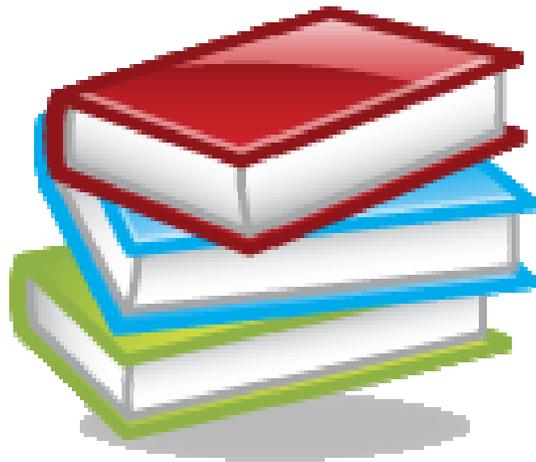


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# **Chaffey Joint Union High School District**



Instructional Materials Manual  
Revised June 2009

# **CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT INSTRUCTIONAL MATERIALS MANUAL**

## **MESSAGE FROM THE ASSISTANT SUPERINTENDENT**

Education in California has focused attention on higher standards for all students. The strong connection between achieving higher educational standards for all students in the general area of literacy and the continual improvement of school libraries is recognized in the Chaffey Joint Union High School District. With the development of the instructional materials manual, there is a commitment to provide the library services that assist students in reaching the higher standards that are now part of our educational system.

The instructional materials manual was developed by the Chaffey Joint Union High School District teacher librarians to provide a guide in understanding the procedures that lead to an outstanding library services program. It initially was adopted as Administrative Regulation (6130.1) in 1982, reviewed in 2002, and revised in 2009. I am sure that this information will serve our district and the schools well as we work toward providing the library services that will improve student literacy and student success.



Judy Post  
Assistant Superintendent of Instruction

# INTRODUCTION

*“I was handed a key and pointed in the direction of the library,  
That was the extent of the training I got when I started.”*

The purpose of this manual is to provide an overview of the Chaffey Joint Union High School District (CJUHSD) policies and procedures relating to the operation of the Library Media Center (LMC). Discussion of library environment, public relations, collection development, library programs, library procedures, textbook procedures, and the application of technology are included. Guidelines for the evaluation, selection, adoption and purchase of instructional materials, which meet the CJUHSD goals, are emphasized.

Routines and procedures, as outlined in this manual, reflect the requirements and mandates of the California Education Code, the California Administrative Code, the Chaffey Joint Union High School District’s Administrative Policies and Regulations, and standardization whenever possible.

We trust this manual will prove helpful to school personnel, particularly those who have responsibility for the provision of instructional materials for the use of pupils and teachers in the Chaffey Joint Union High School District.

The following acronyms are used throughout this document:  
Chaffey Joint Union High School District (CJUHSD)  
Teacher Librarian (TL)  
Library Media Center (LMC)

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# LIBRARY MISSION STATEMENT

Information Power: Building Partnerships for Learning, the national school library guidelines, states:

The mission of the library media program is to ensure that pupils 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 pupils.

Knowing the purpose of the school library and having a mission statement can help you to keep your focus on what is most important in the library. Posting the library's mission statement can serve as a reminder to the staff and administration about the role of the library.

Coming to agreement on a mission statement may be one of the first steps as schools and districts create their library plans.

## **DISTRICT LIBRARY PLAN GOALS**

1. To provide the staffing necessary to implement an effective, district-wide library media program.
2. To provide for more effective pupil learning through a collaborative process for planning, teaching and assessment.
3. To ensure that all pupils in the district have access to equally effective library media programs.
4. To provide up-to-date relevant resources in a variety of formats and technologies to meet the diverse needs of all learners.
5. To ensure ongoing administrative commitment for effective library media programs.
6. To involve parents and community members in the development and support of library media programs for improved pupil learning.
7. To provide appropriate facilities to meet the learning and teaching needs of an effective library media program.
8. To ensure that the library media program serves as an essential catalyst for learning and teaching through comprehensive plans, policies and ongoing program assessment.
9. To ensure the vitality of special programs in the LMC, TLs may seek alternative sources of funding in the form of grants.

# DISTRICT-WIDE LIBRARY ACTION PLAN

**Goal 1: To provide the staffing necessary to implement an effective, district-wide library media program.**

The district will maintain a full-time, certificated Teacher Librarian (TL) at each comprehensive high school. The site administration will annually assess and determine the need for library support staff at each school to effectively service the needs of the pupils and staff. The district will remain committed to annual staff development when funded and available, of its library personnel, recognizing the needs of library staff to keep current on new and developing information delivery systems and new methods of instructing and assisting a diverse pupil population.

**Goal 2: To provide for more effective pupil learning through a collaborative process for planning, teaching and assessment.**

The Chaffey Joint Union High School District currently includes TLs in several types of planning. TLs are a part of site curriculum committees and they review textbook selections. In order to create an environment of further collaboration, members of the district-wide Library Plan Committee will formulate a vision statement and action plan at the district level. The district vision and action plan will also include the TL in collaboration on technological resource planning.

All libraries at the comprehensive high schools have library committees and/or school site councils to formulate a vision and action plan for site libraries. Each of the site plans for libraries will include a component on teacher/TL collaboration for resource-based units of instruction.

**Goal 3: To ensure that all pupils in the district have access to equally effective library media programs.**

The district's TLs will keep informed about new technologies, print resources and techniques through attendance at professional workshops and conferences when funded and available. Conference reports will document participation.

The TLs will continue to meet monthly to coordinate, collaborate and evaluate print and electronic resources and effective instructional policies and practices. Minutes of meetings will be recorded and disseminated to appropriate staff.

All TLs will deliver to staff and pupils guidelines for ethical use of information sources and steps needed to evaluate information validity.

All district comprehensive high schools will provide physical collection access through an electronic catalog. Content access to the collections will take into account a

commitment to the right of intellectual freedom and instruction on effective catalog searching. The libraries will provide access beyond the regular school hours to pupils and staff.

All district TLs will promote a research model to staff and pupils to encourage a universal, organized approach to effective research.

**Goal 4: To provide up-to-date relevant resources in a variety of formats and technologies to meet the diverse needs of all learners.**

Using the principles of collection development, library staff will conduct a needs assessment of the current library collection.

Present book collections will be evaluated to ensure current relevancy.

Based on the outcome of the collection needs assessment, TLs will purchase up-to-date, relevant materials on a variety of reading levels. Priorities for purchases shall include:

- Books to increase the number of volumes to the level recommended by the standards of the American Library Association publication, Information Power (20 to 1) and the California School Library Association publication, Standards and Guidelines for Strong School Libraries (25+ to 1).
- Standards-based, online subscription databases,
- Periodicals in print if desired and appropriate,
- A variety of media to include but not be limited to audio, DVDs, and CDs.

Annually, library personnel will maintain records on collection development.

The Assistant Superintendent of Curriculum & Instruction will meet with the principals and TLs annually to review this plan, assess progress and establish future goals.

**Goal 5: To ensure ongoing administrative commitment for an effective library media program.**

To ensure ongoing administrative commitment for effective library media programs, both district and site administrators will be knowledgeable of the contents of the district Library Plan and how it relates to the enhancement of the curriculum. The Leadership Council meetings will provide a forum for the TL to fully communicate the goals, proper use and management of resources, budgets, timelines and the evaluation processes to administrators and department chairs.

The administration will be directly involved in the entire process and be responsible for the scheduling of meetings, the allocation of resources and management of the formal evaluation of the program.

The administration will recognize that the size of a library media center's (LMC's) staff and collection is one of the best school predictors of our students' academic achievement.

**Goal 6: To involve parents and community members in the development and support of library media programs for improved student learning.**

The site administration and site TL will seek and encourage input from parents and community members by incorporating the Site Council (or other parent/community site-based group) into the library planning process, and by giving the Site Council bi-annual reports on the current status of the library. The TL will be available, by request, to attend parent or community meetings to familiarize these groups with the library services and materials available to students and teachers at the high school. Parents and community members will be periodically given updates on library materials, equipment and services. The annual School Report Card will also be used to give the community additional data regarding the school library.

**Goal 7: To provide appropriate facilities to meet the learning and teaching needs of an effective library media program.**

The library media program requires aesthetically pleasing facilities that can provide activity-oriented learning environments for researching, browsing, reading, teaching, learning and computing. The administration will involve the TLs in the decision-making processes regarding maintenance, upgrading and renovation of facilities and equipment. The administration and TLs will discuss the possibility of creating LMCs at the alternative schools. Visitation logs and gate counts will serve as assessment tools for evaluating the use of the facility.

**Goal 8: To ensure that the library media program serves as an essential catalyst for learning and teaching through comprehensive plans, policies and ongoing program assessment.**

The LMC at all CJUHSD schools is an extension of the classroom and the educational hub of the school and as such serves as an integral part of the curriculum where teaching and learning continually take place. The LMC and TL will:

- Provide access to research books and current technology during and beyond the school day,

- Provide resources from libraries, classrooms, industry and public agencies,
- Instruct pupils in strategies for effective use of information,
- Assist pupils and collaborate with teachers on curriculum-related projects,
- Provide ongoing staff development,
- Design a technology component to assist pupils with information retrieval, use and evaluation.
- Provide meaningful standards-based learning experiences beyond the textbook.

All ninth grade pupils are provided a LMC orientation which includes hands-on information on the online library catalog, the available online databases and access to the Internet. TMs introduce pupils to a sequence of information literacy skills that will be utilized throughout high school and beyond. Other scheduled classes are given a brief first visit orientation to acquaint the pupils with recommended strategies and resources. The LMC staff is available and helpful in assisting staff and pupils with their class or individual projects.

Annual assessment summaries may be given to the administration and department chairs. LMC procedures may be updated annually and included in the student and staff handbooks. The district “Instructional Materials Manual” may be updated regularly. An annual LMC plan will be incorporated into the site plan for special programs (Title VI, SB813, etc.)

The TM as a department chair is a member of the Local Curriculum Steering Committee (LCSC) and Leadership Council at each site.

**Goal 9: To ensure the vitality of special programs in the LMC, TMs may seek alternative sources of funding in the form of grants.**

The TM may direct the use of such funds with the approval of site administrators to improve the existing collection, to increase community involvement or access to resources (digital/physical), and to offer special events such as author visits and field trips.

# LIBRARY STAFFING

A substantial body of research since 1990 shows a positive relationship between school libraries and pupil achievement (Achterman, 2008 & Scholastic, 2008). These research studies show that school libraries can have a positive impact on student achievement—whether such achievement is measured in terms of reading scores, literacy, or learning more generally. A school library program that is adequately staffed, resourced, and funded can lead to a higher student achievement regardless of the socioeconomic or educational levels of the community. According to the 2008 update of School Libraries Work!, pupils conducted in 19 states and one province demonstrate the benefits of school libraries, Teacher Librarians and support staff on pupil achievement.

The CJUHSD continues to maintain a full-time certificated teacher librarian at each comprehensive high school. Our libraries benefit from this commitment to staff each comprehensive high school library with a TL who works alongside the Library/Media Technicians. The role of the TL is primarily to teach information literacy skills and to work in collaboration with content-area teachers regarding writing and research. Each of the CJUHSD comprehensive high schools also has some level of library media technical staffing.

## JOB DESCRIPTIONS

### Teacher Librarian

**Responsibilities:** The librarian shall direct library/media services and assist pupils and staff in meeting education objectives. The librarian is responsible for developing, administering, and implementing a full media program. The responsibilities include but are not limited to the following:

**Professional Duties:** Supervise the selection, acquisition, cataloging, circulation, maintenance and inventory of all library/media materials and equipment. Supervise departmental acquisition, distribution, maintenance and inventory of textbooks, AV materials, equipment, magazines and films. Instruct students in library use. Provide staff in-service specifically related to educational media and equipment. Assist staff with production of media materials. Serve on the school curriculum committee. Write and

administer government projects pertaining to library/media programs.

Applicants must possess a valid California secondary credential authorizing service in the subject area(s) listed.

Salary is determined by placement on the teachers' salary schedule based on degree/units/experience, plus annual stipend.

### Library/Media Technician

**Basic Function:** Under the direction of a high school librarian, provide library media services relating to the acquisition, circulation, distribution and recovery of the library and reference books, other related instructional materials and equipment at a high school; process and shelve library/media center materials and assist students and staff in the selection of library/media center materials.

## Representative Duties:

1. Check books and materials in and out at circulation desk; collect fines for overdue materials, maintain financial records and make deposits to District accounting department; prepare and mail bills to students regarding notification of withholding of grades for unpaid debts and maintain appropriate contact with parents.
2. Assist students and staff in researching materials for classroom use; assist students and staff in locating and selecting materials.
3. Monitor and maintain acceptable student behavior; provide and conduct in-service training to staff, student workers and volunteers regarding library techniques and resources; provide work direction to student and volunteer aides.
4. Catalog and process new library materials, including books, periodicals, pamphlets and audio-visual materials, using the Dewey Decimal classification system; cross-reference materials for library card catalog; maintain shelves and shelf list of book cost data, date received, number of copies, where purchased, and lost and damaged materials.
5. Maintain schedule for student and staff use of library; maintain schedules for District films for staff; maintain schedules for short-term county films for staff; instruct and oversee student use of copy machine, maintaining financial records and forwarding copy machine money to the District accounting department; maintain the copy machine in good working order.
6. Prepare and maintain records on circulation and distribution, reserve books, book cost data, new books received, lost and damaged books, overdue books, requisitions, purchase orders and student and staff use of textbooks, library and audio-visual materials; compile and tabulate data for statistical reports.
7. Plan and organize library materials and services; maintain schedule for use of display cases; design and construct appropriate library displays; maintain a clean and orderly environment.
8. Prepare and type a variety of material including requisitions, purchase orders, correspondence, lists, notices, card files, reports and book pockets.
9. Assist in ordering library books and textbooks, periodicals, audio-visual equipment and other instructional materials according to approved procedures; receive and process new textbooks and library materials, verifying shipments with purchase orders; research professional magazines, catalogs and newspapers.
10. Reproduce a variety of instructional media materials as requested.
11. Mend and repair damaged books; select, prepare and record materials to be rebound, repaired or discarded; clean, adjust and perform minor repairs to audio-visual equipment; coordinate the major repair of audio-visual equipment.
12. Assist Librarian in preparing and monitoring the budget; conduct and record physical inventory of all materials

and audio-visual equipment; issue library clearances for withdrawing students.

13. Arrange, stock, shelve and box books and other instructional materials; operate a variety of audio-visual and office equipment.
14. Perform complex bibliographic research; conduct research for orders of instructional materials.
15. Perform related duties as assigned.

**Education and Experience:** Associate of Arts degree in Library Media Services desired. Computer experience desired.

**Licenses and other requirements:** Library Technology Certificate desired.

**Working Conditions:** High school library media center; subject to lifting, pushing, bending and stooping.

## RESOURCES

Achterman, Doug. Halves, Halves and Have-nots: School Libraries and Student Achievement in California.  
[http://www.sbhsd.k12.ca.us/sbhlib/libbus/CA\\_Study\\_Achterman\\_2008.pdf](http://www.sbhsd.k12.ca.us/sbhlib/libbus/CA_Study_Achterman_2008.pdf)

Scholastic. School Libraries Work!  
[http://www2.scholastic.com/content/collateral\\_resources/pdfs/s/slw3\\_2008.pdf](http://www2.scholastic.com/content/collateral_resources/pdfs/s/slw3_2008.pdf)

# LIBRARY POLICIES & PROCEDURES

Policies give direction for the district and describe how this direction is to be accomplished. Policies serve both as a guide and as a protection for the library staff. The CJUHSD Board of Trustees adopts policies for the district; the local school establishes procedures.

The *Board Policies and Administrative Regulations*, located on Sharepoint, files policies adopted by the district Board of Trustees. Library staff members should read and understand those policies that directly affect the school library and staff roles.

There are generally four types of policies that have a major impact on the library:

1. **Selection policies** – give the process and criteria for selection of both textbooks/instructional materials and for library materials.
2. **Challenge policies** – describe how complaints about materials are to be handled.
3. **Copyright policies** – explain the copyright law and fair use.
4. **Internet Acceptable Use policies** – describe procedures for student access to the Internet.

## SELECTION POLICIES

### Philosophy

The right of any individual to read is basic to a democratic society. This right is based on the premise that the educated free person possesses the powers of discrimination and is to be entrusted with the determination of his/her own actions. The school library program improves the quality of choices and rights extended to students.

The philosophy governing the selection of instructional materials shall be in accord with the philosophies regarding general educational practice in the district and state-adopted standards. Materials are selected with the aim of helping young people to find self-realization and to live useful, well-adjusted lives in the community and to know and understand the world at large.

The selection of materials shall be a cooperative continuing process in which administrators, teachers, pupils, and the library media teacher participate. The library collections shall include resource

materials for the faculty, materials which implement the curriculum, and materials which help the student fulfill his recreational and emotional needs.

### Objectives

We accept, as our objective, the following *School Library Bill of Rights for School Library Media Program* as endorsed by the American Association of School Librarians.

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the *Library Bill of Rights* of the American Library Association and asserts that the responsibility of the school library is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- To provide materials representative of the many religious, ethnic, and cultural groups and of their contributions to our American heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of the library.

### **Responsibility of Selection**

Ultimate responsibility for selection of instructional materials legally rests with the Board of Trustees. Responsibility for final decision within each school rests with the principal. Materials are selected by TLs, teachers, pupils, administrators, and other staff members through individual recommendation.

### **Procedures and Criteria for Selection of Textbooks, Library Books and Other Instructional Materials**

Personal knowledge of all instructional material recommended by staff members is recognized as highly desirable but is neither practical nor feasible. Therefore, when considering recommendations, TLs examine evaluative criteria and consult standard selection tools to assist in making selections.

In selecting books, the evaluative criteria listed below are important considerations. However, each book selected does not necessarily meet all of the standards. In some cases, it is impossible to measure a book against each criterion; in other cases, the curricular value of a book may supersede one or more of the criteria. The following criteria are guidelines for judgment:

1. The material makes a distinct contribution to the school and relates well to the curricular offerings.
2. The author/producer is qualified and competent in his subject area. His sources of information are authoritative and reputable.
3. The publisher is well known for producing superior materials in the specific field.
4. The material is accurate, objective and up-to-date.
5. The style of the material – reading level, vocabulary, sentence structure, form,

- diction – is appropriate and effective for the subject matter and for the young people for whom it is intended.
6. The content and the style are appealing and interesting to young people.
  7. If a book, it is satisfactory in appearance, size, durability of binding, opaqueness of paper, width of margins, size of type and spacing between lines. The illustrations are closely correlated with the text and have artistic value.
  8. If a book, it includes special features such as indexes, bibliographies, glossaries, suggested projects, maps, charts and diagrams.
  9. The material stimulates interests that will lead to further study and contributes to the development of critical thinking and problem solving.
  10. If an online resource (including databases) it includes a student-friendly interface, navigational tools, source citations, and search features.
  11. A textbook adopted by the Board of Trustees for use in the schools shall meet, in the Board's determination, the requirements specified in the Education Code (60011 – 60017). Adopted printed materials shall:
    - a. Portray the cultural and racial diversity of our society, including: (1) the contributions of both men and women in all types of roles, (2) the role and contributions of members of all ethnic, cultural and age groups, and (3) the role and contributions of the entrepreneur and laborer.
    - b. Establish man's place in ecological systems and the protection of our environment.
    - c. Describe the effects of tobacco, alcohol, narcotics and restricted dangerous drugs on the human system.
    - d. Encourage thrift, fire prevention and humane treatment of animals and people.
    - e. Contain, when appropriate, the *Declaration of Independence* and the *Constitution of the United States*.
    - f. Be accurate, objective, current and suited to the needs and comprehension of pupils at respective grade levels.
  12. Materials dealing with topics of controversy, such as religion, political ideologies and sex are specifically considered.
    - a. Factual unbiased materials which represent all major religions should be in the library collection. Works by outstanding individuals committed to a particular point-of-view should also be included even if bias is manifested by the publisher, author or editor.
    - b. The library has the responsibility to provide materials which are intellectually honest, documented and objective in representing the various ideological viewpoints.
    - c. Many works of literature important in our culture contain isolated elements to which some individuals may object. While the library does not select materials which accent sex in a sensational or dramatic manner, the fact of sexual incidents or profanity appearing does not automatically disqualify a book. The value and impact of a literary work must be examined as a whole and not in part – the impact of the entire work transcending isolated words, phrases, or incidents. The evaluation of a book which includes passages of a sexual nature or of profanity should be made on the basis of whether the book presents life in its true

proportions, whether circumstances are realistically dealt with, and whether the book is of literary value.

12. The difference between selection and censorship is that: "Selection begins with a presumption in favor of liberty of thought; censorship, with a presumption in favor of thought control. Selection's approach to the book is positive, seeking its values in the vulnerable characteristics wherever they may be found – in the book or outside it. Selection seeks to protect the right of the reader to read; censorship seeks to protect, not the right, but the reader himself from the presumed effect of his reading. The selector has faith in the intelligence of the reader; the censor had faith only in his own." (Lester E. Asheim, Dean of the Graduate School of the University of Chicago.)

## Library Bill of Rights

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- 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.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996 by the ALA Council.

# CRITERIA FOR SELECTION

## Points of Quality (Accept)

### **Authenticity**

Accurate facts  
Facts impartially presented  
Up-to-date information  
Other acceptable works of producer

### **Appropriateness**

Reading level appropriate to user  
Useful data  
Media subject correlation  
(e.g. art prints to art, specimens to science)  
Titles, captions, etc. related to subject  
Narration, dialog, sound effects related to subject  
Individual and/or group use suitability

### **Scope**

Full coverage as indicated  
Superior concept development by this means  
Content to satisfy demands for current subjects

### **Interest**

Relationship to user's experience  
Intellectual challenge  
Curiosity satisfaction  
Credibility/implausibility  
Imagination appeal  
Human appeal  
Sensory appeal

## Points of Inferiority (Reject)

Inaccurate facts  
Facts distorted by bias  
Fake revised version: date only changed  
no updating of contents  
Consistent rejection of other works of producer

Construction too easy or difficult  
Vocabulary too easy or difficult  
Concepts too easy or difficult  
Extraneous data  
Media does not add to subject communication  
Titles, captions, etc. confuse subject concepts  
Narration, dialog, sound effects unrelated to subject  
Limited individual and/or group use suitability

Gaps in coverage  
Better concept development by other means  
Irrelevance to current topics

No relationship to user's cultural environment  
No intellectual challenge  
No satisfactory answers  
Prosaic presentation  
Negative human values  
No stimulation

**Points of Quality**  
**(Accept)**

**Organization**

Logical development  
Pertinence of all sequences  
Balance in use of narration and dialog;  
music and sound effects; background  
elements

**Technical Aspects**

Tone fidelity  
Clarity  
Intelligibility  
In-focus pictures  
True size relationship  
Unified composition  
Effective color use  
Complete synchronization of sound and  
color

**Special Features**

Descriptive notes, teacher's and/or  
user's guide  
Pertinent accompanying material

**Physical Characteristics**

Ease in handling, for user, for storage  
Minimum instruction for individual use  
Attractive packaging  
Durability  
Ease of repair

**Selection Aids**

Recommendation in evaluation sources

**Cost**

Conformity to budget  
Average supplemental costs for  
replacement, repair, physical  
processing, storage

**Points of Inferiority**  
**(Reject)**

Confused development; excessive  
repetition  
Unrelated sequences  
Ineffective or overpowering use of the  
named elements

Tone distortion  
Extraneous sounds, visuals too detailed  
Difficulty in following image or sound  
Fuzzy out of focus pictures  
Unreal size relationships  
Confused composition  
Color is less effective than black &  
white  
Uneven synchronization of sound and  
image

Absence of useful notes, guides  
Unrelated materials packaged together

Difficulty in handling  
Special training requirements for use  
Unattractive packaging  
Flimsy construction  
Difficulty in repairing damage

Rejection in evaluation sources

Too costly for budget  
Too expensive to replace, repair, process  
for use

**Selection Tools for Print and Non-Print Materials Include:**

- I. Source lists published or sponsored by the following are acceptable:
  - American Association for Health, Physical Education, and Recreation
  - American Association for School Librarians
  - American Association for the Advancement of Science
  - California School Library Association
  - California Teachers Association
  - National Council for the Social Studies
  - National Council of Teachers of English
  - National Education Association
  - Young Adult Library Services Association
  
- II. Generally accepted current reviewing media includes the following:
  - Book Report*
  - Book Review Digest*
  - Booklist*
  - California State Standards
  - Clearing House*
  - Education Products Information Exchange
  - Library Journal*
  - Los Angeles Times. Book Section*
  - Media and Methods*
  - Multimedia Schools*
  - Popular Computing Magazine*
  - Publisher's Weekly*
  - School Library Journal*
  - Science Books and Films*
  - Teacher Librarian*
  - Voice of Youth Advocates (VOYA)*
  - Professional magazines and bibliographies from academic disciplines

## CHALLENGE POLICY & PROCEDURES

In a democratic society the public school has the responsibility for preparing pupils to apply their intellect to the solution of problems, that is to develop critical thinking skills. In keeping with the democratic process, which involves the resolving of controversy in an orderly fashion, it shall be the policy (6080.1) of the Chaffey Joint Union High School District to foster the study of current and historical facts and ideas in a manner consistent with the district's goals.

Every pupil in this free society has the right and responsibility to examine pertinent controversial issues, subjects and materials in an atmosphere free from bias and prejudice. Such issues, subjects, or materials are defined as controversial if some of their elements conflict with the cherished interests, beliefs, or group affiliations of a section of citizens. The study of such issues, subjects and materials in the CJUHSD shall seek to foster in the pupils the:

1. Ability and the will to study complex life situations and to make intelligent choices from alternatives,
2. Ability to analyze materials, to recognize propaganda, and to evaluate sources of information,
3. Ability and the desire to make use of rational methods in considering significant issues and in coming to decisions about them,
4. Willingness to recognize the necessity for and the value of differing viewpoints,
5. Readiness to accept desirable compromise when necessary, and
6. Respect for minority position and the acceptance of the right of minorities, through the democratic process, to attempt to become majorities.

The teaching staff has the responsibility for implementing the study of issues, subjects, and materials in such a way as to promote the foregoing objectives. The administrative staff has the responsibility for formulating and executing administrative directives which will protect and support (1) the staff when unjustifiable complaints, requests, or demands are made, and (2) the community when justifiable complaints, requests, or demands are made. The Board of Trustees will handle all complaints, regarding materials, curriculum content, or methods of instruction through the established

administrative guidelines and procedures for handling such complaints.

### Rights of Students

For public schools, policy on controversial issues is defined in terms of the rights of pupils rather than in terms of the rights of teachers.

In the study of controversial issues, the following rights of pupils shall be recognized:

1. To study any controversial issue which has political, economic, or social significance and concerning which the pupil should begin to have an opinion,
2. To have free access to all relevant information, including the materials that circulate freely in the community,
3. To study under competent instruction in an atmosphere free from bias or prejudice, and
4. To form and express his/her own opinions on controversial issues without thereby jeopardizing relations with the teachers or the school.

## **Responsibilities of Teachers**

Knowing the policy of the district and making full use of this knowledge and of his/her understanding of the pupils, the school and the community, the teacher should:

1. Be informed on the subject under discussion before presenting an issue,
2. Follow the requirements on Prohibited Instruction as contained in the Education Code sections Prejudices (51500-51501), Prohibited Materials (51510-51513), Solicitations (51520-51521), Advocacy or Teaching of Communism (51530), Humane Treatment of Animals (51540), Sex Education Courses (51550-51555).
3. Guide students in the selection of topics,
4. Choose suitable and useful instructional materials (Selection of Instructional Materials-6130),
5. Stimulate pupils to make use of a wide variety of materials and experiences, both in and out of the classroom,
6. Interpret materials by explaining their significance and by pointing out possible missing arguments, interpretations, and points-of-view,
7. Provide experiences in recognizing and evaluating the consequences of alternatives,
8. Promote, in all possible ways, pupil interest in, and appreciation of, rational methods of considering issues and arriving at decisions,
9. Direct class discussion to cover various points-of-view,
10. Refrain from using classroom prestige to promote partisan or sectarian viewpoints, and
11. Adhere to district policy regarding video usage, non-print and other print materials in the Administrative Regulations including copyright (6135.1-6135.4) and R-rating policies (6080.2).

## **Selection of Issues**

All controversial issues selected for study shall be based upon the criteria for selection which shall apply to the following situations:

1. Major issues which are predetermined and approved by the Local Curriculum Steering Committee of the school concerned,
2. Issues which arise spontaneously during a classroom discussion, or
3. Issues which, because of their temporal nature, cannot be foreseen.

**Criteria for Selection** – The following criteria should be applied:

1. It should contribute significantly to the objectives of the curriculum,
2. The issue should be within the range of pupils' interest, experience, maturity, culture, and competence,
3. The issue should have a meaningful relationship to the matters of concern to the pupils at the time it is studied,
4. There should be adequate time to justify its presentation,
5. The issue should be one which the teacher has academic preparation or enough background knowledge to manage the differences of opinion relating to the issue,
6. The issue should be one about which information is present and available, so that the alternatives can be discussed and evaluated on a factual and reasonable basis, involve alternate points
7. The issue should be one about which information is present and available, so that the alternatives can be discussed and evaluated on a factual and reasonable basis,
8. The issue should provide the opportunity for critical thinking and for the development of tolerance, and the understanding of conflicting points-of-

view, at the same time that it contributes to the prescribed course of study and the general educational program of the school.

### **Responsibilities of the Administration**

Professional leadership in formulating and executing policy governing the study of controversial issues must come from the district administration. It is especially important that all administrators have full understanding of the place of significant issues in the school program in order to base all judgments on sound professional knowledge and the welfare of the pupils rather than on personal feelings.

Periodically, the administrators should discuss the teaching of controversial issues with their staff. Teachers may not be aware of areas of concern held by certain segments of the community.

No out-of-school group or individual has the right to present arguments for or against any issue under study directly to the pupils or to the class. The teacher, after obtaining approval of the principal, may invite representatives of major different viewpoints to appear before the class and discuss their opinions.

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## Procedures for Handling Questioned Educational Material, Curriculum Content or Teaching Procedure

The following procedures shall be used in adjudicating differences in an impartial and factual manner:

1. Initially, complaints will be handled in an informal manner by the staff member involved.
2. If formal handling of the criticism is requested by the complainant, the criticism shall be prepared in writing by the complainant on district form "Request for Review of Instructional Material" (see appendix). An original and four copies of the form shall be prepared by the principal's secretary with only the first four items completed. The original and three copies shall be given to the complainant for completion and the fourth copy retained as a record of issue by the principal who shall then notify the staff member involved that formal handling has been initiated. Upon return of the three completed copies from the complainant, the principal shall retain one copy for his files and forward one copy to the staff member involved and one copy to the superintendent or designee. The principal shall determine the disposition of the complaint.
3. The principal shall investigate to determine the facts surrounding the allegations of the complainant. He/She may instigate the following procedures when it is deemed such action advisable:
  - a. If no satisfaction has been achieved, the principal shall request a joint meeting of the principal, representative staff member(s) and the complainant. The principal will determine the time and place of the meeting and will notify the persons involved.
  - b. If a satisfactory resolution is not reached during the meeting, the principal shall appoint an investigative committee whose function will be to make recommendations concerning the disposition of the complaint. The committee shall include representatives from the district administrative staff, the administrative staff of the school involved, the teaching staff, and any other areas the principal may designate. It is requested that a teaching staff member from a different school be included.
  - c. The principal shall notify the superintendent of the complaint and of the formation of the committee. During the review, discussion of the issue or material will not be placed on the agenda of a Board meeting. **Study of the issue or pupil use of materials will not be prohibited pending the recommendation of the investigative committee.**
  - d. A written recommendation of the reviewing committee shall be forwarded to the principal. If the questioned subject is not resolved by the local school action, the report of the reviewing committee shall be considered by the superintendent who may make a written recommendation to the Board of Trustees concerning the disposition of the complaint. Copies of the recommendation of the superintendent shall be forwarded to the complainant, members of the Board of Trustees, the principal, the investigative committee and the staff members involved. Any Board action will be reported to all persons involved.
  - e. If the action of the Board is not satisfactory to any person involved, he/she may request a hearing before the Board of Trustees, in accordance with the procedures of district policy regarding public participation in Board meetings (9250.1.5). After an opportunity has been given for the hearing, the Board of Trustees shall take action upon the recommendation of the superintendent.

# COPYRIGHT

Copyright law is of special concern to educators and library personnel. Every day we deal with the communication of ideas, concepts, and information embodied in copyrighted works. A basic understanding of copyright principles is necessary, especially in light of new technologies that challenge interpretations and applications. Educational entities and employees can be held liable for copyright violations, so it is in the interest of all to understand copyright.

The Chaffey Joint Union High School District has Board of Trustee policies in place that clearly delineate copyright procedures. A copy of the *Chaffey Joint Union High School District Board Policies and Administrative Procedures* is located on the district Sharepoint website.

Library staff should familiarize themselves with the following sections that deal with copyright:

Section:

- 6135.1 Copyrighted Materials
- 6135.2 Copyrighted Materials: Classroom Copying of Books, Periodicals, and Music Materials
- 6135.3 Copyrighted Computer Software

## RESOURCES

Bruwelheide, Janis H. *The Copyright Primer for Librarians and Educators*. 2nd ed. Chicago, IL: American Library Association and the National Education Association, 1995.

Pilling, George. Copyright Resources. <http://www.georgepilling.com/copyright/index.htm>

Rebecca P. Butler. *Copyright for Teachers and Librarians*. New York: Neal-Shuman Publishers, Inc., 2004.

Simpson, Carol. *Copyright for Schools: a Practical Guide*. Columbus, OH. Linworth Books, 2005.

*Suggested Copyright Policy Guidelines for California's School Districts*. Sacramento, CA: California Department of Education, 1991.

# LIBRARY HANDBOOK

A library handbook or brochure is useful for communicating with pupils, parents and faculty and can be a valuable public relations tool. Libraries are mysterious places to people who are not familiar with their collections, organization and rules. Having a handbook can help to demystify the library and clearly explain what the library is and what is expected of those who use it.

## Library Handbook

Whether it is a booklet, a pamphlet, or available on the school's web page, the handbook must be clear, attractive and concise.

Suggested handbook contents:

- Mission and goals of the library
- Rules for student behavior
- Check-out, overdue and fine policies
- Staff list
- Hours of operation
- Tutoring available
- Selection and challenge policies
- Special programs and activities

## Rules

1. The rules for the library must coordinate with the school's rules and discipline policy.
2. It is recommended that the library is not used as a form of punishment. Also, don't make rules you do not intend to enforce.

3. The library is usually the only place on campus where a pupil is guaranteed a quiet place for uninterrupted study and research. The following library classroom rules are guidelines at all district libraries:

- Respect pupils, teachers and staff.
- Keep noise to a minimum.
- Finish all food and drink before entering the library.
- Turn cell phones off while in the library.
- Share resources – computers, reference tools.
- Use student ID or library card to check out library materials.
- Pupils must be engaged in constructive work (homework, browsing, reading).

# SAFETY

The list below presents some ideas on issues of safety that might be present in school libraries.

Check your school safety plan for specific information or ask about safety training that might be offered at your site.

## SHELVES

- Secure/brace shelves to prevent them from falling in case of an earthquake.
- Do not overload the top shelf or place heavy items on the top of shelves.

## ELECTRICAL

- Do not overload electrical circuits by plugging in too many cords.
- Use three-wire grounded plugs when needed.
- Check plugs and cords regularly for wear.
- Be very careful about the placement of cords.
- Batteries should be stored in a cool, dark place.

## FACILITY

- Examine carpets, furniture and other areas for wear, holes, splinters, sharp edges and request repairs when needed.
- Keep exits clear and well marked.

## EQUIPMENT

- Keep information booklets for all equipment – these contain safety tips.
- Copy equipment operating instructions, - laminate and keep with equipment.
- Be aware of specific handling requirements for equipment.
- Carts – use only approved, safe carts which will not easily tip over.
- Secure large equipment, such as television monitors, to carts.
- Laminators, laser printers, copy machines and other equipment get very hot and need to be handled with extreme care.
- Be sure equipment that needs ventilation is in an open area and additional ventilation is available, if needed.

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## PURCHASING

The purchasing function involves four steps:

- Identifying *needs* in the library collection,
- *Selecting* materials to fill these needs (covered earlier in this manual),
- Identifying appropriate *funding* sources and making the *purchases*, and
- *Receiving* and verifying materials.

### NEEDS

It is important to establish and prioritize the needs of the library. Several methods of accomplishing this include but are not limited to:

- Staff and pupil surveys
- Collection mapping
- Curriculum evaluation
- Teacher reading lists
- Class projects
- Worn material replacement

Staff and pupil surveys can assume any form. Generally, they ask for specific suggestions of authors, titles or general subjects the patrons would like to see in their library. Keep a “wish list” file for titles mentioned by pupils or staff when in the library. Pupils especially like the idea that what they think or want to read will be considered in what is actually purchased.

Collection mapping may be accomplished by the automation system utilized by the library. Essentially, this is an analysis by percentage of the books in particular subject areas and compared with the circulation percentages in the same areas.

Curriculum evaluation is accomplished by becoming an active member of the LCSC (Local Curriculum Steering Committee). Each proposed or current course will impact what the students look for in the library.

Teacher reading lists may be compared to the current collection as well as specific usage of individual titles. Books may need to be added because of voids, large usage or worn copies.

Class projects all too often catch us unaware. A good working relationship with the faculty will net projects well before they are assigned allowing *time* for the library to acquire appropriate and diverse materials, OR merely to identify those materials already in the collection which will assist pupils in accomplishing the project, OR to put on reserve the set of books which pupils in a particular class will be using.

Worn material replacement is a result of weeding (discussed later in this manual). Remember to consult the weeding materials list when identifying materials which need to be purchased.

### SELECTION

This subject was discussed earlier in the “Library Policies section (pg. 11).

### FUNDING

It is important to be aware of the available types of funds to support the library. The library site budget is determined in conjunction with all site budgets and is ultimately the responsibility of the principal. State and federal funding sources are determined by the Instruction Office at the district.

Library budgets are generally composed of two types of funds:

**Categorical** funds are restricted to certain specific uses or to serve specific pupils. Our libraries receive various federal and state funding as well as grants. Listed below are some examples of funding sources:

1. *Title V* funds can be used for a variety of purposes although our district has traditionally utilized these funds exclusively to support the libraries.

2. *CA Senate Bill 813* is spent on textbooks and library books after 10% of the site principal's budget is spent on textbooks.

3. *The School and Library Improvement Block Grant* requires a site and district Board approved library plan. These funds can only be used for library resources (print, non-print and online), equipment used to access the library resources and for library automation systems.

Individual schools may receive funds from other state or federal programs (Title I, LEP or GATE) which could be used to support the library.

**General** funds are unrestricted and can be used for any purpose in the district. For the library, this is the principal's site library budget.

**Fundraising** to support the library is a further source of unrestricted funds. This may be accomplished through a parent booster group or school club with the support and approval of ASB. Check with the Student Store Manager for procedures and/or contacts.

## LIBRARY ORDERING

In the CJUHSD all purchase procedures are defined by the purchasing department.

**Purchase Requisition:** Individual schools create lists of materials and attach them to a Purchase Requisition. This is signed by the TL and principal before being forwarded by the principal's secretary to the Purchasing Department. Most purchases are submitted via Financial 2000. Some may require a hard copy of the requisition to be submitted. Attach a separate list for requisitions of 10 items or more.

A Purchase Order (PO) is created by the purchasing department and sent to the vendor. A copy of the completed PO will be sent to the school so that you have a record of what was actually ordered and the funding source. (Check both because purchasing or accounting may have missed something or changed the funding.)

## RECEIVING AND PROCESSING

### Receiving Materials

1. Unpack the box and find the packing slip.
2. Check off the materials received on the packing slip, verifying that you received the correct items.
3. Put the books in alphabetical order by author on a book cart. Some schools will prefer that the books be placed in barcode number order.
4. Check off each book on the purchase order to verify substitutions or unfilled items. Initial and date the PO.
5. Open the front cover of each book, then the back cover, continuing to open and press down a few pages at each time alternating front and back, checking as you go for damage or defects, such as pages that are missing or uncut.
6. If you find pages missing or other serious damage, note it on the Discrepancy Form. Upon receipt of this form, the Purchasing Department will contact the vendor for replacement.

## Property Stamp

Every item should be stamped with the property stamp. This is a stamp that identifies the name and address of the library. This is useful to get items back if they have been lost or returned in error to another library.

Stamp each book:

- Inside the front cover,
- On the title page,
- On the back flyleaf, and
- On the page ends.

## Funding Stamp

Federal, state and other special sources of funds often require that materials purchased with these funds be identified by a stamp or label indicating the source of the funds and the year acquired. Though this isn't always required, it can serve as a public relations tool, graphically showing where the money came from to purchase the materials in the library.

For example, the funds that California schools are now receiving through the School and Library Improvement Block Grant could be stamped with funding source name and the budget year written in after the stamp.

## Labels

*Spine label* – attach the call number on the spine of the book at the standard height for ease of reading when on the shelf. If the spine is too narrow, attach the label to the front cover, on the left side at the same height as if on the spine.

*Barcode* – attach the barcode to the book where it can be easily swiped and cover with barcode protector (if a clear book cover is not used).

*Location of barcode* – check your school's preferred location below:

- Top right corner of back cover (horizontally or vertically)
- Top left corner of front cover
- Inside front cover
- Inside back cover

The top right on the outside back cover or the top left on the front cover are used by many librarians for ease of scanning – the book doesn't need to be opened to check it out or in. Also the barcode is then on the outside edge of the book as it sits on the shelf for ease of inventory.

*Librarian's page* – the page following the verso (verso – back of the title page) is the usual location of the call number (upper right corner) and the purchase date (spine edge). Purchase data includes: barcode number, year of purchase, special funding as appropriate and the surname of the TL. These will vary at each site.

## Security Strip

Attach the necessary magnetic security strip in the spine or between pages near the back of the book. The spine location is preferable but many books do not have enough space in the spine. When attaching between pages attempt to select pages which are "less often" used.

## Clear Cover

Many libraries cover the book dust cover with a clear plastic cover. This is usually the last step before shelving the new book.

## PROCESSING PERIODICALS

Periodicals arrive at regular intervals throughout the year. Most libraries subscribe to some periodicals (magazines or newspapers).

### Processing procedures

Prepare a periodical check-in card or sheet for each title. Library supply vendors carry preprinted periodical check-in cards, which are useful, or a staff member can create a custom check-in form with the following information:

- Name of periodical
- Frequency – how often it is published (daily, monthly, quarterly, during school months only).
- Indicate the issue received by year/month/day or volume/number.
- Date received.

See the Periodical Check-in Form in the appendix for sample periodical cards.

### Steps

1. Check in the specific issue on the check-in form.
2. Stamp the periodical with the library property stamp on the front cover.
3. Process the periodical for check-out (enter into automated system and barcode it). Some libraries skip this process as periodicals are not checked-out overnight to students. Some libraries use magnetic security strip in the periodicals.
4. If you have a current periodicals display, remove the older issue from the rack and replace with the new issue.

5. Periodically review the check-in cards to identify missing issues, those that never arrived at your library.
6. Follow-up on missing issues by sending a claim to the magazine venter (replaced without charge regardless of why the issue was missing) or to the publisher (if ordered directly).

### Periodical Holdings

Periodical holding should reflect the curriculum and recreational needs of the students. The TL will decide the procedures for periodical circulation and weeding.

If the electronic periodical database has full text articles, library staff may not need to keep large numbers of past issues of periodicals.

Remember, that pupils and staff only have access to the online full-text articles as long as the library maintains a subscription to the online database and so long as your computer system is working.

It is still a good idea to have some print subscriptions and to keep some back issues of popular periodicals. How many you keep depends on your pupil use and the space available for storage.

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## FILING RULES

There are many instances when you will need to manually file/sort items. The rules for filing in libraries changed in 1980. If you have an older version of the filing rules, it may be of benefit to purchase the new version of *ALA Filing Rules*.

There are two major ways to file alphabetical items:

*Word by Word* – files single letters or small words before a longer word beginning with the same letter.

*Letter by Letter* – files in order by the appearance of each letter whether they are in separate words or part of a longer word.

1. Library filing rules use *word by word* – a single letter or small word is filed before a longer word beginning with the same letter(s).  
Example: San Diego  
Sanders Restaurant
2. Nothing precedes something – if there is a space between words, it is filed under the first word before a longer word with no space.  
Example: San Diego  
San Mateo  
Sanders Restaurant
3. If two or more items are by the same author, next file alphabetically by the titles.
4. Disregard initial articles (a, an, the) except when used in a personal or place name. Include when within the title.
5. Dashes, hyphens, slashes and periods are treated as if they are a blank space and separate the words.

6. Single letters or initials separated by periods, hyphens, etc., are treated as separate words. Initials without punctuation or spaces are treated as one word.

Example: U.N.

Under the Boardwalk

UNICEF

United States

7. Abbreviations are filed exactly as spelled. (This is a change from the older rules – prior to 1980 abbreviations were filed as if spelled out.)

Example: Mister Ed

Mr. Smith Goes...

Mrs. Miniver

Ms. Magazine

8. Numbers (numerals) are filed in numerical order before any letter. (This is also a change from the older rules – prior to 1980 numbers were filed as if spelled out.)

Example: 1 in a million

66 Sunset Strip

1984

20,000 Leagues...

One of the Best

To learn more about filing read, *ALA Filing Rules*, American Library Association, 1980.

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# CIRCULATION

Circulation procedures will vary according to our school procedures. When forming library procedures take into account:

- How many items students can borrow at one time,
- What materials can be circulated, and
- Which materials are to be circulated for specific lengths of time.

## Process

Pupils are required to carry their school photo I.D. card when on campus (Administrative Regulations).

1. Select “Check-out” mode in library management system.
2. Scan I.D. card; check screen to verify the correct student is on screen; check for holds or problems with overdues.
3. Scan item barcode.
4. Deactivate magnetic security strip.
5. Stamp date due or pocket date due slip.

## Circulation Procedures

Here are some questions that your circulation procedures should answer:

- Is there a limit on the number of books that can be checked-out?
- Can students check-out materials if they have overdue items?
- Can students check out materials if they have fines in the library? in the textbook room? in the student store?
- How often will you send out overdue notices?
- How will you handle end of the year returns and clearances for pupils who are leaving the school?

- How will you handle reserves – requests for books that are out in circulation?
- Will you charge for overdues? for lost books? damaged books?

## Shelving Procedures

Books are placed on shelves in order from left to right, from top shelf to bottom shelf, then to the next shelving unit to the right on the top shelf.

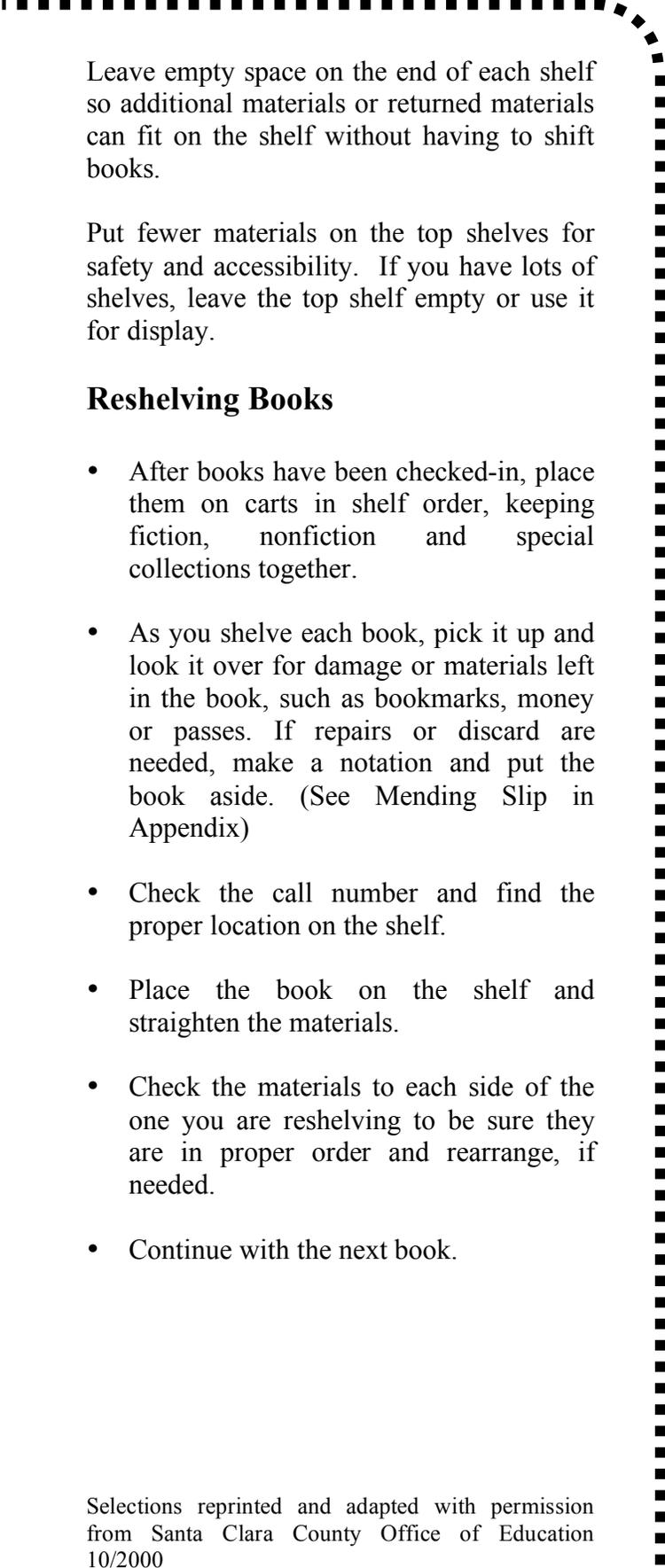
*Fiction* books are shelved alphabetically by the author’s last name, then by title.

*Nonfiction* books are shelved by Dewey Decimal Number, then by the author’s last name. (Exceptions to the use of the author’s name can occur when grouping work by, but not written by, an individual artist or criticism of an author.)

*Periodicals* are shelved alphabetically by title of publication, then in chronological order.

Line books up close to the front edge of the shelf.

Use bookends to keep the books standing neatly on the shelves. Pamphlet boxes may be needed to hold slim books (e.g. Children’s picture book collection).



Leave empty space on the end of each shelf so additional materials or returned materials can fit on the shelf without having to shift books.

Put fewer materials on the top shelves for safety and accessibility. If you have lots of shelves, leave the top shelf empty or use it for display.

## **Reshelving Books**

- After books have been checked-in, place them on carts in shelf order, keeping fiction, nonfiction and special collections together.
- As you shelve each book, pick it up and look it over for damage or materials left in the book, such as bookmarks, money or passes. If repairs or discard are needed, make a notation and put the book aside. (See Mending Slip in Appendix)
- Check the call number and find the proper location on the shelf.
- Place the book on the shelf and straighten the materials.
- Check the materials to each side of the one you are reshelving to be sure they are in proper order and rearrange, if needed.
- Continue with the next book.

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# CATALOGING

Creating original cataloging and determining the classification of an item is a complicated task and best performed by professionals with training and experience. One reason that libraries are successful is because there are standards and consistency in how they operate. A book on a certain topic will be on the shelf under a certain Dewey number and four books by the same author can be located in the catalog under that author's last name even if they are on very different subjects.

## TWO DEFINITIONS

- Cataloging is the bibliographic and physical description of an item in the collection.
- Classification is a system for arranging materials according to subject or format.

## MARC RECORDS

MARC stands for:

**M**achine  
**R**eadable  
**C**ataloging

The Library of Congress created LC MARC in the 1960s when it began to use computers to catalog materials. The LC MARC format evolved to become USMARC, which is the standard used by most library computer programs today. The Library of Congress maintains the USMARC format and documentation.

The MARC record codes pieces of information in a standard format, with each piece of information (called a field) assigned a number (MARC tag). Certain pieces of information, such as the author's name, are always in the same field.

This standardization means that a MARC record that is placed into several different automation systems will always have the same information in each field. These different systems have been programmed to accept the MARC record information.

## PRE-PROCESSING

When available, most schools in the district order their books pre-processed, that is, the items come with labels, barcodes, covers and cataloging information on disk (or any combination of these). All the staff needs to do is upload the information from the disk, verify that the Dewey number is compatible with the collection and perform standard processing (discussed in the section on processing.).

When ordering materials pre-processed, be sure to carefully fill out the specification form provided by the vendor to align the processing with current usage in your collection.

## RESOURCES

Furrie, Betty, Understanding MARC Machine-Readable Cataloging. Washington, DC: Library of Congress, 1998.

Yurczyk, Judith. MARC Bibliographic Format Guide. McHenry, IL: Follett Software Company, 1996.

Zuiderveld, Sharon. Cataloging Correctly for Kids. Chicago, IL: American Library Association., 1998.

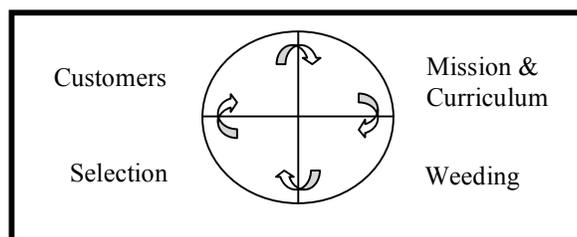
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# LIBRARY COLLECTION

## COLLECTION DEVELOPMENT

There are four important considerations in collection development:

- The needs and interests of your pupil population and your staff, who together constitute your *customers*,
- The school mission and your curriculum,
- Weeding, and
- Selection



### Customers

Consider who uses the library and who might use it if other materials were available. Do pupils speak languages other than English? Are they at grade level in reading or is the pupil population reading below grade level? What kinds of assignments are they given? Which services are extended to the staff? Is pleasure reading material or a professional library available?

### Curriculum/Mission

What are your school's 'Expected Schoolwide Learning Results' (ESLRs)? What exit exam criteria does the library collection/instruction hope to support? What are the major library projects? What is the purpose of your library? Does the library support both academic and nonacademic subjects?

### Weeding

Which materials don't fit the library's mission? Which are so dated that the information is unreliable? Where are the gaps in the collection?

### Selection

What criteria will the TL apply in making your selections? What tools will the TL use?

## COLLECTION CONTENT

A good understanding of the following is necessary in building the library collection:

- The school-wide mission
- The library mission
- The curriculum taught at the school
- The state frameworks and standards for all content areas
- The school-wide literacy programs (SSR, etc.)

## Library Mission

Information Power, a key resource for school libraries, tells us that the “mission of the library media program is to ensure that pupils and staff are effective users of ideas and information.” The school library should support the curriculum and foster pleasure reading and literacy skills in all pupils. The school library mission may also include support for the staff in the form of a professional library, pleasure reading materials, etc.

The school library differs from a public library in that it is curriculum driven. It is not an archive of school history nor does it serve the entire community.

## Curriculum

1. Check the district course outlines which give major topics, units of study and approximate timelines (quarterly) for each class. The scope and sequence in a department may also be determined from the course outlines.

To stay abreast of new course developments and changes, it is important to attend the Local Curriculum Steering Committee meetings on your campus.

2. Check state curriculum frameworks and standards for content areas to see which are best suited for library research or the use of library materials. Collaborate on developing projects that align the curriculum to the standards. Even standards such as “Senior students will read two million words per year” can be an opening to library collaboration.
3. Attend department meetings and find out what projects teachers are assigning.
4. Review textbooks for topics included in a course.

5. Be a part of any literacy committees at your school. Know the plan for developing literacy.

## COLLECTION REVIEW

Once collection needs are evaluated, you will be able to identify which materials need to be weeded out and where gaps in available materials need to be filled. To help in finding these areas, you may run a report by call number and copyright date, noting which areas are dated and which are sparse.

Having done the above work to assess needs simplifies wise purchasing.

## RESOURCES

### Internet:

California Department of Education. Curriculum and Instruction-Content Standards and Frameworks and Instructional Materials. <http://www.cde.ca.gov/ci/>

Resources for School Librarians. School Library Collection Development. <http://www.sldirectory.com/libsf/resf/coldev2.html>

California School Library Association. Standards and Guidelines for Strong School Libraries. 2005. [http://www.schoollibrary.org/pdf/CSLA\\_Standards.pdf](http://www.schoollibrary.org/pdf/CSLA_Standards.pdf)

### Books:

Doll, Carol & Pamela P. Barron. Collection Analysis for the School Library Media Center: A Practical Approach. Chicago: American Library Association, 1991.

Loertscher, David and Blanche Woolls. Building a School Library Collection Plan: A Beginning Handbook. San Jose: Hi Willow Research, 1998.

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# WEEDING

Before purchasing new materials, you need to find the time to get rid of those that no longer function for your library. The “weeds” need to be removed for several reasons:

- New, useful books are most noticeable when not surrounded by unattractive and outdated ones.
- Having a library full of unattractive, worn or outdated material with bad information turns patrons away, making the library itself an unattractive, unwelcoming place. It convinces teachers that students should skip going to the school library and head straight for the public library. (“We don’t have anything here.”)
- Valuable space is wasted.

## Criteria for Weeding

Any established criteria can be used for weeding procedure.

The following criteria for weeding is based on Susan Choi’s C-U-DO-IT! Criteria for weeding school libraries.

<b>C</b>	=	curriculum fit
<b>U</b>	=	use
<b>D</b>	=	damage
<b>O</b>	=	outdated information
<b>I</b>	=	interest levels/reading levels
<b>T</b>	=	too many copies

### Curriculum Fit

Discard materials that do not fit the current curriculum or that do not have the possibility of fitting the curriculum as the school and its departments align their courses to the state frameworks and standards.

### Use

Look at materials that have not been used for some time and figure out why. If they are catalogued incorrectly, cataloged insufficiently or were never cataloged when your library was automated or if they have

worn, unattractive covers, these books may be kept. Can keywords be added to the books’ summary records to help students identify them as useful? Are they worth recovering or rebinding?

### Damage

The materials are so damaged or worn out that they are not usable. You must decide whether to repair, replace, or remove them.

### Outdated Information

Some or all of the content is out-of-date and incorrect. This is especially important in the areas of science, health, geography and current affairs, where information changes frequently. Does it have stereotypes or reflect biased viewpoints? Also check science experiments or craft books for unsafe procedures or use of toxic materials.

### Interest/Reading Levels

Are the interest or reading levels appropriate for the pupils at your school? Have the grade levels or student population changed at your school? The format may not fit the interest of the pupils—is the print too small, are the illustrations of poor quality, is the layout difficult to read?

## Too many Copies

The title may once have been more popular, but due to changes in curriculum or pupil interest fewer copies are needed now.

## Procedures for Weeding

The following weeding procedures are largely suggested by the Santa Clara County Office of Education.

1. Establish a weeding plan, schedule or goal:
  - Plan to do a set time each day, week or month.
  - Decide to weed a particular collection or Dewey area.
  - Write out your plan and make a commitment.
2. Weed when you have few interruptions:
  - Before or after the school day.
  - When no classes or students are scheduled in the library.
3. Assemble a weeding kit that includes:
  - A notebook to keep track of what areas have been weeded.
  - Gloves, mask and other necessary protection from dust.
  - Bookmarks or post-it notes to note reasons for removal from shelf.
  - Box or cart for books that need repair.
  - Cart or box for books that will be discarded.
4. Pull each book from the shelf and examine it using your criteria:
  - Check the copyright date
  - Check the physical condition of the book.
  - Examine the contents of the book, check the index and any section labeled 'today' or 'the future'—this is often where it is easiest to find out if the content is outdated.

5. Decide what to do and put the book
  - Back on the shelf, or
  - Note the reasons and place the book either in the repair box or the discard stack.
6. Note where you started and stopped in your notebook or mark the shelf.

## Removing Materials

### Catalog Records

Remove the item from the online catalog database. Refer to the *Follett Destiny Manual* for directions.

### Discarding Materials

1. Cross out all school identification so that materials don't make their way back to your shelves.
2. Stamp or write "DISCARDED" on the inside cover and title page and remove or put a mark through the barcode.
3. Remove the material from the library:
  - Allow teachers and pupils to take materials if content is still usable. Include a bookmark that explains the reasons why the material is being discarded.
  - Have a shelf or area for free books. Include a bookmark that explains the reasons why the material is being discarded.
  - Put books out in the teachers' lounge or send books (with a Possible Discard bookmark) to department chairs whose department members may have an interest in the subject (see Possible Discard Bookmarks and Discarded Materials Bookmark in the appendix).
  - Put books in teachers' mailboxes (with a memo) if you know they

have a personal interest in the subject.

- Donate current, usable materials to nonprofit organizations.
- Throw away or recycle materials that are outdated or damaged. Books and other materials that have bad information should not be given away. No one needs to be misinformed.
- Sell items that have value to return funds to the library.
- If items cannot be sold or given away, TLs should add them to a list for the Board to approve its disposal (see Library Discards Memo).

## RESOURCES

### Internet:

#### Sunlink Weed of the Month Club

<http://www.sunlink.ucf.edu/weed/>

The SUNLINK Weed of the Month Club was created to help provide Florida's School Library Media Specialists with guidelines and suggestions for weeding their collections a little at a time as well as for adding quality material. This site is no longer being updated, but archives are available.

Texas State Library and Archives. CREW Manual. April 2005.

<http://www.tsl.state.tx.us/ld/pubs/crew/guidelines.html>

### Books:

Boon, Belinda. The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries. Austin, TX: Texas State Library, 1995.

Slote, Stanley G. Weeding Library Collections: Library Weeding Methods. Englewood, CO: Libraries Unlimited, 1997.

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## SELECTION

Having previously:

- Identified your customers,
- Assessed the curriculum, considered the state frameworks and content standards,
- Weeded out materials that don't belong, and
- Determined what you currently have in your library

you can now see the gaps in your collection and begin your purchase wish list.

### Selection Resources

There are many good selection resources that have reviews of books and other materials and recommendations for purchase. CJUHSD subscribes to Books in Print Online, which includes online reviews.

Several print and Internet selection resources are listed on page 17 and in the resources section on this page. Other good resources are publications by professional associations including:

- American Library Association,
- International Reading Association,
- California Young Reader Medal (books that have been reviewed and chosen by students as their favorites)

### Selection Criteria

Selection of quality library materials is a complex process. Both the quality of the materials themselves and how they fit the needs of your library and your students must be considered. In time, you will find that certain publishing companies and book representatives are especially good at meeting your library's needs. To assist in materials selection, please consult the following lists. These are guidelines only.

You may choose books for your own reasons. For example, there may be times when you ignore the 'durable binding' rule because studies show that students will much more readily pick up a paperback for pleasure reading.

### RESOURCES

#### Internet:

#### California Young Reader Medal

<http://www.cla-net.org/awards/cyrm.php>

This program gives young readers in our state the opportunity to honor their favorite books and authors, recommend them to others, and enjoy recreational reading.

#### ALA Booklists & Book Awards

<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.cfm>

This web site has links to the current year's and previous years' lists of:

- Alex Awards
- Best Books for Young Adults;
- Great Graphic Novels for Teens
- Michael L. Printz Award
- Margaret A. Edwards Award
- Outstanding Books for College Bound
- Quick Picks for Reluctant Readers;
- Popular Paperbacks for Young Adults;

## Coretta Scott King Award

<http://www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.cfm>

Sponsored by the American Library Association Social Responsibilities Round Table, this award commemorates the life and work of the late Dr. Martin Luther King, Jr. and honors Mrs. King.

Presented annually to an African American author and an African American illustrator for an inspirational and educational contribution published during the previous year.

## Newbery Medal

<http://www.ala.org/alsc/nmedal.html>

Sponsored by the American Library Association and the Association for Library Services to Children, this medal is presented annually to the author of the most distinguished contribution to American literature for children published in the United States in the preceding year. The recipient must be a citizen or resident of the United States.

## Notable Books and Other “Best of” Lists

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/literaryrelated.cfm>

The Association of Library Services to Children posts a new list of notable resources for children each year. Materials covered are books, computer software, videos, web sites, etc.

## Books

Adamson, Lynda G. American Historical Fiction: An Annotated Guide to Novels for Adults and Young Adults. Phoenix, AZ: Oryx, 1999.

---. World Historical Fiction: An Annotated Guide to Novels for Adults and Young Adults. Phoenix, AZ: Oryx, 1999.

Bart, Daniel S., Ph.D. What Historical Novel Do I Read Next? Detroit: Gale, 1997.

Calvert, Stephen. Best Books for Young Adult Readers: Grades 7-12. R.R. Bowker, 1998.

Dodson, Shirleen. 100 Books for Girls to Grow On. New York: HarperCollins, 1998.

Gomberg, Karen C. More Books Appeal: Keep Young Teens in the Library. McFarland, 1996.

Hillegas, Ferne E. and Juliette Yaakov, eds. Senior High School Library Catalog, 15th Edition. H. W. Wilson Co., 1997 + annual supplements.

More Teens’ Favorite Books: Young Adults’ Choices 1993-1995. International Reading Association, 1995.

Odean, Kathleen. Great Books for Boys: More Than 600 Books for Boys 2-14. New York: Ballantine Books, 1998.

Odean, Kathleen. Great Books for Girls: More Than 600 Books to Inspire Today’s Girls and Tomorrow’s Women. New York: Ballantine Books, 1997.

Phelan, Patricia, ed. High Interest-Easy Reading: An Annotated Booklist for Middle School and Senior High School. 7th edition. Urbana, IL: National Council of Teachers of English, 1996.

Schon, Isabel. Recommended Books in Spanish for Children and Young Adults, 1991-1995. Scarecrow Press, 1997.

Spencer, Pam. What Do Young Adults Read Next?: A Reader’s Guide to Fiction for Young Adults. Volume 3. Detroit: Gale, 1999.

Stoll, Donald R., ed. Magazines for Kids and Teens. International Reading Association, 1994.

Stover, Lois T. and Stephanie F. Zenker, eds. Books for You: An Annotated Booklist for Senior High. 13th ed. Urbana, IL: National Council of Teachers of English, 1997.

## Periodicals

### *The Book Report*

Published bimonthly in September, November, January, March and May. Regular section of 'Reviews' includes fiction, nonfiction, CD-ROM, software, and videos.

### *Booklist*

Published bimonthly in XX months. Regular section of 'Reviews' includes fiction, nonfiction, CD-ROM, software, and videos.

### *English Journal*

Eight issues per year September through April. Regular column "Resources & Reviews" includes Young Adult books reviews.

### *Reading Teacher*

Published eight times per year, an annual index included in the May issue. Each issue has a section on reviews of children's books.

### *School Library Journal*

Published monthly, 12 times a year. Each issue has a section that covers book reviews, audiovisuals, CD-ROM and software. Occasional feature articles on specific resources. The September and March issues include the publishers' catalog of new books for fall and spring.

### *School Library Media Activities Monthly*

Published monthly except July and August. The column "Promoting Books and Media" presents booklists.

### *Science and Children*

Published by the National Science Teachers Association nine months of the year. Includes regular reviews and the March issue includes "Outstanding Science Trade Books for Children."

### *Voice of Youth Advocates (VOYA)*

Published bi-monthly, this periodical focuses on young adult literature reviews of fiction, nonfiction, science fiction/fantasy/horror, and CD-ROM.

# EVALUATION CRITERIA FOR LIBRARY MATERIALS

## FICTION BOOKS

### Basic

- No bias for race or gender
- Universality, ageless appeal
- Originality

### Plot

- Does the book tell a story?
- Does the plot have action & suspense?
- Is it convincing?
- Is the plot well constructed?
- Is it dramatic?

### Theme

- What is the theme?
- Is the theme worth writing about?
- Is the theme a natural part of the story?
- Does the book avoid moralizing?

### Values

- Vitality
- Charm
- Distinction

### Content

- Is the story worth telling?
- Is it an appropriate story for the audience?
- How might it fit into the curriculum?
- Is the ending consistent with the theme?

### Format

- Is the appearance of the book attractive?
- Do the illustrations add to the story?
- Is the print clear and readable?
- Does the book have a durable binding?

### Characterization

- Are the characters convincing and believable?
- Is the description of the characters vivid and clear?
- Does the reader see the characters' strengths and their weaknesses?
- Is there any character development or growth?

### Style

- Is the story represented clearly with simplicity and directness?
- Do the characters speak in a natural way?
- Do the descriptions add beauty and understanding to the story?
- Does the author avoid overused words and ideas?
- Does the book show real individuality?

### Other Considerations

- How does the book compare with other books on the same subject?
- How does the book compare with other books by the same author?
- Will this book fill a need in the library collection?
- Will high school students want to read it?
- Does the book represent any of the ethnic or cultural groups at your school in a positive way, providing connections to reading for the student?

## NONFICTION BOOKS

### Accuracy and Authenticity

- Is the author well qualified in this field so that the information can be considered reliable?
- What is the date of the publication? is it a reprint?
- Are the facts and theories clearly distinguished?
- Do the text and illustrations avoid stereotypes?
- Do the illustrations contribute to meaningful concepts?
- Is the book realistic?
- Is the publisher trusted in the field?

### Content and Style

- Are specific facts given?
- Does the author avoid “talking down”?
- Are new words explained in the text and illustrations?
- Is it readable, with technical language presented at the appropriate level?
- Does the book encourage further curiosity?

### Illustrations

- Do the illustrations clarify and extend the text?
- Are captions included to identify and/or explain the illustrations?
- Are the illustrations pleasingly spaced?
- Are diagrams explained?

### Organization

- Does the book include a table of contents and index which clearly reflect the content?
- Does the book have a pronunciation guide? Glossary?
- Is the information in the book easily located?

### Biographies

- Are the sources authentic?
- Is it a true portrayal of the individual’s characteristics and personality?
- Are the incidents wisely selected?
- Is the individual of interest to teenagers?
- Does the book have a place in the curriculum?

### Wide Range of Appeal

- Will the book be of interest to more than one grade level?
- What is the reading level of the book?
- Is the book one of special information or generalized knowledge?

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# LIBRARY ENVIRONMENT

The library should be a warm, exciting, welcoming place where students want to be. This can be achieved through a number of ways:

- use of the space,
- flow and arrangement of the furniture,
- signs and directional information,
- the way materials are displayed or merchandised (think of your local bookstore),
- displays and bulletin boards.

The library can be more inviting through the use of flowers, plants, banners, mobiles or wall hangings. This section will give you ideas that you can use to improve the environment of your library.

## DISPLAYS

There are many opportunities for displays of various types in the library. Schedule them throughout the year so students and staff will have new reasons to come into the library. In addition to items in display cases, there are many other types of displays: bulletin boards, table or shelf top displays, wall or ceiling hangings, floor displays and merchandising displays.

Displays can serve many purposes:

- Instructional – teach concepts, facts, or reinforce skills,
- Informational – make students aware of rules, new books,
- Motivational – encourage students to read,
- Library management – manage class visits, check-outs, other daily activities,
- Decorative – enhance the environment in the library.

Displays may serve several purposes at once. A reading motivation display may also teach and be decorative. Thinking through your display in advance will help you get the most from your efforts.

### Planning your display:

1. Audience – who is the target audience for this display?
2. Purpose – what do you want to have happen as a result of this display?
3. Theme – what is the content and the slogan or title of the display?
4. Materials – what do you want to include and what materials are needed to create the display?
5. Sketch ideas for the display – how will it look? Where will you locate items? This doesn't need to be an elaborate illustration, but can serve as a guide to help you as you create and assemble materials.
6. Create or gather materials needed.
7. Mockup – arrange the materials on a table or the floor so you can see how everything will look and how it will fit in the space you have.
8. Put it all together – step back and admire your work.
9. Photograph it for future reference – if the photography is scanned, or if you use a digital camera, the photo can easily be included in your school newsletter or web page as a public relations item.

## DISPLAY CONSIDERATIONS

- Use a background or backdrop to unify a display – fabric is easy to work with.
- Vary the height of items – use boxes or other items to give height to the display.
- If displaying photos or flat artwork, mat the items to make them stand out.
- Provide captions so visitors know what is displayed and why it is important.
- Include props, realia, that relate to the display. For example, a display of student paintings and sculpture about sports might include a stopwatch, a pair of running shoes, or a bat and glove.

## TYPES OF DISPLAYS

- Student work – drawings, sculptures, models, woodwork, posters, especially if the work was researched in, or relates to, the library.
- Special displays – from students and staff such as hobbies, family history, crafts. If displaying anything of value be sure it is secure. A locked display case is perfect.
- Hanging displays – kites, models, student-made piñatas, stars and planets. Some vendors sell hooks, magnetic holders and other supplies to hang materials from the ceiling.

## GETTING IDEAS

You can get ideas from many places; just keep your eyes open. Notice how things are displayed, how they are grouped, the materials that are used, any catchy phrases on signs or themes used by others.

Good sources for ideas are:

- Magazines
- Catalogs and brochures
- In-store and window displays
- Other libraries
- Greeting cards

- Food packaging
- Billboards

## MATERIALS

Almost anything can be a useful resource for bulletin boards and displays. Bulletin boards are much more interesting when many different kinds of materials are used. Save and store a lot of different things that look interesting.

Some ideas for materials to save are:

- String, rope
- Leaves, pressed flowers, dried flowers, branches
- Fabric, lace, trim, yarn
- Artificial vines, silk flowers
- Beads, jewelry
- Clothes, denim jeans pockets, scarves, hats, shoes
- Containers, boxes, paper bags
- Popsicle sticks, plastic ware, paper plates
- Wood, picket fence, chicken wire
- Balloons
- Candy, empty food packages
- Book pockets, envelopes
- Toys
- Stuffed animals

Sources for materials include:

- Decorating/fabric stores for samples of wallpaper and remnants of fabric and trim.
- Printing companies and newspapers may have remnants of paper.
- Yard sales and flea markets for props, decorations, costumes.
- Second hand stores.
- Stores may have containers, old display props, packing materials.
- Parents may have access to materials through their work or hobbies.
- Field trips – locations visited may have materials.

## MERCHANDISING

Think of how your local bookstore displays their books – face out. Look at a book – the most attractive part is the cover and, yet, on your shelves the covers cannot be seen. The only part that shows is the narrow spine.

Find ways to show off your books by their covers:

- Stand individual books on the empty end of each shelf.
- Display books on flat surfaces – the center of the tables, shelf tops, on top of card catalog (if you still have one) or the windowsill.
- Purchase stands to display the books (you can use plate holders).
- Create spaces to display books using plastic crates, boxes, unused furniture.

## BULLETIN BOARDS

Bulletin boards are the easiest display to create because most classrooms and school libraries include a bulletin board or a wall surface that can be used as a bulletin board. There are many books of ideas for bulletin boards, but with a little imagination and some creativity you can create your very own masterpieces.

### SPACE FOR BULLETIN BOARDS

Many people think that the only space that can be used for displays is a place on the wall with a tackable surface that's called a bulletin board. However, there are many other spaces that can serve the same purpose as a bulletin board.

Other spaces to consider:

- Create a new space for a bulletin board by covering a large cardboard box.
- Tape laminated items to the floor to make a trail all over the library.

- Put a display board on an easel or propped on the furniture.
- Use the front of your desk, the side of a file cabinet or other furniture.
- Use that small wall space next to the door for a long, narrow bulletin board.
- A window can be a bulletin board – laminate separate items and hang the laminate in the window so the sun can shine between the items, or create transparencies of student work to hang in the window.
- Hang bulletin board displays from the ceiling – foam board is both lightweight and sturdy, or create a fabric banner.
- Use the wall up high, above the stacks, for large displays that can be easily seen from student height.
- Hang a small bulletin board on a door.
- Secure a large branch in a bucket or anchored in wood and hang items to make a 3-D bulletin board.

## BACKGROUNDS

The background sets the stage for the bulletin board or display. It unifies the collection and helps to tie it together.

Ideas for background materials:

- Fadeless bulletin board paper
- Painted burlap or print fabric (seasonal prints)
- Wallpaper
- Wrapping paper
- Cellophane
- Bubble wrap
- Brown wrapping paper
- Felt
- Hook & Loop fabric
- Wood
- Shelf Paper
- Newspapers
- Sheets, tablecloths, shower curtains.

Remember, that the background shouldn't be so "busy" that it distracts from the display.

Creating a new bulletin board from scratch takes a lot of work, yet, in order to maintain student interest and freshen the look of the library, the board needs to be changed several times throughout the school year.

Saving time on the background or finding ways to recycle the background will make it easier to change the board design regularly. Fadeless bulletin board paper will last a long time without leaving tell tale fading from previous materials.

Other ideas for saving time on backgrounds include:

- Layers – background paper can be put on a bulletin board in layers. As new boards go up during the year, remove a layer at a time to reveal the new colored background.
- Graphic – create a year of themes around one major symbol. A tree, for example, can stay on the board all year, but can hold different objects, such as fall leaves, apple cut outs, spring flowers, icicles, birds, and butterflies.
- One background – keep the same background, but vary the border according to the theme or the season to make the board look new.
- Fabric background – can last a long time and does not show the marks from pins, thumb tacks or staples. It can also be washed and reused.
- Basic structure – keep the background and structure the same, just vary the captions. A quiz board could have flaps with questions, students lift the flap to see the answer. A board with packets that hold cards listing books available in the library could have different categories on the packets each month.

## BORDERS

Borders define the edge of the bulletin board and help to unify the display. Borders can also reinforce the theme of the bulletin board. They can be created out of items found or created by students.

Border ideas:

- Hands – trace and cut around student hand shapes.
- Leaves – fall leaves or leaf shapes cut from paper.
- Socks, gloves, hats, or other clothing.
- Rope, fringe, giant rick-rack.

Borders of paper or tag board can be laminated in sections and attached to the bulletin board with double stick tape. This makes it easy to remove, store, and reuse them over again.

## BEYOND THE FRAME

You are not limited to the traditional bulletin board frame. Many billboards you see by the highway extend their image beyond the edges of the billboard to be different and to attract interest – you can do the same. Try these ideas to go beyond the frame:

- Hot air balloon - extend above the board using yarn to connect the board to a large hot air balloon that floats up to the ceiling.
- Animal – put an elephant head, trunk, tail and feet around the board.
- Wrap around – create giant hands (use gloves stuffed with newspaper) to hold the board and put a head with only hair, eyes and a nose that pokes down over the top of the board.
- Graphics - can extend beyond the edge. A plant could grow above the board.
- Link to a display – graphics on a bulletin board can be linked to items on a table or display set in front using yarn.

- Truck or train – extend the border to create the wheels and cab of a truck or the wheels and front of a train locomotive. If you have several bulletin boards in a row, make a complete train with locomotive and caboose.

## LETTERING

Letters need to be clear and large enough to be easily read from a distance. Letters are usually cut out of paper and laminated, but you can be creative with lettering to make your bulletin board or display unique.

Many different materials and ideas can be used for lettering, you are not limited to die cut or printed letters. Die cut letters are cut using a “die”, usually a block of wood with a metal shape embedded in it and a foam backing. These are used in a press to cut out the letters. Two companies that sell these die cut machines are Ellison® and AccuCut®.

Here are just a few other lettering ideas for you to consider:

- Mount letters on shapes, such as leaves, hearts, balloons.
- Cut letters with fancy scissors that give a shaped edge.
- Die cut letters from contact paper – they will be self-sticking and easy to attach to the background.
- Enlarge computer-generated letters and copy or print onto different paper.
- Write in script or print out words from your computer, then cut out around the total word, following the shapes of the letters, leaving a border around the word.
- Die cut letters from newspaper, wallpaper or wrapping paper. Remember, if you have a one-way design, cut papers in the same direction.
- Hand tear paper into letter shapes.
- Use chalk on dark-colored paper.
- Cut out words or letters from magazines or catalogs.

- Use die cut shapes to form letters – cars, baseballs, hands.
- Mount letters on another surface and cut around them to make a border for the word.
- Shadow letters – cut out two sets in different colors. Attach one set over the other with a little of the back one showing.
- Attach materials to letters – cotton balls for snow, beads, glitter.
- Pictures in letter shapes can take the place of letters or words. Put a tree in place of the word tree.
- Use special fonts or clip art letters in computer programs. Enlarge each letter to fit on an 8½ x 11 piece of paper and, if you have a color printer, print in color, or print in black on a colored piece of paper. Laminate and cut out.
- Use patterns for plain block letters, but trace and cut them from magazine pages that fit the theme. For example, cut letters for a sports display from a sports magazine or the sports section of the newspaper.
- Cut out two large letters, glue or staple the edges together and stuff with newspaper to make puffy letters that can be attached to a bulletin board or hung from the ceiling.

Letters and words are easier to apply and much more interesting if they are not mechanically straight. Letters should be placed optically so they are not perfect.

Place letters uphill, downhill, on a curve, jumbled, in a wave or bunched together to create interest. This works especially well if it fits with your theme. For example, use wavy letters for an oceanic theme.

## ENLARGING DESIGNS

Graphics, shapes, and letters that you find are often not large enough to use on your bulletin board. These are several ways to enlarge items:

## Photocopy machine

Many machines will enlarge items to 200% of their actual size. If your copy machine holds the large 11 x 17 paper, you can create large graphics for your board.

Though the ink color on copies is black, copying letters onto colored paper will create bright letters, especially those that are a style with empty space within the letter, such as outline or shadow.

## Overhead/LCD projector

Use the photocopy machine to make a clear transparency of the graphic. Then place this transparency on the overhead projector to project a much larger image on the wall. This is especially good for creating very large-sized images.

## 3D BULLETIN BOARDS

Bulletin boards and displays are much more interesting if they are three-dimensional. There are many ways you can make your displays extend off the flat surface:

- Bend or curve the letters or other materials.
- Use real items, such as hats, twigs, beads.
- Use materials with texture, such as bubble wrap, burlap, corrugated cardboard with the bumpy side out.
- Spacers – put foam, cardboard or other materials as a spacer behind letters or graphics so they stand out from the background.
- Overlap items.
- Bags or boxes can be attached to hold items.
- Use stuffed animals, toys or puppets.
- Twist or crumple paper – twisting brown paper to make a tree trunk, crumpling green paper to make a tree top or white paper to make a cloud.

- Cotton can be a cloud or snow.
- Double-sided paper can be twisted to show two colors.
- Wood fence – made from real wooden pickets glued together or make a smaller version using craft sticks.
- Balloons, balls and other items.

## INTERACTIVE BULLETIN BOARDS

Bulletin boards are not only passive learning tools, but can be designed and constructed to actively engage students.

Examples:

- Book Reviews – ask students to write reviews of books they like and post them or list books that need a boost in reading and ask for reviews.
- Quiz board – attach laminated paper flaps that can be lifted. Put a question on the top of the flap and the answer under the flap. The questions and answers can be changed periodically.

A variation may have a question and the reference work where the answer can be found. The student looks up the answer then puts it into a box for a prize drawing.

- Boxes – attach small boxes to the board (you could use bandage boxes). Label the boxes by genre, author or topic and put cards in each box listing a resource in the library in that category.

The box could also have a question on it with the cards in the box each listing possible reference works. Students must choose the most appropriate reference work to use to answer the question.

## RECYCLING AND REUSING BULLETIN BOARDS AND DISPLAYS

Displays should be functional and practical. When you have a bulletin board or display

that you think works well, take a photo of it. Polaroid or digital cameras can provide an instant image.

Photograph the whole board and, if you are not going to store and keep all of the individual pieces, photograph them also.

Make notes about the theme and ideas for improving the display. Then file the photos along with pieces of the display to be used again.

Flat pieces that are going to be used year after year can be laminated and attached to the background with Velcro or double-sided tape.

## STORAGE

Bulletin board materials take up a lot of space when stored for future use. Some ideas for storage of the materials:

- Large resealable plastic bags can hold many materials. Label by the theme, month or topic, and include photo of the board and notes about assembly.
- Resealable plastic bags can also be used to store letters and words. Label with the content.
- Artist portfolio cases can hold large flat pieces.
- Large flat map drawers.
- Paper boxes stack well and can hold 3 dimensional objects as well as flat items.
- Butcher paper can be folded around the materials to form a large envelope, taped shut, labeled and stores.

## THEMES AND IDEAS

- Create a perpetual calendar by drawing a monthly grid on a large sheet of railroad board, with separate numbers, 1-31, that can be attached using Velcro.
- My favorite book – staff or students choose books for National Library

Week. Offer prizes for students participating.

- Calendar-related items – Native American Month, holidays, seasons, and observances.
- Spring cleaning – books that are gathering dust, include a feather duster and furniture polish in the display.
- Got the Blues? Or Red Hot books – focus on a color (school color?), include books with the color in the title, or that color on their covers.
- How do you do it? – with how-to and craft books. Include craft materials and tools in the display.
- Countdown – this can be a countdown to anything – graduation, New Year's, Martin Luther King's birthday. Use clear plastic book pockets to hold cards to show how many days it is to the event. Make it a surprise event by including facts and hints and see if students can guess what it is.
- Who's who? – include portraits of people that are represented in your biography collection. Have a contest asking students to find out who's represented on the bulletin board by searching the library.

## RESOURCES

### Books:

Bulletin Boards, Displays and Special Events for School Libraries, Santa Barbara, CA: ABC-CLIO, 1991.

Feldshuh, Muriel. Flip-Up Bulletin Boards: A Step-by-Step Guide to Creating Hands-On Cross-Curricular Bulletin Boards All Year Long. Jefferson City, MO: Scholastic Professional Books, 1996.

Forte, Imogene. Easy-to-Make and Use Library and Reference Bulletin Boards. Nashville, TN: Incentive Publications, 1986.

Heath, Alan. Off the Wall: The Art of Book Display. Littleton, CO: Libraries Unlimited, 1987.

Norby, Shirley. Media Center Bulletin Boards: Bulletin Boards, Book Displays, Book Lists, and Literature-Based Activities. Grand Rapids, MI: TS Denison, 1996.

Vansgard, Amy. Simply Super Bulletin Boards. Ft. Atkinson, WI: Alleyside Press, 1997.

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# PUBLIC RELATIONS

Although daily library activities can serve as public relations opportunities, formal PR activities should be planned to include chances for faculty, staff, pupils, and site and district administrators to better know and more successfully utilize the library. When planning PR activities, keep in mind what each group *does* know and *should* know about the library--and how you can bridge the gap between those two things.

## ACTIVITIES PROVEN SUCCESSFUL

**1. Pinpoint your own areas of concern.** Think about departments that aren't utilizing the library or its resources effectively. How might the library serve departments that are not traditionally associated with library projects? Are departments that traditionally use the library doing so effectively? Do site and district administrators know about your projects, plans, and how you collaborate with and support other staff members? Do you have a need to communicate with parents? How do you advertise your programs to the pupils?

The simplest interactions will affect the way teachers perceive the library. Often concerns about textbooks and their availability will color faculty beliefs about the entire library program. A negative interaction with a single library staff member will influence the public's perception of the entire library staff. Be welcoming and willing to explain why some things are outside your control.

**2. Broaden the base for your programs.** Involve teachers or departments not traditionally associated with the library. Select a teacher or small group of teachers who may not have the support of a large department (for example, homemaking, industrial technology, etc.). These people may enjoy collaborating on a library project or unit such as a "Reading to Children" unit for the Child Development classes.

**3. Visit departments and get on the schedule for department meetings.** Find out what the teachers' impression of the library is--what they believe works satisfactorily and what they would like to do that's new. Be sure to know which State Curriculum Standards for that department can be met through a library unit or project.

**4. Get on the agenda at Leadership Council** (or its equivalent) to share news and important library events.

**5. Be active on literacy teams and reading committees.** Be a leader in the school literacy efforts, whatever those are (for example, SSR). Know how your school plans to improve literacy and coordinate your efforts with others.

**6. Attend the new teachers' meeting at the beginning of each school year.** Have your name put on the program and give a quick overview of the services the library offers teachers. Don't discount the small things such as laminating service--they may be what gets the new teacher into the library for the first time, after which you can discuss booktalks and collaborative projects.

**7. Create a handbook for new teachers.** This may be given out at the opening meeting and posted on your website as well.

**8. Attend your school's College Night for parents.** Speak about library support for research projects.

**9. Pass out library program information** at Back-to-School Night or Report-Card-Distribution Night.

**10. Create a library website** touting your services and new materials. Put your publications on the web. For example, the New Teachers' Handbook, the library book review, and the library newsletter.

**11. Apprise special groups** about materials you have available for them. For example, if your school runs counseling groups, give the counselors/leaders book and material lists appropriate for their counsees (i.e., *The Mourner's Handbook*, *Everything You Need to Know About Your Parents' Divorce*, *Anger Management*, etc.).

**12. Send periodic FYI's** to targeted staff members on new materials that may be of particular interest to them. Apprise pupils and staff of new materials through the staff and student bulletins.

**13. Connect with major school themes and projects.** For example, cyber-ethics, drug awareness, copyright, etc.

**14. Create a suggestion box.** Respond to all suggestions in your Suggestion Box, indicating the outcome. For example, if pupils recommend that you purchase a specific title, send them notes indicating that the title was purchased and is now available (or was not purchased and why).

**15. Have a yearly open house.** Invite all staff, district personnel that you work with throughout the year, your local public librarians and book store personnel. Display the year's purchases and take suggestions for future purchases.

**16. Develop a Friends of the Library Club,** a book club, or a literary circle.

**17. Create a student-written book review.** Distribute it on campus, in SSR or English classes. Send it to district and site administrators.

**18. Create a newsletter** and distribute it to your staff, district and site administrators.

**19. Reward student and adult volunteers!**

## BOOKTALKS

Booktalking gives you the opportunity to “sell” titles to pupils who would not ordinarily hear about good reads. It also gives pupils the opportunity to select a pleasurable book for an assignment. For example, when pupils must read historical fiction, biography, or even nonfiction on a designated topic, a booktalk will generate enthusiasm and help the pupils find books that are good matches to their own interest.

### STEPS TO CREATING A GOOD BOOK TALK

**1. Select the book** you wish to sell to the pupils. You may ask pupils and teachers to suggest books that are popular, read award-winning titles (such as California Young Reader Medal winners) or seek reviews of fiction that has young adult appeal.

**2. Read the book**, making notations of passages that would grab a student’s attention.

**3. Keep a Booktalk notebook** organized in a way meaningful to you (simple alphabetical by title, by genre, etc.). For each booktalk, note the author, title, the number of pages in the book, the level of difficulty (the reading level), subject matter and the maturity level necessary for a student to enjoy the book. You may either write a brief summary of the book, noting character names and major events or script out your booktalk. Make a note of those passages that will be good read-alouds.

**4. Share your booktalk summaries** with other librarians in the district. Obviously, each librarian needs to read the books he or she will ‘talk,’ but sharing the summary information will cut down on the work.

**5. Buy multiple copies of the book** you will be talking. If a teacher brings all five of her classes in for booktalks in a day, you’ll want to have at least one copy of each book you talk for each period.

**6. Before giving the booktalk, review what you want to say.** You may want to compose your booktalk, but don’t try to memorize it if you feel this will sound too “scripted.” Similar to storytelling in which the story varies with the teller, a booktalk may change a bit from time to time to meet the needs of its audience. Usually, you will grab your audience’s attention with a startling statement or by reading a vivid passage. Make sure that when you are finished, you have given the audience a sense of what the book is about. Leave the book at a critical juncture--don’t give away the ending!

**7. Decide how many books you will talk about in a given period.** It is better not to spend the whole period talking. After four or five short talks (ranging from less than a minute to five minutes), pupils should be allowed to browse for their own books. A good idea is to have many popular books on the tables when classes come in for booktalks. This creates a sense of shopping for the students and further points them toward books they might enjoy. Once your booktalks are over, you can continue to discuss books with individual pupils as they browse.

**8. Consider recording your own booktalks in audio/video format** for teacher check out if your school has a video production class (or if you are able to manage it in some other way). Podcasting can also be used to broadcast booktalks school-wide. Another idea is to record teachers and students giving booktalks or briefly mentioning their favorite books.

9. **Consider lunchtime booktalks.** At least one district school has received mini-grants to purchase paperbacks, give booktalks during lunch, and then give away the books to students who show an interest.

## RESOURCES

Ansell, Janis. What Do Children and Young Adults Read Next? A Reader's Guide to Fiction for Children and Young Adults. Vol. 6. Thomson/Gale, 2005.

Bodart, Joni Richards, ed. Booktalking the Award Winners: Young Adult Retrospective. New York: H. W. Wilson, 1996. ISBN 0-8242-0877-3.

Burt, Daniel S., Ph.D. What Historical Novel Do I Read Next? Detroit: Gale, 2003.

Dodson, Shireen. One Hundred Books for Girls to Grow On. New York: HarperCollins, 1998. ISBN 0-06-095718-2.

Gillespie, John Thomas. The Newbery/Printz Companion: Booktalk and Related Materials for Award Winners and Honor Books. Libraries Unlimited, 2006.

Gillespie, John Thomas. Teenplots: A Booktalk Guide to Use with Readers Ages 12-18. Libraries Unlimited, 2003.

Phelan, Patricia, ed. High Interest-Easy Reading: an Annotated Booklist for Middle School and Senior High School. Urbana, IL: National Council of Teachers of English, 1996. ISBN 0-8141-2098-9

Pilgreen, Janice L. The SSR Handbook: How to Organize and Manage a S.S.R. Program. Portsmouth, NH: Boynton/Cook, 2000.

Preddy, Leslie. SSR with Intervention : A School Library Action Research Project. Libraries Unlimited, 2007.

Spencer, Pam. What Do Young Adults Read Next?: A Reader's Guide to Fiction for Young Adults. Detroit: Gale, 1999. ISBN 0-7876-2467-5.

Stover, Lois T. and Stephanie F. Zenker, eds. Books for You: An Annotated Booklist for Senior High. Urbana, IL: National Council of Teachers of English. ISBN 0-8141-0368-5.

# INFORMATION LITERACY

The school library's mission statement states that pupils and staff will be effective users of information. The mission statement tells us that helping our customers become information literate is our goal as the library staff. Information literate people have the skills needed to access, evaluate, and use information effectively in a variety of settings. Although district teacher librarians will want to have some type of library orientation for pupils, Standards and Guidelines for Strong School Libraries indicate that both **orientation** (learning to use a specific library) and **library skills** (learning to find and use resources in any library) should be incorporated into the teaching of information literacy. Tls also assist other staff members in implementing AB 307 (2006) which requires schools to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom, including Internet safety, plagiarism, copyright and illegal downloading.

Pupils learn library skills best when:

- they are relevant to what the pupil is learning in class or to the pupil's interests; or
- they fill an immediate need of the pupil's; and when
- the pupil can practice the skills immediately after learning them.

Prepackaged programs of library skills and library 'games' that have no connection to the curriculum are not as effective as those that reflect the curriculum at your school.

## Information Literacy Skills

Information literacy addresses the set of skills that enable a person to:

- access
- evaluate, and
- use information effectively.

A set of nine information literacy standards has been developed by ALA as a part of Information Power: Building Partnerships for Learning, the national school library guidelines. See the standards at the end of this section and refer to Information Power for more details, including indicators of student achievement and descriptions of the levels of proficiency for each indicator.

Information literacy skills are most often used when students are conducting research for a specific class assignment, but the skills also have application in many real-life settings.

## Library Orientation Skills

A library is a very specialized place that is difficult to understand without some instruction. Help students learn about your library.

1. How your library is organized:
  - Give a tour of the library, noting location of materials.
  - Discuss the differences in collections (fiction/nonfiction).
  - Note the organization of the Dewey Decimal system.
  - Point out the location of special collections (local authors, comic books, SSR materials, etc.).

2. Library policies and rules:
  - Discuss the care of books and materials, and
  - Rules for behavior and consequences.
3. How to check out materials:
  - Discuss procedures for check out, and
  - The time period for checkouts and overdues and fines.

Once a pupil understands how your library is organized, s/he needs to know more specific skills both to locate the materials and resources needed and to use what is found. The traditional skills involved in using print sources and those skills needed to use electronic and online sources are equally necessary.

1. Library skills include:
  - Parts of a book/resource including author, title, call number, etc.
  - Types of materials and how they are organized:
    - Fiction/Nonfiction,
    - Dewey Decimal System.
  - How to find materials in the library:
    - Use of the online catalog;
    - How to search by author, title, subject, and keyword;
    - Databases such as SIRS, InfoTrac, Searchbank, etc.
  - How to find materials online, including online searching skills.
  - How to use specific resources and collections in the library:
    - Printed materials—almanac, atlas, dictionary, encyclopedia, and other reference/specialized resources;
    - Bibliographic information, guide words, indexes, table of contents;
    - Formats of specific materials;
    - Data bases—online searching skills specific to each resource.

## The Big6™

*By Michael Eisenberg and Robert Berkowitz*

There are several models for information literacy and research skills. A popular model is the Big6™.

This well-known and widely used model focuses on six steps, which form the basis for a series of tasks and skills.

### Step 1—Task definition

What needs to be done?

- Define the problem
- Identify the information needed

### Step 2—Information Seeking Strategies

What resources can I use?

- Determine all possible sources
- Select the best sources

### Step 3—Location and Access

Where can I find these resources?

- Locate sources
- Find information within sources

### Step 4—Use of Information

What can I use from these resources?

- Engage (e.g., read, hear, view)
- Extract relevant information

### Step 5--Synthesis

What can I make to finish the job?

- Organize information from multiple sources
- Present the results

### Step 6—Evaluation

How will I know I did my job well?

- Judge the results (effectiveness)
- Judge the process (efficiency)

There are numerous resources available to help implement the **Big6™**. See the Resources list at the end of this chapter.

## **FLIP it!™**

*By Alice Yucht*

FLIP it!™ is a generic strategy based on the question, “If? ... Then”. The letters stand for:

### **F** Focus - specifying

- What do I really need to do and/or find out?
- What are the crucial questions I need to answer?

### **L** Links - strategizing

- What connections can I use to get the information I need?
- What’s the best/most logical way to accomplish my goals?

### **I** Input – sorting, storing, sifting

- What kinds of information do I need to find/use?
- What’s the most useful way to organize and apply what I know?

### **P** Payoff – solving, showing

- How can I best demonstrate what I’ve learned?
- What is now the best solution to my original problem?

### **It** Intelligent Thinking or If/Then

- Did I use my brains effectively? Use as an evaluation checkpoint to keep on track by asking, “If I know ... Then I should ...”

## **The Nine Information Literacy Standards for Student Learning**

### **Information Literacy**

The student who is information literate...

**Standard 1:** access information efficiently and effectively.

**Standard 2:** evaluates information critically and competently.

**Standard 3:** uses information accurately and creatively.

### **Independent Learning**

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

**Standard 4:** pursues information related to personal interests.

**Standard 5:** appreciates literature and other creative expressions of information.

**Standard 6:** strives for excellence in information seeking and knowledge generation.

### **Social Responsibility**

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

**Standard 7:** recognizes the importance of information to a democratic society.

**Standard 8:** practices ethical behavior in regard to information and information technology.

**Standard 9:** participates effectively in groups to pursue and generate information.

From Information Power: Building Partnerships for Learning. American Library Association and Association for Educational Communications and Technology, 1998.

## Resources

### Internet:

The **Big6™** web site has additional information on the use of the **Big6™** as well as sample lessons that incorporate the **Big6™**.

<http://big6.com/>

### Books:

Allen, Christine and Mary Alice Anderson, ed. Skills for Life: Information Literacy for Grades 7-12. 2<sup>nd</sup> ed. Worthington, OH: Linworth, 1999.

Anderson, Mary Alice, ed. Teaching Information Literacy Using Electronic Resources for Grades 6-12. Worthington, OH: Linworth, 1996.

California Media and Library Educators Association. From Library Skills to Information Literacy: A Handbook for the 21<sup>st</sup> Century. 2<sup>nd</sup> ed. San Jose: Hi Willow Research, 1997.

California School Library Association. Standards and Guidelines for Strong School Libraries. Sacramento, 2005.

Eisenberg, Michael and Robert Berkowitz. The New, Improved Big6™ Workshop Handbook. Worthington, OH: Linworth, 1999.

Farmer, Lesley S. J. Cooperative Activities in the Library Media Center. 2<sup>nd</sup> ed. Englewood, CO: Libraries Unlimited, 1999.

### Periodicals

The Big6™ Newsletter: Teaching Technology & Information Skills is published twice a year in the Book Report and Teacher Librarian periodicals published by Linworth Publishing, Inc.

## Other Resources

Know It All Video Series, GPN, P. O. Box 80669, Lincoln, NE 68501-0669.

This series of 15-minute videos, developed in collaboration with the American Association of School Librarians, includes four professional development videos. Video #13, Information Literacy Standards for Student Learning, is based on the national standards given in Information Power.

Additional information is available at: <http://gpn.unl.edu>

## DEWEY DECIMAL SYSTEM

The Dewey Decimal System was designed by Melvil Dewey in 1873 as a way to organize knowledge. Each of the major sections covers a broad topic and is divided into smaller sections (see list on next page) of more specialized topics. The Dewey Decimal system is used worldwide, in more than 135 countries, and in almost all school and public libraries in the United States.

The Dewey Decimal system is a classification system. This means that the number assigned to a work represents the subject matter content of the work and items with similar content are grouped together within the same number. Using a classification system allows for browsing the shelves, because books on the same topic will be next to each other.

Each book is given a call number. Call numbers are those letters and numbers and symbols (used separately or in combination) that are assigned to a book to show its location in the library shelving system.

The major categories within the Dewey Decimal System are:

001-099	General Knowledge
100-199	Philosophy and Psychology
200-299	Religion
300-399	Social Sciences
400-499	Language
500-599	Natural Sciences
600-699	Applied Sciences
700-799	Arts and Recreation
800-899	Drama and Poetry
900-999	Travel, Biography, and History

Within these major categories are further divisions that represent narrower topics. A regular number followed by a decimal point and several numbers after the decimal point is very narrowly defined.

Example:

979.4 Stanley, Jerry  
STA Digger: the tragic fate of the  
California Indians

The broader number "970" represents the General History of North America; "979" narrows it down to the Great Basin & Pacific Slope region, and "979.4" narrows it even more - to California.

The numbers after the period are treated as decimals, therefore 979.39 would come before 979.4. It helps to think of it as money - .39 (39 cents) comes before .4 (40 cents).

The letters on the line below the number refer to the author's last name. This keeps the books on California shelved in 979.4 in alphabetical order by author.

For more detailed information and resources on the Dewey Decimal System see the following resources.



## RESOURCES

### Internet:

Dewey Decimal System – summaries, brief introduction, and a bibliography.  
<http://www.oclc.org/oclc/fp/>

“Do We Really Know Dewey?” – teaches about the Dewey Decimal System.  
<http://tqjunior.advanced.org/5002/>

### Books:

Dewey Decimal Classification. Ed. 22  
Dublin: OCLC, 2003.

Davis, Sydney W. and Gregory R. New.  
Abridged 13 Workbook. Dublin, OH: OCLC Forest Press, 1997.

### Media:

Kish, Mary. Dewey Easy 2.0 CD program.  
2006. <http://www.librarytools.com>.

The Dewey Rap audiocassette with print lyrics, 8.5 minutes). Dublin, OH: OCLC Forest Press, 1998.

### Other:

Dewey Decimal Kit, includes paperback book, posters featuring the Peanuts characters, blackline masters and bookmarks. Cleveland, OH: World Almanac Education.

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## DEWEY DECIMAL SYSTEM

### **000 Generalities**

- 010 Bibliography
- 020 Library & information sciences
- 030 General encyclopedic works
- 050 General serial publications
- 060 General organizations & museology
- 070 News media, journalism, publishing
- 080 General collections
- 090 Manuscripts & rare books

### **100 Philosophy & Psychology**

- 110 Metaphysics
- 120 Epistemology, causation, humankind
- 130 Paranormal phenomena
- 140 Specific philosophical schools
- 150 Psychology
- 160 Logic
- 170 Ethics (Moral philosophy)
- 180 Ancient, medieval, Oriental philosophy
- 190 Modern western philosophy

### **200 Religion**

- 210 Philosophy & theory of religion
- 220 Bible
- 230 Christianity, Christian theology
- 240 Christian moral & devotional theology
- 250 Christian orders & local church
- 260 Social & ecclesiastical theology
- 270 History of Christianity & Christian church
- 280 Christian denominations & sects
- 290 Comparative religion & other religions

### **300 Social Sciences**

- 310 Collections of general statistics
- 320 Political science
- 330 Economics
- 340 Law
- 350 Public administration & military science
- 360 Social problems & services; association
- 370 Education
- 380 Commerce, communications, transportation
- 390 customs, etiquette, folklore

### **400 Language**

- 410 Linguistics
- 420 English & Old English
- 430 Germanic languages, German
- 440 Romance languages, French
- 450 Italian, Romanian, Rhaeto-Romanic
- 460 Spanish & Portuguese languages
- 470 Italic languages, Latin
- 480 Hellenic languages, Classical Greek
- 490 Other languages

### **500 Natural Sciences & Mathematics**

- 510 Mathematics
- 520 Astronomy & allied sciences
- 530 Physics
- 540 Chemistry & allied sciences
- 550 Earth sciences
- 560 Paleontology, paleozoology
- 570 Life sciences, biology
- 580 Plants
- 590 Animals

### **600 Technology (Applied Sciences)**

- 610 Medical sciences, Medicine
- 620 Engineering & allied operations
- 630 Agriculture & related technologies
- 640 Home economics & family living
- 650 Management & auxiliary services
- 660 Chemical engineering
- 670 Manufacturing
- 680 Manufacture for specific uses
- 690 Buildings

### **700 The Arts, Fine and Decorative Arts**

- 710 Civic & landscape art
- 720 Architecture
- 730 Plastic arts, sculpture
- 740 Drawing & decorative arts
- 750 Painting & paintings
- 760 Graphic arts, printmaking & prints
- 770 Photography & photographs
- 780 Music
- 790 Recreational & performing arts

### **800 Literature & Rhetoric**

- 810 American literature in English
- 820 English & Old English literatures
- 830 Literatures of Germanic languages
- 840 Literatures of Romance languages
- 850 Italian, Romanian, Rhaeto-Romanic
- 860 Spanish & Portuguese literatures
- 870 Italic literatures, Latin
- 880 Hellenic literatures, Classical Greek
- 890 Literatures of other languages

### **900 Geography & History**

- 910 Geography & travel
- 920 Biography, genealogy, insignia
- 930 History of ancient world to ca. 499
- 940 General history of Europe
- 950 General history of Asia, Far East
- 960 General history of Africa
- 970 General history of North America
- 980 General history of South America
- 990 General history of other areas

# TEXTBOOKS

The libraries in the CJUHSD are responsible for the purchase and distribution of textbooks. Teachers and department chairs are responsible for the actual selection of appropriate text materials.

## ADOPTION

### Adoption or Approval

When a textbook has been selected, it must be adopted as a basic textbook or approved as a supplementary book/material by the Board of Trustees. **The only exceptions are books for classroom libraries or for teachers' desk references which may be purchased in quantities of a total of 5 copies or fewer per title per school.**

The Board of Trustees is the only body which may adopt and approve textbooks. The Board of Trustees adopts and approves the majority of textbooks once a year in April. Textbooks may be adopted on a limited basis during July and November.

An adopted textbook in active use for **seven years** shall be reviewed to determine its appropriateness in terms of the current curriculum.

**New editions** of adopted textbooks or approved supplementary books need to be submitted to the Board of Trustees for adoption or approval if the books reflect a new ISBN or copyright date. Any new editions will be added to the computer textbook catalog by the district Instruction Office at the time the textbook is adopted/approved.

### Adoption Procedures

- The department chair obtains the "Request for Change in Basic Textbook and/or Supplementary Books/

Instructional Materials" form from the library. (Appendix)

- The chair completes one form for each book title to be adopted.
- The chair signs and forwards all copies of the form to the librarian. **A copy of the book *must* accompany each request for adoption of a basic textbook and approval of supplementary materials.**
- The librarian signs the form, retains the goldenrod copy and forwards the form and book to be adopted to the principal.
- The principal reviews the forms and takes any questions regarding the books recommended for adoption/approval to the appropriate department chair and/or the librarian.
- The principal signs the forms, removes the pink copy to return to the librarian, and forwards the white and canary copies of the forms and the books to be adopted to the district Instruction Office.
- Books must be received by the Instruction Office of the first day of the month preceding Board adoption.
- The librarian retains the pink copies on file and sends the goldenrod copies to the appropriate department/division chairs as notification that their requests have been processed.
- The district displays the books requested for adoption and the "Request for change in Basic Textbook and/or Supplementary Books/Instructional Materials" forms for perusal by the public and the Board of Trustees.
- The Board of Trustees adopts, approves or rejects basic textbooks, supplementary books and experimental

books in April. Additional adoptions can be made in July and November provided all appropriate forms and books are sent to the district by the first day of the preceding month.

- The district enters the new adoptions into the online Textbook Master Catalog and distributes a list of the new titles approved by the Board of Trustees to the librarians.

### **Textbook Catalog Update**

The online Textbook Master Catalog is an on-line listing of all of the basic textbooks and supplementary books adopted or approved by the Board of Trustees and in active use by the Chaffey Joint Union High School District.

Each book has an assigned numeric ID number. Textbook prices are to be updated as available by librarians as they are ordered. New entries are to be made by district Instruction Office only.

### **Textbook Ordering**

The majority of textbooks and supplementary books are ordered according to the district textbook adoption calendar through the online Textbook Computer Catalog. However, a teacher may request, through his department chair, that textbooks or supplementary books listed in the district Computer Textbook Catalog be ordered as a need arises. Both basic textbooks and supplementary books that are listed in the computer catalog are purchased with funds appropriated for textbooks. Teachers' manuals and teacher editions for such books are also purchased with textbook funds. All textbook orders are authorized by the principal's signature.

Funds appropriated by Other Books (Departmental) are used for the purchase of books that have not been adopted or approved by the Board of Trustees and have not been listed in the District Computer

Textbook Catalog. Such books are furnished in quantities too small for class use (**five copies or fewer per title per school**).

### **Textbook Ordering Procedures**

- The department/division chair lists the title, author, edition, quantity, publisher and copyright date for each textbook he wishes to order.
- In determining the number of books to replace lost or damaged books, the chair allows for approximately a **10-20% loss per year**. In determining the number of new textbook titles to order, the chair estimates the number of students who will use the book, consults the previous inventory of that title and adds 10-20% to cover losses.
- The department chair prepares District requisitions for "other books" and for teachers' editions – books not listed in the District Computer Textbook Catalog (teachers' desk references and classroom library books). As a general rule, there should be one textbook manual or one teacher's edition per 30 copies of each book title. The librarian, directly through the publisher, may request complementary copies after textbook purchase orders have been issued.
- The department chair forwards the completed order forms and teacher's editions requisitions to the librarian during the last week of April. "Other book" requisitions are to be sent to the principal's secretary.
- The librarian reviews the information on the order forms, verifies dollar totals with the principal and enters the order into the District Computer Textbook Catalog. The librarian and department chairs review the printouts for accuracy. The principal signs this form as "approved for purchase".
- The approved textbook order is forwarded to the district Instruction

Office who will deliver it to the Purchasing Department.

- The purchasing department authorizes the purchase orders for textbooks and supplementary books as listed on the data processing printout as approved by the site principal.

### **Receiving, Processing, Distributing Procedures**

- The library receives and verifies all orders of textbooks, supplementary books, textbook manuals and teacher's editions.
- The library initiates follow-up procedures for orders not filled.
- The library processes and distributes textbooks in accordance with local school procedures.

### **Textbook Charges**

Each school shall hold students accountable for textbooks in accordance with local school procedures.

### **Textbook Disposal**

Department chairs, in cooperative action with the teachers and librarian, determine which books are inactive and are to be deleted from the District Computer Textbook Catalog. A textbook may be termed "inactive" when it is obsolete or unusable for educational purposes (mutilated, defaced, excessively worn and/or soiled). Or new editions have been purchased. Send a list of books with catalog ID numbers to district Instruction Office.

Small numbers of **unusable textbooks** (mutilated, defaced, excessively worn and/or soiled) may be destroyed without action by the Board of Trustees.

### **Disposal Procedures**

Lists of inactive textbooks including the title, author, publisher, edition, copyright date and the quantity of each **unusable**,

inactive textbook or supplementary book are prepared by the librarian and shared with other District schools through site department chair meetings.

Books that are not requested may be disposed of by the Board of Trustees:

- By donation to any governing board, county free library, or other state institution,
- By donation to any public agency or institution or any territory or possession of the United States,
- By donation to any nonprofit organization, or
- By donation to children or adults in the State of California or foreign countries by the purpose of increasing the general literacy of the people.

Recipients of books by any of the above listed means must certify to the governing Board that they agree to use the materials for educational purposes and to make no charge of any kind to the persons to whom they give or lend the books.

The Board of Trustees may sell books that are not requested:

- For a nominal price, for use within the State of California, to any organization which agrees to use the books solely for educational purposes,
- At the end of any school term, to the pupils of the District at prices which do not exceed the actual value of the books,
- To dealers in the second hand textbook market.

Any money received by a District Board from the sale of obsolete instructional materials shall be deposited in any such fund of the school District as the District Board prescribes and shall be used for school District purposes.

In order to ship the obsolete instructional materials to the recipients named, the governing Board may utilize any such fund of the school District as the Board

prescribes, in any instance in which it is determined that the cost of shipping will be lower than the estimated cost of storing or otherwise disposing of the obsolete materials involved.

Small quantities of inactive textbooks and supplementary books which are unusable and/or which cannot be distributed or sold may be disposed of without Board action by:

- Mutilation and sale for scrap at the highest price that can be obtained, or
- Destruction through any economical means.

### **Replacement Procedures**

All the textbooks have been prioritized based on the requirements of the institutional program, the Instructional Materials Funding Realignment Program (IMFRP) funding, site funding, and the Williams Settlement.

#### **Priority I**

- Standards-based Textbook for Core Courses

#### **Priority II**

- Base Textbook for Non-Core/Elective Courses, Novel Sets

#### **Priority III**

- Supplemental Books

The four-step procedure for replacing textbooks is outlined in “Textbook Replacement Procedures” (See appendix).

# THE INTERNET

The Internet is a global network of computers that is interconnected via modems, phone lines, cables, satellites and servers. The Internet makes it possible to share files, post information and receive messages. This section will provide a brief overview of the Internet and some of the issues facing school libraries. Reading about the Internet is no substitute for actually getting hands-on training and experience using it.

## Internet Services

The Internet provides a vast array of tools and resources for educators. There are many types of files that can be retrieved including software, text, sound, graphics, images and video. These files include lesson plans, reference works, maps, student-published information and online library catalogs. Individuals can set up e-mail accounts, do research, subscribe to a listserv, chat with others, shop and take classes or workshops on-line.

A common analogy of the Internet is that it is like a highway. A highway has many lanes to travel and many options such as on-ramps, exits, scenic routes and other connection roads where people can travel at different speeds and for different purposes.

One difference is that highways and roads have some controlling authority that regulates the traffic, determines where the roads will go, how they will be maintained, and provides a structure and regulations for their use. The Internet, while it has some accepted ways of doing business, is more like the wild west with people creating their own roads, their own on and off ramps and often charging for the privilege of using their road.

## The Web

The World Wide Web (www) is the most popular lane on the Internet highway. It uses a Graphical User Interface (GUI)

which allows for text, graphics and ‘hot’ links. These links allow users to jump or surf from one site to another. In this way it departs from the idea of a highway. On the web you can leap from one spot on the highway to another spot in another country almost instantaneously.

## Web Addresses

Each web page has an address, called a URL (Universal Resource Locator). These addresses begin with `http://` and usually include `www`. The URL allows anyone connected to the web to leap to that web page.

Domain names indicate the person or organization that is hosting the web site. For example, the San Bernardino County Office of Education domain name is “`sbcss.k12.ca.us`”. The last part of the domain name is a clue to the type of entity. Some types are:

- `.com` commercial,
- `.org` organization,
- `.edu` college or university,
- `.gov` government agency, or
- `.net` companies or organizations.

For example, <http://www.cde.ca.gov> is the domain name for the California Department of Education (cde) and it tells you it is a California (ca) governmental (gov) agency.

However, it is not always easy to find out who has created a specific web site. There are no bibliographic controls such as MARC records for the web.

E-mail addresses have a name (sometimes just a combination of letters and numbers) followed by “@” and the domain name. Examples: The e-mail address for Doug Slonkosky, Director of Educational Media and Technology at the county office is:

[Doug\\_Slonkosky@sbcss.k12.ca.us](mailto:Doug_Slonkosky@sbcss.k12.ca.us)

### Viewing and Searching the Web

To view web sites you will need a browser. The most popular is Microsoft Internet Explorer.

With the millions of web sites now available, it would be impossible to know the address for each one, or to find and catalog them by yourself. There are online services called search engines that scan the Internet using key words and phrases that the user enters and that return a list of the web sites that best match the request. The search engines are constantly scouring the Internet for new sites and adding new information to their index.

Some of the search engines have Directories – their staff locates sites and creates data bases, classifying the sites to provide convenient access to resources. Yahoo!® for example, provides categories such as “Recreation & Sports”, “Business & Economy”, and “Education”.

Each of the many search engines works slightly differently and covers a different collection of web sites. Try them out and find one that fits your needs. Search engines are commercial enterprises and advertisements appear regularly on the computer screen.

Some popular search engines are:

Google  
<http://www.google.com>

Yahoo!  
<http://yahoo.com>

Ask  
<http://ask.com>

MSN/Live  
<http://www.live.com/>

Meta-search engines send your question to many search engines at the same time. Some even allow you to specify which search engines to use in the search or you can leave it to the multi-searcher to choose the best three or the fastest three engines.

Multi-search engines are useful if you are looking for a specific subject and do not know which of the individual engines will best serve the subject.

Some multi-search engines are:  
<http://www.metacrawler.com>  
<http://www.dogpile.com>  
<http://clusty.com>  
<http://mamma.com>

### Internet Filters

All of the libraries and most classrooms in our district are connected to the Internet and provided with filters. These filters are utilized to restrict access to the Internet by our staff and pupils. Filters are placed on the individual computer, at the District server and at the county server.

Both local and remote server versions of filters prevent individual workstations from accessing restricted web pages. The criteria for “restricting” a page is determined by the District **Director of Information Services** and at the county by the **Director of Educational Media and Technology**.

Filtering or blocking restricts access to Internet content through a variety of means. It may scan a web site's content based on keywords, phrases or strings of text. It may also restrict access based on the source of the information or through a rating system assigned by a third party (based on sexual content, violence, nudity, etc.).

If you find that a URL which is being blocked is one useful to the school curriculum, you may call the district and request the site be unblocked. An example of this is mythology sites. These are used by the 9<sup>th</sup> grade English classes during their mythology unit but some have been considered inappropriate at the district level.

## INTERNET RESOURCES

### Search Engines, Directories, and Multi-Searchers

Search Engines Showdown: Comparison  
<http://www.notess.com/search>

Search the Net: Top Internet Searching Resources Reviewed  
<http://www.windweaver.com/searchtools.htm>

Net Search  
<http://home.netscape.com/escapes/search/ntschrnd-0.html>

Choose the Best Search Engine for Your Needs  
<http://www.nueva.pvt.k12.ca.us/~debbie/library/research/adviceengine.html>

Internet Search Engine Guide  
<http://searchengineguide.com>

Searching the World Wide Web  
<http://www.lib.berkeley.edu/TeachingLib/Guides>

### General Library Internet Resources:

Librarians' Index to the Internet  
<http://lii.org>

### 700 Great Sites

<http://www.ala.org/parentspage/greatsites/amazing.htm>

Evaluating World Wide Web Information  
[http://purdue.edu/StudentInstruction/evaluating\\_web\\_sites.html](http://purdue.edu/StudentInstruction/evaluating_web_sites.html)

Teaching Critical Evaluation Skills for World Wide Web Resources  
<http://www.science.widener.edu/~withers/webeval.htm>

Information Literacy and the Net  
<http://bham.wednet.edu/literacy.htm>

Online School Museums and Projects  
<http://fromnowon.org/museum/oldies&goodies.html>

Safe Cruising on the Info Highway  
<http://www.fotf.org/goodread/a0000833.html>

Internet Filtering  
<http://www.ala.org/aasl/filtering.html>

Filtering the Internet in K-12 Schools and Libraries  
<http://www.libertynet.org/!lion/filtering.html>

Critical evaluation of Resources on the Internet  
[http://www.library.ualberta.ca/library\\_html/help/pathfinders/qual.html](http://www.library.ualberta.ca/library_html/help/pathfinders/qual.html)

Thinking Critically about www Resources  
<http://www.library.ucla.edu/libraries/college/instruct/critical.htm>

What is Boolean Searching  
<http://www.yorku.ca/admin/teachtec/faq/boolean.htm>

LM\_NET On the Web  
[http://ericir.syr.edu/lm\\_net](http://ericir.syr.edu/lm_net)  
School Library Journal Online  
<http://www.bookwire.com/slj>

### Professional Organizations on the Internet:

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

American Library Association

<http://www.ala.org>

California School Library Association

<http://www.schoollibrary.org>

Council on Library/Media Technicians

<http://library.ucr.edu/COLT>

International Association of School Librarianship

<http://www.hi.is!/anne/iasl.html>

International Reading Association

<http://www.reading.org>

Young Adult Library Services Association

<http://www.ala.org/yalsa>

## Books:

Alexander, Janet E. and Marsha Ann Tate. *Web Wisdom: How to Evaluate and Create Information Quality on the Web*. Mahwah, NJ: Lawrence Erlbaum and Associates, 1999.

Harnack, Andrew and Eugene Kleppinger. *Online? A Reference Guide to Using Internet Sources*. NY: St. Martin's Press, 1997.

Lazarus, Wendy and Laurie Lipper. *Superhighway: Rules and Tools for Families Online*. Washington, DC: Children's Partnership, 1998.

Minkel, Walter and Roxanne Hsu Feldman. *Delivering Web Reference Services to Young People*. Chicago, IL: American Library Association, 1999.

Pappas, Margorie, et al. *Searching Electronic Resources*. 2<sup>nd</sup> Edition. Worthington, OH: Linworth Publishing, 1998.

Schneider, Karen G. *A Practical Guide to Internet Filters*. NY: Schuman, 1997.

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# ONLINE SEARCHING

Different skills are involved in searching online because of the computer's ability to search for specific words or phrases in many combinations and to do it very quickly. Searching electronically, whether you are using an Internet search engine, an online library catalog or searching a CD-ROM program, almost always uses Boolean logic. This is simply a way of combining words and phrases in a logical manner to locate the information you need.

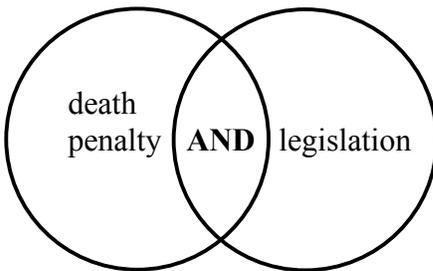
## Concepts

The first step is to determine the major concepts that represent your search. If you want to find out about laws on the death penalty, two major concepts are "death penalty" and "legislation".

The second step is to think about how these concepts relate to each other and then to apply search strategies to locate the information you need.

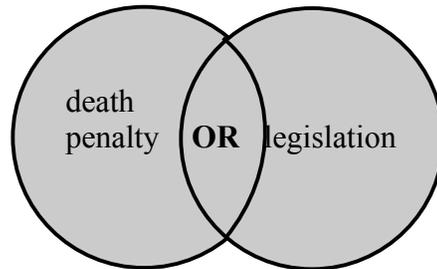
## Boolean Logic

**AND** – Using the word "AND" will search for information that has **both** the term "death penalty" **and** the term "legislation", the intersection of the two circles below:

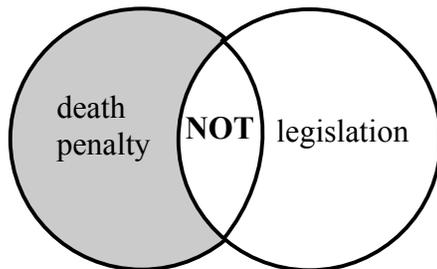


Only if the information contains both words will it be found by your search.

**OR** – Using the word "OR" will search for information that has **either** term. The search "death penalty OR legislation" will locate everything on both "death penalty" and everything on "legislation", that includes everything in both circles:



**NOT** – You can eliminate something from your search by using the term **NOT**. The search "death penalty NOT legislation" will locate everything with the words "death penalty" and eliminate those that also have the word "legislation". Use this command carefully as it may eliminate records that are valuable to your search.



## Wildcard Characters

Most electronic search systems will allow for a wildcard character to replace a letter or to allow you to truncate a word. Different characters are used as wildcard characters in different programs. Some programs use an asterisk, while others use a question mark. Check the program you are using to determine which rules and characters apply.

## Replacement

If you have used the word “women” in your search, you will not locate a record that has the singular term “woman”. However, using the wildcard character (example use “\*”) by entering “wom\*n” will get you both “women” and “woman”.

## Truncation

If you want records on a concept that is represented by a shorter root word and do not want to enter all the variations for that term, you can use a wildcard to represent all possible combinations of letters after the root term.

For example, entering “computer” will not retrieve “computers” or “computing”. If you truncate the word and use the wildcard by entering “comput\*” your search will retrieve “computing” and “computers” and “computation” and “compute” and all other variations of the word.

One caution with truncation is that you may retrieve records that do not match what you want to find. The example above would retrieve records on “computation of the nation debt” and “computing batting averages” which may have nothing to do with computers.

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# AUDIOVISUAL AND COMPUTER MATERIALS

## Examination and Preview

All requests for preview copies of audiovisual materials must be processed through the Teacher Librarian.

All audiovisual materials which can be obtained for preview shall be previewed prior to purchase.

A request for a preview copy may be initiated by a teacher and presented to the teacher librarian at any time during the school year.

Preview materials must be returned within the time limit (10-30 days) established by the vendor.

## Selection

Selection of audiovisual materials shall follow the *Guidelines for the Selection of Instructional Materials*.

Evaluation of audiovisual materials shall be performed by at least two teachers, one of which should be the department/division chair.

## Rating

Occasionally it will be necessary to identify a rating warning to teachers who must require a positive parental viewing statement. A parent permission form is available online via Sharepoint (6080.2).

# GLOSSARY

## **AACR II**

Anglo-American cataloging rules. General rules for entries and descriptive cataloging

## **AASL**

American Association of School Librarians.

## **Abridged**

A condensed or edited version of a longer work, for example, an abridged dictionary.

## **Abstract**

A brief, non-judgmental summary of a work, often of a periodical article, accompanied by the bibliographic description of the work.

## **Acceptable use policy**

A school board approved document outlining policies and procedures regarding student and staff use of the Internet and other online services.

## **Acquisitions**

Materials which are purchased for the library or the department or staff person responsible for purchasing materials.

## **ALA**

American Library Association.

## **Annotated bibliography**

A bibliography in which each citation is followed by an annotation containing a brief description and/or evaluative summary, synopsis or abstract.

## **Annual**

A yearly publication.

## **Archives**

Public records or historical documents, or the place where such records and documents are kept.

## **Art print**

Printed reproduction of a work of art.

## **ASCII**

American Standard Code for Information Interchange. ACSII (pronounced "as-key") is a binary code used to store and transmit data between computers and computer peripherals.

## **Author**

The person or body chiefly responsible for the intellectual content of any given written, filmed or recorded work.

## **Authority control**

Use of a controlled vocabulary to catalog materials for library. Subject headings, author names, corporate names, and series are all fields governed by authority control

## **Autobiography**

The life story of a person, actually written by that person.

## **Barcode**

A defined pattern of alternating parallel bars and spaces, representing numbers and other characters that are machine-readable. Usually available on labels and placed on circulating items so that they can be checked out and inventoried using a barwand.

## **Basic instructional materials**

Instructional materials designed for use by pupils as a principal learning resource and which meet in organization and content the basic requirements of the intended course. (Section 9221.3, Ed. Code)

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### **Bibliographic citation**

The information needed for someone to find an item. For example the citation for a book would include the title, author, place of publication, publisher, and year of publication. A citation for an article would contain the author, title of the article, title of the periodical, volume number, issue date and the page numbers.

### **Bibliographic record**

In a database, information about one item is stored as a "record". Records are made up of several fields, such as the title, author and publisher.

### **Bibliography**

A list of items such books, documents, articles, videos, etc. arranged in a logical order and having something in common such as the author or producer, a subject, or a geographic region.

### **Big6™ Skills Approach to Information Problem Solving**

An information literacy curriculum, an information problem solving process, and a set of skills, which provide a strategy for effectively and efficiently meeting information needs.

### **Biography**

The story of a person's life written by someone else.

### **BIP**

Books in Print is a comprehensive listing of all books currently in print. Author, title and subject volumes are available. It is also available online.

### **Block Scheduling**

The manipulation of time periods to better meet the educational and emotional needs of both students and teachers.

### **Book pocket**

A paper pocket glued in the book or on the audiovisual container to hold the circulation or date due card.

### **Book return**

A place to return books borrowed from the library. Book return slots are usually near the circulation counter in the library and outside the library near the main entrance.

### **Book truck**

A cart used to hold books before they are re-shelved and then used to carry the books to the shelves for re-shelving.

### **Bookmark**

A feature available in some browsers, such as Netscape, that enable you to quickly go to an Internet address without having to type the address. A short cut method to access Internet resources.

### **Boolean operators**

Used to narrow or broaden a reference search:

AND requires that both or all words appear, OR searches for either term, NOT eliminates the term.

### **Bound**

A term referring to pages, sheets or issues of periodicals which have been covered with binding, usually hardback, to create a single volume. This process is used in libraries to preserve items for long term use.

### **Call number**

Letters and numbers (used in combination or separately) assigned to a book to show its location in the library shelving system. Call numbers are derived from the classification system used by the particular library.

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**Catalog**

A list of items such as books, periodicals, maps and/or videos arranged in a defined order. The list usually records, describes and indexes the resources of a collection, a library, or a group of libraries.

**Cataloging**

The interpreting of the content of print or non print materials and the classifying, annotating and numbering of materials according to subject content. Cataloging is the responsibility of the librarian.

**CD-ROM**

An abbreviation for the term "Compact Disc-Read Only Memory". A read only disk used to store printed information such as periodical indexes.

**Certification**

A State Department of Education endorsed document serving as evidence for the holder to work in a specified field of education.

**CIP**

Cataloging in Publication. Cataloging data found on the *verso* page of many books. Produced by the Library of Congress.

**Circulation**

The tasks that comprise the distribution, tracking and retrieval of library materials. The total number of volumes lent during a given period of use outside the library.

**Citation**

See bibliographic citation.

**CLA**

California Library Association.

**Classification**

Any of various systems for arranging books and other materials according to subject or format.

**Collection**

All print and nonprint materials and equipment that comprise the holdings of the library.

**Collection development**

Activities related to building, maintaining, evaluating and expanding library collections includes user needs assessment, budget management, selection policy formation, resource sharing and weeding.

**Collection map**

A tool for assessing the total number of books, the number of books per student and the strengths and weaknesses of the collection in relation to instructional priorities.

**Collective biography**

A book about the lives of people who have at least one characteristic in common. Classified with the number 920 in the Dewey Decimal System.

**Computer software**

The computer programs that are used for programming and applications such as word processing, data bases, spreadsheets, simulations and computer-assisted instruction.

**Controlled vocabulary**

The words and phrases used by a subject specialist when creating subject headings for an article, book, etc., for the computer catalog.

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**Copyright**

Legislation applicable to the rights of authors and producers of print and nonprint materials governing others' use of such items. Provides protection against unlawful copying for a specified number of years.

**Corporate entry**

A catalog entry under the name of an organization or institution, rather than under an individual name.

**Cross reference**

Many catalogs and indexes have "See" or "See Also" references that refer you to the correct heading or to a related heading on your subject.

**CSLA**

California School Library Association.

**Cumulative index**

An index in which several previously published indexes are combined into one book. Usually covers several months or years.

**Database**

A collection of computer records that have a standard format, usually containing fields that are searchable and allow some electronic manipulation such as sorting or grouping.

**DDC**

See Dewey Decimal Classification.

**Departmental/Division Books**

See teachers' desk references.

**Descriptors**

Words or phrases used as subject headings.

**Dewey Decimal Classification**

A classification system designed for organizing nonfiction materials. Used mostly by public and school libraries.

**Domain**

The last part of an internet address describing the type of site.

Examples:

.com = commercial .edu = educational

.gov = governmental .org = organization

**Download**

To move a copy of a file from one system to another or to a disk.

**Due date**

Return date for checked materials.

**Edition**

A particular printing of a material.

**Experimental Textbooks**

Textbooks which are ordered specifically for trial in a classroom situation prior to adoption; shall be limited in quantity to two (2) classroom sets of one title per department each year; shall be approved by the Board of Trustees for use for a period of time not to exceed one year. Shall be adopted as a basic text or approved as a supplementary book by the Board of Trustees if use is to continue beyond the trial year; shall be declared inactive if use is not to continue beyond the trial year.

**FAQ**

Frequently Asked Questions.

**Fiction**

Literature about events that did not actually take place. Genres include adventure, fantasy, historical fiction, horror, mysteries, romance, suspense, science fiction, westerns, etc.

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**Field**

A subdivision of the computer record used for a defined category or purpose.

**Field limiting**

Requiring that a keyword or phrase appear in a specific field when conducting an online and/or database search.

**Field specific search**

A search of a database that identifies the occurrence of a term, using either free text or controlled vocabulary, in a particular field in the database. A field specific search is more precise than searching all fields.

**Flyleaf**

The first and last page of a book, usually blank.

**Folio**

Oversized books that are too big to fit on regular shelves. Usually kept in separate area on shelving spaced for taller books.

**Free text**

Some computer databases only include citations of articles or documents, while others may provide the complete or full text of the item.

**Full text**

A computer database which provides the entire text of the item.

**Full text searching**

Searching all or most of the words in a document; approach likely to result in many hits; best used when searching for unusual terms or combinations of terms.

**Government documents**

Monographs, serial publications, reports or official communication published by any governing body federal, state, county or municipality.

**Hard copy**

The actual physical paper copy of a book, magazine or other source.

**Hardware**

Audiovisual and computer equipment.

**Hit**

A document relevant to your search.

**Hold**

See reserve.

**Holdings**

The list of copies of print and nonprint materials in the library and whether or not they are available to be checked out.

**HTML**

Hypertext markup language. The language in which web documents are written.

**Icon**

A small picture or symbol representing a computer program, file or action.

**Index**

A list, in alphabetical or numerical order, of the topics, names, etc., included in a publication along with the page numbers where the topics are discussed.

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**Instructional materials**

All materials designed for use by students and teachers as learning resources and which help students to acquire facts, skills or opinion or to develop cognitive processes. Instructional materials may be print or nonprint and may include textbooks, educational materials and texts. (Section 9221, Ed. Code)

**Instructional materials center**

A single administrative unit that provides school library services, textbook services and technology services. An instructional materials center may provide all or part of the following: library materials, audiovisual materials, internet access, computer facilities, distance learning, duplicating, and textbook processing, storage and distribution, etc.

**Instructional supplies**

All supplies to be used by students, teachers and other personnel in connection with the instructional program. Includes all tests, periodicals, workbooks and any other supplies used in the classroom. (California School Accounting Manual, 4300)

**Instructional technology specialist**

A new certification under educational reform which requires competency in the use of productivity tools, in evaluation and selection of computer based curriculum materials, in integration of those materials into the curriculum, in the use of at least one programming language, and a knowledge of the ethical, legal and human issues of technology as they relate to education and society.

**Interactive video**

Video programs in which the user controls the learning process by choosing from various options and presented in a video program that is interfaced with a computer.

**Interlibrary loan (ILL)**

A process that permits library materials and resources to be borrowed or shared between two libraries that are not under the same governing or funding authority.

**Internet**

A worldwide network of millions of computers and computer files.

**Internet filters**

Software that does any of the following: Block access to internet sites listed in an internal database of the product, block access to internet sites listed in a database maintained online, or scan the contents of internet sites and blocks access based on the occurrence of certain words or phrases. Products currently available include: Bess, CyberPatrol, I-Gear, Macafee, Raptor, SurfWatch, WebSense, WebManager and X-Stop.

**Inventory**

The process of checking every item in the library manually against the shelf list or electronically against the holding in the online catalog system.

**ISBD**

International Standard Bibliographic Description. Represents a set of standards for the creation of bibliographic records that include both content specifications and formatting requirements for library automation.

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**ISBN**

International Standard Book Number. A unique, mathematically generated, ten digit number assigned to a book. Provides information about the publisher and is usually located on the *verso* of the book.

**ISSN**

International Standard Serial Number.

**Journal**

A periodical on a specialized topic. Usually intended for a scholarly or academic audience.

**Keyword searching**

Searching which uses a few key or important words to retrieve books or articles on a specific topic.

**Kit**

A collection of media designed to be used as a unit.

**LC**

See Library of Congress Classification System.

**LCCN**

Library of Congress Catalog Number. A number assigned by the Library of Congress to books they catalog. Consists of the date cataloged followed by an accession number. Usually found on the *verso* of a book.

**Lexile**

The Lexile Framework, developed by MetaMetrics, is a tool that makes it possible to place readers and text on the same scale. The difference between a reader's lexile measure and a text's lexile measure is used to forecast the comprehension the reader will have with the text.

**Librarian's page**

The page following the *verso*. Used by the librarian or cataloger to indicate the call number and purchasing data for a specific book.

**Library media technician**

A paraprofessional who has training or experience in library support functions and who is employed by a school district to work in a school library under the direction of a credentialed school library media teacher.

**Library of Congress Classification System**

A classification system developed by the Library of Congress for its collection. Used mostly by academic and special libraries with large collections.

**Limit**

A term/function that allows the results of a search to be narrowed further by limiting to specific criteria such as location, date or type of material.

**Loan period**

The length of time library materials may be checked out.

**Magazine**

A periodical containing articles on various subjects and written for general readership.

**Manuscript**

A handwritten or typed composition.

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**MARC**

Machine Readable Cataloging. An industry wide standard for making and storing bibliographic records so that they can be shared by and accessible from different library automation programs. Terms associated with MARC records include: fields, tags, subfields, subfield codes, indicators and content designators.

**Microfiche**

A small, flat sheet, usually 4x6 or 3x5 inches, of photographic film which contains micro images of publications, such as the contents of journals or newspapers, arranged in horizontal or vertical rows.

**Microfilm**

Photographic film showing micro images of publications, such as the contents of journals and newspapers.

**MicroLIF**

Microcomputer Library Interchange Format. A means of communicating or loading MARC data into microcomputer based automation systems. MicroLIF was developed so that book and data vendors could supply complete MARC data to their customers on disk in a format that could be easily loaded into a microcomputer based circulation system or online catalog system.

**Modem**

A device that allows a computer to talk, send and receive information from or to another computer over telephone lines. Derived from the words modulator demodulator.

**Monograph**

A scholarly book on a single subject, class of subjects or person. Within the library field, this term is often used for a non-serial publication.

**Natural language**

When choosing words or phrases to describe library materials, the cataloger can select any appropriate term to aid the student in finding the material. Compare with controlled vocabulary.

**Networking**

The use of resources outside the school library media center to provide needed information.

**Networks**

A system of computer terminals and/or peripherals connected by wire and other electronic means, either as local area networks (LAN) or wide area networks (WAN).

**Non-circulating**

The designation used for materials that cannot be checked out (e.g. Reference books).

**Non-fiction**

Literature that describes things or events that actually happened or are supposed to be true.

**Nonprint**

Any library material that is not printed on paper.

**Obsolete instructional materials**

Governing boards shall adopt rules, regulations and procedures for prescribing standards for determining when instructional materials adopted by them and in their possession are obsolete. (Section 60500, Ed. Code)

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**OCLC**

Ohio College Library Center. A library processing center which has a database built on the holdings of its constituent libraries and MARC records. Also acts as a union catalog by giving locations of libraries holding any given title.

**Online**

The ability to use a computer, modem and telephone line or T1 line to access information outside the school library media center.

**Online catalog**

A catalog in electronic format and able to be accessed online.

**OPAC**

Online Public Access Catalog.

**Other books**

Other books are those that have not been adopted or approved by the Board of Trustees and have not been listed in the district Computer Textbook Catalog. Such books are furnished in quantities too small for class use (5 copies or fewer per title per school).

**Overdue**

An item that has not been returned by its due date.

**Overdue notice**

A reminder sent to a patron to return items after the due date has passed.

**Periodical**

A publication that is produced at regular intervals (weekly, monthly, quarterly, etc.) under the same title.

**Periodical holdings list**

An alphabetical list of periodicals owned by a library.

**Periodical index**

A subject, author or title index to a group of periodicals.

**Portal (Internet sites)**

An internet site that aims to be a "one stop" resource for its users. Such services offer e-mail, chat rooms, shopping opportunities, news, weather, stock quotes, search engines, etc.

**Print resources**

Books, periodicals and newspapers in the school library media collection.

**Processing**

The physical preparation of materials for use by placing property stamps, computer identification numbers, security protection and subject numbers on both printed and audiovisual materials and equipment. Library media technicians perform processing according to instructions given by the certificated library media teacher.

**Prohibited instructional materials**

No instructional materials shall be adopted by any governing board for use in schools which, in its determination, contains: (a) any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation; (b) any sectarian or denominational doctrine or propaganda contrary to law. (Section 60044, Ed. Code)

**Rack**

Shelf or shelves used for displaying books or other library materials.

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**Readability formulas**

Devices, indexes or methods for determining the level of difficulty of written material based on the vocabulary, sentence length and structure and other factors.

**Reader's advisory services**

Activities performed by library staff to bring books and readers together.

**Ready reference**

Reference books used for quick information requiring a single, simple answer.

**Record**

See bibliographic record.

**Reference service**

The aid given by library staff to a library user to find information. The extent and level of service given varies according to the question and its complexity.

**Remote access**

The use of computer files via a LAN, WAN or the Internet.

**Renew**

The procedure for re-checking out a book to extend the loan period.

**Reprint**

Either: (a) a book that has been printed or reproduced at a later date than the original printing but using the same type and the same content; or (b) a periodical article or a chapter from a book which is issued separately from the larger publication at a later date.

**Reserve**

A hold placed on something in the library's collection that is checked out to someone else. When the item is returned, the computer notifies the library staff so that a notice can be sent to the reserver.

**Resource sharing**

Personnel, facilities, equipment, materials and other resources and services shared among persons and/or organizations.

**Retrospective conversion**

The process of turning a library's existing card catalog into machine-readable form.

**School library media teacher**

A person who holds both a valid California library credential and a teaching credential and who is employed by a local educational agency.

**School library media center**

A room which has been specifically designed or adopted as a place for reading and research and which is used for the circulation and administration of a collection of instructional materials. The school library media center has a seating capacity for two (2) of the largest classes expected, plus ten students (approximately 100 students).

**School library media program**

A systematic plan for teaching the skills needed to access, use, interpret, evaluate and apply the information, resources and ideas that are available in the school library media center.

**Search**

Using a database to look for information. The commands or words you type in are referred to as a search.

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**Search engine**

Allows users to search a database of web sites by using keywords or phrases.

**See Also reference**

A direction on a computer screen which redirects the user from a name or term used to other names or terms which are related to it. See cross-reference.

**See reference**

A direction in the computer which redirects the user from a name or term which is not used to names or terms which are used. See cross-reference.

**Selection policy**

A written document, developed in cooperation with representatives from the school community, which sets forth the criteria used to choose materials for the school library media center collection.

**Serial**

Any publication issued in successive parts, appearing at intervals, intended to be continued indefinitely. The term includes periodicals, newspapers, annuals, etc.

**Series**

A succession of volumes, issues or media published with related subjects or authors.

**Shelf list**

A list of the materials in the library media center in the order that they can be found on the shelves.

**Shelving**

The bookcases upon which library materials are stored.

**Spine label**

A label located at the bottom of a book's spine. Indicates where a book should be shelved in the library.

**Stacks**

The shelves or bookcases on which the library's materials are stored.

**Standing order**

An order placed to receive all parts of a work as published until the vendor is otherwise notified.

**Style manual**

Special handbooks that illustrate the accepted forms for citing references in bibliographies, footnotes and endnotes.

**Subject headings**

The word or phrase used to describe the subject content of a work. Also known as descriptors. A controlled vocabulary, such as *Sears Subject Headings* or *Library of Congress Subject Headings*, is most often used.

**Superintendent of Documents Classification System**

A system of arranging federal government publications in an alpha/numerical order based on the name of the major issuing governmental department.

**Supplementary books**

A book intended to supply information not found in the textbooks used for the course. [California Administrative Code, Title 5, Section 9582 (b) (3)]

**Support staff**

The clerical and technical assistants who work with the school library media teacher in operating the school library media center.

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### **Teacher's desk references**

Books used by the teaching and administrative staff members for reference purposes or for increasing knowledge and teaching skills in various curricular areas. Do not require approval by the Board of Trustees; are not listed in the district Computer Textbook Catalog and are considered other books.

### **Technical services**

Functions concerned with the acquisition, cataloging and classification of library materials and preparation of library materials for use by students and staff.

### **Technology**

The electronic resources and techniques that may provide or assist in the creation, display, organization and retrieval of information.

### **Textbooks**

A book designed for use by pupils as a source of instruction or a teacher's edition of the same book. (Section 9223, Ed. Code) A textbook is a volume intended for use by pupils and which meets in style, organization and content, the basic requirements of the course for which it is intended. The term textbook shall be construed as including literary works, collections of literary works and literary selections; collections of musical selections that are designed for instructional purposes and laboratory and computer manuals. [California Administrative Code, Title 5, Section 9582 (a)]

For high school, grades nine through twelve, "regular textbooks", as defined in the California Administrative Code, Title V, Section 9581(1)...are adopted for use as high school textbooks by the governing board of the district...only textbooks

published by publishers who have filed a bond with the State Board of Education may be adopted by the governing board of a school district for use as textbooks in the schools of the district. (California School Accounting Manual, 4100)

### **Title page**

A page near the beginning of a book on which is printed the official title of the book and, usually, the author, publisher, place of publication and date of publication. The information on the title page is used to prepare the main entry of the bibliographic record.

### **Tracings**

A listing at the end of the bibliographic computer entry including the subject(s) and alternate titles and authors of the material.

### **Truncation**

Searching using a word root plus any suffixes that may occur with it. This involves typing the word root along with a special symbol which can vary from one database to another. For example, reform\* would find reform, reforms, reformer, reformation, reforming, etc.

### **Unabridged**

A complete work that is printed just as the author intended without any deletions or other changes.

### **Union catalog**

A catalog showing the holdings of a given group of libraries.

### **Union list**

A list of materials, in a designated format or on a designated subject, that are available in a group of libraries.

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**Unusable textbooks**

A textbook is unusable for educational purposes when it is one of the following (1) So mutilated that the continuity of the subject matter is disrupted to the degree that essential content is missing, or (2) so defaced or soiled that such condition makes it undesirable for further educational use. (California Administrative Code, Title 5 Section 9520)

**URL**

Uniform Resource Locator. An Internet address of a web site usually begins with http://plus the domain name.

**Vendors**

Companies that market books, equipment, supplies and other items.

**Verso**

The back of the title page.

**Weeding**

Re-evaluating and removing obsolete materials from the collection.

**Wildcard**

In searching, entering a character (? Or \*) that tells the computer to accept anything in this position. For example the entry of "wom\*n" when searching a title might find all titles that have the word "women" and "woman" in them.

# APPENDIX

**TEXTBOOK ADOPTION/ORDERING PROCEDURES CALENDAR  
DATES TO REMEMBER  
2008-2009**

August 25, 2008	Instruction Office publishes calendar for textbook ordering and adoptions and distributes copies to the schools.
September 15, 2008	Department chairs initiate textbook adoptions by completing and forwarding "Request for Change in Basic Textbooks and/or Supplementary Books" forms and textbooks to librarian. <b><i>Reminder all new editions must be adopted.</i></b>
October 1, 2008	Librarian forwards completed adoption forms and textbooks to the District Instruction Office. (30 days prior to Board of Trustee adoption/approval of textbooks)
November 4, 2008	Board of Trustees adopts textbooks.  Textbook study requests are initiated by department chairs and are sent to librarian.  The principal or designee forwards textbook study forms to District.
November 12, 2008	Instruction Office distributes a list of newly adopted textbooks and returns the textbooks to the librarian.  District duplicates and mails the textbook study forms to publishers.
December-February	Department chairs receive sample textbooks and make evaluations.
March 2, 2009	Department chairs initiate textbook adoptions by completing and forwarding "Request for Change in Basic Textbooks and/or Supplementary Books" forms and textbooks to librarian. <b><i>Reminder all new editions must be adopted.</i></b>
March 9, 2009	Librarian sends completed adoption forms and textbooks to the principal or designee who approves forms and textbooks and sends them to the District Instruction Office for spring adoptions. (30 days prior to Board of Trustee adoption/approval by Board of Trustees)
April 21, 2009	Board of Trustees adopts textbooks.
*April 27, 2009	Department chairs initiate textbook adoptions by completing and forwarding "Request for Change in Basic Textbooks and/or Supplementary Books" forms and textbooks to librarian. <b><i>Reminder all new editions must be adopted</i></b>
April 28, 2009	Instruction Office distributes a list of newly adopted textbooks and returns the textbooks to the librarian.
May 1-5, 2009	Department chairs complete textbook order and gives to librarian.  Librarian verifies textbook orders and enters orders on-line as per Textbook Instruction Manual.

**TEXTBOOK ADOPTION/ORDERING PROCEDURES CALENDAR  
DATES TO REMEMBER  
2008-2009**

Librarian forwards textbook orders to Purchasing along with the Textbook Verification form.

Purchasing returns the Textbook Verification form to the librarian.

Purchasing forwards textbook orders to vendors.

**May 4, 2009**

Librarian forwards signed textbook adoption forms and textbooks to the principal or designee who approves forms and textbooks and sends them to the District Instruction Office for summer adoptions. (30 days prior to Board of Trustees adoption/approval of textbooks)

**June 16, 2009**

Board of Trustees adopts textbooks.

Instruction Office distributes a list of newly adopted textbooks and returns the textbooks to the librarian.

Librarian verifies textbook orders and enters orders on-line as per Textbook Instruction Manual.

Librarian forwards textbook orders to Purchasing along with the Textbook Verification form.

Purchasing returns the Textbook Verification form to the librarian.

**July-August**

Librarian receives and processes textbooks according to local school procedures.

**July 1, 2009**

Purchasing forwards summer textbook orders to vendors.

**\* Change of dates is necessary due to the change in the start date of the 2009-2010 school year. This is only a draft and we will notify you as time progresses to verify correct dates.**

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT**  
**Network Use Contract**

Chaffey Joint Union High School District's computer network provides access to the Internet. The Internet is an electronic information and communication "resource" connecting people worldwide through computers.

The Board of Trustees and the administration of the CJUHSD believe that the valuable information and interaction available on this worldwide network to support curriculum and student learning outweigh the possibility of users procuring material that is not consistent with the educational goals within each school.

These guidelines establish the responsibilities you are about to acquire. If you violate any of these provisions, your access privileges may be terminated and appropriate disciplinary action taken.

**I. Acceptable use:**

The purpose of CJUHSD's provision of access to the Internet is to support research and education in and among schools and academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. Your access to the Internet must be in support of education and research and be consistent with the educational objectives of Chaffey Joint Union High School District. Use of other organizations' networks or computing resources must comply with rules appropriate for that network.

**Unacceptable use includes but is not limited to:**

**I. Unacceptable Use:**

Transmission or reception of any material in violation of local, state, and federal laws or Board policy is prohibited.

Transmission or reception of material that is threatening, obscene or sexually explicit. Protected as a trade secret, classified by an agency of the federal government. Harasses or disparages others based on race, national origin, sex, sexual orientation, age, disability, religion. Material promoting the use of drugs, alcohol or tobacco.

Transmission or reception Of material which violates an individual's right to privacy, including but not limited to disclosure of address, telephone number and private or personal facts about an individual.

Placement of copyrighted material on the Internet, e-mail or other systems via telephone lines without the author's permission and reception of copyrighted material for their personal use, without the author's permission.

Deliberate unauthorized attempts to delete, change or destroy data or files of another user or of other agencies, networks or computers connected to the district system.

Use of the district electronic resources system for commercial activities (buying, selling and marketing of products and services) by users or unauthorized individuals, firms, corporations or associations.

Participation in discussions or planning, leading to the solicitation of others to engage in illegal activities.

Posting of anonymous messages, forged messages, "chain letters" or "broadcast" messages to lists of individuals or any other types of use which would cause congestion of the networks or interfere with the work of others.

### **III. Privileges:**

The use of the CJUHSD network services is a privilege, not a right, and unacceptable use may result in termination of this privilege. The district and/or school site administrators will deem what is unacceptable use, take appropriate action and determine consequences. The district and/or school site administrators may suspend or terminate access at any time deemed necessary.

### **IV. Services (Disclaimers):**

The Chaffey Joint Union High School District makes no warranties of any kind. Whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered while on the network, including loss of data or service interruptions caused by the system or by the user's errors. Use of information obtained via electronic information resource is at the user's risk. The District disclaims any responsibility for accuracy or quality of information obtained through electronic information resources. The District is not responsible for access or lack of access to the World Wide Web or other remote sites or computers.

### **V. Vandalism:**

Vandalism is defined as any deliberate, unauthorized attempt to delete, change or destroy data or files of another user or of an agency, network or computer connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in loss of computer access, disciplinary action and possible legal action. Students will be responsible for the costs of vandalism.

### **VI. Security:**

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem within the CJUHSD network, you must notify a system administrator either in person or via the network. Do not demonstrate the problem to other users.

"I understand and will abide by the above terms and conditions for use of CJUHSD network services. I further understand that any violation of the regulation above is unethical and may constitute a criminal offence. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action pursued"

Student Name:

Signature:

# CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT

## Request for Change in Basic Textbook and/or Supplementary Books/Instructional Materials\*

(Department Chairperson: Submit **all copies to librarian** for verification)

**Complete Applicable Items.** (Please type or print)

**Date:** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**This request is for (check one):**

\_\_\_\_ A) Board Adoption of Basic Text

\_\_\_\_ B) Board Approval of Supplementary Books/Instructional Materials

Course title in which book is to be used: \_\_\_\_\_

This request is necessary because: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**ISBN:** \_\_\_\_\_

**TITLE:** \_\_\_\_\_

**AUTHOR:** \_\_\_\_\_

(Last Name, First Name – Last Name, First Initial – Last Name/Last Name if multiple authors)

**EDITION:** \_\_\_\_\_

**PUBLISHER:** \_\_\_\_\_ **COPYRIGHT YEAR:** \_\_\_\_\_

Cost Per Book: \_\_\_\_\_

Evaluated and rated by department? Yes \_\_\_\_\_ No \_\_\_\_\_

Submitted: \_\_\_\_\_

(Department Chair)

Verified: \_\_\_\_\_

(Librarian)

Approved: \_\_\_\_\_

(Principal)

**Adopted:** \_\_\_/\_\_\_/\_\_\_

**Entered into System:** \_\_\_/\_\_\_/\_\_\_

**Catalog ID#** \_\_\_\_\_

**\*NOTE:** All materials being requested for adoption or approval must accompany this request.

White: Principal (for signature and transmittal to Instruction Office)

Canary: Instruction Office

Pink: Librarian (after principal's approval)

Goldenrod: Librarian (file until "pink" is returned)

# CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT

## TEXTBOOK ORDER FORM

ORDER NUMBER

T

SCHOOL	DEPT.	ORDERED BY	DATE
DEPT. APPROVAL SIGNATURE - DATE		LIBRARIAN APPROVAL SIGNATURE - DATE	PRINCIPAL APPROVAL SIGNATURE - DATE

- INSTRUCTIONS:**
1. Textbooks ordered from two different accounts may be listed if order is clearly separated.
  2. This form is to be used for basic and supplementary texts which have completed the adoption process.
  3. If you are unsure of ordering procedures, please communicate with the librarian or textbook technician for assistance. Incomplete data could delay order.
  4. Type or print clearly and firmly.

1. AUTHOR:	TITLE	EDITION		
PUBLISHER:	COPYRIGHT DATE:	ISBN:		
DISTRICT CATALOG NO:	SECTIONS	QUANTITY	UNIT PRICE:	TOTAL COST:
2. AUTHOR:	TITLE:	EDITION		
PUBLISHER:	COPYRIGHT DATE:	ISBN:		
DISTRICT CATALOG NO:	SECTIONS	QUANTITY	UNIT PRICE:	TOTAL COST:
3. AUTHOR:	TITLE:	EDITION		
PUBLISHER:	COPYRIGHT DATE:	ISBN:		
DISTRICT CATALOG NO:	SECTIONS	QUANTITY	UNIT PRICE:	TOTAL COST:
4. AUTHOR:	TITLE:	EDITION		
PUBLISHER:	COPYRIGHT DATE:	ISBN:		
DISTRICT CATALOG NO:	SECTIONS	QUANTITY	UNIT PRICE:	TOTAL COSTS:

BUDGET NUMBER: -----	ESTIMATED SUB TOTAL:	
	TAX & SHIPPING @ 15%	
	ESTIMATED TOTAL AMOUNT	

TO BE USED FOR SPLIT ACCOUNT ORDERS				
AUTHOR:	TITLE	EDITION		
PUBLISHER:	COPYRIGHT DATE:	ISBN:		
DISTRICT CATALOG NO:	SECTIONS	QUANTITY	UNIT PRICE:	TOTAL COST:
BUDGET NUMBER: -----				ESTIMATED SUB TOTAL:
				TAX & SHIPPING @ 15%

PROGRAM DIRECTOR SIGNATURE	DATE	ESTIMATED TOTAL AMOUNT
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# CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT

## Textbook Replacement Procedures

### Schools:

Alta Loma High School  
Chaffey High School  
Colony High School  
Etiwanda High School  
Los Osos High School

Montclair High School  
Ontario High School  
Rancho Cucamonga High School  
Canyon View High School  
Valley View High School

All the textbooks have been prioritized based on the requirement of the instructional program, the IMFRP funding, site funding, and the Williams Settlement.

Priority I	Standards-based Textbook for Core Courses
Priority II	Base Textbook for Non-Core/Elective Courses, Novel Sets
Priority III	Supplemental Books

### Step 1:

Department Chair(s), the Library Media Teacher, and the Principal meet to determine the instructional material needs for the next school year. Priority I textbooks are determined first. Need is determined by the proposed master schedule for each site, projected enrollment, and textbooks currently available at the site. All Priority I books are determined on a one-to-one basis.

### Step 2:

Once the number of books that are needed for the new school year is determined, each school evaluates their current textbook resources to determine any shortage. All shortages are determined and orders are placed for replacement books at each site. In determining the number of books to replace lost or damaged books, the chair allows for approximately a 10-20% loss per year. In determining the number of new textbook titles to order, the chair estimates the number of students who will use the book, consults the previous inventory of that title and adds 10-20% to cover loses. The Library Media Teacher or staff places all orders and the principal uses IMFRP funds for Priority I textbooks and/or site funds (10% of site budget is designated for textbooks). Once Priority I books are ordered and sufficiency is determined, other book needs are considered first within the Priority II titles, and then Priority III titles. Categorical budgets are often used to purchase Priority III (supplemental) titles.

Step 3:

Textbooks are received at the District Warehouse and shipped to the schools. All inventory information is kept at each site.

Step 4:

Site survey and Public Hearings are held during the first eight weeks of school. The district Library Media Teachers review any textbook needs and share any surplus resources as enrollment warrants. If any shortages surface, the site library personnel and the Principal verify the need and order the needed materials.

A handwritten signature in black ink, reading "Judy L. Post". The signature is written in a cursive style with a large initial "J".

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Approved by Judy L. Post, Assistant Superintendent of Instruction

Request for Review of Instructional Material  
Chaffey Joint Union High School District

**INSTRUCTIONS:** The school prepares an original and four copies of the first four items, gives the original and three copies to the complainant and files the fourth copy. The complainant completes the form, keeps the original and returns the three completed copies to the office of issue. The Principal forwards one completed copy to the Superintendent.

1. Complainant's name \_\_\_\_\_  
Address \_\_\_\_\_

2. Complainant represents: Self  Group/Organization and name \_\_\_\_\_  
Local  State  National

3. State complaint: \_\_\_\_\_  
\_\_\_\_\_

4. Identify material in question:  
Title \_\_\_\_\_ Author \_\_\_\_\_  
Publisher/Producer \_\_\_\_\_ Copyright date \_\_\_\_\_

5. Type of material: Book  Magazine  Pamphlet  Filmstrip  Other   
Software  Film  Recording  Videocassette

6. Have you read, viewed or listened to this work in its entirety? Yes  No   
If not, what parts have you read, viewed or heard? \_\_\_\_\_

7. Have you read any review of this work by media or literary critics? \_\_\_\_\_  
If so, please give name and date of publication and your reaction \_\_\_\_\_

8. Specify the portion of the subject or material to which you object: \_\_\_\_\_  
\_\_\_\_\_

9. What do you think is the effect of this subject or material on students? \_\_\_\_\_  
\_\_\_\_\_

10. What educational value do you recognize in this subject or material? \_\_\_\_\_  
\_\_\_\_\_

11. For what age group would you recommend this material? \_\_\_\_\_  
\_\_\_\_\_

12. In its place, what material or procedure would you recommend? \_\_\_\_\_  
\_\_\_\_\_

13. What action would you like your school district to take regarding this matter?  
Not assign it to my child  Withdraw it from all students  Reevaluate it   
Other (Specify) \_\_\_\_\_

Complainant Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

Disposition by Principal \_\_\_\_\_  
\_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Report of Staff Member - Complainant Conference  
Concerning Questioned Instructional Material

FORM 5

page 2

Date \_\_\_\_\_

To the Principal:

Summary of the problem:

Result of the conference:

Problem resolved Yes \_\_\_ No \_\_\_ . Staff member's signature \_\_\_\_\_

Problem resolved Yes \_\_\_ No \_\_\_ . Complainant's signature \_\_\_\_\_

In the *Recommended Information Literacy Skills Continuum: Grades K–12* below, specific grade-level skills are labeled Introduced (I), Reinforced (R), and Mastered (M). While we suggest specific grade levels in which these skills can be introduced, reinforced, and mastered, implementation may vary for individual school districts. Nevertheless, these skills should be taught on a continuum and in a timely manner. In some cases, the I, R, and M designations in this continuum may appear more than once for a particular skill. This will occur when a skill becomes more advanced and the student moves from elementary to middle to high school. A blank box in the matrix indicates that a skill does not apply or does not need to be taught at a particular grade level.

This continuum uses the nine national information literacy standards from *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology (Copyright 1998, American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.).

STANDARD 1: *The student who is information literate accesses information efficiently and effectively.*

**1.1 Knows Library Procedures for Circulation and Care of Equipment**

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
I.1.1 Understands how to check out and care for books and multimedia material, and respects library rules	I	I	R	R	R	R	M	M	M	M	M	M
I.1.2 Learns whom to ask for help at a library	I	R	M	M	M	M	M	M	M	M	M	M
I.1.3 Demonstrates respect for other library users	I	I	I	R	R	R	R	R	R	M	M	M
I.1.4 Learns library procedures through library orientation	I	I	I	I	I	I	I	I	I	I	I	I
I.1.5 Learns to follow library procedures at a library	I	I	I	I	I	I	I	M	I	M	M	M
I.1.6 Understands differences between a school and public library	I	I	R	R	M	M	M	M	M	M	M	M
I.1.7 Demonstrates growth in understanding of school library procedures	I	I	I	I	I	I	I	M	I	I	I	I
I.1.8 Uses other libraries to supplement school library media center resources	I	I	R	R	M	M	M	M	M	M	M	M

**1.2 Knows Parts of a Book and Digital Resources**

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
I.2.1 Identifies parts of a book: cover, title, title page, author, illustrator, spine, and spine label	I	I	R	R	R	R	M	M	M	M	M	M
I.2.2 Identifies parts of a book: table of contents, publisher, page numbers, copyright date, and call number	I	I	I	R	R	R	M	M	M	M	M	M
I.2.3 Identifies parts of a book: glossary, index, and dedication		I	I	R	R	R	M	M	M	M	M	M
I.2.4 Understands the general organization of a print dictionary, thesaurus, atlas, and encyclopedia		I	I	R	R	R	M	M	M	M	M	M
I.2.5 Identifies online terms and their uses (e.g., home page, Web page, URL, responsibility statement, search engine)			I	I	I	I	I	I	R	R	M	M

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.2.6 Identifies terms common to subscription databases (e.g., login I.D. and synonyms, password, advanced search, help screen)			I	I	I	I	I	I	R	R	M	M
1.2.7 Identifies basic terminology and use of digital input/output devices (e.g., keyboard, mouse, VCR, remote control, digital camera)	I	I	R	R	M	M	M	M	M	M	M	M

### 1.3 Knows Types and Location of Library Materials

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.3.1 Understands the differences between fiction and nonfiction	I	I	I	I	R	R	M	M	M	M	M	M
1.3.2 Uses an index to locate information in nonfiction resources		I	I	I	R	R	R	R	M	M	M	M
1.3.3 Uses the "find" function to locate information in online digital resources and computer files.			I	I	R	R	M	M	M	M	M	M
1.3.4 Identifies reference materials		I	R	R	M	M	M	M	M	M	M	M
1.3.5 Learns location of source types (e.g., books, nonprint, and digital resources)	I	I	I	I	I	I	I	M	I	M	M	M
1.3.6 Locates fiction and nonfiction items in a variety of formats	I	I	I	I	R	R	M	M	M	M	M	M
1.3.7 Knows that books and nonprint material may be located by subject in the nonfiction section	I	I	I	R	R	R	M	M	M	M	M	M
1.3.8 Locates and knows general contents of biography section		I	I	M	M	M	I	M	I	M	M	M
1.3.9 Locates and knows general contents of reference section			I	M	M	M	I	M	I	M	M	M
1.3.10 Locates information in periodicals by using print and/or digital indexes; or, by using the search engines of subscription periodical databases	I	I	R	R	R	I	M	I	M	M	M	M
1.3.11 Locates relevant sources for class assignments and personal use independently	I	I	I	I	I	I	R	R	R	R	M	M
1.3.12 Identifies appropriate sources for class assignments and personal use, and locates them independently		I	I	R	R	M	M	M	M	M	M	M

### 1.4 Learns to Use Library Book Classification Systems

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.4.1 Understands the basic organization of 10 major Dewey Decimal System classes			I	R	R	R	M	M	M	M	M	M
1.4.2 Uses Dewey Decimal System to locate resources independently	I	I	I	R	R	R	M	M	M	M	M	M
1.4.3 Demonstrates ability to use Dewey Decimal System when an automated library catalog is not available		I	I	I	R	R	I	M	M	M	M	M
1.4.4 Recognizes and understands the function of other classification systems (e.g., Library of Congress)									I	I	R	R

### 1.5 Knows How to Alphabetize by Author's Last Name

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.5.1 Learns that the fiction section is organized alphabetically by author's last name	I	I	R	R	M	M						
1.5.2 Identifies the call number in the fiction section as the author's last name alphabetized to the first letter	I	I	R	R	M	M						
1.5.3 Alphabetizes to the second letter to locate books by call number			I	R	R	R	R	M	M	M	M	M
1.5.4 Alphabetizes to the third letter to locate books by call number				I	R	R	R	R	M	M	M	M

### 1.6 Uses the Automated Library Catalog

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.6.1 Understands the general purpose of the automated library catalog	I	I	R	R	M	M	M	M	M	M	M	M
1.6.2 Uses computer software graphical elements and navigation tools (e.g., buttons, icons, and fields) to search automated library catalog	I	I	R	R	R	M	M	M	M	M	M	M
1.6.3 Performs a basic search by title, author, subject, and keyword using the automated library catalog		I	I	R	R	R	M	M	M	M	M	M
1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format, and availability							I	I	I	I	R	R

### 1.7 Uses Digital Resources to Access Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.7.1 Uses input and output devices to operate digital equipment (e.g., computers, VCRs, CD players, and audio cassette players)	I	I	R	R	M	M	M	M	M	M	M	M
1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders			I	R	R	R	M	M	M	M	M	M
1.7.3 Uses databases (e.g., CD-ROMs, online free and fee-based services) for school use		I	I	R	R	R	I	M	I	M	M	M
1.7.4 Uses digital resources for personal use					I	I	I	R	I	M	M	M
1.7.5 Uses specialized content-area digital resources (e.g., videos, CD-ROMs, deep web databases, subscription information services, online library catalog)		I	I	I	I	I	R	R	R	M	M	M
1.7.6 Selects appropriate information and communication technology tools and resources			I	I	I	I	R	R	R	M	M	M

### 1.8 Selects Appropriate Library Materials

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.8.1 Learns to use a variety of techniques to independently select books at reading level	I	I	I	I	I	I	R	R	R	M	M	M
1.8.2 Learns to independently select digital curriculum materials appropriate to grade level	I	I	I	I	I	I	I	M	I	M	M	M

### 1.9 Uses a Developmentally Appropriate Research Process to Access Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.9.1 Identifies a problem or question that needs information	I	I	I	I	I	I	R	R	R	M	M	M
1.9.2 Uses presearch strategies such as brainstorming, mapping, and recalling of prior knowledge	I	I	I	I	I	I	R	R	R	M	M	M
1.9.3 Identifies and uses keywords to find specific information		I	I	I	R	R	R	R	R	R	R	R
1.9.4 Uses keywords and controlled vocabulary to develop search statements for use with databases, search engines, digital books, and other digital sources and formats		I	I	I	I	I	R	R	R	R	R	R
1.9.5 Formulates questions that define the scope of the investigation	I	I	I	I	I	I	R	R	R	M	M	M
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product		I	I	I	I	I	R	R	R	M	M	M
1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth			I	I	I	I	I	R	R	R	M	M
1.9.8 Selects and reads familiar and unfamiliar material independently		I	I	R	R	R	M	M	M	M	M	M
1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information			I	I	R	R	M	M	M	M	M	M
1.9.10 Uses title, table of contents, chapter headings, and navigation elements to locate information in books and digital resources		I	I	R	R	R	M	M	M	M	M	M
1.9.11 Uses subheadings to locate information in nonfiction resources				I	I	R	R	R	M	M	M	M
1.9.12 Obtains information from illustrations, photographs, charts, graphs, maps, and tables	I	I	I	R	R	R	M	M	M	M	M	M
1.9.13 Uses scanning and skimming skills to locate relevant information		I	I	I	R	R	M	M	M	M	M	M
1.9.14 Continues to show growth in selection of sources and formats for educational and personal use				R	M	M	M	M	M	M	M	M
1.9.15 Uses cross references ( <i>see, see also</i> ) to locate relevant information		I	I	I	R	R	R	R	R	R	R	R
1.9.16 Identifies bibliographic references				I	I	R	R	M	M	M	M	M
1.9.17 Uses bibliographies in books and digital resources to access information beyond the immediate source and school library media collection					I	I	I	R	R	R	R	R
1.9.18 Uses a variety of print and digital information resources to facilitate research		I	I	R	R	R	R	M	M	M	M	M
1.9.19 Uses advanced and specialized reference books and digital resources									I	R	M	M
1.9.20 Identifies and uses computer icons and program menus to search for information (e.g., locates an index, navigates a subject tree, accesses a help screen)			I	R	R	R	M	M	M	M	M	M
1.9.21 Refines search strategies for research projects			I	I	R	R	I	M	I	M	M	M
1.9.22 Selects and uses a variety of appropriate media to access information for assignments				I	I	I	I	I	I	R	R	R
1.9.23 Records author, title, and other citation elements systematically while accessing information sources				I	I	R	R	R	M	M	M	M

STANDARD 2: *The student who is information literate evaluates information critically and competently.*

**2.1 Locates Relevant Information from Appropriate Fiction and Nonfiction Sources in Print and Digital Formats**

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
2.1.1 Identifies and compares characteristics of fiction and nonfiction	I	I	I	R	R	R	M	M	M	M	M	M
2.1.2 Describes how illustrations impact a narrative	I	I	R	R	R	M	M	M	M	M	M	M
2.1.3 Identifies structural elements of fiction (e.g., character, plot, setting, type of narrative order, point of view) in print, nonprint, and digital formats.	I	I	R	R	R	M	M	M	M	M	M	M
2.1.4 Comprehends basic plot and structure of imaginative literature			I	I	I	R	R	M	M	M	M	M
2.1.5 Demonstrates understanding of nonfiction text structures (e.g., main idea and supporting details, cause and effect, compare and contrast, and sequencing) in nonfiction print and digital formats	I	I	I	R	R	R	M	M	M	M	M	M
2.1.6 Discerns relationships among topics in order to locate maximum available information on any given subject											I	M
2.1.7 Clarifies an understanding of text by creating summaries						I	R	R	R	M	M	M
2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context cues, constructing a mental image, reorganizing information, locating main idea, predicting) to assist comprehension of fiction and nonfiction in print and digital formats.	I	I	I	R	R	R	M	M	M	M	M	M
2.1.9 Determines which information and communication technologies are most appropriate for the information task			I	I	I	R	R	R	M	M	M	M

**2.2 Evaluates Authority, Credibility, and Currency of Information**

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
2.2.1 Distinguishes between fact and opinion in nonfiction sources			I	I	I	R	R	R	M	M	M	M
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment					I	R	R	R	M	M	M	M
2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources				I	I	R	R	R	M	M	M	M
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources					I	I	I	I	R	M	M	
2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and accuracy			I	I	I	R	R	R	M	M	M	M
2.2.6 Learns to look for currency clues in undated digital or print material				I	I	R	R	R	M	M	M	M

## 2.3 Selects Relevant Information during the Research Process

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
2.3.1 Understands that notetaking is a tool for information processing (e.g., remembering, comparing, analyzing, and sequencing)			I	I	I	R	R	R	M	M	M	M
2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task			I	I	R	R	R	R	M	M	M	M
2.3.3 Restates facts and details to clarify and organize ideas for notetaking			I	I	I	I	I	R	R	M	M	M

STANDARD 3: *The student who is information literate uses information accurately and creatively*

## 3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.1.1 Integrates prior knowledge with source's main ideas in preparation for notetaking			I	R	R	R	M	M	M	M	M	M
3.1.2 Uses key words and phrase notes to write 2 or 3 sentences about a research topic		I	I	I	I	I	R	R	M	M	M	M
3.1.3 Learns techniques of organizing notes (e.g., outlining, webbing)		I	I	R	R	R	M	M	M	M	M	M
3.1.4 Uses graphic organizers to arrange information in sequential and logical order		I	I	I	R	R	R	M	M	M	M	M
3.1.5 Organizes key words and phrase notes in preparation for creating a product			I	I	I	I	R	R	M	M	M	M
3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information				I	I	I	R	R	M	M	M	M

## 3.2 Composes and Revises Drafts

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression				I	I	I	R	R	M	M	M	M
3.2.2 Drafts, edits, and revises writing by hand or using a word processor		I	I	I	I	I	R	R	M	M	M	M
3.2.3 Uses a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus				I	I	R	R	M	M	M	M	
3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience				I	I	I	R	R	M	M	M	M
3.2.5 Uses digital spell- and grammar-checkers on final draft				I	I	I	R	R	M	M	M	M
3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation				I	I	I	R	R	M	M	M	

### 3.3 Communicates and synthesizes ideas in logical and creative or novel ways

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.3.1 Presents information in a variety of formats, such as word processed texts (narrative, essay, poetry, drama), charts, graphs, computer graphics, and multimedia, using appropriate information and communication technology tools		I	I	I	R	R	R	R	M	M	M	M
3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	I	I	I	I	I	I	R	R	M	M	M	M
3.3.3 Orally shares information with peers and other audiences	I	I	I	R	R	R	M	M	M	M	M	M
3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids		I	I	R	R	R	R	R	M	M	M	M
3.3.5 Presents information using advanced multimedia and presentation software			I	I	I	I	I	I	R	M	M	
3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes		I	I	I	I	I	R	R	M	M	M	M
3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)				I	I	I	R	R	M	M	M	M
3.3.8 Uses creative and dramatic methods (e.g., art, music, puppetry, drama, and readers' theater) to enrich presentations and products			I	I	I	R	R	R	M	M	M	M
3.3.9 Conveys clear and accurate information in a presentation			I	I	I	I	R	R	M	M	M	M

STANDARD 4: *The student who is an independent learner is information literate and pursues information related to personal interests.*

#### 4.1 Uses School Library Media Center and Public Library Resources to Pursue Personal Interests

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits	I	I	I	R	R	R	R	M	M	M	M	M
4.1.2 Uses telecommunications to communicate with others		I	I	R	R	R	M	M	M	M	M	M
4.1.3 Observes proper etiquette for using telecommunications		I	I	R	R	R	M	M	M	M	M	M
4.1.4 Uses information and communication technologies for recreational purposes	I	I	I	R	R	R	M	M	M	M	M	M

#### 4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
4.2.1 Uses developmentally appropriate information-literacy processes to independently select print, nonprint, and digital resources to satisfy personal information needs		I	I	I	R	R	R	R	R	M	M	M

STANDARD 5: *The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.*

**5.1 Learns about Children's and Young Adult Literature, Authors, and Illustrators**

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
5.1.1 Understands the purpose of children's and young adult book awards (e.g., Caldecott, Newbery, Coretta Scott King, Hans Christian Andersen, Carnegie, Greenaway, Governor General's Award, and California Young Reader Medal)	I	I	I	R	R	M	M	M	M			
5.1.2 Describes the roles of authors and illustrators and their contributions to literature and society		I	I	R	M	M	M	M	M			
5.1.3 Reads and understands a variety of genres (e.g., folktales, fiction, poetry, biography, and drama)		I	R	R	R	R	R	R	R	M	M	M
5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures		I	I	R	M	M						
5.1.5 Compares and contrasts plots, settings, characters, and themes	I	I	I	R	M	M	M	M	M	M	M	M
5.1.6 Selects children's authors, appropriate for reading level, as recommended by district and state guidelines and reading lists			I	I	R	R	R	R	R	R	R	R
5.1.7 Makes the transition from picture to chapter books, requiring the reader to create internal imagery			I	I	I	R						

**5.2 Appreciates Creative Expressions in All Formats**

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
5.2.1 Develops appreciation of the wide range of literary and other creative forms of expression (e.g., poetry, drama, film, classic literature, visual arts, and music)			I	I	I	I	I	R	M	M	M	M
5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration)				I	I	I	I	I	R	R	M	M
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats				I	I	I	R	R	M	M	M	M
5.2.4 Demonstrates growing appreciation of literary and artistic heritage						I	I	I	I	R	M	M
5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression						I	I	I	R	R	M	M

STANDARD 6: *The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.*

**6.1 Evaluates the Research Process and Product**

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.1.1 Understands that the research process and product are equally important	I	I	I	R	R	R	R	R	M	M	M	M
6.1.2 Uses reflection and evaluation skills, individually and in groups, to critique one's own work and that of others in a respectful, cooperative, and constructive way	I	I	I	R	R	R	R	R	M	M	M	M

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
6.1.3 Refines the research process and use of resources to achieve excellence in information seeking and knowledge generation	I	I	I	R	R	R	R	R	M	M	M	M
6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning, knowledge production, and dissemination	I	I	I	R	R	R	R	R	M	M	M	M

## 6.2 Reflects Upon the Process to Improve Information-Seeking Skills

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
6.2.1 Learns to access multiple formats and sources of reference information (e.g., specialized dictionaries, encyclopedias, and online free and subscription services)			I	I	I	I	I	I	R	M	M	M
6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing					I	I	I	I	R	M	M	
6.2.3 Learns to use print and digital information sources independently	I	I	I	R	R	R	R	R	R	M	M	M

STANDARD 7: *The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.*

### 7.1 Understands that a free flow of information is essential for a democratic society

### 7.2 Seeks and uses information from diverse sources, viewpoints, and cultural backgrounds

STANDARD 8: *The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.*

## 8.1 Respects Copyright and Fair Use

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
8.1.1 Understands the purpose of an intellectual commons and fair use, and why plagiarism, violating copyright and other illegal or unethical uses of information and technology are unacceptable		I	I	I	I	R	R	R	M	M	M	M
8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software		I	I	I	R	R	R	M	M	M	M	
8.1.3 Cites sources in text, using a standard footnoting, parenthetical, or other citation system							I	I	I	R	M	M
8.1.4 Quotes or paraphrases information to avoid plagiarism			I	I	I	R	R	R	M	M	M	M
8.1.5 Builds a formal bibliography or source list, using an appropriate format				I	I	I	R	R	M	M	M	M
8.1.6 Understands the value of an intellectual commons, as well as the consequences of plagiarism, for self and society			I	I	I	R	R	M	M	M	M	

## 8.2 Understands and Respects Principles of Intellectual Freedom

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution						I	I	R	R	M	M	M
8.2.2 Respects differences of opinion and their expression in speech and the press	I	I	I	R	R	R	R	M	M	M	M	M

## 8.3 Follows School Requirements Regarding Responsible Use of Information and Communication Technologies

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
8.3.1 Shows positive social behavior while using information and communication technologies	I	I	I	R	R	R	R	M	M	M	M	M
8.3.2 Demonstrates legal and ethical behavior while using information and communication technologies	I	I	I	R	R	R	R	M	M	M	M	M
8.3.3 Understands the consequences of inappropriate and illegal use of information and communication technologies			I	I	I	R	R	M	M	M	M	

STANDARD 9: *The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information.*

### 9.1 Collaborates in formal and informal study and research groups

### 9.2 Respects the views of others in study and research groups



### MENDING SLIP

- COVER, TAPE \_\_\_\_\_
- WASH \_\_\_\_\_
- IRON \_\_\_\_\_
- PAGES, TORN \_\_\_\_\_
- LOOSE \_\_\_\_\_
- WRITING \_\_\_\_\_
- STAINED \_\_\_\_\_
- SPINE, TAPE \_\_\_\_\_
- GLUE \_\_\_\_\_
- REBIND \_\_\_\_\_

### MENDING SLIP

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- GLUE \_\_\_\_\_
- REBIND \_\_\_\_\_

**DIRECTIONS:** Photocopy and cut apart. Use these bookmarks to note reasons for possible discard of a book.

**POSSIBLE DISCARD**

Check reasons and note examples and page numbers.

Damaged beyond repair

Another copy on shelf

Replace this title

Outdated information

Unattractive

Doesn't fit curriculum

Bias/Stereotypes

Newer materials in library

Not used

Age/Reading level not appropriate

Other comments:

Initials:      Date:

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***My cover may still be shiny and new  
...but I am an OBSOLETE book!***

***My information may be out of date:***

- Do my maps show the correct names of the new countries of the world?
- Are my scientific facts current?
- Do I have accurate information about drugs and diseases?

***My information may not give a fair picture of today's society:***

- Do my pictures show people from different ethnic groups?
- Do girls and women enjoy the same active and successful roles as boys and men?

***My subject may not be taught at my school anymore.***

***There may be more copies of me than anyone reads in my school.***

Even though I am no longer suited for school use, I am very glad that you can give me a new home.

*Read me and enjoy!*



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# LOS OSOS HIGH SCHOOL

~Where Excellence is a Habit~

6001 Milliken Avenue, Rancho Cucamonga, California 91737 • (909) 477-6900 • FAX: (909) 460-5872



Joe Kolmel, Principal  
Dody Jarrell, Assistant Principal  
Chris Page, Assistant Principal

## Library Discards Memo

TO: Al Martens, Assistant Superintendent  
FROM: Sandra Russell, LMT  
RE: Textbook Discards  
DATE: October 1, 2003

The LOHS Library is requesting permission to dispose of the following textbooks, which are in very poor condition and/or obsolete:

Qty	Title	Copyright
290	AMERICAN ODYSSEY	1992
29	EXPERIENCING WORLD HISTORY	1991
579	WORLD HISTORY: PERSPECTIVES ON THE PAST	1992
18	BASIC SKILLS IN ENGLISH	1980
23	APPLICATIONS OF MATHEMATICS	1988
39	LITERATURE: INTRO TO FICTION, POETRY & DRAMA	1991
11	ADVENTURES IN READING	1985
38	ADVENTURES IN APPRECIATION	1980
79	CPM GEOMETRY	2000
115	PSYCHOLOGY AND YOU	1990
44	CONSUMER MATHEMATICS	1989

We have offered these textbooks to all the other schools in the district, but they were not needed, since most of the books were initially donated to LOHS by other district schools in September 2002.

*Sample*

MESSAGE

Dated: 10/13/00 at 14:34

Subject: Permission to duplicate pages

Contents: 2

Sender: Susan\_Choi@sccoe.org

Item 1

FROM: Susan\_Choi@sccoe.org

TO: Julie Zurek /edu,chaffey-high,ontario-high

Item 2

Permission is granted to Chaffey Joint Union High School District to duplicate approximately 28 pages from Where Do I Start? A School Library Handbook copyrighted by the Santa Clara County Office of Education as listed in a letter faxed on October 4, 2000. Approximately 20 copies will be made of the material inserted into the district's library manual. Pages that are copied will include the copyright notice as indicated on the original pages and "Copied with Permission."

Thank you for your interest in our Handbook and good luck with your district manual.

Susan Choi  
Manager, Library Services  
Santa Clara County Office of Education  
1290 Ridder Park Drive #232  
San Jose, CA 95131-2398

PH: (408) 453-6670

FAX: (408) 453-6815

Email: susan\_choi@sccoe.org