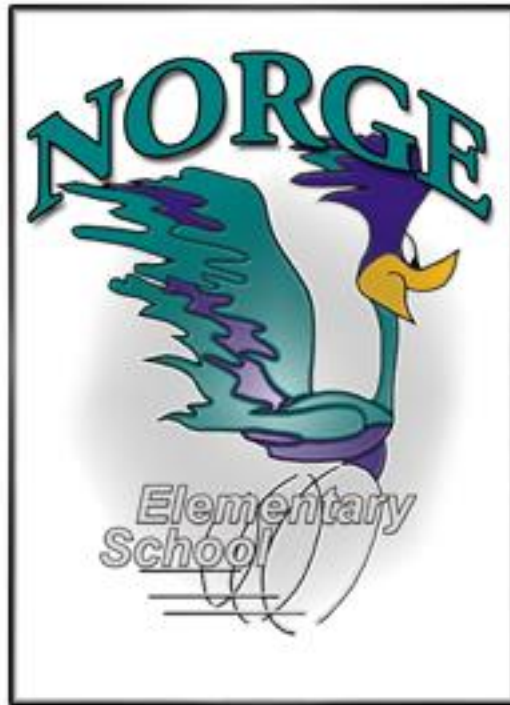


Norge Elementary School Library Collection Development Policy



Home of the Roadrunners

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The purpose of this policy is to provide the guidelines that will be used in a continuous and systematic process for evaluating and selecting materials for use in the Norge Elementary School library. The guidelines presented in this policy will be in direct alignment with the policies and procedures that have been approved and adopted for WJCC school libraries by the Williamsburg-James City County Public School Board. These policies and procedures are outlined in the Williamsburg-James City County Policies and Procedures Manual, which can be accessed on the school division web site.

The “*Norge Elementary School Library Collection Development Policy*” has been written by Kelly Parsons to explain the philosophy and procedures of the school library. Detailed explanations of the selection, acquisition, evaluation, and weeding of library materials demonstrates our commitment to developing and maintaining a library collection that is up to date; supports the educational needs and interests of our diverse school population; and is reflective of the Williamsburg James City County Public Schools Core Values...Individualism, Integrity, Innovation, Accountability, and Collaboration.

A. Introductory Analysis of Norge Elementary School:

Norge Elementary School, located in James City County, Virginia (7311 Richmond Road Williamsburg, VA 23188) opened its doors in 1967. Norge currently (school year 2013-14) has approximately 571 students from kindergarten through fifth grade. We currently have 5 kindergarten classes; 4 first grade classes; 5 second grade classes; 5 third grade classes; 4 fourth grade classes; and 4 fifth grade classes. Norge has approximately 100 staff members to include teachers, teaching assistants, cafeteria workers, custodians, administrators, and learning specialists.

Approximately 38% of our student population is currently eligible for free or reduced lunch. Our English as a Second Language (ESL) population makes up approximately 9% of our overall student population. The language spoken by this subgroup is mostly Spanish; but we also have students who speak Mandarin Chinese, Vietnamese, Japanese, Gujarati, Thai, and Polish as their first language. The major racial demographic groups of students at Norge Elementary are represented as follows: Hispanic or Hispanic combined with other races, 20% of our overall population; black students 15%; Asian students 4%; and white students 61%.

Norge Elementary is a Title I Targeted Assistance School. Norge Elementary also provides classroom space for the Norge Early Education and Development (NEED) center and Bright Beginnings program which serves approximately 100 at-risk children between two and five years old in a classroom-based program. The Bright Beginnings program is a collaborative model serving children at risk and children with identified disabilities or delays. These programs are supervised and operate separately from Norge Elementary. Norge Elementary has a very strong and active Parent Teacher Association (PTA) which partners extensively with the greater community to provide learning opportunities for our students.

It is essential that the Norge Elementary school library media center supports the needs of all students and staff within our diverse population. The materials (print, nonprint, electronic, multimedia resources) in our media center are intended to support the curriculum and standards of learning set forth by the Virginia Department of Education. These resources must be free of all bias and available to meet the learning needs of our entire school population, to include students, teachers, administrators, and support staff.

B. Norge Elementary supports the “Williamsburg James City County Public Schools Core Values.” These values are listed in the Norge Elementary School Improvement Plan as follows:

Individualism - Our belief that we must focus on individual students and personalize their learning experiences.

Integrity - Our belief that our school division must act and display the highest levels of honesty, reliability, and fidelity in all our actions.

Innovation - Our belief that education is fundamentally changing and we must change with it. Our students deserve instruction that keeps pace with advancements in education and the global society.

Accountability - Our belief that we must be accountable to our students, our staff, and our community in our efforts to provide a premier education for every child.

Collaboration - Our belief that we are best when we work together and that none of us can do this alone. We must honor the creativity and support of our colleagues, families, and community to reach our goals.

Philosophy Statement of Norge Elementary School

The Norge Mission and Vision for our school are found on our Norge Elementary website as follows:

Norge Mission

We will serve our students by preparing them for their future in an ever-changing world.

Norge Pledge

As a member of the Norge Elementary School Community: We will respect all people and their property, walk safely and quietly, never harm another person with words or actions, and strive to keep the school clean so we can all focus on learning and being successful.

Norge Vision

Our vision is a commitment to becoming a professional learning community that will assist our students to reach their full potential through the partnership of administrators, teachers, parents, students and the larger community.

Teachers will:

Set high expectations and realistic, reachable goals for all students.

Focus on WJCC Standards and Objectives.

Meet all children’s academic needs through differentiation and developmentally appropriate instruction that is assessment driven.

Deliver instruction using a variety of teaching methods based on current research.

The home will:

Provide strong, active parent involvement in the education process.

Work with the school to ensure ongoing communication with the school.

Encourage a two-way relationship between parents, school, community, and local government.

Administrators and Teacher Leaders will:

Encourage staff to take leadership roles within the schools.

Show respect to staff, students, and community by listening, making themselves available and approachable.

Set expectations that are clear, but will allow for and respect diversity of the staff.
Advocate for the school providing a link between school, central office, and the greater community.

Be visible and active participants in instruction and in the daily school life.

Be knowledgeable instructional leaders and up-to-date on current research.

The community will:

Support the school with human resources and capital resources.

Students will:

Be self-motivated and actively engaged in the learning process.

Respect themselves, others, property, and individual diversity.

Set high expectations for themselves.

Demonstrate personal and academic responsibility.

Norge School will:

Provide a safe, clean, and inviting environment.

Provide mutual respect for all, acceptance for all, encourage and respect diversity, and create a trusting and compassionate environment.

Administer discipline in a fair and consistent manner where dignity is maintained.

Work in a co-operative way that fosters collaboration, sharing, team effort and staff/parent cohesion.

Provide a friendly, caring, nurturing environment for all students, parents, and staff, where the staff and administration are approachable and the Roadrunner spirit runs through everyone.

The Norge Media center is designed to embody and support the vision and mission of Norge Elementary. The school library is an important resource center available for all Norge students and their families, teachers, administrators, and support staff. Resources include a variety of materials and equipment to support student learning. Resources include up-to-date materials in a variety of formats including hard copy, information technology resources, audiovisual and computer equipment.

The librarian will plan lessons and instruct students (grades K-5) in accordance with Virginia Standards of Learning objectives. He/she will also collaborate with teachers and staff to provide support for additional curriculum related interests and classroom activities.

Designated times will be made available for students to use the library for individual or class research. Designated times will also be made available on a "walk in" basis for students to return, browse through, and check out new books.

Technology is an integral part of preparing our students for their future in an ever-changing world. The school librarian continually integrates technology into media center instruction for grades K-5. With prior notification student computers will also be available to support class and individual student learning. Teachers are encouraged to use technology to support student learning. Quizdom sets, IPod, iPad, and digital cameras are currently housed in the school library. Classroom sets may be checked out by teachers for classroom use.

C. Philosophy Statement of Norge Elementary School Library

This philosophy of Norge Elementary library is reflective of the philosophy of WJCC school libraries. This philosophy statement is found on the WJCC School web site as presented by Dr. Lee Welch, Supervisor for Media and Instructional Technology. The department of Media and Instructional Technology is committed to supporting 21st century learners through a combination of professional development, best-practice strategies, and instructional tools and resources. This is achieved by a focus on:

- diverse learning needs, including digital citizenship and digital learning needs
- information and media literacy skills, including analyzing and evaluating resources and personalizing learning
- technology integration PD models that facilitate engaged, active learning and utilize technology tools that provide students with multiple opportunities to create, interact and collaborate
- providing content resources that meet the curricular and learning needs of all students, instructional faculty and administrators

This commitment is met by collaborative professional educators who are highly-skilled, results-focused, and passionate about teaching and learning in the 21st century.

Additional information located on the WJCC website under “Library Services”:

WJCC Public Schools’ library media centers are an integral part of the instructional program for WJCC students and faculty. Library media professionals foster a love of reading in our students and support the development of life-long learners. WJCC library media specialists procure a variety of instructional materials to support school and division-wide curricula and promote reading for enjoyment. These materials include print, electronic and streaming content assets such as eBooks, databases and Web resources. Library media professionals instruct students on how to locate desired information, evaluate its effectiveness, and use it in an ethical manner. Information today comes in a variety of different formats. In order for our students to be successful in life, they must have the skills to successfully navigate, create, and collaboratively share all types of media. We provide equitable access to current materials, resources and information to our community of learners. We love working with our students and watching their media literacies grow and take shape as they develop the skills necessary to thrive in the 21st-century.

The purpose of Williamsburg James City County public school library media centers is stated in the WJCC Policy Manual found on the WJCC website. This information is listed in the Policy Manual under Section I: Instruction: School Libraries. (Please refer to **Appendix E** for the full text of this document.)

The Norge Elementary Library collection is continuously and systematically reviewed and evaluated by the Norge librarian. The Norge library facility, programs, and collection are designed to ensure that all of our library patrons have equitable access to materials (in various formats) which will meet their academic/informational needs and personal interests.

D.

Selection Statement

The Norge Elementary library seeks to provide a comprehensive, balanced, and current collection of instructional materials designed to support the education of its school community. Materials are selected, evaluated, and deselected continuously and systematically. Materials that are selected must support and enrich the school curriculum for our diverse population of students. The school library media specialist uses a variety of bibliographic and selection tools when considering materials to add to the library collection. These tools include professional journals, staff or student recommendations, and online reviewing sources. Many factors are taken into consideration when choosing materials (print, non-print, and online) for this collection. These factors include:

- Materials that are relevant to the WJCC Public Schools “Core Values” for its community, as well as the Vision and Mission of Norge Elementary
- Materials that will explicitly support the VDOE standards of learning objectives for grades K-5
- New and award winning titles
- Positive reputation of authors and/or illustrators
- Positive reviews from professional review journals (e.g., *School Library Journal*, *Kirkus*, *Horn Book*, *Booklist*) and educational professionals
- Materials that are free of bias and stereotype
- Materials that are representative of diverse ideas and viewpoints, including those that are controversial in nature
- Materials that are printed in foreign languages to support our ESL student population
- Materials that support the abilities, needs, learning styles, maturity levels, and interest of all students, including those students with disabilities or special needs
- Materials that will stimulate higher level critical thinking skills in our students which will allow them to make informed decisions about events in their personal lives and as citizens of a pluralistic global society
- Materials that have timely or permanent values/importance
- Student, teacher, or staff requests based upon informational and interest needs
- Materials that are relevant to student and staff interests
- Materials that are current with up-to-date and accurate information
- Budget constraints
- Shelving constraints

Recommendations and requests for purchase from teachers and support staff are encouraged. Materials which directly support instruction will be given priority consideration. Student interest and special needs will also be considered when purchasing materials for the school library. A consideration file will be kept for recommendations of materials to add to the library collection.

The collection will include a variety of formats such as:

- Print materials (books, periodicals, magazines, newspapers, online databases) that include a variety of genres such as fiction, historical fiction, nonfiction, short stories, biographies, poems,
- Non-print materials such as computer software, DVDs, CD-ROMs, E-Books, E-Journals, videos, audiobooks, electronic databases, subscriptions to online instructional resources for teachers (e.g., EdHelper.com; Super Teacher.com)

(Please refer to **Appendix H** for the WJCC Public Schools Policy Manual for “*Library Materials Selection and Adoption.*”)

E.

Acquisitions Statement

Materials for the Norge Elementary library media collection will be selected, purchased, and maintained by the school librarian. Most of the library collection will be purchased through online ordering. Reputable jobbers such as Bound-to-Stay-Bound (BTST), Follett TITLEWAVE, and Delaney Educational Enterprises will be used for most purchases. Advantages of these acquisitions sites include collection analysis services. Once the library collection MARC records are uploaded for analysis, suggestions are made to ensure that the collection is balanced. Some of these sites also provide a recommended weeding list based on titles and Dewey. Processing options (e.g. barcodes, spine labels, label protectors, MARC data disks) are available so that the books are shelf ready.

BTSB uses DupCheck which is a feature intended to prevent duplicate materials. It compares the books the librarian may want to purchase from BTSB with titles already in our collection. It uses the library collection's MARC records & compares them with titles being prepared for the order from the BTSB Bookstore. The BTSB Collection Analysis "allows librarians to export records from their automated circulation systems. " The collections are analyzed based on "publication dates, subject areas, books per student, & other criteria." The BTSB analysis also suggests titles for upgrading collections.

BTSB lists book reviews of "recently published books". Full text reviews are featured from selection aids such as: Booklist, The Bulletin, The Horn Book, Kirkus Reviews, Library Media Connection, Midwest Book Review, Publisher's Weekly, School Library Journal, and Voice of Youth Advocates.

BTSB catalogs all materials according to Anglo-American Cataloging Rules. BTSB provides Machine Read Cataloging (MARC) records using MARC21 standards. Options include 1) Classification: Dewey Decimal Classification & Library of Congress Call Number. 2) Subject Headings: Sears & Library of Congress Subject Headings for Children.

The Norge Elementary School Library has an annual budget for books as well as an annual budget for related supplies (e.g. book glue, book covers, carts, headphones).

Most online ordering can be done directly and does not require a purchase order. A purchase order is not required for orders under \$2,000. For orders over \$2,000 a "*Purchase Request*" form must be submitted to the Williamsburg James City County Finance department.

(Please refer to **Form C** in the back of this policy manual.)

A "*Payment Authorization Memorandum*" (PAM) will be approved by building administrator and submitted for comptroller approval for orders less than \$2,000. (Please refer to **Form E** in the back of this policy manual.)

A "*Sole Source Justification*" form must be completed if only one vendor is chosen to fill an order over \$2,000. (Please refer to **Form D** in the back of this policy manual.)

Records of purchases for library books, instructional materials, subscriptions and monies collected for lost books and book fairs will be kept on file by the school librarian. Please see **Forms** section of this policy manual for examples of these record keeping forms which include "*Book Fair*," "*Lost Books*," and "*Library Books and Subscriptions*." (Please refer to **Forms F, G, and H**, respectively, of this policy manual.)

F. Gifts Statement for Norge Elementary School Library Media Center

The Norge Elementary library media center policy for accepting gifts (print, nonprint, monetary donations) is subject to the guidelines provided in WJCC Policy Manual.

(Please refer to **Appendix F** for the WJCC Policy Manual for *“Public Gifts to the Schools.”*)

Gifts or donations that are not in compliance with this policy cannot be accepted.

Any gift must meet the selection criteria specified in the **Selection Statement** (Section D) of the Norge Elementary School Library Collection Development Policy. Additionally, all gifts must meet the criteria set forth in the WJCC Policy Manual statement for *“Criteria for Library Material Selection and Adoption.”*

(Please refer to **Appendix H** for the WJCC Policy Manual for *“Library Materials Selection and Adoption.”*)

All donations to the Norge Elementary library must serve to support the WJCC school curriculum and Virginia Standards of Learning objectives for our students. The school librarian reserves the right to refuse any materials that do not support the vision, mission, and objectives of Norge Elementary.

Once accepted, all donations become the property of the Norge Elementary School library.

Restrictions and conditions may not be placed by the donor(s) with regard to usage, location within the library, or removal if deemed appropriate by the school librarian.

The school librarian reserves the right to use and/or dispose of these materials in accordance with the selection and weeding/deselection statements of this policy.

All monetary contributions must be reported to the Norge administration and a receipt will be provided from the Norge administrative staff. No “appraisal” receipt will be provided for books that are donated, however.

Donations of new books purchased through Norge Elementary sponsored “book fairs” and given as gifts to the school library will be designated with stickers (placed in the front cover) to acknowledge the gift donor(s).

G.

Cooperative Resources and Networking Statement

“We provide equitable access to current materials, resources, and information to our community of learners.” This statement is provided on the WJCC web site under “*Library Services*.” To that extent WJCC school librarians work together to provide resources for all WJCC students, not just students in our “home” schools. If particular materials are not currently available to a school, but are needed for instruction, research, or student learning, WJCC school librarians work together to locate these materials for loan through our Interlibrary Loan program. Librarians, teachers, staff, students, and parents have access to a district wide online cataloging program called *Destiny Quest*. If the Norge School library does not have specific materials that are needed patrons can easily check to see if other WJCC schools have the materials. A request can be made through the school librarians to borrow materials for a limited period of time between schools.

The Norge library will loan materials that are not currently in use, or placed on a waiting list, for Norge students, teachers, or staff. Loans will be made for up to one week (five school days) unless an extension has been approved by the librarian. One week is the customary period of time that students at Norge Elementary “check out” books.

All materials are expected to be returned in the condition that they were loaned. Materials that are damaged will be assessed to determine if they can be repaired. Materials that are lost or are beyond repair will need to be replaced. Charges will be assessed equivalent to the cost of replacement. In accordance with the WJCC Public Schools Policies and Procedure Manual, “Monies collected for lost or damaged books at sites other than the owning library are to be returned to the owning library. If a paid for item is returned to the library prior to the next school year, the amount paid will be refunded.”

(Please refer to **Appendix H** for the WJCC Public Schools Policy Manual for “*Lost and Damaged Materials*.”)

Citizens of the WJCC school district are fortunate to have access to two public libraries including the Williamsburg Public Library and the James City County Public Library. All programs and services are available for residents of Williamsburg and James City County. Our public school system encourages families to visit these libraries; use their online resources; and participate in their many and varied programs. Norge Elementary uses many of the online reading programs available through the Williamsburg Regional Public Library. Tumblebooks, BookFlix, and TrueFlix are three programs used extensively at Norge to promote literacy. The links to these resources can be found on the Norge Library Media Center web page.

Some of the older students in our school system may find additional resources available through the Swem Library at the College of William and Mary.

Additionally, WJCC library media centers are occasionally used for staff development. Approval to use the library facilities is required in advance by administrative personnel such as building principals.

H.

Intellectual Freedom Statement

The Norge School library program is designed to promote the “intellectual freedom” of its students. ” As stated in the “Vision” for Norge Elementary, we want our students to:

- be self-motivated and actively engaged in the learning process.
- respect themselves, others, property, and individual diversity.
- set high expectations for themselves.
- demonstrate personal and academic responsibility.

The foremost responsibility of the Norge Elementary Library program in supporting that vision for our students is to ensure intellectual and physical access to information. Every Norge Elementary student has the “right to read.” This includes the right of equitable access to digital, electronic, web-based, print, and non-print materials; instructional programs; library facilities; and school/library resources. Access to any of these materials or resources will not be denied or limited based upon the gender, race, religion, national origin, abilities, viewpoints, or age of our library patrons. Nor will access to this information be denied or limited (as stated in the *American Library Association Bill of Rights*) based upon the “origin, background, or views of those contributing to their creation.” (Please refer to **Appendix A** for the full text of this document.) Specific responsibilities of the school librarian are listed in the *WJCC Public Schools Policies And Procedures Manual*.

(Please refer to **Appendix E** for the “School Libraries” section of this policy.)

Key points include:

- In order for students to make informed decisions, they need access to information;
- In order for students to become critical thinkers they need access to information which presents a variety of viewpoints on issues (including those that might be controversial in nature);
- Students must have access to information that is representative of various religious, ethnic, and cultural groups;
- Materials and resources that are selected for the library must be free of bias and personal opinion.

The Norge Elementary School library recognizes and supports each patron’s right to privacy and confidentiality when using the library and all of its services and materials. In Article V of the “*Library Bill of Rights*” it is stated that, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” Standards for circulation and access to print and nonprint materials apply to our minor students, as well as our adult patrons. They are entitled to privacy and confidentiality in meeting their informational and resource needs. As stated in the *Interpretation of the Library Bill of Rights*, “The library profession has a long-standing commitment to an ethic of facilitating, not monitoring, access to information.” (Please refer to **Appendix B** for the full text of this document.) The Norge Elementary School librarian will not monitor or deny students access to materials or the right to check out books of their choice. Lists of circulation records will not be made public, nor will they be posted in the library or classrooms for public viewing.

I. Policy/Procedure for Handling Challenges

On occasion books, library media resources, or instructional materials may be challenged by students, parents, legal guardians, or school staff. It is the librarian's responsibility for the selection, evaluation, and weeding of the library collection. Every effort is made to ensure that this collection is balanced, free of biases or prejudices, and that it represents a diverse and wide range of ideas and viewpoints. It is also the librarian's duty to uphold the principles of "Intellectual Freedom" explicitly stated in the *ALA Freedom to Read Statement*.

(Please refer to **Appendix C** for the full text of this document). Parents and legal guardians have the right to limit only their own child(ren) from library materials that they deem questionable, offensive, or unsuitable. They do not, however, have the right to deny access of these materials to other library patrons.

Every effort should be made by the school librarian to inform the complainant of the care and consideration that go into the selection and evaluation of the library collection. Parents and legal guardians have online access to the library catalogue. The parent/ legal guardian may inform the librarian, in writing, of any materials that he/she does not want his own child(ren) to view or check out of the library. A note will be placed on the child's library account indicating any requests to limit access to specific materials.

If the complainant is still not satisfied the procedures for filing a complaint requesting the removal of any materials from the Norge Elementary School are as follows:

The patron will request a meeting with the Norge School librarian to discuss the reason(s) that a particular material or book is objectionable and why he/she would like for it to be removed from the collection. The librarian will discuss the selection and evaluation of the collection process; policies/procedures for handling challenges; as well as refer the patron to articles regarding students' freedom to read (e.g., the *ALA Freedom to Read Statement*). If the patron still insists upon removal of the material/book the following steps will be taken:

1. The patron will be asked read the material/book in its entirety if he/she has not already done so.
2. The patron will complete a "Citizen's Request for Reconsideration of Instructional Materials" (see **Form A** in the Forms section of this policy). The completed form will be submitted to the school principal for review.
3. A committee will be formed to review the Request for Reconsideration which will include the patron, the school librarian, the school principal, an officer of the Norge Parent Teacher Association (PTA), the Norge Reading Specialist, and at least one Norge Elementary school teacher. The challenged material/book will remain in the library collection throughout the review process and until a decision has been made.
4. All members of the committee will read the material/book in its entirety. The "objectionable" material will be considered in relation to the overall value and merits of

the material/book. Members will read reviews from professional review journals (e.g., *School Library Journal*, *Kirkus*, *Horn Book*, *Booklist*) and educational professionals.

5. The committee will reference the Virginia Standards of Learning (SOL) objectives and the Virginia Curriculum Framework to determine if and how the material/book supports student learning and the curriculum.
6. A decision will be made in writing by the committee to remove or retain the challenged material/book in the Norge library collection. Reasons for this decision will be cited.
7. If the complainant is not satisfied with the committee's decision he/she shall be referred to the Superintendent of Williamsburg James City County Public Schools for further review.
8. If the school librarian is not satisfied with the committee's decision he/she shall be referred to the Superintendent of Williamsburg James City County Public Schools for further review.

J.

Technology Statement

Norge Elementary is devoted to supporting our curriculum with the most recent technology available. We are committed to updating our technology as necessary to support student learning. We use the Follett Destiny online cataloging and circulation program. Our school computer lab supports our student learning with 30 computer stations. Additionally, we have 5 mobile student laptop carts containing approximately 108 laptops available for classroom use. The school library at Norge currently houses 15 desktop computers for student use, approximately 30 iPods, 30 iPads, 6 Quizdom sets, and 10 digital cameras for student and staff use. Students are engaged in online learning throughout the school day. Students are using technology to practice content area skills; to support research for group and individual projects; and to become immersed in online reading programs (e.g., BookFlix; Tumble Books) which are available from the Williamsburg Regional Public Library for our use. Additionally, the WJCC Public School system has a video delivery system supported by contracts with Discovery Education and Safari Montage, and a WHRO consortium. Norge Elementary teachers are currently being trained to use EMedia Virginia, a statewide digital media distribution system designed to support student learning. This system currently provides teachers and librarians with access to over 20,000 educational resources.

Student and school staff use of the Internet is governed by the Williamsburg James City County Public Schools “Acceptable Use” Policy:

ACCEPTABLE USE: The purpose of the WJC Public Schools’ computer network(s) is to support research and instruction, or the business of conducting education, by providing access to unique resources and opportunities for collaborative work. The use of networked resources must be in support of education and research, or the business of conducting education, consistent with the educational objectives of the WJC Public School system. Additionally, use of other organizations’ networks for computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state law or state agency provisions is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material (As defined by Va. Codes § 18.2-374.1:1, 18.2-372, and 18.2-390, and U.S.C. § 2256, 1460, and 47 U.S.C § 254(h)(7)(G).), or material protected by trade secret. Use for any non- educational purpose (as defined by WJC Public Schools administration) or commercial activity by any individual or organization, regardless of for-profit or not-for-profit status, is not acceptable. Use for product advertisement or political lobbying is strictly prohibited.

(Please refer to **Appendix I** for full text of this document.)

(Please refer to **Form B** in Section O, of this policy manual for the *WJCC Public Schools Technology Acceptable Use Form*)

K.

Evaluation of Collection

Regular and systematic collection analyses must be done to ensure that the Norge Elementary School library continues to meet the informational needs and interests of our school population. This evaluation must be quantitative and more importantly, qualitative in nature. The evaluation process includes the systematic and careful selection of materials that will balance the collection as well as the removal of materials using the acronym **MUSTIE**. This includes materials that are **Misleading** (factually incorrect), **Ugly** (worn out/beyond repair), **Superseded** (by a newer edition or better source), **Trivial** (no real literary or scientific merit or value to justify keeping it in the collection), **Irrelevant** (to the needs and interests of our school population/poorly circulated), **Elsewhere** (resources/information can be found other places such as online databases, internet, community resources).

Components of the evaluation process include an examination of circulation records, checklists, comparisons to standard bibliographies, item and age analysis, copyright dates, teacher and student requests and recommendations, and physical examinations of the collection.

Qualitative evaluation takes into consideration the physical condition of materials; diversity of formats; diversity, interest, and appropriateness of reading levels for the school population; and access to other information resources such as online databases, Interlibrary Loan (ILL), local public libraries, local community organizations, and museums.

Automated catalogs and collection analysis services such as the Follett Library Resources' *Titlewave* can provide information about strengths and weaknesses of the collection, as well as make recommendations for purchases/suggestions for weeding materials. The school librarian will collaborate with teachers and resource specialists (math specialist, reading specialist, social studies and science curriculum leaders) to determine whether the collection continues to meet the needs of the state and school division curriculum. Changes to the curriculum and advancements in technology need to be considered in this evaluation process. The school librarian will keep an updated curriculum chart with Virginia Standards of Learning (SOL) objectives for each grade and resource area as a point of reference when making decisions and recommendations regarding the collection.

Should allocated yearly funding for the collection be insufficient to rectify identified deficits, the librarian will use quality selection aids to recommend materials to be added to the collection.

The librarian will submit data analysis reports and requests for materials to the school administration for consideration of additional funding.

L.**Weeding/De-selection Statement**

The school librarian has the responsibility of maintaining the library collection. On occasion materials will need to be weeded/deselected from the collection. Weeding is an ongoing process which is necessary for ensuring that the collection remains balanced, current, relevant, and attractive. Systematic weeding, in addition to the careful selection of materials, is essential to maintaining a library collection that supports and meets the changing educational needs and interests of our school population. Automated system data analysis reports such as DupCheck and TitleWise provide important quantitative information (e.g., number of items in the collection; balanced Dewey comparisons; average age of materials in the collection). The information from these reports helps the librarian determine strengths and weaknesses in the collection. The professional judgment of the librarian is used in determining the physical quality of materials in this collection. The following will be considered when making decisions about weeding materials from the collection:

- Materials that are in poor physical condition
- Materials that are factually inaccurate
- Duplicate materials that are not necessary
- Materials that have biased or stereotyped concepts
- Materials that do not support the curriculum and educational goals of Norge Elementary
- Materials that are uninteresting and do not appeal to the interests of the student population
- Materials that are not appropriate reading levels for the student population
- Materials that have been superseded by updated editions

The school librarian will implement a 5-year rotation schedule for systematic review and weeding of materials by Dewey classification in the library collection. General Fiction and Easy Books currently represent the greatest percentage of materials of the collection. Years 1 and 3 will be exclusively designated for review of these materials. Since years 2 and 5 have smaller collections to review, any extra time will be devoted to a more informal “qualitative” review of the Easy Books collection (e.g., pulling books to assess physical condition; repair). Please see table below:

Year in Rotation Cycle	Dewey Classification
1	General Fiction (22.48% of the collection)
2	000, 100, 200, 300, 400, 500 (17.22% combined total of the collection) *Qualitative review of Easy Books
3	Easy Books (26.72 % of collection)
4	600, 700, 800, 900 (18.66% of the collection)
5	Reference, Biography, Professional, Big Books, Spanish (14.93 % combined total of collection) *Qualitative review of Easy Books

The Norge School library will use the guidelines from the WJCC Policies and Procedures Manual regarding removal and disposal of materials. "Removal of weeded material will be case specific. Options may include, but are not limited to:

- Donation to classroom for classroom sets (in the case of duplicate materials)
- Donation to community agencies
- Disposal, in the case of inappropriate, inaccurate, or outdated material"

(Please refer to **Appendix H** for the WJCC Policy Manual for "*Weeding and Disposal.*")

M. Revision of the Norge Elementary Library Collection Development Policy

The “*Norge Elementary School Library Collection Development Policy*” will be reviewed by the school librarian annually. Revisions will be made to the policy as dictated by significant changes in school population (demographics, needs, interests); changes in WJCC school division policy; changes in technology; and changes in elementary school curriculum (Virginia Dept. of Education Standards of Learning(SOLs) and WJCC Curriculum Maps/Pacing Guides). An annual review of this policy is needed to ensure that it is up to date, reflective of new/changing technology and curriculum, and that it exemplifies “best practices” to support the dynamic teaching/learning environment which rigorously engages students in their own learning and achievement.

N.

Appendices

Appendix A: *ALA Library Bill of Rights*

Appendix B: *Privacy: An Interpretation of the Library Bill of Rights*

Appendix C: *ALA The Freedom to Read Statement*

Appendix D: *Code of Ethics of the American Library Association*

Appendix E: *WJCC Policy Manual: Subject: School Libraries*

Appendix F: *WJCC Policy Manual: Subject: Public Gifts to the Schools*

Appendix G: *WJCC Policy Manual: Subject: Public Complaints about the Curriculum or Instructional Materials (Library Materials)*

Appendix H: *WJCC Policy Manual: Subject: Library Materials Selection and Adoption*

Appendix I: *Williamsburg-James City County Public Schools Technology Acceptable Computer System and Network Resource Use and Responsibility Policy Agreement Regulation*

Appendix A:

Library Bill of Rights

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

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 that 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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

A history of the Library Bill of Rights is found in the latest edition of the **Intellectual Freedom Manual**.

<http://www.ala.org/advocacy/intfreedom/librarybill>

Appendix B

Privacy

An Interpretation of the Library Bill of Rights

Introduction

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

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

Protecting user privacy and confidentiality has long been an integral part of the mission of libraries. The ALA has affirmed a right to privacy since 1939. ⁶ Existing ALA policies affirm that confidentiality is crucial to freedom of inquiry. ⁷ Rights to privacy and confidentiality also are implicit in the [*Library Bill of Rights*](#)' ⁸ guarantee of free access to library resources for all users.

Rights of Library Users

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

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

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

Responsibilities in Libraries

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

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

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

Conclusion

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

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

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

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

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

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

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

⁷ See these ALA Policies: [Access for Children and Young People to Videotapes and Other Nonprint Formats](#); [Free Access to Libraries for Minors](#); [Libraries: An American Value](#); the newly revised [Library Principles for a Networked World](#); [Policy Concerning Confidentiality of Personally Identifiable Information about Library Users](#); [Policy on Confidentiality of Library Records](#); [Suggested Procedures for Implementing Policy on the Confidentiality of Library Records](#).

⁸ Adopted June 18, 1948; amended February 2, 1961, and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

⁹ Existing ALA Policy asserts, in part, that: “The government’s interest in library use reflects a dangerous and fallacious equation of what a person reads with what that person believes or how that person is likely to behave. Such a presumption can and does threaten the freedom of access to information.”

¹⁰ See: *Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities*.

Adopted June 19, 2002, by the ALA Council.

[ISBN 0-8389-8208-5]

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy>

Appendix C

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish

and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

**American Library Association
Association of American Publishers**

<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>

Appendix D:

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

<http://www.ala.org/advocacy/proethics/codeofethics/codeethics>

Appendix E:

WJCC Policy Manual

**Code: IIBD
Section I: Instruction**

Subject: School Libraries

The primary function of a school's library media center is to support the educational program of the school. WJCC school libraries and library media professionals provide students and faculty with a wide range of library resources and tools for learning and for the creative construction, acquisition and communication of knowledge. These resources are provided at various levels of sophistication with a diversity of appeal and the presentation of different points of view.

To this end the primary responsibilities of the library media center are:

1. To provide library resources that will stimulate the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards;
2. To provide a source of information which when consulted may enable pupils to make informed judgments;
3. To provide library resources containing a wide range of views on issues so that students may develop the practice of critical reading and thinking;
4. To provide library resources representative of religious, ethnic and cultural groups and their contribution to the American heritage; and,
5. To place principle above personal opinion and reason above prejudice in the selection of library materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

Library resources are defined as all web-based, digital, electronic, print, and non-print materials- excluding textbooks and classroom materials-selected by library media specialists and used by students and faculty in support of the division's educational program for guided and independent learning.

Adopted: Reviewed: Revised:

**October 23, 1980
June 5, 2001
January 17, 2012**

LEGAL REFERENCES: Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia § VAC 20-131-10 *et seq.*

CROSS REFERENCES: VSBA Policy IIBD

[IIBD.pdf \(57 KB\)](#)

<http://www.boarddocs.com/vsba/wjcc/Board.nsf/Public?open&id=policies#>

Appendix F:

Williamsburg-James City County Public Schools Policies and Procedures Manual

Code: KH Section K: School Community Relations

Subject: Public Gifts to the Schools

When any real or personal property is offered, bequeathed, or donated to the Williamsburg-James City County Public Schools, it will become the property of the Board. No future control of the gift may be exercised by the donor other than the terms of the gift, bequest, or donation agreed to as the terms of the donation.

The Superintendent, or his/her designated agent, is authorized to accept gifts and donations on behalf of the Board. No employee of the school division, however, may accept on behalf of the school division any gift, bequest or donation valued in excess of \$200 without the authorization of the Superintendent.

Prior to the acceptance of any gift or donation, a determination will be made as to the appropriateness or usefulness of the offered gift. The determination will be based on:

1. Compatibility of the gift or donation with school division long-range plans. In the area of computers, the gift must be compatible with the computer education plan.
2. Compatibility with existing buildings and equipment. In the case of computer-related donations the gift must be compatible with existing hardware and software.
3. Costs to use and maintain the gift, if applicable.

The Superintendent will officially acknowledge the gifts and thank the donors in the Board's name.

Adopted: 10/18/83

LEGAL REFERENCES: Code of Virginia, secs. 22.1-26.

CROSS REFERENCES: GBI, Staff Gifts and Solicitations

P. 1 of 1

Appendix G:

WJCC Policy Manual

K: SCHOOL-COMMUNITY RELATIONS

KLB-R-4: Public Complaints about the Curriculum or Instructional Materials (Library Materials)

Adopted

December 16, 1980

Last Revised

April 11, 1984

File: KLB-R-4

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS (Library Materials**)**

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting the materials.

Persons requesting permission to examine materials shall examine such materials in the library media center in a way so as not to disrupt the normal operation of the school.

In case materials are challenged, the right to read freedom of access of materials and the professional responsibility of the media personnel must be defended before the materials themselves.

If a complaint is made the following procedures should be observed:

1. Be courteous but make no commitments.
2. Invite the complainant to file his/her objections in writing and send him/her a copy of the form. CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS, for submitting a formal complaint to the school principal.
3. At the discretion of the school principal or the request of the complainant, a committee will be formed which will:
 - a. re-examine the challenged material
 - b. survey appraisals of the materials in professional reviewing sources
 - c. weigh merits against alleged faults to form opinions based on the material as a whole and not on passages isolated from context
 - d. discuss the material and prepare a report on it
 - e. file a copy of the report with the principal
 - f. recommend to the principal that the challenged materials be retained or withdraw upon completion of the hearing process
4. The principal will make a decision as to the action to be taken and will notify the complainant, the media specialist, and the Superintendent.
5. If there is need for further review the principal will refer the complainant to the Superintendent or the Superintendent's designated representative who shall review the matter and make the final decision regarding the challenged material.

Approved 12/16/80

Revised: date of manual adoption

CROSS REL: IIA, Library Materials Selection and Adoption

[KLB-R4.pdf \(43 KB\)](#)

<http://www.boarddocs.com/vsba/wjcc/Board.nsf/Public?open&id=policies#>

Appendix H:

WJCC Policy Manual

**Code: IIAC
Section 1:
Instruction**

Subject: Library Materials Selection and Adoption

The WJCC library media centers shall not discriminate in the selection and evaluation of instructional and library materials. The WJCC School Board recognizes that there are varying points of view represented in a collection, and as such the inclusion of an item does not necessarily mean that the school board, the school or library media center advocates or endorses contents of that item.

Library media specialists use a variety of tools, criteria and resources when selecting materials for collection inclusion, among them the resources of the American Library Association and the American Association of School Librarians *Standards for the 21st-century Learner* to provide direction for collection development.

Criteria for Library Material Selection

The process of evaluating and selecting library materials is continuous and systematic. Library materials are selected based on a variety of criteria, including the American Library Association *Standards of Quality*.

- Instructional purpose and educational significance {particularly to local, state and national standards}
- Readability and popular appeal (relative to the target audience within the school)
- Authenticity and accuracy of content
- Artistic quality or literary style
- Factual content
- Need in specific subject, topic or content area
- Treatment that is clear, comprehensible, skillful, convincing and well-organized
- Diversity of points of view
- Special features, such as illustrations, photographs, maps, charts, graphs, etc.
- Technical production/construction that is well crafted, durable, manageable, and attractive
- Presentation
- Physical format
- Professional reviews

In addition, the library media specialist considers:

- age and condition of material
- cost effectiveness
- developmental appropriateness
- needs vis-a-vis current collection holdings

Recommendations from staff, students, parents, and community members are welcomed, but must be supported by reviews and/or direct examination. The Board delegates the final responsibility for coordinating and recommending the selection and purpose of library materials to the professional library media personnel.

Gifts and Donations

Compliance with Williamsburg-James City County Public Schools Policy KH, Public Gifts to the Schools, is required. Gifts or donations that are not in compliance with this policy cannot be accepted.

Lost and Damaged Materials

In accordance with Williamsburg-James City County Public Schools Policy JN, patrons are assessed charges for lost library materials equal to the actual replacement cost.

Damaged materials may be assessed for repair by the school library media specialist. If the item is damaged beyond repair or cannot be placed back into the collection due to the damages, charges may be assessed equal to the replacement cost.

Lost or damaged materials will be repaired or replaced by the school library media specialist in accordance with selection policy guidelines.

Code: IIAC

Section I: Instruction

Monies collected for lost or damaged books at sites other than the owning library are to be returned to the owning library. If a paid for item is returned to the library prior to the next school year, the amount paid will be refunded.

Library books and materials may be denied to students who have not accounted for library books or who have other outstanding obligations to the school until the obligations are satisfied. Privileges may be withheld if fines or payments have not been paid.

Weeding and Disposal

In order to maintain a quality collection that aligns with and enhances the learning process, a planned method of weeding on a regularly scheduled basis is essential. The weeding of materials that are no longer relevant or accurate should be done as systematically and objectively as possible by the library media specialist.

Library media collection materials are withdrawn by the library media specialist if they meet one or more of the following criteria:

- Wear or damage beyond reasonable repair
- Lack of use evidenced by circulation records
- Lack of currency and/or accuracy (while copyright date should be considered, some older material may be classic or of historical value)
- Inappropriate subject or treatment of the subject when considered in relation to current needs of curricula, students, and teachers
- Duplicate material which is no longer in heavy demand
- Content superseded by new or revised information and/or format
- Any material not in accord with current WJCC selection criteria

Removal of weeded material will be case specific. Options may include, but are not limited to:

- Donation to classroom for classroom sets (in the case of duplicate materials)
- Donation to community agencies
- Disposal, in the case of inappropriate, inaccurate or outdated material

Adopted: January 17, 2012

Revised:

LEGAL REFERENCES: Virginia Board of Education Regulations Establishing Standards for

Accrediting Public Schools in Virginia § VAC 20-131-10 et seq.

CROSS REFERENCES:

WJCC Policies and Procedures Manual Policy KLB WJCC Policies and Procedures

Manual Policy KH WJCC Policies and Procedures Manual Policy JN

[IIAC.pdf \(126 KB\)](#)

<http://www.boarddocs.com/vsba/wjcc/Board.nsf/Public?open&id=policies#>

Appendix I:

**Code: IIBEA-R Section
I:Instruction**

Williamsburg-James City County Public Schools Technology Acceptable Computer System and Network Resource Use and Responsibility Policy Agreement Regulation

Please read the following carefully before signing this document. This is a legally binding agreement and must be signed before you will be given access to any Williamsburg-James City County Public School's technology resource. This agreement is in compliance with state and national telecommunications regulations.

PURPOSE

To provide requirements and assign responsibilities which are consistent with Williamsburg-James City County Public Schools' (WJCPS) educational objectives and security requirements for the appropriate use of Internet resources, email, network services, and information systems. This regulation applies to all technology-related systems used by WJCPS staff, teachers, students, contractors, student-teachers, volunteers, and interns. Williamsburg-James City County Public Schools supports instruction through the use of educational and administrative computers, school-licensed software and other media, as well as Internet resources, e-mail, network services, and information systems. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people. With access to computers and people all over the world comes the availability of some material that may not be considered to be of educational value within the context of the school setting. WJCPS has taken precautions to restrict access to materials deemed controversial, objectionable, or harmful to juveniles. (Source: Code of Virginia, Section 18.2-372, 18.2-374:1.1, 18.2-390) Students, teachers, support staff, parents, School Board members, and others with internet access accounts have limited access to: (1) electronic mail (e-mail) communication; (2) information and news from a variety of sources and research institutions; (3) public domains; (4) discussion groups on a wide variety of educational topics; (5) access to many university libraries, the Library of Congress, online databases, and more. Despite efforts to restrict access to content having an educational value within the context of WJCPS, no system is infallible and, therefore, the school system cannot guarantee that account users cannot access inappropriate materials.

Following are regulations provided to establish the responsibilities of anyone using WJCPS's computers, media, computer networks, and/or Internet access. Network accounts are a privilege. If a user violates any of these provisions, his or her access may be terminated and any future access could be denied.

TERMS AND CONDITIONS

I. **ACCEPTABLE USE:** The purpose of the WJC Public Schools' computer network(s) is to support research and instruction, or the business of conducting education, by providing access to unique resources and opportunities for collaborative work. The use of networked resources must be in support of education and research, or the business of conducting education, consistent with the educational objectives of the WJC Public School system. Additionally, use of other organizations' networks for computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state law or state agency provisions is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material (As defined by Va. Codes § 18.2-374.1:1, 18.2-372, and 18.2-390, and U.S.C. §2256, 1460, and 47 U.S.C § 254(h)(7)(G).), or material protected by trade secret. Use for any non- educational purpose (as defined by WJC Public Schools administration) or commercial activity by any individual or organization, regardless of for-profit or not-for-

profit status, is not acceptable. Use for product advertisement or political lobbying is strictly prohibited.

II. PROPERTY OWNERSHIP: WJCPS computers, systems, and network resources are the property of the school division. They may not be altered in any way, unless authorized by the Director of Technology, or his/her designee. Any work prepared on or with the assistance of WJCPS information systems or network resources is the property of WJC Public Schools. It cannot be licensed or sold for the benefit of any individual employee or user. Software instructions and license agreement terms must be strictly followed. Duplicating copyrighted software without fully complying with license agreement terms is a serious federal offense and will not be tolerated.

Having a copy of a piece of software does not constitute authorization for modifications or additional copies of the software to be made; most licenses prohibit such uses.

Installing unlicensed software, and personally-owned software not licensed to WJCPS is not permitted. Users downloading software, music, and data files which are protected by copyright laws must comply with the provisions of these laws (Code of Virginia, Section 59.1-502.2) -, and coordinate with the department of technology prior to such download(s).

III. PRIVILEGES: The use of network resources is a PRIVILEGE, not a right; therefore, inappropriate use may result in a suspension or termination of those privileges. Each student who receives access by signing the agreement will be part of a discussion with a WJC Public Schools faculty member pertaining to the proper use of the network. Each adult who receives access will abide by these guidelines for appropriate use. WJC Public Schools administration and the system administrator(s) will deem what is appropriate use. The decision of the administration or the system administrator(s) is final. The system administrator(s) may close an account at any time. Based on the recommendation of teachers and staff, the administration of WJC Public Schools may request that the system administrator(s) deny, revoke, or suspend specific user accounts.

IV. TECHNOLOGY USE ETIQUETTE: The use of any WJC Public Schools network resource requires that you abide by accepted rules of network etiquette, which include, but are not limited to the following;

1. BE POLITE. Do not send abusive, objectionable, or offensive messages to anyone.
2. APPROPRIATE LANGUAGE. In all messages, do not swear, use vulgarities, or any other inappropriate language.
3. APPROPRIATE ACTIVITIES. Anything pertaining to illegal activities is strictly forbidden. Activities relating to, or in support of, illegal activities will be reported to the appropriate authorities (Code of Virginia, Section 18.2-60). Any technology-related activity not directly related to the educational mission of WJC Public Schools requires approval from the Director of Technology or his/her designee.
4. PERSONAL USE. As a courtesy, WJC Public Schools allows minimal personal use of system resources, including email and internet access. Users must understand that this minimal personal use must be conducted in full compliance with the provisions of this regulation, and understand that it cannot compete with legitimate schools needs for computer time and bandwidth. Users should also understand that no material on system resources is private and may be reviewed to assure proper use and compliance with WJCPS policies, regulations, and the law.
5. STANDARD NETWORK CONFIGURATION. As a standard network configuration in the WJCPS computing environment, real-time messaging, peer-to-peer networking, online chat, and internet personal email accounts are "shut down" because of their high bandwidth demand and susceptibility to transmit

worms or viruses. However, a teacher requiring temporary access to these services for classroom activity may request such services be opened. Send the request via email to the Director of Technology.

V. PROTOCOLS:

1. **PRIVACY.** Do not reveal any personal information. All communications and information accessible via the network is property of WJCPS and should be assumed public property. Electronic mail is not private. System administrators have access to all e-mail. Message relating to, or in support of, illegal activities will be reported to the appropriate authorities.
2. **CONNECTIVITY.** Do not use the network in such a way that would limit or disrupt the use of the network by others.
3. **SERVICES.** WJC Public Schools will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by negligence, errors or omissions. Use of any information obtained via networks is at the user's risk. WJC Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its network services.
4. **SECURITY.** Security on any computer system is a high priority. If users can identify a security problem on any of the networks they must notify a system administrator either in person or via the network as soon as possible. Users must not demonstrate the problem to other users. Use of network service accounts provided by WJC Public Schools is not transferable or assignable. Any user who knowingly allows another to use the account assigned to them will immediately lose their access privileges and may be subject to further legal action. Attempts to fraudulently log in on any network systems as a system administrator or another user will result in immediate termination of user privileges and may be subject to further legal action.
5. **VANDALISM AND ELECTRONIC MISCHIEF.** Vandalism will result in termination of privileges. This includes, but is not limited to electronic mischief, the uploading or creation of computer viruses, spyware, adware, other variants of malware, attempts to tamper with any programs, application files, etc.
6. **UPDATES.** WJC Public Schools may occasionally require new registration and account information from users to continue providing services. Users must notify the system administrator(s) of any changes in account information.

VI. CONSEQUENCES FOR INAPPROPRIATE USE:

1. Upon review by technology administration, access privileges may be terminated for any violation of this policy.
2. Violations of this policy may be referred to the WJCPS Superintendent and/or school board for which consequences may include suspension, expulsion, or termination.
3. Violations deemed to be misdemeanor or felony offenses will be prosecuted to the fullest extent of the law.
4. All WJC Public Schools policies will continue to be in effect in addition to any and all specific consequences stated herein.

Williamsburg-James City County Public Schools

Policies and Procedures Manual – Student/Parent Regulation
Code: IIBEA-R Section

I:Instruction

VII. RESPONSIBILITIES:

1. WJC Public School Administration: The Superintendent, or designee, shall;

- i. Strictly enforce the regulations included herein, up to and including consequences of loss of computer privileges, suspensions, expulsions, and terminations when situations so warrant.
 - ii. Implement an Internet Safety Program into the division's curriculum in accordance with Virginia Department of Education guidelines.
 - iii. Implement an ongoing professional development program for teachers and staff that emphasizes internet safety, resources, and appropriate use.
 - iv. Implement an ongoing community outreach program to offer parents and other citizens an opportunity to learn internet safety and appropriate use.
- 2. WJC Public Schools Teachers shall;
 - i. Integrate Internet Safety instruction as designed and approved by the division into classroom sessions.
 - ii. Monitor the activities of students on the internet.
 - iii. Report sites that are accessible and violate WJCPS policies to the Director of Technology so they may be blocked.
 - iv. Participate in ongoing professional development for Internet Safety.
- 3. WJC Public School Students shall;
 - i. Read and abide by this and all WJCPS policies.
 - ii. Learn and apply appropriate internet safety practices.
 - iii. Report any violations of internet safety to a teacher.
- 4. WJC Public School Parents are strongly advised to;
 - i. Read this policy in its entirety.
 - ii. Ask questions if there are any regulations you do not understand.
 - iii. Work with your child(ren) to insure they understand internet safety and appropriate internet behavior.
 - iv. Monitor your child(ren)'s activities on the internet.

All terms and conditions as stated in this document are applicable to any WJC Public Schools' technology resource. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreement and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Virginia, United States of America.

The signatures at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance. Any user who violates the terms of this policy will immediately lose his/her access privileges and may be subject to a hearing before the School Board and may be subject to further disciplinary action and/or further legal action.

Adopted: February 20, 1996

Reviewed: June 5, 2001

Revised: May 3, 2005

June 3, 2008

July 22, 2011

References: Code of Virginia: § 18.2-372, 18.2-374, 18.2-390

United States Code: 18 U.S.C. § 2256, 1460, and 47 U.S.C. § 254(h)(7)(G)

<http://www.boarddocs.com/vsba/wjcc/Board.nsf/Public?open&id=policies#>

O. Forms

Form A: Norge Elementary School Citizen’s Request for Reconsideration of Library Materials

Form B: WJCC Public Schools Technology Acceptable Use Form

Form C: WJCC Purchase Request

Form D: WJCC Sole Source Justification

Form E: WJCC Payment Authorization Memorandum (PAM)

Form F: Book Fair

Form G: Lost Books

Form H: Library Books and Subscriptions

Form A:

Norge Elementary School

Citizen's Request for Reconsideration of Library Materials

Date of Request: _____

Request for Reconsideration Initiated by:

Name _____

Address _____

Phone number _____

Information regarding material that you consider objectionable:

Title: _____

Author: _____

Publisher: _____

Format of Instructional Material:

Book _____ Video Recording _____ Audio Recording _____ Software _____

Magazine _____

Electronic information/network (please be specific) _____

Please respond to the following questions.

1. Have you presented your questions or concerns regarding this material to the Norge Elementary School librarian? _____

If so, did the librarian refer you to the **Selection Statement** (Section D) and **Evaluation of Collection** (Section K) of the Norge Elementary School Library Collection Development Policy Manual? _____

Comments: _____

If so, did the librarian refer you to the “***Intellectual Freedom Statement***” (Section H) of the Norge Elementary School Library Collection Development Policy Manual? _____

Comments: _____

If so, did the librarian refer you to the **Policy/Procedure for Handling Challenges** (Section I) of the Norge Elementary School Library Collection Development Policy Manual? _____

Comments: _____

2. Have you read or viewed this material in its **entirety**? _____

If not, please be specific about what you have read/viewed (cite page numbers, passages, or scenes)

3. **What** about this material do you find objectionable? Please be very specific (cite pages numbers, passages, or scenes).

4. **Why** do you find this material objectionable? Please be specific.

5. What do you think is the **purpose** or **educational value** of this material (as a whole)?

6. Additional comments, concerns, or recommendations/suggestions:

Signature of Complainant _____ Date _____

Please note that all materials will **remain in the library collection** throughout the Reconsideration Process and until a decision has been made by the “Request for Reconsideration” Committee.

Form B:

WJCC Public Schools Technology Acceptable Use Form

Parent/Student

Office Use Only

Graduation Year:

**Williamsburg-James City County Public Schools
Policies and Procedures Manual – Student/Parent Regulation**

**Code: IIBEA-R Section
I:Instruction**

**Williamsburg-James City County Public Schools
Technology Acceptable Use and Responsibility Agreement Signature Page for
Parents and Students**

I, the parent or guardian of (student's name) __
the minor student who has signed, along with me, this acceptable use policy, understand that the minor child for whom I am responsible as indicated above and by our signatures below, must adhere to the terms of this policy. I understand that access to the WJCPS technology resources is designed for educational purposes but will also allow the student access to external computer databases, networks, etc. that are not controlled by WJCPS. I also understand that some materials available through these external sources may be inappropriate and objectionable; however, I acknowledge that it is impossible for WJCPS to screen or review all the materials available through these sources. I accept responsibility to set and convey standards for appropriate and acceptable use to the student prior to use of the WJCPS technology, network, or any other electronic media or communications associated with WJCPS.

Parent or Guardian Name (please print)

Parent or Guardian Signature Date: / /

Student Name (please print)

Student Signature Date: / /

[IIBEA-R.pdf \(41 KB\)](#)

<http://www.boarddocs.com/vsba/wjcc/Board.nsf/Public?open&id=policies#>

Form D:

Williamsburg-James City County Public Schools **Sole Source Justification**

<https://wicconnect.wjcc.k12.va.us/forms/Finance/Sole%20Source%20Justification%20Form.pdf>


WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS
SOLE SOURCE JUSTIFICATION

Department/Location _____	Date _____
Department Head _____	Phone _____
Vendor name _____	Cost _____

Description of Product/Service: _____

Please provide additional detail/information to the following: (Attach back-up or additional information to this sheet)

Why is this product or service the only one that can meet the needs of the WJCC Public Schools:

Why is this vendor the only practicably available source from which to obtain this product or service; what steps were taken to determine other possible sources:

Why is the price considered fair and reasonable:

Describe any efforts to conduct price negotiation:

Legitimate reasons for a sole source procurement include a sole provider with a copyright, patent, exclusive franchise; a sole provider of items compatible with existing equipment, inventory, training, systems, program or services; and sole provider of factory-authorized warranty service.

I am aware that Virginia and James City County statutes require procurements to be competitively bid whenever practicable. The preceding statements are complete and accurate, based on my professional judgment and investigations. I also certify that no personal advantages will accrue to me or any member of my immediate family as a result of this procurement.



Form E:

Williamsburg-James City County Public Schools **Payment Authorization Memorandum (PAM)**

[https://wjconnect.wjcc.k12.va.us/forms/Finance/PAM%20\(Payment%20Authorization%20Memorandum\).pdf](https://wjconnect.wjcc.k12.va.us/forms/Finance/PAM%20(Payment%20Authorization%20Memorandum).pdf)



WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS
Williamsburg, VA

PAM: PAYMENT AUTHORIZATION MEMORANDUM

**VENDOR NAME
or EMPLOYEE NAME**

(make check payable to)

For Payment to Vendor:
VENDOR # (PEID)

or

For Payment to Employee:
**EMPLOYEE ID NUMBER or
LAST FOUR DIGITS of SS#**

Invoice Date

Date Prepared

ACCOUNT CODE	INVOICE NUMBER	AMOUNT

DESCRIPTION OF GOODS and/or SERVICES:

APPROVALS:

Certified as to availability of funds:

Sign Here

Principal/Cost Center Manager

Date

Approved for Payment:

Sign Here

Comptroller

Date

Form 01 (rev 3-25-14)

Form F:

Book Fair

	Date	Vendor	Description	Amount	Balance
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

Form G:

Lost Books

	Date	Vendor	Description	Amount	Balance
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

Form H:

Library Books and Subscriptions
1241001320-56012000

	Date	Vendor	Description	Amount	Inv. Amt.	Balance
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

P.

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[0119EC4E.2/Library%20Media%20Center%20Procedure%20Handbook.pdf](http://web.hcpss.org/~matthew_winner/061EF5EE-0119EC4E.2/Library%20Media%20Center%20Procedure%20Handbook.pdf)