking Maps)	1.1 1.2 1.3 2.1 2.2	1.1 1.2 2.1 2.2 2.3 3.1 3.2 3.3	1.1 1.2 1.3 2.2 2.3 4.1 4.2 4.3	1.1 1.2	2.1 3.1
Component 1: Subject selection					
Selects and uses appropriate keywords and subjects					
Component 2: Information gathering					
Determines most appropriate sources for information					
Records source of information correctly					
Component 3: Use of Information/Synthesis					
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Component 4: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self-editing and adult editing to evaluate for completeness					
Incorporates appropriate language and/or graphics using library resources					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE		1.1			2.1 3.1
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

LIBRARY BENCHMARKS Level II
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND APPLYS RESEARCH METHODS (6 Trait, Big 6 and Thinking Maps)	1.1 3.2 3.3 4.1 4.2	1.4 2.2 3.1 3.2 3.3 3.4 4.1	1.1 1.2 1.3 2.1 2.2 3.1 3.2		
Component 1: Subject selection					
Selects and uses appropriate keywords and subjects					
Component 2: Information gathering					
Determines most appropriate sources for information					
Records source of information correctly					
Component 3: Use of Information/Synthesis					
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Component 4: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self-editing and adult editing to evaluate for completeness					
Incorporates appropriate language and/or graphics using library resources					

	Art	H/F	Sci		
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE	4.3 4.4	3.4 4.1 4.2	3.2		
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	1.1 1.2 1.4 1.5 2.2	1.2	1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1	1.1 4.2	3.2
Component 1: Builds vocabulary					
Uses previous benchmark vocabulary					
Introduced to new vocabulary as needed					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concepts					

	R	W	C	M	IP
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.	1.1 1.4 1.5 3.1 3.2	2.3	1.2 1.3 2.1 3.1 3.3	1.1 2.1 2.2 3.1 5.1 5.2 5.3	1.4 1.5
Component 1: Fiction					
Knows where section is located					
Component 2: Non-Fiction					
Knows where section is located					
Knows where magazines are located and how they are accessed					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows how to access non-print reference materials					
Component 4: Internet					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY					
Component 1: Builds vocabulary					
Uses previous benchmark vocabulary					
Introduced to new vocabulary as needed					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concepts					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.					
Component 1: Fiction					
Knows where section is located					
Component 2: Non-Fiction					
Knows where section is located					
Knows where magazines are located and how they are accessed					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows how to access non-print reference materials					
Component 4: Internet					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES LIBRARY VOCABULARY	1.1				
Component 1: Builds vocabulary					
Uses previous benchmark vocabulary					
Introduced to new vocabulary as needed					
Component 2: Uses vocabulary when discussing books, the library, and related technology					
Students use correct terminology when discussing library concepts					

	Art	H/F	Sci		
ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE ORGANIZATION OF THE LIBRARY AND IS ABLE TO LOCATE DIFFERENT TYPES OF MATERIALS AVAILABLE.			2.1 2.2		
Component 1: Fiction					
Knows where section is located					
Component 2: Non-Fiction					
Knows where section is located					
Knows where magazines are located and how they are accessed					
Component 3: Reference (print and non-print)					
Knows where section is located					
Knows how to access non-print reference materials					
Component 4: Internet					
Understands and follows Internet Use Agreement to access Internet					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	R	W	C	M	IP
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 3.1 3.2 3.3 4.3	1.3	2.1 2.3 2.4 2.5 3.1 3.2	2.1 3.2 4.1 4.2 5.1 5.2	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 3.1 3.2 3.3 3.4 5.2 7.1 7.2
Component 1: Fiction					
Discusses types of genres					
Knows how to locate genres					
Component 2. Non-fiction					
Understands differences between fiction and non-fiction					
Uses parts of non-fiction books					
Uses features of text in non-fiction books					
Component 3: Library Catalog & other Computerized Reference Materials					
Uses the computer to locate information					
Component 4: Reference					
Identifies and uses materials					
Chooses appropriate resource to locate needed information					
Component 5: Internet					
Uses Internet appropriately					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1 1.2 1.3 2.1	1.1 1.2 2.1 2.2 2.3 3.1 3.3	2.1 2.2 2.3 3.1 3.2 4.1 4.2 4.3	1.1 1.2 2.2 2.3 2.4 3.1	2.1 3.1
Component 1: Fiction					
Discusses types of genres					
Knows how to locate genres					
Component 2. Non-fiction					
Understands differences between fiction and non-fiction					
Uses parts of non-fiction books					
Uses features of text in non-fiction books					
Component 3: Library Catalog & other Computerized Reference Materials					
Uses the computer to locate information					
Component 4: Reference					
Identifies and uses materials					
Chooses appropriate resource to locate needed information					
Component 5: Internet					
Uses Internet appropriately					

	Art	H/F	Sci		
ESSENTIAL LEARNING 3: STUDENT CAN IDENTIFY AND USE DIFFERENT LIBRARY MATERIALS	1.1 1.3	3.2 4.1	1.1 1.2 2.1 2.2 3.1 3.2		
Component 1: Fiction					
Discusses types of genres					
Knows how to locate genres					
Component 2. Non-fiction					
Understands differences between fiction and non-fiction					
Uses parts of non-fiction books					
Uses features of text in non-fiction books					
Component 3: Library Catalog & other Computerized Reference Materials					
Uses the computer to locate information					
Component 4: Reference					
Identifies and uses materials					
Chooses appropriate resource to locate needed information					
Component 5: Internet					
Uses Internet appropriately					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND APPLYS RESEARCH METHODS (6 Trait, Big 6, Thinking Maps)

Component 1: Subject selection
Selects and uses appropriate keywords and subjects

Component 2: Information gathering
Determines most appropriate sources for information
Cites sources of information correctly

Component 3: Use of Information/Synthesis
Reads and understand information by putting in own words during notetaking
Organizes notes to check for missing information

Component 4: Produce a final product
Selects appropriate publishing format according to assignment
Uses self-editing and adult editing to evaluate for completeness
Incorporates appropriate language and/or graphics using library resources

R	W	C	M	IP
1.1	1.1	1.2	3.1	2.1
1.2	1.2	1.3	4.1	2.2
1.3	1.3	2.1	4.2	2.3
1.5	2.1	2.2	4.3	2.4
2.1	2.2	2.5	5.2	3.1
2.2	2.3	3.1	5.3	3.2
2.3	2.4	3.2		3.3
3.1	3.5	3.3		3.4
3.2	4.2	4.2		5.1
3.3		4.3		5.2
3.4		4.4		5.3
4.3				6.2
				7.1
				7.2
				8.1
				8.2
				9.1
				9.2
				9.3
				9.4

ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE

Component 1: For personal interests
Uses the library to locate books for pleasure reading
Uses the library for researching information on topics of personal choice

R	W	C	M	IP
1.1-1.5		1.2		2.1-2.4
2.1-2.3		1.3		3.1-3.3
3.1-3.3		2.1		4.1,4.2
4.3		2.2		5.1
		2.5		6.1
		3.2		7.1,7.2
				8.1-8.3
				9.1,9.2

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND APPLYS RESEARCH METHODS (6 Trait, Big 6, Thinking Maps)	1.1 1.2 1.3	1.1 1.2 1.3	1.1 1.2 1.3	1.1 1.2 1.4	2.1 3.1
Component 1: Subject selection	2.1 2.2	2.1 2.2	2.1 2.2	1.5 3.1	
Selects and uses appropriate keywords and subjects		2.3 3.2	2.3 3.1	3.2	
Component 2: Information gathering			3.2		
Determines most appropriate sources for information			4.1		
Cites sources of information correctly			4.2		
Component 3: Use of Information/Synthesis			4.3		
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Component 4: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self-editing and adult editing to evaluate for completeness					
Incorporates appropriate language and/or graphics using library resources					

	SS/H	SS/G	SS/C	SS/E	SS/S
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE		1.1	4.1 4.2 4.3		2.1 3.1
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

LIBRARY BENCHMARKS Level III
To support the Essential Academic Learnings

	Art	H/F	Sci		
ESSENTIAL LEARNING 4: THE STUDENT UNDERSTANDS AND APPLYS RESEARCH METHODS (6 Trait, Big 6, Thinking Maps)	1.1 1.4 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.4 4.5	1.4 2.2 3.1 3.2 3.3 3.4 4.1 4.2	1.1 1.2 1.3 2.1 2.2 3.1 3.2		
Component 1: Subject selection					
Selects and uses appropriate keywords and subjects					
Component 2: Information gathering					
Determines most appropriate sources for information					
Cites sources of information correctly					
Component 3: Use of Information/Synthesis					
Reads and understands information by putting in own words during notetaking,					
Organizes notes to check for missing information					
Component 4: Produce a final product					
Selects appropriate publishing format according to assignment					
Uses self-editing and adult editing to evaluate for completeness					
Incorporates appropriate language and/or graphics using library resources					

	Art	H/F	Sci		
ESSENTIAL LEARNING 5: THE STUDENT USES THE LIBRARY FOR PERSONAL CHOICE	1.2 1.3 2.1 2.2 4.3 4.4	1.3 1.4 2.3 3.4 4.1 4.2			
Component 1: For personal interests					
Uses the library to locate books for pleasure reading					
Uses the library for researching information on topics of personal choice					

Lince Elementary Library Management Nuts and Bolts

A. Follett Automation System

    1. Maintenance agreement is due November of each year.

    2. Currently agreement is $267.92

    3. Passwords are kept taped to the computer.

    4. Handbook is kept under counter by checkout.

    5. Customer # is located under counter by checkout.

    6. Tech support Phone # is located in the Rolodex.

B. Processing Procedure quirks

    1. Each book is stamped on the title page, near back and once in the middle.

    2. Processing steps? (Use back)

        a. Paperbacks are covered in laminate.

        b. Hard backs with dust jackets are covered.

    3. Do not use date stamp.

    4. Barcodes

        a. Number range 46,000 currently.

        b. Symbiology is Follett

        c. Barcode location on book is on the front left, turned sidways.

        d. Follett is assigned 50,000.

        e.

C. Inventory

    1. Inventory is done spring of each year.

    2. Full extent each time

    3. Previous years loss printouts are kept in file marked Inventory.

    4. Lost or missing books are kept in the system 3 years before deleting.

John Campbell Elementary Library Management Nuts and Bolts

A. Follett Automation System

1. Maintenance agreement is due November of each year.

2. Currently agreement is $800.00

3. Passwords are kept in Follett book (uses standard passwords).

4. Handbook is kept on the bottom shelf next to the Circulation station.

5. Customer # is located_?

6. Tech support Phone # is located_?

B. Processing Procedure quirks
7. Each book is stamped on the inside front/back covers and verso of title page.

8. Processing steps? (Use back)

   a. Paperbacks are covered in Kapco laminate.

   b. Hard backs with dust jackets are covered.

9. Do not use date stamp.

10. Barcodes

    a. Number range is what ever comes next.

    b. Symbiology is Follett Classic 3 of 9.

    c. Barcode location on book is on the front left, turned sideways.

    d. No specific barcode assignments for specific companies.

C. Inventory
11. Inventory is done spring of each year.

12. Full extent each time

13. Previous year's loss printouts are kept_?

14. Lost or missing books are kept in the system for 2-3 years before deleting.

Selah Intermediate School Library Management Nuts and Bolts

A. Follett Automation System

    1. Maintenance agreement is due August of each year.

    2. Currently agreement is $1,100.00

    3. Passwords are kept in the inside drawer to right of Circulation station.

    4. Handbook is kept in the inside drawer to right of Circulation station.

    15. Customer # is on handbook cover.

    16. Tech support Phone # is located on handbook cover.

B. Processing Procedure quirks

    a. Each book is stamped on the inside front/back covers and page 33.

    b. Processing steps? (Use back)

        i. Paperbacks are covered in laminate.

        ii. Hard backs with dust jackets are covered.

    c. Do not use date stamp.

    d. Barcodes

        i. Number range differs per vendor.

        ii. Symbiology is ?

        iii. Barcode location on book is on the front cover, top left.

        iv. Various vendors have assigned barcodes.

C. Inventory

    a. Inventory is done spring of each year at the end of school.

    b. Full extent each time

    c. Previous year's loss printouts are kept in Follett handbook.

    d. Lost or Missing books are kept in the system until mid year each school year.

Junior High School Library Management Nuts and Bolts

A. Follett Automation System

1. Maintenance agreement is due January 31 each year.
2. Currently agreement is $710.16.
3. Passwords are kept in the printed manual.
4. Handbook is kept in the back room on the shelves.
e. Customer # is located in the Rolodex and the top of the manual.
f. Tech support Phone # is located in the Rolodex and top of the manual.

B. Processing Procedure quirks
a. Each book is stamped on the title page, front of last page and page 25 at the bottom.
b. Processing steps? (On next page)
    i. Paperbacks are covered in laminate.
    ii. Hard backs with dust jackets are covered.
c. Date stamp is not used.
d. Barcodes
    i. Number range is 10,000-46,000.
    ii. Symbiology is Follett.
    iii. Barcode location on book is front, bottom-left, placed vertically.
    iv. Mackin has been assigned barcode #46,000 and up.

C. Inventory
a. Inventory is done each year during the last week of school.
b. Full extent each time
c. Previous years lost & missing printouts are kept in filing cabinet , missing items are filed and lost items are deleted.
d. Lost books are deleted at the beginning of the following school year, missing books are kept in the system for 2-3 years before deleting.

Processing Procedures:

A. Unprocessed

   1. Stamp book with Library identification

   2. Determine call # for spine label

   3. Place barcode on front of book

   4. Cover with laminate or book cover

   5. Enter into Marc record system

   6. Shelf

B. Processed

   1. Stamp book with Library identification

   2. Check call #, compare to our records in similar subjects, change if needed.

   3. Enter Marc records from Disk into cataloging.

   4. Go through each Marc record and add call # to main entry and SJHS in Location tab, verify copy information, update if necessary.

   5. Cover paperbacks in laminate and cover dust jackets if needed.

   6. Place in Library in "New Book" area for students to browse.

High School Library Management Nuts and Bolts

A. Follett Automation System

    1. Maintenance agreement is due September of each year.

    2. Currently agreement is $640.00.

    3. Passwords are kept in the printed manual.

    4. Handbook is kept on the back counter.

    e. Customer # is located in the Rolodex and pasted on the server.

    f. Tech support Phone # is located in the Rolodex and pasted on the server.

B. Processing Procedure quirks

    a. Each book is stamped on the title page, last page and top and bottom of book.

    b. Processing steps? (Use back)

        i. Paperbacks are covered in laminate.

        ii. Hard backs with dust jackets are covered.

    c. Date stamp label is placed on the front cover.

    d. Barcodes

        i. Number range is 5001-45,000

        ii. Symbiology is Follett

        iii. Barcode location on book is on the cover and bottom of page 31.

        iv. No assignments for specific companies.

        v.

C. Inventory

    a. Inventory is done each year during the last week of school.

    b. Full extent each time

    c. Previous years loss printouts are kept in filing cabinet in the back of office.

    d. Lost or missing books are kept in the system 3 years.

SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The curriculum of a District shall be reviewed on a regular basis, at least once each seven (7) years.

District Instructional Materials Committee (DIMC): Scope and Schedule

The instructional materials committee is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the District. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria.

Regular committee meetings will be held on a schedule to be set by the Curriculum & Instruction Director, who will serve as the DIMC secretary, at the beginning of each school year. Special meetings may be called by the DIMC chair or secretary, if necessary.

Instructional Materials Committee Membership

This committee shall consist of: District librarian(s), building administrator(s), one teacher from each benchmark level/school, non-voting parent(s) from each benchmark level/school, and two (2) nonvoting high school students (one male and one female).

Members shall be appointed by the Curriculum & Instruction Director. The DIMC will elect a chair from its membership.

Term of Office

The secretary shall be permanent members of the committee. Other members shall have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Duties

The committee, with the approval of the Superintendent, shall establish and monitor such procedures as may be necessary for the implementation of this policy.

Citizens Participation in the Instructional Materials Process

Should a citizen wish to make a formal protest regarding specific material used in the school system, he/she must use the form for requesting *Reconsideration of Instructional Materials*. These forms are available in the District office. A request to remove an item from the schools or limit its use will be acted upon by the committee. A written decision will be delivered to the complainant within two (2) months. Any appeal of this decision must be delivered in writing to the Superintendent within two (2) weeks. The Board will make final decisions on appeals.

Selection of Instructional Materials: Responsibilities

The principal is responsible for insuring the continuing familiarity of his/her certificated staff with the requirements this policy and procedure. The District office shall provide such technical assistance as may be necessary to accomplish this.

Initial Selection

Texts shall be initially selected by such certificated staff as the Superintendent may designate. Texts are major instructional materials for a given course.

Supplementary materials shall be selected by certificated staff using such materials with the understanding that while such materials do not require item-by-item approval of the committee, they must be selected under the criteria detailed below and are subject to normal reconsideration procedures. Supplementary materials supplement the major text of a course and are held in five or fewer copies in a given classroom.

(Trial-use texts of an experimental, pilot nature may be authorized for use by the Superintendent for a period of no more than one school year prior to Board approval for general use throughout the District).

Approval

Texts shall be approved by the committee. **Supplementary materials** shall not require committee approval.

Adoption

Texts shall be adopted by the Board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Supplementary materials shall not require Board adoption.

The DIMC secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule at the beginning of each school year.

Tasks and Time Lines

Textbooks can be approved at any committee meeting and sent for adoption at the next Board meeting. The Superintendent directs that all non-emergency requests be confined to no more than two (2) Board meetings per year. The committee secretary will forward requests for text adoption to the Board only twice per year as noted in the DIMC meeting schedule. Requests to deviate from this timeline should be forwarded to the committee secretary.

The following checklist is provided to help text selectors follow the above criteria. Selections which receive "fair" or "poor" ratings on any items should be avoided. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

Bias Content: Excellent/Good/Fair/Poor/Not-App.

1)   Presents more than one viewpoint
        point of controversial issues.   _____

2) Presents minorities realistically.   _____

3)   Includes contributions of minority
        authors.   _____

4)   Presents non-stereotypic models.   _____

5)   Facilitates the sharing of cultural
        differences.   _____

6)   Promotes the positive nature of
        differences.   _____

7)   Includes the contributions, inventions,
        or discoveries of minorities.   _____

8   Includes the contributions, inventions,
        or discoveries of women.   _____

9)   Presents minorities in a manner that
        promotes ethnic pride.   _____

10)   Facilitates an environment open to
discovery and experimentation.   _____

To evaluate materials by these criteria, text selectors may find the following steps helpful:

1)   Read reviews in professional periodicals through the curriculum office, State Superintendent
        of Public Instruction, etc.

2)   Review copies of other available texts. The District curriculum office will order samples on
        request.

3)   Check the reading level of the text through use of a standard readability formula.

        4)   Use tentatively selected materials according to pilot-use procedures.

Conditions for Loan and Sale of Instructional Materials

Free textbooks and other instructional materials may be made available for loan to students when, in
the judgment of the Superintendent, the best interests of the District will be served by such a
decision.

The professional staff will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.

District instructional materials which students are not required to own may be made available to students who wish to purchase them. New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current District standards for subject content, sex balance, ethnic content or are not repairable may be declared obsolete by the Superintendent and disposed of per District policy.

Removal of Instructional Materials

Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in "Criteria for Selection of Instructional Material." Any instructional materials may be removed when the Superintendent judges such removal to be in the best interests of the District. Ordinary procedures for withdrawal of materials are outlined below:

1)   **Texts** shall be removed from collections by the committee based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

2)   **Supplementary materials** shall be removed from collections by individual certificated staff holding such collections based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

Citizens are invited to review any instructional materials in current use or proposed for District purchase. Such review may be accomplished at the school or in the District Curriculum & Instruction office. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of District objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials.

1)   A variety of learning materials will be available for immediate perusal at any time in the District Curriculum & Instruction Office.

2)   Displays of learning materials should be provided in schools during PTA meetings, parent-teacher conferences and public meetings during the school year.

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the District Curriculum office. The complainant will deliver the completed request form to the instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:

1   Set a time and place for an open hearing of the complaint by the DIMC. Such hearing shall be within thirty (30) days of the committee secretary's receipt of the completed request form.

2) Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.

3) Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration. Hearings of a citizen's request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions shall be by majority vote of the committee. Decisions of the committee shall be delivered in writing to the complainant and affected staff within ten (10) days.

Depreciation of Materials Scale

Free textbooks and other instructional materials are made available for loan to students. Instructional materials which are required shall be furnished by the District. In the case of a damaged text, students will be assessed a fee to be applied toward its premature replacement. All cases of damage need to be assessed individually and it is expected some damages will require discretion in setting the fine. Students should not be assessed for normal "wear and tear." The following shall serve as only a guide to help determine appropriate fees for damage:

Minor: 50 cents per item
                 torn pages
                 pencil markings
                 folded paper
                 cover markings

Major: $1.00 per item
                 ink marks on paper or cover
                 pages torn out (but possible to re-tape)

Complete Replacement: (refer to book replacement price)
                 missing book
                 pages missing
                 cover torn off (or rebind fee, if appropriate)
                 water logged
                 defaced pages
                 pages stuck together (book no longer useable)

In the case of complete replacement, a student will be required to replace books at the depreciation rate listed below, or pay the actual cost of repair (e.g., rebinding, etc.). Cost of materials will be determined by current replacement costs.

Years of Use	Cumulative Depreciation
Less than one	0%
1	10%
2	20%
3	50%
4	60%
5 or more	75%

Library materials will be charged at their replacement price.
Exception: Magazines $2.50
                       Gift materials $1.00

There will also be a $5.00 charge for materials for which no price can be found.

First Reading:	05/13/87 (as 2510, 2511, 2516, 2517, 2520)	REFERENCE: RCW 28A.320.230
Second Reading:	06/10/87 (as 2510, 2511, 2516, 2517, 2520)	RCW 28A.150.230 WAC 180-40-010
Revised:	01/27/93	WAC 392-190-155
Revised:	01/25/95	
Revised:	09/10/97 (formerly 2311)	
Revised:	04/30/98	
Revised:	11/09/00	

SALE OF SURPLUS EQUIPMENT AND/OR MATERIALS

The Board has the authority to declare equipment, supplies, furniture and other District personal property obsolete and/or surplus. The Superintendent shall establish procedures for their sale, trade or disposal except that the Board must approve of any sales where:

1) A single unit item has a current value in excess of $500; and/or

2) Multiple items have a total unit value in excess of $1,000.

Surplus or obsolete books or other reading materials shall be disposed of as follows:

1) If the reading materials are estimated to have value as reading materials in excess of $1,000, they shall be sold at public auction to the person submitting the highest reasonable bid following publication of notice of the auction in a newspaper with a general circulation in the District;

2) If no reasonable bids are submitted or if the reading materials are estimated to have value as reading materials of $1,000 or less, the District may directly negotiate the sale of the reading materials to a public or private entity; or

3) If the reading materials are determined to have no value as reading materials or if no purchaser is found, the reading materials may be recycled or destroyed.

Prior to disposing of any surplus texts, other books, equipment, materials or relocatable facilities, the superintendent shall serve written notice in a newspaper of general circulation within the District and to any public school district or private school in Washington state annually requesting such notice. All schools on the list shall be notified in writing of the materials and equipment that is available. The material or equipment shall be sold to any interested public or private school at its depreciated cost or fair market value, whichever is greater. Students shall have priority in the purchase of texts. Disposition of such surplus property to parties other than public or private schools may take place thirty (30) days after written notice is served.

In lieu of the disposal processes outlined above, the District may elect to grant surplus personal property to a federal, state or local government entity, or to indigent persons at no cost, provided the property is used for preschool through twelfth (12th) grade educational purposes. Or the District may elect to loan surplus personal property to a nonreligious, nonsectarian private entity on the condition that the property is used for preschool through twelfth (12th)grade educational purposes.

The preceding notice requirements do not apply to the loan, lease, sale or transfer of assistive devices for the use or benefit of children with disabilities to children with disabilities, their parents, or any public or private nonprofit agency providing education, health or rehabilitation services to individuals with disabilities. Such devices do not need to be declared surplus. The sale or transfer of such devices shall be recorded and based on the item's depreciated value. The District shall establish and maintain an inventory of assistive technology devices whose value exceeds $100, and for each device shall establish a value that shall be adjusted annually to reflect depreciation. "Assistive device" means any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified or

customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.

Funds derived from the rental, sale or lease of student transportation equipment shall be placed into the transportation vehicle fund. Funds derived from the sale of personal property shall be placed into the general fund.

		REFERENCE:
First Reading:	03/13/91, as file 7180	RCW 28A.335.060
Second Reading:	03/27/91, as file 7180	RCW 28A.335.090
		RCW 28A.335.180
Revised:	10/28/92, as file 7251	RCW 28A.39.33.070
		WAC 392-143-050
Revised:	08/28/97, as file 7251	Chapter 104, Laws of 1997
Revised:	07/30/98	

INSTRUCTIONAL RESOURCES

Textbooks will be selected in the manner described in policy and procedure 2020 and 2020P. Materials to be included in a library/media center shall be selected as outlined.

Suggestions for Acquisition. Suggestions may originate from students and teachers. Those suggestions are considered by the library/media staff member who weighs requests, evaluates materials and selects those which fulfill the needs of the instructional program.

Criteria for Selection. Selection of materials is a continuous process. New materials become available daily. The factors to be employed in selection are:

1)   Needs of the school, curriculum and/or individual student. (The program should provide for a wide range of materials on appropriate levels of difficulty with a diversity of appeal and presentation of a variety of viewpoints);

2)   Artistic and literary quality;

3)   Reliability and breadth of information with particular concern for the contributions (current and historical) of both sexes and members of the several specific religious, ethnic, political and cultural groups;

4)   Accents on sex, profanity, obscenity subjected to a stern test of literary merit and reality; and

5)   Professional reviews. (The library/media staff member employees professional reviewing materials, the judgment of other professional—teachers and librarians—to aid in the selection process. Professional reviewing materials include:
   A.   Current reviews - *Library Journal* and *School Library Journal, Booklist, Hornbook, English Journal, Choice* and other professional and commercial periodicals, which review materials objectively.
   B.   Published lists of appropriate materials - H.W. Wilson's *Children's Catalog, ALA Basic Book Collection* series, *Bowker's Best Books for Children, AAAS Science Book List for Young Adults*; materials suggested by the National Councils of Teachers of English and Social Studies; plus Washington Superintendent of Public Instruction *Books for School Libraries*; and other professional publications which evaluate material.)

Complaints or Concerns About Materials. Complaints and/or concerns about the use and/or availability of specific materials should be directed to the principal.

Presented to Board: 09/10/97

Gifts

The Board recognizes that individuals and organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program.

Any gift to the District of real property can be accepted only by Board approval. Any gift to the District or to an individual school or department of money, materials or equipment having a value of $500 or greater shall be subject to Board approval. In no event shall any commitment be made by a staff member or other individuals in return for any gift to the District or to a school or department without the Board's authorization. The Board shall not authorize gifts that are inappropriate, which carry with them unsuitable conditions or which shall obligate the District to future expenditures from the general fund which are out of proportion to the value of the gift. All gifts shall become District property and shall be accepted without obligation relative to use and/or disposal.

District Libraries

The District Library's welcome and accepts Board approved gifts, donations and memorial gifts. These items are subject to the same criteria of selection that applies to all selected materials. Materials donated may be added to the collection, given to other libraries within the district, or discarded as the selection policy prescribes. Separate or special shelving for gift items is not provided. Bookplates indicating that the item is a Memorial gift can be placed in the item if provided by the donor. Gifts will be placed in the circulating collection of the library if they meet the criteria for that library.

Gifts of books and other materials are accepted with the understanding that they may be used or disposed of as the librarian determines is appropriate, in accordance with the selection policy and appropriateness for each campus.

The Superintendent shall establish criteria to be met in the acceptance of gifts to the District.

First Reading: 03/13/91, as file 7190   *Reference:*
                                                 RCW 28A.320.030
Second Reading: 03/27/91, as file 7190

Revised: 10/28/92, as file 7260

Revised: 07/30/98

Revised: 10-01-03

DRAFT

Budget Codes

Regular Library Budget

01-00-22-XXX-XX

500 Books and supplies
600 Not used
700 Contractual Services
800 Reservations and Conferences
900 Capital Outlay, equipment

AV Budget

01-10-22-900-XX if over 500 dollars
01-10-22-500-XX anything under 500 dollars

Title V

52-20-22-XXX-XX

Levy

01-00-22-XXX-0XX

Pool Money

01-00-22-522-XX

XX-XX-XX-XXX-XX

Program	Sub-Program	Activity	Object	Location

Pool Funds Rotation

Selah School District Libraries

Year					
01-02	SI	HS			
02-03		HS	JC		
03-04			JC	JrH	
04-05				JrH	RL
05-06	SI				RL
06-07	SI	HS			
07-08		HS	JC		
08-09			JC	JrH	
09-10				JrH	RL
10-11	SI				RL

After one complete rotation during the 2005-2006 year, this can be revisited, or again after the 2010-2011 school year.

What is an Inventory?

As part of the collection evaluation and development process an inventory is the process by which the library staff physically accounts for all of the items in the library.

By conducting a yearly inventory we are better able to:

1. Formally measure and evaluate the resources that we provide for staff and students and reflect on the services that we can and do offer.
2. Track purchases, losses and disposals
3. Measure the collection (numbers, age and ratio: student) against the benchmarks identified by the American Library Association
4. Prioritize future purchases and begin sourcing these
5. Ensure that all resources will be in their correct place for the new school year so that staff and students can locate them easily
6. Re-arrange the shelves or change the layout to minimize overcrowding and book damage, and consider better ways of presentation to encourage circulation
7. See that each resource actually exists and that it is where it should be
8. Generate accurate reports based on actual data and assess the effectiveness of borrowing procedures, security measures and other circulation processes
9. Reconcile the OPAC records with our catalog management records by scanning each book electronically
10. Know that the reports generated after inventory are a true picture of the collection and its status
11. Refresh our memories of the collection and specific items so that we can suggest these to users at the appropriate time
12. Ensure items flagged as overdue are not on the shelves so that we can send out accounts for replacement with confidence
13. Satisfy a personal need to have accurate management records, an attractive environment and be able to offer the level of service expected through a well-managed collection

During the school year we are able to use the inventory results to:

1. Set goals to use administration time effectively including promotions, weeding, reorganizing, signage and curriculum support
2. Examine each resource and determine its future based on age, relevance, currency and condition, which may include repair, replacement, disposal, or cleaning, to ensure that attractive, up-to-date resources are available to everyone
3. Decide whether a book that is to be disposed needs to be replaced or substituted based on our knowledge of the whole curriculum and what is available on the market.
4. Ensure that the resources in a particular area cover a variety of formats and reading levels so that the collection is accessible to all by catering for learning needs and styles
5. Map the collection to flag areas for development in order to fill identified needs to support curriculum delivery

6. Identify areas for expansion because of their popularity, including buying a wider range of resources on the topic; purchasing extra copies of a popular resource or ensuring that we have all the titles in a particular series
7. Identify and fix anomalies in cataloging, incomplete records or typos on spine labels
8. Use our specialist knowledge to make decisions about the location of resources based on our knowledge of our users
9. Identify areas that need new signage and create these, or repair old signs so that the collection is well signposted for everyone to access easily

Inventory Procedures

Lince Elementary

Process
1. Inventory is done spring of each year.
2. Full extent each time
3. Previous years loss printouts are kept in file marked Inventory.
4. Lost or missing books are kept in the system 3 years before   deleting

John Campbell Elementary

Process
1. Inventory is done spring of each year.
2. Full extent each time
3. Previous year's loss printouts are kept_?
4. Lost or missing books are kept in the system for 2-3 years before deleting.

Selah Intermediate School

Process
1. Inventory is done spring of each year at the end of school.
2. Full extent each time
3. Previous year's loss printouts are kept in Follett handbook.
4. Lost or Missing books are kept in the system until mid-year each   school year.

Inventory Procedures Continued

Selah Jr. High School

Process
1. Inventory is done each year during the last weeks of school.
2. Full extent each time
3. Previous years lost & missing printouts are kept in filing cabinet, missing items are filed.
4. Lost books are deleted at the beginning of the following school year, missing books are kept in the system for 2-3 years before deleting.

Selah High School

Process
1. Inventory is done each year during the last week of school.
3. Full extent each time
4. Previous years loss printouts are kept in filing cabinet in the back of office.
5. Lost or missing books are kept in the system 3 years.

DATA AND RECORDS MANAGEMENT

Data Management

The Superintendent is authorized to enter into a contract with the Washington School Information Processing Cooperative to purchase data processing services.

Records Management and Retention

The District recognizes the importance of public records as the record of the acts of the District and the repository of such information. The public has the right under law to inspect and procure copies of such records with certain exceptions. The public records of the District shall mean any account, voucher or contact dealing with the receipt or disbursement of funds; with acquisition, use or disposal of services or of supplies, materials, equipment or other property; or with any minutes, orders or decisions fixing the personal or property rights, privileges, immunities, duties or libations of any person or group.

The Superintendent shall develop procedures to implement this policy that shall conform to law; require as a minimum the permanent safeguarding of Board minutes, annual audit reports and permanent student records; and require retention of all fiscal records required for audits. The Superintendent shall designate a staff member to serve as District records officer. Records may be destroyed when authorized by the General Records. Retention Schedule and Destruction Authorization provided by the Office of Secretary of State, Division of Archives and Records Management.

Property Records

Property records and inventory records shall be maintained on all land, buildings and personal property under the control of the District. Such records shall be updated annually.

Property purchased in whole or in part with federal funds shall be inventoried every two (2) years. The inventory shall include the serial number of the item, its cost and the percentage of federal funds used to purchase it.

At the end of each school year, each teacher shall inventory the property items in his or her classroom. A randomly selected ten (10) percent of those inventories shall be double-checked by an employee of the business office.

For purposes of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles with a purchase price of $500, or more, which retains its shape and appearance with use, is non-expendable, and does not lose its identity when incorporated into a more complex unit. Property records of facilities shall be maintained on an ongoing basis. No equipment shall be removed for personal or non-school use except according to Board Policy 6571.

Property records shall show, as appropriate to the item recorded, the:

1) description and identification;

2) manufacturer;

3) year of purchase;

4) initial cost;

5) location; and,

6) current valuation in conformity with insurance requirements.

Equipment may be identified with a permanent tag that provides appropriate District and equipment identification.

First Reading:	04/07/81, as files 8360, 8361, 8410, 8500	REFERENCE: RCW 40.14 RCW 40.14.010
Second Reading:	04/21/81, as files 8360, 8361, 8410, 8500	RCW 42.17.250-340 WAC 414-24-050
Revised:	10/28/92, as file 8360, 8361, 8410, 8500	CROSS REFERENCE 4340, 6571, 6995
Reviewed:	04/28/93, as file 8360, 8361, 8410, 8500	
Revised:	07/30/98	
Revised:	09/10/98	

RECORDS MANAGEMENT PROCEDURES

The District records officer shall have the responsibility for the safekeeping of all records according to the retention schedule cited below. The District records officer shall have authority to dispose of materials after the recommended retention period.

Official public records have a statutory minimum retention of six (6) years. The retention period for office files and memoranda is based on operational requirements for each office. Whenever applicable, the retention period starts with the "cut-off." "Cut-off" is a term used to indicate files or records may be terminated on a predetermined date. "Cut-off" prevents current records from attaining unmanageable size and facilitates the filing of new records. Calendar year records may be "cut-off" on December 31, and a new file established on January 1; all fiscal year records can be "cut-off" only upon the completion of an action or event, such as termination of contract, final payment of a contract, termination of employment, etc. Regardless of the duration of the retention period, records series should be kept in office files after "cut-off" only as long as is necessary to satisfy 1) active reference; 2) audit, when required; and, 3) other operational requirements. Once these three factors have been satisfied, the records should be transferred to a records center for the remainder of the retention period.

The retention period shall be as follows:

Student Records

Student permanent record ....Permanent
Cumulative record...
     5 years after graduation or withdrawal from high school
Confidential reports and records..
     5 years after graduation or withdrawal from high school
Special services records..
     5 years after graduation or service has been terminated
Student discipline records..2 years

Teacher Records

Elementary teacher grade books...3 years
Secondary teacher grade books...
     5 years after graduation
Lesson plan books...1 year
Faculty handbook...Until superseded

Individual Schools

Attendance card..3 years
Daily attendance report...Until after audit
Field trip authorization (parent)...1 year
Use of private vehicles...1 year

Food Services

Cafeteria receipt books..6 years
Daily lunch and milk count report...3 years
Free or reduced price lunch applications....................................3 years
Meal ticket log ....3 years
Purchase orders..6 years
Reimbursement claims ....6 years
Revenue and expenditure ledger...6 years
Time cards ....6 years

Health Office

Accident injury report ....5 years after child's
                                                                                                      21st birthday
Medication request..5 years
Student health card..Until graduation

Maintenance

Engineering and architectural drawings......................................As long as District
                                                                                                      retains property
Maintenance folder on building...6 years
Work order request ....6 years
Mileage claim form...6 years
Vandalism report...3 years
Laundry checklist ....6 years
Boiler vessel record ....Until boiler is
                                                                                                      disposed of
Budget request..2 years
Rental of school facilities ....3 years

Transportation

Bus fuel reports..2 years
Bus schedules...4 years
Employee time sheet ....2 years
Bus time sheet ....4 years
Transportation reports...3 years
Purchase orders..6 years
Accident reports ....3 years
Transportation requests...6 years

Accounting Services

Cancelled checks...6 years
Check register...6 years
Voucher forms...6 years (used as
                                                                                                      Claims & supporting
                                                                                                      invoices)
Consultant contracts ....6 years

Purchase order ....6 years
Warrant registers ....6 years
Record of part-time students ....Until after audit
Classroom count report ....Until after audit
Records supporting ESEA Title I & Title II claims.....................................5 years
Records supporting NDEA Title Va, ESEA Title II claims ....3 years
Textbook and library book inventories ....Useful life of each item

Cash receipts transmittal forms ....6 years
Monthly transmittal of District receipts ....3 years
District invoice..6 years
Trial balances..3 years
Receipt books ....6 years
County Treasurer Financial Reports...6 years
State apportionment..6 years
Banking records...6 years
State Auditor's Reports..5 years
General ledger ....6 years
Deposit slips..Until after audit

Personnel Services

Employee file ....6 years
Employment interview forms..2 years
Employment requisition ....2 years
Letters of resignation ....6 years
Absence record...6 years
Employee history card ....6 years
Application for employment ....6 years (hired)
2 years (non-hired)
Letters of recommendation..Termination plus 6 yrs.
Employee contracts ....6 years
Professional credit application ....6 years
Title IX and affirmative action surveys.....................................6 years

District Payroll

Employee record..6 yrs. After termination
Personnel pay history record ....Permanent
Personnel action form..6 yrs. After termination
Time cards ....Until after audit
Payroll work report ....6 years
Teacher sub report..6 years
Payroll warrant register ....6 years
Warrant request form...6 years
Tax sheltered agreements...4 yrs. after expiration
Jury or military service agreements ....6 years
Garnishments..6 years

Retirement forms ....6 years
Labor & Industry quarterly report ....6 years
Medical insurance listings...6 years
Payroll deductions...Until termination
Labor & Industries accident claims...Permanent
Federal tax returns..4 years

Budget Services

Final budget ....Permanent
Annual report of school funds...6 years
Monthly financial reports to Board ....Permanent
Budget status report...2 years

Purchasing

Bids and formal quotes ....6 years
Purchasing requisition..3 years
Purchase orders...6 years
Inventory list of District property..6 yrs. After
                                                                           superseded

District

Copies of Board minutes and resolutions....................................Permanent
Verbatim transcripts of meetings ....6 years

Associated Student Body

Audits ....5 years
Banking records...6 years
Minutes of meetings...Permanent
Purchase authorizations ....6 years
Receipts..6 years
Invoices..6 years
Vouchers..6 years
General ledger ....6 years
Warrants ....6 years
Budgets...Permanent

Presented to Board:	04/10/91, as files 8360, 8361, 8410, 8500
Reviewed	04/24/91, as files 8360, 8361, 8410, 8500
Revised:	04/28/93, as files 8360, 8361, 8410, 8500
Revised:	10/13/93, as files 8360, 8361, 8410, 8500
Revised:	07/30/98

AMERICAN LIBRARY ASSOCIATION
CODE OF ETHICS

III.   We protect each library users right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

Adopted by the American Library Association June 28, 1995

LIBRARIES: AN AMERICAN VALUE

*   We protect each individual's privacy and confidentiality in the use of library resources and services;

Adopted by the Council of the American Library Association February 3, 1999

Evaluating Library Collections:
An Interpretation of the Library Bill of Rights

II.   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.

The American Library Association opposes such "silent censorship: and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Adopted February 2, 1973; amended July 1, 1981, by the American Library Association.

Challenged Materials
An Interpretation of the Library Bill of Rights

The American Library Association declares as a matter of firm principle that is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the Library Bill of Rights, and which is approved by the appropriate governing authority.

Challenged materials, which meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The library Bill of Rights states in Article I that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," and in Article II, that

"Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981; amended January 10, 1990, by the American Library Association Council.

SELAH SCHOOL DISTRICT NO. 119
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Author_____

Title_____

Publisher_____Publication Date_____

Request initiated by_____

Address_____Telephone_____

City_____State_____Zip_____

Complainant represents self: Yes   No

Name of organization or other members of group_____

Please answer the following questions. Use the back of this page or attach additional pages in order to insure complete responses for comments.

1) Have you examined the material in its entirety?_____

   If not, what parts did you examine?_____

_____

_____

2) What is objectionable in this material?_____

_____

_____

3) What knowledge and behaviors do you think will result from studying this material?

_____

_____

_____

4) Have you discussed this material with a student?_____If so, how many students?_____

What ages and class levels?_____

What were their reactions?_____

_____

_____

5) For what age group would you recommend this material?_____

_____

6) Are there any redeeming qualities in this material?_____

_____

_____

7) What would you like the school to do with this material? _____

_____

_____

8) Additional comments:_____

_____

_____

_____

Signature of Complainant

Date received_____

Received by_____

Revised: 8/97

Supplementary Materials Use Request

Instructions: Please fill out this form completely for any supplementary materials not on the ESD or District approved list.

1)   Video/film/software/or other material title: _____
       Rating (If applicable): _____

2)   Class/Subject: _____ Grade: _____

3)   Brief description of content: _____

       _____

       _____

       _____

4)   Alignment to Essential Learnings: _____

       _____

       _____

       _____

5)   Preview date: _____ Date(s) to be shown: _____

6)   Obtained from what source: _____

7)   Approximate classroom time required: _____

8)   Video/film taped material and/or other material is appropriate for classroom use.

_____   _____
Teacher's signature   Date

Video/film taped material and/or other material has been reviewed by the principal or designee and is appropriate for classroom use.

_____   _____
Principal or designee signature   Date

Video/film taped material and/or material is/is not approved.

_____   _____
Principal's or designee signature   Date

11/00

Special Policies   4/27/04   5

Committees

Mandatory Committee membership

District technology
Building Technology
Building Levy
Instructional Materials
13 in District Librarian Job description
Instructional Materials Committee Membership This committee shall consist of:
District librarian(s), building administrator(s), one teacher from each benchmark
level/school, non-voting parent(s) from each benchmark level/school, and two (2)
non-voting high school students (one male and one female).   2020P

Recommended Committee membership

Scheduling (elementary level)
Book Review (#17 in job description)
State associations (#17 in job description)
District Librarian Meetings

Special Functions

Book Fairs

1 per year at Elementary and one during fall conferences at the Intermediate level.

Author Visits

Every few years arranged between the librarians, PTA and the teachers.

Book Review

A monthly meeting where books are reviewed and discussed with librarians from the area split between Elementary and Secondary schools.
The reviews provide the assistance with selection of materials for the library collections as stated under the materials selection policy in the District Manual as an appropriate review source.