

Ephrata Area School District School Library Collection Development Policy

October 2005

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Board Policy Links

Related School Board Policies

<http://www.easdpa.org/district/board/schoolboardpolicy/default.htm>

Resource Materials Selection Policy

<http://www.easdpa.org/district/board/schoolboardpolicy/Programs/109.pdf>

Acceptable Use of Internet and Network Resources Policy

http://www.easdpa.org/district/BOE_Policy_815web.pdf

EPHRATA AREA SCHOOL DISTRICT LIBRARIES MISSION STATEMENT

Mission Statement

The mission of the library program in the Ephrata Area School District is to provide an active learning environment that ensures that each student has the opportunity to become an independent, effective, and responsible user of ideas and information.

In pursuit of this mission, our school library media program will...

Provide intellectual and physical access to information through a carefully selected and systematically organized collection of in-house and remote resources in print, audiovisual, and electronic formats that address the diverse interests, backgrounds, and varied ability levels of our students.

Develop and implement a curriculum of information literacy skills that develop student competencies in selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in various formats.

Work collaboratively with teachers to provide relevant learning experiences that integrate information literacy skills with the classroom curriculum and help students achieve district and state academic standards.

Provide leadership, collaboration, and assistance to teachers and others in the use of instructional and information technology for learning.

Provide resources and learning experiences that stimulate the habit of reading and foster life-long learning.

Rev. Nov. 2000

Introduction

The purpose of a collection development policy is to establish and communicate general guidelines for providing library and other resources to the district's students and teachers while focusing on educational priorities and needs. This policy also facilitates long-range planning, consistency, and equity among the district's school libraries. The school library media programs provide both physical and intellectual access to information carefully selected and systematically organized to represent a diversity of experiences and opinions, supporting the philosophy that intellectual freedom and access to ideas are essential in a democracy. The collection development process involves planning, evaluation, selection, acquisition, maintenance, and provision of or access to collections of resources and equipment to meet the curricular needs and learning styles of all students.

“Resources” are considered to be both tangible, owned items, such as books and videocassettes which are physically housed in a library, as well as borrowed or electronic information, such as a book borrowed from another library or information downloaded from the Internet. All formats of information will be considered and evaluated based on the district's “Programs-Resource Materials” Policy (EASD Policy No. 109 adopted 10/25/04, <http://www.easdpa.org/district/board/schoolboardpolicy/Programs/109.pdf>.) Collection development is the responsibility of the school library media specialist in each building, although she/he will consult administrators, teachers, students, and parents as needed.

Users of the School Libraries

The enrolled students of the Ephrata School District, including gifted, mentally, physically and emotionally challenged, and English-as-a-secondary-language (ESL) students, are the primary audience for the procurement of library resources. Materials to develop curriculum and assist teachers in teaching skills and subject content are also collected.

Secondary user groups may use the physical library collections during school hours with appropriate authorization, although access to some online subscription databases, such as [Facts.com](http://www.facts.com), and interlibrary loan services are not provided to these users. Secondary users include parents and community members, children living within the district boundaries who are

privately or home-schooled, and others who receive such access authorization from the school administration. District, state, and federal funds as allocated by the district office are used to meet the needs of the primary users--the students and teachers.

Student Demographics

Statistics and data are periodically gathered from school population and profile reports, standardized test scores, and state assessment reports. These data help to describe the composition of the student body, as well as report on the progress students are making on achieving the learning performance standards set by the state and school district. A summary of this information is periodically reviewed by the library media department to update and revise acquisition priorities for the library collections to better meet the needs of the students. Refer to [Supporting Document I - Student Demographic Overview](#).

Curriculum and Program Support

A major function of the school library program is to support and enhance the delivery of the curriculum. While each school library media specialist must analyze her/his building's curriculum and course offerings with the teachers, Supporting Document II - Curriculum Mapping provides an overview of the district curriculum by elementary, middle, and high school levels as it relates to the provision of library and information resources.

Some subjects rely on classroom or department texts and resources while other subjects require a wide variety and depth of library and information resources because of the nature of the subject content. In an effort to express the level of library support needed per subject or course offering, enrollment numbers, and a ranking of 1 (least amount of support needed) to 3 (highest amount of support needed) is used in [Supporting Document II - Curriculum Mapping](#).

Types and Uses of Resources and Equipment Collected

All materials collected whether they are of a permanent nature and physically housed in the library, like a book or magazine, or whether they are obtained through interlibrary loan are selected based on the criteria listed in the "Programs-Resource Materials" Policy (EASD Policy

No. 109 adopted 10/25/04,

<http://www.easdpa.org/district/board/schoolboardpolicy/Programs/109.pdf>.) and further clarified in the Administrative Procedures Handbook. When information resources are duplicated in any form whether by photocopier, facsimile equipment, video and audio recording devices, or downloaded via computers, the [Operations-Copyright Materials Policy](#) (EASD Policy No. 814 adopted 4/13/92) will be followed. The [Administrative Guidelines for Copyright Law Compliance](#) further explain the district's copyright policy. Additionally, all staff and students who use the Internet must agree to and sign agreements for Internet use and abide by the "Operations-Acceptable Use of Internet and Network Resources" Policy (EASD Policy No. 815 adopted 11/17/03, http://www.easdpa.org/district/BOE_Policy_815web.pdf.) Persons questioning the usefulness or appropriateness of any of the selected resources or information should refer to the Instructional Materials Selection Procedures to follow the identified process to request a reconsideration of the resource.

State recommendations in the *Pennsylvania Guidelines for School Library Programs*, http://www.statelibrary.state.pa.us/libraries/lib/libraries/PA_Guidelines05.pdf (c2005) and national recommendations in *Information Power* (c1998) can be used as guidelines for the quantity of books, magazines, newspapers, audiovisuals, and computer software needed. The specific types of resources collected are described in [Supporting Document III- Types of Resources and Equipment Provided](#).

Organization of Collections

All resources located within the district libraries will be organized and classified by the Dewey Decimal System. Call number prefixes, such as REF, FIC, BIO, etc., will be coordinated by the district school library media specialists, where possible. Special collections of resources located in the school buildings, but not in the library, should be indexed in some fashion by the school library media specialist so that students and teachers know of their availability and locations. For example, this may include professional education journals purchased with district funds, a special collection of audiovisuals maintained by a specific department, or a collection of science artifacts and regalia. Each library will maintain an online catalog of resources.

Deselection

Deselection or “weeding” is an evaluative and continual process to withdraw and discard resources that have outlived their usefulness. Deselecting materials improves circulation by maintaining a high level of quality and relevance in the collection. The school library media specialist with the assistance of staff and/or local experts on the subjects being reviewed make deselection decisions based on one or more of the following criteria.

- Poor physical condition
- Seldom circulated
- Out-of-date
- Newer edition or format available
- Duplicate copies that are no longer needed
- Subject matter of no value to the curriculum or needs of the students
- Equipment no longer available to view/play (applies to obsolete audiovisuals)

Weeded materials that have out-of-date information should not be given to classroom teachers to use unless they are clipping pictures for projects. Books may be donated to the local public library for their book sales after all EASD possession stamps are removed. Outdated AV items should be physically trashed.

Description of Collections by Subject Classifications

The tables in [Supporting Document IV - Descriptions of the Library Collections](#) of this policy outline the Dewey Decimal classification areas and other call number prefixes by elementary, middle, and senior high levels. The purpose of the tables is to present in summary format the size, usage, and collection priorities of the subject fields and/or formats. The tables will be periodically updated as collections are constantly changing due to acquisition, deselection, and evaluation activities, as well as building projects. Collection priorities or “goal levels” are determined by a needs assessment of the students and the curriculum of the building and an evaluation of the existing collection of library resources. Collection assessment and evaluation are ongoing, continuous activities and are supervised by the school library media specialist. The library media specialist will often work in conjunction teachers to revise the collections to meet

new curriculum initiatives.

Coordinated Collection Development

Coordinated collection development within the district is the cooperation and sharing in the management and development of the combined library collections by all district school library media specialists. These efforts are organized by the Department Supervisor for Library/Media Services. Intra-school efforts can include

- Identifying unique building collections
- Reducing overlap of titles, such as expensive reference works
- Coordination of periodical subscriptions
- Sharing of audiovisuals among buildings, relocation of resources not used at one building to another which needs them
- Coordinating district-wide licensing of online products and services,
- Distribution of purchasing commitments for specific resources which all libraries will share.

The purpose of these efforts is to improve access to resources for students and teachers and make better cost-effective decisions on the acquisitions of future resources

In this vein, all district libraries participate in the ACCESS PENNSYLVANIA Database Project that provides a system for statewide, reciprocal interlibrary loaning of books among academic, public, school, and special libraries. All students and staff have access to this service. The established protocol for borrowing and lending requires libraries to locate books in the following priority.

- IDS school libraries within the District (smallest first)
- School libraries within the District (smallest first)
- IDS school libraries within the region (smallest first)
- School libraries within IU 13 (smallest first)
- IDS libraries (all types) within IU 13 (smallest first)
- Libraries (all types) within IU 13 (smallest first)
- IDS school libraries within the state (smallest first)

- School libraries within the state (smallest first)
- IDS libraries (all types) within the state (smallest first)
- Libraries (all types) within the state (smallest first)

This system is utilized to extend and enrich the collection of in-house resources, not to supplant or replace them. For example, ACCESS PA books can be borrowed to fill requests on infrequently researched topics, topics outside the scope of the collection, and hobby and special interests of students. Multiple copies of a title will not be borrowed to provide classroom copies of books. All books borrowed through interlibrary loan also meet the selection criteria as stated in the district's "Programs-Resource Materials" Policy (EASD Policy No. 109 adopted 10/25/04, <http://www.easdpa.org/district/board/schoolboardpolicy/Programs/109.pdf>.) Requests are documented and are annually reviewed to determine subjects, and individual titles, which need to be purchased to meet local needs.

All district libraries also participate in the statewide POWER Library Project that provides a variety of Internet databases to students and teachers. Access to the POWER Library databases is only available through the school's Internet connection from within the school buildings. All home use must be via the public library with a personal public library card.

Copies of periodical articles not available in the school library or through one of the full-text periodical subscription databases can be obtained from member libraries of the I.U. 13 Lancaster-Lebanon ACCESS PENNSYLVANIA Consortium that participate in a reciprocal periodicals provision system called LLULS (Lancaster Lebanon Union List of Serials.) Requests are documented and comply with Federal Copyright Guidelines and the district's copyright policy. When requests exceed the six uses per year and show a pattern of use for three consecutive school years, the title will be ordered. If a magazine article is requested which is not listed in the Lancaster Lebanon Union List of Serials, the article can be requested through a commercial or university document delivery service. Articles are provided via fax or US mail and become the property of the person requesting it. There are no fees to students for the items borrowed or obtained through any of these services. Teachers are charged only for periodical articles they request for a personal interest that are not related to the teaching of the school curriculum.

Evaluation of Collections

The school library media specialists will coordinate periodic reviews of the collection, usually by subject area correlated to district curriculum revisions. It will be the responsibility of the Department Supervisor for Library/Media Services to coordinate these efforts. In addition, periodic inventories of the collections will be conducted with the automated circulation systems to maintain accurate records and to determine replacements. Printouts from the automated circulation systems will annually be collected by the Department Supervisor. These data will be used in curriculum reviews, in annual reports, and for substantiation of budget or grant requests.

Updating of the Collection Development Policy

It is recommended that the text of this policy be reviewed and updated as needed or at least every three years. Supporting documents can be updated more frequently by the school library media specialists and do not need school board approval when updated.

Endorsement of Policy

This policy has been periodically reviewed and revised by the EASD school library media specialists since December 1997, and last revised January 2006. School board policies are officially adopted and revised on an ongoing basis (see linked policies at the end of this document.)

Supporting Document I Student Demographic Overview

In Fall 2005, the 4,013 students of the Ephrata Area School District were 92.2 percent white, 13.9 percent Hispanic, 2.1 percent Asian, 1.3 percent African American, and .1 Native American with a relatively high district stability rate. Minority populations have been growing, but still represent a small part of the total. The number of students in the district is relatively static, however, recent housing developments in the district predict growing enrollments. In recent years, the district has closed smaller elementary schools in need of renovations and renovated other buildings. In 2006-07, there will only be four elementary buildings. Future plans include moving the fifth grade to the Middle School to develop a grade 5-6 wing and a grade 7-8 wing.

According to 2006 data, 9.5 percent of the students enrolled in EASD are classified as Special Education. 3.4 percent of the students in the EASD are identified as gifted. Approximately 5.6 percent are speech-impaired; 3.8 percent receive services outside the district through the IU. In 2004, an average of 21 percent of the students were classified as economically disadvantaged. Prior to graduation, the class of 2005 indicated that 46 percent of them planned to enroll in a four-year college, 17 percent in a two-year college, 35 percent planned immediate employment, and 2 percent planned to join the military, according to the Guidance Departments' School Profile.

SOURCES:

Ephrata High School. Class of 2006 Profile.

<http://www.easdpa.org/ehs/Guidance/Profile%20Sheets/Class%20of%2005-06%20School%20Profile.pdf>

Pennsylvania Dept. of Education. School Report Cards. <http://www.paprofiles.org>

Standard & Poor's. Standard & Poor's SchoolMatters. 2005. <http://www.schoolmatters.com>

Compiled 3/06

Supporting Document II Curriculum Mapping

The following tables serve to summarize the curriculum at the elementary, middle, and high school levels in terms of library and information support as of the 2005-06 school year. “Library and information support” is defined as the provision of information and library resources to students and staff from both the physical in-house collections and from external sources made available through library services. Support also includes student instruction by the school library media specialist and library staff assistance in reference services.

SUPPORT LEVELS:

- 1 = minimal library resources needed for students and teachers; basic resources are textbooks and specially purchased classroom resources
- 2 = library resources needed to support one or two student projects per year plus some teacher resources; textbooks used as guides with some supplemental, teacher-developed units
- 3 = library resources needed to support several student projects per year and to support classroom instruction; minimal textbook use; most units teacher-designed with local resources, some units include the instruction of core information skills by the school library media specialist

Mathematics, art, music, and physical education are supported at a “1” level. All students K-5 visit the library for weekly book exchanges. Therefore, the collection supports the interests and reading levels of all K-5 students.

AKRON ELEMENTARY SCHOOL CURRICULUM
2005-2006

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
All curricula	K	47	3	Fiction and nonfiction picture books needed to support reading readiness.
Science	K	47	2	Wood, paper, trees, seasons
Social Studies	K	47	2	Concept of self, families and leaders, animals, weather
All curricula	1	59	3	Fiction and nonfiction picture books needed to support reading readiness.
Science	1	59	2	Solids and liquids, pebbles, sand and silt
Social Studies	1	59	1	Communities, schools
All curricula	2	62	3	Fiction and nonfiction picture books needed to support reading readiness and beginning readers.
Science	2	62	2	Fossils, air and weather, balance and motion
Social Studies	2	62	2	Community helpers, multicultural holidays, biography
Communication Arts	3	58	3	Disasters theme is reading series. Support for the Houghton Mifflin whole language reading program
Science	3	58	1	Human body, water
Social studies	3	58	2	Symbols of government, Continents/country correlations
Communication Arts	4	65	3	Support for the Houghton Mifflin whole language reading program
Science	4	65	2	Electricity and magnets, rocks & minerals, structure of life
Social studies	4	65	2	Pennsylvania, land regions, People of PA
Communication Arts	5	66	3	Support for the Houghton Mifflin whole language reading program. Research on endangered animals unit in "In the Wild" anthology. Cross-curricular with science
Science	5	66	2	Endangered animals, environment, research on national park (landforms)
Social studies	5	66	3	Immigration, Colonial America, States, Native Americans, Explorers, geography

CLAY ELEMENTARY SCHOOL CURRICULUM
2005-2006

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
All curricula	K	78	3	Fiction and nonfiction picture books needed to support reading readiness.
Social Studies	K	78	3	Concept of self, families and leaders, animals, weather
All curricula	1	56	3	Fiction and nonfiction picture books needed to support reading readiness.
Science	1	56	2	Pebbles, Sand, Silt, Solids & liquids
Social Studies	1	56	2	Communities, schools, Martin Luther King, Jr.
All curricula	2	68	3	Fiction and nonfiction picture books needed to support reading readiness and beginning readers.
Science	2	68	2	Air and weather, balance and motion
Social Studies	2	68	2	History and geography begin introductions
Communication Arts	3	63	1	Books to support for the Houghton Mifflin reading program
Science	3	63	3	Water, sound
Social studies	3	63	2	Land regions-- mountains, polar, deserts, grasslands; Native Americans
Communication Arts	4	66	1	Support for the Houghton Mifflin reading program
Science	4	66	2	Rocks and minerals, magnetism, electricity
Social studies	4	66	1	Pennsylvania, economics, State and local government, American Wars
Communication Arts	5	60	2	Support for the Houghton Mifflin reading program
Science	5	60	2	Landforms, levers and pulleys, environments
Social studies	5	60	3	Immigration, colonial America, geography and geographic regions of US, early American government, Federal government, early US history

FULTON ELEMENTARY SCHOOL CURRICULUM
2005-2006

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
All Curricula	K	64	2	Fiction and nonfiction picture books to support reading readiness
Science	K	64	3	Bats and an integrated reptiles unit. Integrated Bears unit with extended day. New materials to support Science topics: <i>Wood & Paper</i> and <i>Trees</i>
Social Studies	K	64	2	Family
Communication Arts	1	64	2	Fiction and nonfiction to support Houghton Mifflin Invitations to Literacy, reading readiness, and emergent readers.
Science	1	64	3	New materials to support Science topics: <i>Solids & Liquids</i> and <i>Pebbles, Sand and Silt</i>
Social Studies	1	64	2	Families, Pilgrims, school rules, Martin Luther King, Rosa Parks
Communication Arts	2	54	2	<ul style="list-style-type: none"> Fiction and nonfiction books to support reading series, reading readiness, and beginning readers. Mini-unit on parts of a book integrated with <u>Pet Show Today</u> anthology. Research unit on dinosaurs integrated with <u>That's Incredible</u> anthology. Introduction to authors: Cynthia Rylant, Arnold Lobel, Tomie dePaola, Bill Peet, and Gail Gibbons
Science	2	54	3	New Materials to support Science topics: <i>Air & Weather</i> and <i>Balance & Motion</i>
Social Studies	2	54	2	Communities, colonial times, Christmas, famous Americans
Communication Arts	3	47	2	<ul style="list-style-type: none"> Support for reading series. Mini-unit using AP Photo Archives integrated with <u>Disasters</u> anthology Research report integrated with <u>What's Cooking</u> anthology
Science	3	47	3	New materials to support Science topics: <i>Human Body</i> and <i>Water</i>
Social Studies	3	47	2	Research units on American symbols, Pennsylvania, geography

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
Communication Arts	4	54	2	Support reading series. Independent research assessment
Science	4	54	3	New materials to support Science topics: <i>Electricity and Magnets</i> and <i>Structure of Life</i>
Social Studies	4	54	2	Famous Pennsylvanians, Pennsylvania
Communication Arts	5	60	3	<ul style="list-style-type: none"> • Use AP Photo Archives for integrated lesson using <u>Catastrophe</u> anthology • Research unit on endangered animals <u>In the Wild</u> anthology -- cross-curricular with science • Fiction books to support and introduction to various genres
Science	5	60	3	New materials to support Science topics: <i>Environments</i> and <i>Landforms</i> . Research on National Parks (Landforms). Cross-curricular research on endangered animals (Environments)
Social Studies	5	60	2	Research units on Native Americans, immigration, colonial America, explorers and the states

HIGHLAND ELEMENTARY SCHOOL CURRICULUM
2005-2006

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
All curricula	K	81	3	Fiction and nonfiction picture books needed to support reading readiness.
Science	K	81	2	FOSS kits, animals, trees, wood/paper
Social Studies	K	81	3	Concept of self, families and leaders
All curricula	1	68	3	Fiction and nonfiction picture books needed to support reading readiness.
Science	1	68	2	FOSS kits, soil, solids/liquids, plants
Social Studies	1	68	3	Communities, schools, Pilgrims, civil rights leaders (Parks, King)
All curricula	2	60	3	Fiction and nonfiction picture books needed to support reading readiness and beginning readers.
Science	2	60	2	FOSS kits, Air/weather, insects
Social Studies	2	60	3	Christmas around the world, begin intro. history & geography, famous Americans, life long ago, business/banks
Communication Arts	3	61	3	Fiction and nonfiction books to support reading program
Science	3	61	2	FOSS kits, water, sound, human body
Social studies	3	61	3	American symbols, PA history & geography; school, PA and national leaders
Communication Arts	4	85	3	Fiction and nonfiction books to support reading program
Science	4	85	3	FOSS kits, rocks & minerals, magnets & electricity
Social studies	4	85	3	Pennsylvania, famous Pennsylvanians
Communication Arts	5	86	3	Fiction and nonfiction books to support reading program
Science	5	86	3	Endangered animals (in reading anthology), space, landforms, levers & pulleys, environments
Social studies	5	86	3	Government, citizenship, colonial America, states, explorers, geography, immigration

LINCOLN ELEMENTARY SCHOOL CURRICULUM
2005-2006

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
All curricula	K	39	3	Fiction and nonfiction picture books needed to support reading readiness.
Social Studies	K	39	3	Concept of self, families and leaders, animals, weather
All curricula	1	36	3	Fiction and nonfiction picture books needed to support reading readiness.
Social Studies	1	50	2	Communities, schools
All curricula	2	32	3	Fiction and nonfiction picture books needed to support reading readiness and beginning readers.
Social Studies	2	49	2	History and geography begin introductions
Communication Arts	3	44	1	Beverly Cleary unit. Support for the Houghton Mifflin whole language reading program
Science	3	44	2	Machines
Social studies	3	22	3	Land regions-- mountains, polar, deserts, grasslands
Communication Arts	4	50	1	Support for the Houghton Mifflin whole language reading program
Science	4	50	2	Oceans, electricity, rocks & minerals
Social studies	4	34	2	Pennsylvania, land regions--islands, rain forests
Communication Arts	5	52	2	Support for the Houghton Mifflin whole language reading program
Science	5	52	2	Endangered animals, space, classification of animals
Social studies	5	41	3	Immigration, colonial America, states, explorers, geography

EPHRATA MIDDLE SCHOOL CURRICULUM
2005-2006

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
Art	6	328	1	
Language arts	6	328	3	Literature Appreciation, Theme-based lit.series
Math	6	328	1	
Music	6	328	1	
Physical education	6	328	1	
Science	6	328	3	Science Fair, Famous Scientists & Energy
Social studies	6	328	2	Current countries-Canada, Mexico, Central & South America
Art	7	328	1	
Computer keyboarding	7	328	1	
FCS	7	328	1	Selected web sites
Language arts	7	328	3	Literature Appreciation
Math	7	328	1	
Music	7	328	1	
Physical education	7	328	1	
Science	7	328	3	Biology, various topics
Social studies	7	328	3	Ancient man to Renaissance, multicultural studies
Technology education	7	328	1	
Art	8	300	1	
FCS	8	300	2	Selected web sites, Literature Appreciation
Health	8	300	1	
Language arts	8	300	2	Literature Appreciation
Math	8	300	1	

SUBJECT	GRADE LEVEL	ENROLLMENT	SUPPORT LEVEL	COMMENTS
Music	8	300	1	
Physical education	8	300	1	
Science	8	300	3	Earth science, Ecology
Social studies	8	300	3	American history; Westward expansion to WWI
Technology education	8	300	1	
World Languages	8	300	1	

EPHRATA SENIOR HIGH SCHOOL CURRICULUM
2005-2006

LANGUAGE ARTS COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
English 9/Skills Enrichment	9	37	3	Year	Phase 1
English 10/Skills Enrichment	10	45	3	Year	Phase 1
Adventure Stories	11-12	12	2	Sem	Phase 1
Legends and Folklore	11-12	11	1	Sem	Phase 1
Practical English	11-12	15	1	Sem	Phase 1
Language and Literature	9	128	3	Year	Phase 2
American Character	11-12	26	2	Sem	Phase 2
Literature of the Fantastic	11-12	22	2	Sem	Phase 2
Paragraph Writing	11-12	24	1	Sem	Phase 2
Short Stories	11-12	18	2	Sem	Phase 2
Tandem I	9	119	3	Year	Phase 3
Language and Literature	10	194	3	Year	Phase 3
American Literature	11-12	60	1	Sem	Phase 3
Communications	11-12	62	1	Year	Phase 3
Composition	11-12	62	1	Sem	Phase 3
Contemporary Man	11-12	42	2	Sem	Phase 3
Journalism I	11-12	20	1	Sem	Phase 3
Mystery & Detective Lit.	11-12	46	2	Sem	Phase 3
Public Speaking	11-12	73	2	Sem	Phase 3
Techniques of Reading	11-12	30	1	Sem	Phase 3
Tandem II	10	124	3	Year	Phase 4
20 th Cent. American Writers	11-12	29	1	Sem	Phase 4
Advanced Reading Skills	11-12	58	1	Sem	Phase 4
College Vocabulary	11-12	14	1	Sem	Phase 4

English Literature	11-12	40	1	Sem	Phase 4
Journalism II	11-12		1	Sem	Phase 4
Techniques of Research	11-12	55	3	Sem	Phase 4
Advanced Composition	11-12	41	1	Sem	Phase 5
Humanities: Greek to Renaissance	11-12	90	2	Sem	Phase 5
Humanities: Renaissance to 20 th Century	11-12	56	2	Sem	Phase 5
Literary Classics	11-12	19	1	Sem	Phase 5
AP: English – Composition and Literature	11-12	65	2	Year	Advanced placement
SOCIAL STUDIES COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
World Cultures	9	319	3	Year	
American History	10	375	3	Year	
Economics	11	214	2	Sem	
Government	11	223	2	Sem	
Political Economy	11-12	72	1	Year	
Contemporary Affairs	12	45	2	Sem	
Pennsylvania History & Government	12	29	2	Sem	
Psychology	12	131	2	Sem	
Service Learning and Citizenship	12	26	1	Sem	
Social Issues in 21 st Century America	12	151	2	Sem	
World Geography	12	45	2	Sem	
AP: Economics (Micro/Macro)	11-12	31	1	Year	Advanced placement
AP: Modern European History	11-12	24	1	Year	Advanced placement
AP: United States History	11-12	22	1	Year	Advanced placement
MATH/COMPUTER SCIENCES COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Algebra 1	9	169	1	Year	
AGS Algebra/Skills Enrichment	9	73	1	Year	

Geometry	9-10	332	1	Year	
AGS Geometry/Skills Enrichment	10	100	1	Year	
Algebra 2	10-11	236	1	Year	
AGS Algebra 2	11	19	1	Year	
Algebra 3/Trigonometry	11-12	100	1	Year	
Pre-Calculus Mathematics	11-12	68	1	Year	
AP: Statistics	11-12	67	1	Year	Advanced placement
AP: Calculus	12	29	1	Year	Advanced placement
Computer Science I	9-12		1	Sem	Math Elective
Intro – Visual Basic Programming	9-12		1	Sem	Math Elective
Intro to Program Design	9-12		1	Sem	Math Elective
SCIENCE COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Foundations of Physical Science	9	81	2	Year	
Principles of Physical Science	9	226	2	Year	
Biology – BSCS	10	214	2	Year	
Biology – Living Systems	10	165	2	Year	
Consumer Environmental Science	11-12	19	1	Year	
Environmental Science	11-12	57	2	Year	
Foundations of Chemistry	11-12	111	2	Year	
Principles of Chemistry	11-12	123	2	Year	
Chemistry II	12	38	2	Sem	
Physics	12	110	1	Year	
Physics – PSSC	12	18	1	Year	
Physiology	12	68	1	Sem	
Independent Science Study	10-12		2		
Scientific Research	10-12		2		
AGRICULTURE COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS

Agriculture Mechanics I	9-12	11	1	Year	
Agriculture Science I	9-12	10	1	Year	
Agriculture Mechanics II	10-12	13	1	Year	
Agriculture Science II	10-12	15	1	Year	
Agricultural Leadership I	11	0	1	Sem	
Agriculture Mechanics III A	11-12	12	1	Sem	
Agriculture Mechanics III B	11-12	8	1	Sem	
Ag Co-op Program	12		1	Sem	
Agriculture Leadership II	12	3	1	Sem	
Crop Production/Food Science & Technology	11-12		1	Sem	Elective
Farm and Home Maintenance	11-12		1	Sem	Elective
Greenhouse Management	11-12	11	1	Sem	Elective
Outside Horticulture Science	11-12		1	Sem	Elective
Veterinarian/Technical Science	11-12	14	1	Sem	Elective
Wildlife Science	11-12	14	1	Sem	Elective
ART COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Introduction to Design	9-12	93	1	Sem	
Advanced Design	9-12	24	1	Sem	
Introduction to Drawing	9-12	114	1	Sem	
Advanced Drawing	9-12	47	1	Sem	
Introduction to Painting	9-12	65	1	Sem	
Advanced Painting	9-12	24	1	Sem	
Introduction to Ceramics	11-12	36	1	Sem	
Art Concentration	12		1	Year	
BUSINESS/COMPUTER EDUCATION COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Computer Application	9	336	1	Sem	

Money Management	9-10		1	Sem	
Advanced Computer Applications	10-11	57	1	Sem	
Accounting I	11-12	71	1	Year	
Business and Personal Law	11-12	29	1	Sem	
Communications	11-12		1	Year	
Integrated Applications I	11-12		1	Sem	
Integrated Applications II	11-12		1	Sem	
Sales/Marketing	11-12	24	1	Sem	
Accounting II	12	13	1	Year	
Administrative Office Management	12		1	Sem	
College-Prep Computer Processing	12	18	1	Sem	
FAMILY AND CONSUMER SCIENCES COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Fashions and Furnishings	9	51	1	Sem	
Foods, Health, and You	9	55	2	Sem	
Consumer Skills	10		1	Sem	
Advanced Clothing	10-12	25	1	Sem	
Advanced Culinary	10-12	37	1	Sem	
Caring for Children	10-12	108	2	Sem	
Foods and Nutrition	10-12	49	1	Sem	
Home Furnishings	10-12	15	1	Sem	
Independent Clothing	10-12	7	1	Sem	
Personal Perspectives	10-12	34	2	Sem	
Today's Fashions	10-12		1	Sem	
WELLNESS/PHYSICAL EDUCATION COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Adaptive Physical Education	9-12		1	Sem	
Physical Education	9-12		1	Sem	
Health	10-12	330	2	Sem	

Introduction to Sports Medicine	10-12		1	Sem	
Advanced Techniques in Sports Medicine	10-12		1	Sem	
MUSIC COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
Concert Band	9-12	77	1	Year	
Concert Choir	9-12	52	1	Year	
Concert Orchestra	9-12	22	1	Year	
Concert Band / Orchestra	9-12	6	1	Year	
Concert Band / Concert Choir	9-12	44	1	Year	
Orchestra / Concert Choir	9-12	48	1	Year	
Concert Band / Orchestra / Concert Choir	9-12	21	1	Year	
Guitar Class	9-12	86	1	Sem	
Music Perspectives	9-12	9	1	Sem	
Music Theory I	9-12	14	1	Sem	
Voice Class	9-12	12	1	Year	
Music Theory II	10-12	6	1	Sem	
Advanced Placement Music Theory	11-12	2	1	Sem	Advanced Placement
TECHNOLOGY EDUCATION COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
AutoCAD 2D Drafting & Design	9-12	34	1	Sem	
AutoCAD 3D Drafting & Design	9-12	16	1	Sem	
AutoCAD Architectural Drafting and Design I	9-12	36	1	Sem	
AutoCAD Architectural Drafting and Design II	9-12	17	1	Sem	
Construction Technology	9-12	27	1	Sem	
Introduction to Communications Technology	9-12	78	1	Sem	
Lathe Turning/Cabinetmaking	9-12	18	1	Sem	
Manufacturing Technology	9-12		1	Sem	
Transportation Technology	9-12	63	1	Sem	

Wood Technology	9-12	47	2	Sem	
Advanced Wood Technology	9-12	37	1	Sem	
Advanced Transportation Technology	10-12	41	1	Sem	
AutoCAD Engineering Design	10-12	11	1	Sem	
Independent AutoCAD	10-12	6	1	Sem	
Desktop Publishing I	10-12	86	1	Sem	
Desktop Publishing II	10-12	24	1	Sem	
Photography	10-12	98	2	Sem	
Videography and Web Page Design	11-12	10	1	Sem	
TV Studio/Video Production	12	20	1	Sem	
WORLD LANGUAGE COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
German 1	9-12	108	1	Year	
Spanish 1	9-12	162	1	Year	
German 2	10-12	100	1	Year	
Spanish 2	10-12	119	1	Year	
Japanese I	11-12	3	1	Year	
German 3	11-12	28	1	Year	
Spanish 3	11-12	67	2	Year	
Japanese 2	12		1	Year	
German 4	12	20	1	Year	
Spanish 4	12	32	1	Year	
LEARNING SUPPORT COURSES	GRADE LEVELS	ENROLLMENT	SUPPORT LEVEL	TYPE	COMMENTS
English Skills	9-12	32	1	Year	
English Skills I	9-12	39	1	Year	
English Skills II	9-12	53	1	Year	
Math Skills	9-12	22	1	Year	

Math Skills Algebra.	9-12	59	1	Year	
Math Skills PreAlgebra.	9-12	37	1	Year	
Reading Skills	9-12	26	1	Year	
Reading Skills I	9-12	24	1	Year	
Reading Skills II	9-12	7	1	Year	
Reading skills III	9-12	9	1	Year	
Science Skills	9-12	24	2	Year	
Wilson Reading II	9-12	4	1	Year	

NOTES: Year = full year course Sem = semester course
All language arts, social studies, and science courses are listed. Only courses needing support at a 2 or better rating are listed for all other curricular areas.

PHASE LEVELS:

The language arts courses are designated with a “phase level” to aid in course selection. The levels identify courses for students who:

Phase 2 need to learn how to improve sentence writing skills, understand what they read, and talk about what they’ve read

Phase 2-3 can write a complete sentence and speak in front of a class; will learn to write a paragraph and improve speaking and writing skills

Phase 3 have average abilities in language arts

Phase 3-4 can think, write, and read analytically; “college preparatory”

Phase 4 will be challenged to think creatively and to produce superior work

Supporting Document III Types of Resources and Equipment Provided

Books

Books are the most traditional sources that school libraries purchase and lend. Popular, contemporary fiction, not of a classic type, is most often purchased in paperback to save costs and is preferred by students at secondary level. Titles that are collected for a more permanent value should be ordered in hardcover. Titles that receive high circulation, particularly picture books, should be ordered in a reinforced binding. Duplicates will be ordered based on usage. “Big books” will be collected for elementary story times for primary students. School library media specialists do not purchase rare books and prefer that donations of such be directed to local public and academic libraries where proper climate and storage controls are available. Textbooks, other than those purchased in quantity for courses, are collected in rare circumstances. Books written in foreign languages may be purchased as needed for specific student groups. The Foreign Language Department in the high school purchases titles for the Spanish and German programs. Materials needed for students who do not speak English should be borrowed through interlibrary loan or obtained through special services.

The highest priority for purchases is given to titles directly related to courses for which all students are required to enroll. Priority is also given to titles relevant to elective courses and picture books for primary student book exchanges to meet emerging literacy needs. However, information on topics that are constantly changing or developing should not be purchased in book format, as the information will be approximately a year old by the time it is ordered and shelf-ready. A lower priority is given to popular fiction and books about hobbies and interests unrelated to the curriculum but part of the extracurricular programs of the school. Trendy topics that go out of style or interest quickly are consideration for purchase in paperback.

Books of historical or classic value may be preserved through bindery services if cost effective or if the title is out-of-print. Out-of-print services may be used to obtain such titles, such as Powells.com.

Professional Collection Books

Purchasing books for the professional collection for faculty use has a lower priority than collecting resources to support student information and reading needs. Some general educational resources are purchased for faculty use and housed in the library. Content specific resources are purchased and housed within the departments. Teachers are encouraged to borrow such titles through the ACCESS Pennsylvania database.

Magazines

There are basically two types of magazines to which school libraries subscribe--those which provide current news information or literature relevant to the curriculum and those which provide high-interest, popular articles peripherally or not related to curriculum content. High priority is given to subscriptions that exhibit high usage. Maintenance of back file issues depends on usage, if an index is available, and whether full-text articles are available on any periodical database. Titles valued for their graphics and photos should be maintained even if they are available in a periodical database. Titles of a popular nature not related to the curriculum for which there is a strong demand should be considered for browsing where budgets allow; back files need not be kept. Special interest titles not related to the curriculum with a small readership, such as a Soccer or Skateboarder magazine, will not be purchased with district funds but will be accepted as a donation subscription, if it meets the selection criteria.

Professional education journals of a general nature may be purchased where funds are available only if the title is not available on the periodical databases to which the library has access.

Specific subject-related education journals, like an art or business education magazine, will not be purchased with library funds. However, donated, back files of such titles may be collected where space is available. Requests for professional education articles that cannot be found in available online periodical databases should be referred to the senior high media center where they can be ordered through various document delivery services. Titles that show little use should be canceled and periodic requests handled through available online periodical databases or interlibrary (LLULS) loan or document delivery (fee per article) service. Professional journals will be purchased and archived for areas relevant to the information literacy curriculum,

as well as review journals for collection development purposes.

Newspapers

Every library should have at least one local newspaper available for students. Secondary libraries will need more, including newspapers with national, state and local focus. Newspapers with a single focus, like the *Wall Street Journal*, can be considered where there is a corresponding curricular need or a gift subscription. Back files are maintained only where used. Historical newspapers may be collected where there is a curricular need, preferably in an online delivery format.

Vertical Files

Collected magazine and newspaper clippings, pictures, pamphlets, and other relatively free materials may be maintained in alphabetically arranged file folders (according to subject) in filing cabinets called “vertical files.” Maintaining the accuracy and relevance of vertical files is a time-consuming job and can only be managed where there is sufficient volunteer and staff time. Information that is readily available electronically should not be added to the vertical files.

Microforms

Microfilm is maintained at the senior high school only as a way of preserving critical primary source material, such as old magazines and newspapers. Appropriate equipment must be available and at least one reader/printer must be maintained to produce print copies of microforms. However, any newly acquired print source resources should be sought in a digital online format. EASD school libraries are in the process of phasing out microfilm formats and their related equipment.

Video Recordings

Video recordings include videocassette, videodiscs (laser disks), and digital video data (DVD) formats. Videocassettes are purchased only if programs are not available in DVD format in secondary schools. In elementary schools, DVD discs are also preferably purchased as

equipment becomes available. Beta videocassettes and 16 mm films are no longer used or serviced by the EASD libraries. Emphasis for acquiring new titles is placed on subjects related to the curriculum. As with all audiovisuals, video recordings should be previewed by teachers to determine their appropriateness before purchase. Televised programs being taped off-air must comply with fair use as outlined in the [Operations-Copyright Materials Policy](#) (EASD Policy No. 814 adopted 4/13/92) and further clarified in the [Administrative Guidelines for Copyright Law Compliance](#). Video programs created by students will be maintained if they will be used in the future. Every library should have access to a VCR, a laserdisc, and DVD player. As the quantity of titles increases, most libraries will need to have stationary units in the library at all times for student use. Provision of equipment should be coordinated with the building principal and the district's audiovisual services.

Filmstrips

The present collection of filmstrips will be maintained until they are damaged or no longer show usage. No new filmstrips or equipment for this medium should be purchased.

Audio Recordings

Audio recordings include cassettes, audio compact discs (CD), and LP records. LP records and record players are no longer purchased and existing collections are maintained based on usage. Cassettes and CD's will be purchased as needed. Cassettes should be purchased only if the material is not available in CD audio format. Full-length audio books or books-on-tape of chapter books, young adult, or adult fiction may be purchased where needed. Special services for the visually impaired should be contacted for special needs students in this area to provide adequate resources. Books with accompanying audio recordings (book and CD/cassette kits) for primary-level students are desirable to facilitate the learning of reading and will be ordered as needed. MP3 audio materials should be downloaded and used with MP3 players (such as an IPOD) as the technology emerges and equipment becomes available. Currently MP3 audio books are downloaded and backed up on audio CDs.

Other Audiovisuals

Other media will be collected based on need, usage, and availability of equipment. These may include transparencies, picture sets, kits (combination of various media), games, regalia, etc. 16 mm. filmstrips, 16 mm films, LP records and their equipment will not be purchased due to the obsolescence of these media.

CD-ROM

CD-ROM titles are purchased only when they are subject specific, which enhance the curriculum and cannot be obtained in any other electronic format. These products are networked whenever possible to workstations within the library and into classrooms.

Software

All software, other than CD-ROMs, is requested of and purchased by the Director of Computer Services for the district and installed on workstations accordingly. Individual titles are not purchased with school library funds. The district computer services budget will also maintain networking and support licenses on software other than CD-ROM products.

Online Computer Resources

All district libraries will develop and maintain a library Web site, which will be a component of the school district Web site. The Director of Computer Services handles coordination, access, and fees for Internet connectivity. Access issues relative to the Internet are discussed in the district's "Operations-Acceptable Use of Internet and Network Resources" Policy (EASD Policy No. 815 adopted 11/17/03, http://www.easdpa.org/district/BOE_Policy_815web.pdf), which includes the access forms for students and teachers to sign. Teachers and library professionals are encouraged to pre-select Internet sites for curricular use in the interest of time, student readability, and limited workstations.

Online Subscription Databases

All K-12 libraries will subscribe to both subject specific and multi-disciplinary online subscription databases to support and enhance the district curriculum. Databases will be linked from the library Web sites. Every library should provide access to age-appropriate general encyclopedias, periodical databases and the POWER Library (suite of databases funded by the PA Commonwealth Libraries). Home access to all databases will be available for students and faculty whenever economically feasible via the library Web sites. The library online catalog (OPAC) to access library collections will be available via the Internet for all libraries as funds become available. All district libraries participate and annually keep their records up-to-date in the ACCESS PA database.

Last Revised 05/06

Should be updated every two years

Supporting Document IV Descriptions of the Library Collections

The following tables outline the collections of the elementary, middle, and high school libraries. The tables include the percent of the total collection and the percent of circulation each classification area or call number prefix (REF, B, F, etc.) represented for the 2005-2006 school year, and illustrate the size and usage of each subject area. The goal level column indicates the collecting priority for each area as defined below. Goal levels are determined by the school library media specialists based on a thorough analysis of student needs, the curriculum, and an assessment of the current library resources. The comments column includes curriculum correlations to courses, specific deselection criteria, and other relevant remarks.

GOAL LEVELS:

- + areas which need to grow due to demand and/or curricular needs
- = areas which need to be maintained at current levels, which includes some selections and de-selections to keep the information current
- areas which need to be de-emphasized; few new selections, may need weeding

DESCRIPTION OF AKRON ELEMENTARY SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCUL- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.2	1.3	=	1999	Students are asking for Guinness books, UFO's, Bigfoot, Bermuda Triangle, etc.
100s	Philosophy & Psychology	.0	.3	=	1997	Not an area likely to circulate much more; however, optical illusion is popular subject
200s	Religion	.1	0	=	1981	Would like to purchase more on specific world religions (i.e. Jewish, Muslim etc.) Existing collection is old and unappealing--weed
300s	Social Sciences	2.4	1.3	=	1987	Fairy tales comprise majority of section not one I'd weed yet
400s	Language	.3	.6	+	1990	Students are asking for more language books, esp. sign language
500s	Natural sciences & Mathematics	6.5	3.2	=	1991	Collection is adequate-topics are popular with students; but many animal units are not in new curriculum
600s	Technology & Applied sciences	2.5	3.0	=	1993	Students especially enjoy trucks, military vehicles, cars, pets
700s	Fine arts & Recreation	3.5	7.0	+	1992	Popular area for many students – drawing, crafts, sports
800s	Literature	1.2	1.3	+	1988	Poetry is popular, consider purchasing more
900s	Geography & History	4.7	1.2	-	1987	Used for in-house curriculum assignments, especially in grades 4 and 5
AV	Audiovisuals	7.3	2.1	-	1988	Used by teachers only; new items needed only necessary due to changes in curriculum

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
B	Biography	2.6	.7	=	1990	Student interest lacking. Used for curriculum areas, especially grades 2 and 4.
PROF	Faculty/Prof.	.2	0	-	1996	Not used by teachers! Area was heavily weeded
F	Fiction	16	17.9	+	1987	Significant purchase made to facilitate reading interests of students
PB	Paperback	7.2	9.5	+	1996	Putting paperback copies of hardcover books together on shelf has increased circulation. Students like PB format – use book fair \$
REF	Reference	2.8	.2	=	1987	Adequate reference materials. Good on encyclopedias
E	Easy Fiction	20.1	29.0	+	1987	Supports primary author units, encourages beginning readers
QB	Easy Biography	1.7	.6	=	1992	Supports grade 2 biography unit; sports personalities popular
QN	Easy Nonfiction	19.3	18.6	+	1992	500's very heavily used for curricular units and student interests
OTHER/ BB	Miscellaneous	0	0	-	1998	Big books have been distributed to classroom teachers in hopes that they would get more use.

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database,

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 9,041
 Size of nonprint collection = 778
 Books per student = 29
 Average age of collection = 1991

Compiled 1/06

DESCRIPTION OF CLAY ELEMENTARY SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.4	.1	1	2000	Maintain
100s	Philosophy & Psychology	0	0	1	1996	Maintain
200s	Religion	.3	.1	1	1997	Maintain
300s	Social Sciences	2.3	.7	2	1995	Look to match with standards
400s	Language	.4	.2	1	1993	Check for use
500s	Natural sciences & Mathematics	6.7	4.1	3	1994	Check age/use; weed, keep current and useful
600s	Technology & Applied sciences	2.4	1.7	2	1994	Check age; purchase to keep current/support curriculum
700s	Fine arts & Recreation	3.2	2.9	1	1995	High use for individuals
800s	Literature	1.3	.9	1	1993	Maintain
900s	Geography & History	5	1.6	3	1994	Overstocked; review and weed
AV	Teacher Use Audiovisuals	6.1	.8	3	1995	Used in Library with broadcast system
BIO	Biography	2.9	1.2	3	1993	Support Curriculum
FIC	Fiction	17.6	14.1	3	1989	Weed; purchase more current/recommended fiction
PB	Paperback	.4	4.1	1	1990	To be integrated with regular fiction
REF	Reference	3.3	.3	3	1993	Does not circulate Heavy in-library use
E	Easy Fiction	25.9	40.5	3	1988	Heavy use; check age and use; purchase to keep current
QB	Easy Biography	1.3	.6	3	1995	Continue to purchase lower reading levels to meet curriculum. need

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- -TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
QN	Easy Nonfiction	16.1	15.6	3	1992	Support curriculum; add to high interest areas
OTH	Miscellaneous/ Big Books, Periodicals		.6	2		Look for new titles
RA	Read Alongs	1.1	.2	2	1991	High use in classrooms
VB	Video Book Bags	.8	.6	2	1990	IU provided

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database,

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 6,948

Size of nonprint collection = 567

Books per student = 20

Average age of collection = 1993

Compiled 1/06

DESCRIPTION OF FULTON ELEMENTARY SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI - CATION	DESCRIPTION	% OF COLLEC - TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.5	.2	=	1996	Guinness World Record book
100s	Philosophy & Psychology	.0	.0	-	1984	Books found here are not used
200s	Religion	.0	.1	-	1982	
300s	Social Sciences	1.4	1.5	-	1993	Most students use the quickie nonfiction 300. Weed but keep books dealing with civics
400s	Language	.5	.4	+	1989	Foreign language books are very popular
500s	Natural sciences & Mathematics	2.9	4.8	+	1994	Many students use quickie nonfiction 500. Better selection of topics and easier to read. Purchase new books on topics related to new Science curriculum
600s	Technology & Applied sciences	3.2	2.0	=	1994	Cars, cookbooks, and pets are popular topics
700s	Fine Arts & Recreation	5.7	3.0	=	1992	Drawing, sports, magic, jokes are popular topics
800s	Literature	1.2	1.2	=	1989	Poetry books are popular
900s	Geography & History	1.7	3.8	-	1993	Weed topics not related to curriculum
B	Biography	1.7	3.3	-	1989	Students use quickie biographies. Weed
F	Fiction	10.2	15.0	=	1989	Used by grades 2-5
PB	Paperback	8.8	3.6	=	1993	Used by all grades
PRO	Faculty & Professional	.0	1.1	-	1991	Not heavily used by teachers. Weed out-dated topics
E	Primary Fiction	28.2	28.7	=	1986	Weed triple and some duplicate titles and titles that do not circulate

CLASIFI - CATION	DESCRIPTION	% OF COLLEC - TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
QB	Primary Biography	2.3	1.7	=	1994	Popular with primary students. Also used by students in the upper grades
QN	Primary Nonfiction	20.9	18.0	+	1992	Used by all grades. Purchase titles to correlate with new Science curriculum
R	Reference	.5	2.0	=	1995	In library use during research units in grades 2-5
CD	CD-ROM	0	2.0	-	1996	Weed CDs
Kit	Kits	1.7	2.6	=	1984	Kits contain curriculum related materials for teachers and read-alongs (book & cassette) and video book bags (book & video) for students
VC	Video Cassette	.9	3.4	-	1994	Weed videos that do not correlate with curriculum or are out-dated
DVD	Digital Video Disc	.0	.1	=	2002	Just beginning to purchase materials in this format

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database,

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 9,371
 Size of non-print collection = 899
 Books per student = 24
 Average age of collection = 1991

Compiled 1/06

DESCRIPTION OF HIGHLAND ELEMENTARY SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.3	.9	=	1992	World Records books very popular
100s	Philosophy & Psychology	.0	.2	=	1990	
200s	Religion	.2	.1	=	1986	
300s	Social Sciences	2.5	2.1	+	1992	Folk/fairy tales and holiday books popular.
400s	Language	.3	.7	=	1986	Foreign languages popular – worn.
500s	Natural sciences & Mathematics	7.5	3.5	=	1993	Animals, regions, habitats, space used heavily; weed
600s	Technology & Applied sciences	2.8	4.2	=	1992	Transportation (cars, space, trucks), pets, cooking popular; check © dates on science & technology
700s	Fine Arts & Recreation	4.5	9.6	=	1990	Weed then update sports; weed 793's. Drawing, jokes and riddles popular (update and replace worn copies).
800s	Literature	1.3	1.1	=	1988	Poetry (811) primarily responsible for circulation.
900s	Geography & History	5.3	3.6	+	1992	Update state and country books. (Recently weeded)
VC	Videos	3.7	1.7	=	1993	
BIO	Biography	2.8	1.3	=	1996	
FAC	Faculty	.9	.0	=	1993	Very small - maintain
FIC	Fiction	14.7	13.0	=	1985	
PB	Paperback	8.6	18.3	-	1993	Weed worn copies, duplicate titles.
REF	Reference	2.4	.3	=	1992	Does not include in-library use
SC	Story collection					

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
E	Easy Fiction	21.1	18.4	=	1988	Supports primary story times; need to weed dated, duplicate and worn copies.
QB	Easy Biography	1.3	.9	=	1993	
QN	Easy Nonfiction	15.0	15.9	=	1992	Very heavily used, especially animals and fairy tales
OTH/ KIT	Miscellaneous Read-alongs	2.5	.8	=	1985	Supports reading readiness and beginning readers; very popular with K – 2 grades and LS teachers. (Numbers include a few teacher kits)

KIT – Teacher kits (filmstrips) & Read-alongs

Videos preferred

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database,

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 13,536

Size of non-print collection = 1,009

Books per student = 26

Average age of collection = 1991

Compiled 2/06

DESCRIPTION OF LINCOLN ELEMENTARY SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.1	.5	1	1995	Circulation increased because of the Guinness Book of World Records
100s	Philosophy & Psychology	.1	.1	1	1991	
200s	Religion	.2	.0	1	1994	
300s	Social Sciences	2.0	.8	2	1994	Review
400s	Language	.4	.6	1	1994	
500s	Natural sciences & Mathematics	6.2	4.5	3	1993	Weed – again!
600s	Technology & Applied sciences	1.9	1.7	2	1995	Weed – again!
700s	Fine arts & Recreation	3.1	2.5	2	1995	Weed – again!
800s	Literature	1.1	2	2	1991	
900s	Geography & History	5.4	1.8	2	1991	In-house use Weed again!
AV	Audiovisuals	5.3	1.6	3		Not used; needs promotion
BIO	Biography	3.3	1.6	3		New materials, not much chance for circ; compare next year
FAC	Faculty					
FIC	Fiction	16	12.1	3		Need to purchase more “male” fiction
PB	Paperback	6.7	2.6	1	1988	Weed by use
REF	Reference	4.8	.2	3		Heavy in-house use
SC	Story collection					
Other	Miscellaneous					

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database,

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 7,028

Size of non-print collection = 469

Books per student = 30

Average age of collection = 1993

Compiled 1/06

DESCRIPTION OF EPHRATA MIDDLE SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.5	.2	=	1998	
100s	Philosophy & Psychology	.7	.6	=	1995	More resources for 150-170.
200s	Religion	.4	.3	=	1994	
300s	Social Sciences	7.5	14.0	=	1995	
400s	Language	.2	.5	=	1990	A couple of dictionaries
500s	Natural sciences & Mathematics	7.8	7.0	=	1997	
600s	Technology & Applied sciences	5.3	7.8	=	1999	More cars and space
700s	Fine arts & Recreation	6.1	5.7	=	1997	
800s	Literature	1.1	1.6	=	1990	New titles for poetry unit
900s	Geography & History	24.2	42.1	=	1995	Light weed of battered titles
AV	Audiovisuals	3.6	1.9	-	1993	More teacher use; weed
BIO	Biography	4.4	2.7	=	1993	
FAC	Faculty	.2	0	=	1992	In-house use only
FIC	Fiction	20.6	7.5	=	1996	
PB	Paperback	12.1	3.8	-	1988	Weed
REF	Reference	3.6	4.8	=	1983	Review and Weed
SC	Story Collection	.9	.2	=	1987	

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database, POWER Library Project, Worldbook Encyclopedia Online, New Book of Popular Science, Lands and People and Encyclopedia Americana.

The online catalog displays two dedicated workstations and 39 computers have Internet accessibility.

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 10,555
Size of non-print collection = 405
Books per student = 12
Average age of collection = 1993

Compiled 1/06

DESCRIPTION OF EPHRATA HIGH SCHOOL LIBRARY COLLECTION
2005-2006

CLASIFI- CATION	DESCRIPTION	% OF COLLEC- TION	% OF CIRCU- LATION	GOAL LEVEL	AVE. AGE	COMMENTS
000s	Generalities	.8	.2	=	1991	Replace computer books with newer; weed and replace
100s	Philosophy & Psychology	1.5	1.8	+	1991	Psychology/paranormal are high use; also ethics and social issues
200s	Religion	.6	.5	-	1988	Weed
300s	Social Sciences	13.2	9.4	=	1991	Age is older; weed
400s	Language	.2	.1	+	1990	Weed
500s	Natural sciences & Mathematics	2.9	1.1	=	1991	Needs promotion with the math and science
600s	Technology & Applied sciences	6.1	3.3	+	1992	Promote with teachers; weed Cooking and Agriculture
700s	Fine arts & Recreation	4.5	4.4	-	1990	Art & Craft needs weeding Update sports
800s	Literature	5.7	2.1	-	1982	Weed; talk to Fil and Janie
900s	Geography & History	12.4	6.6	+	1989	Country books are continuously updated. Get more modern
AV	Audiovisuals	8.7	6.2	+	1990	Add videocassettes; weed LP records and slide kits
B	Biography	4.8	4.0	=	1985	Weed more this year
FAC	Faculty	1.3	.4	-	1993	Lack of use
F	Fiction	4.5	6.9	+	1984	Weeded last year only
PB	Paperback	13.4	33.9	=	1992	Weed, especially nonfiction
REF	Reference	15.0	7.7	+	1991	Shift; get replacements to update
SC	Story collection	.9	.3	-	1976	Weed heavily
Other	Miscellaneous	0	0		2001	

NOTES: The programs on the library reference center network are not included above and include the ACCESS Pennsylvania statewide database,

OTHER RELEVANT STATISTICS (as of 6/05):

Size of print collection = 24,342

Size of non-print collection = 2,496

Books per student = 18

Average age of collection = 1990

Compiled 1/06

Copyright Materials Policy

EPHRATA AREA	Section	No.814 <u>OPERATIONS</u>
SCHOOL DISTRICT	Title	<u>COPYRIGHT MATERIAL</u>
	Date Adopted	April 13, 1992
	Revised	

Guide	814. COPYRIGHT MATERIAL	Reference
	<p>It is the intent of the Board of Education of the Ephrata Area School District to comply with the 1976 Copyright Law, Title 17 U. S. Code, and with all Congressional guidelines and additions to the law.</p> <p>The Board of Education of the Ephrata Area School District recognizes that unlawful copying and the use of copyrighted materials contributes to higher costs for materials, lessens the incentives for development of quality educational materials, and fosters an attitude of disrespect for law which is in conflict with the educational goals of this institution.</p> <p>The Board further directs that:</p> <ol style="list-style-type: none"> 1. Unlawful copies of copyrighted materials may not be produced on EASD equipment. 2. Unlawful copies of copyrighted material may not be used with EASD equipment, within district facilities, or at any school district sponsored activities. 3. The legal and/or insurance protection of the EASD will not be extended to employees who unlawfully copy of unlawfully use copyrighted materials. <p>Employees who make and/or use copies of copyrighted materials in their jobs are expected to be familiar with the copyright law and follow the established district administrative guidelines.</p>	<p>Title 17 U S Code</p>

Administrative Guidelines for Copyright Law Compliance

The EASD will comply with the 1976 Copyright Law, Title 17 U.S. Code and with all the guidelines and additions to the law (refer to [Operations-Copyright Materials Policy](#) (EASD Policy No. 814 adopted 4/13/92.) The following administrative guidelines attempt to synthesize the current guidelines relative to what may be copied legally for school use and how to obtain copyright clearance when needed. Administrators should disseminate this information to his or her staff and inform them that those staff members who fail to follow this policy may be held personally liable for copyright infringement.

QUICK REFERENCE GUIDE

- I. [Copyright Explained](#)
 - II. ["Fair Use" Explained](#)
 - III. [Printed Materials](#)
 - IV. [Audiovisuals](#)
 - V. [Library Copying](#)
 - VI. [Sheet and Recorded Music](#)
 - VII. [Off-Air Taping and Videorecordings](#)
 - VIII. [Computer Software](#)
 - IX. [Copyright Notices](#)
 - X. [Requesting Copyright Clearance](#)
- Appendices
- A. [Request for Off-Air/Video Taping Form](#)
 - B. [Copyright Clearance Request Form](#)
 - C. [AdminGuidelines References](#)

I. COPYRIGHT EXPLAINED

Certain copying of copyrighted works is permissible for educational purposes without permission of the copyright owner if the work is in the public domain. A work is considered to be in the public domain if:

1. It was published prior to January 1, 1978, without notice of copyright (required by the Act of 1909).
2. Its period of copyright protection has expired.
 - a. For works published prior to January 1, 1978, copyright protection expires 28 years from the date it was secured, unless renewed.
 - b. If renewed, copyright protection expires 75 years after the date protection was first secured.
 - c. For works created after January 1, 1978, works are protected from the moment of creation, whether published or unpublished, and do not necessarily need to be registered or identified with a copyright notice (Section 302). However, a person who defends himself by proving that he innocently infringed a copyright in reliance upon the absence of a copyright notice incurs no liability for actual or statutory damages. Registration with the Register of Copyright is a prerequisite to bringing suit for infringement, and in the case of works published without the copyright notice, registration must occur within five years of the publication or copyright protection is lost.

(This section was excerpted from: the Copyright Policy of Central Washington University, Ellensburg, Washington, as reprinted in Copyright Policy Development: A Resource Book for Educators and The Copyright Primer for Librarians and Educators, pages 2-5.)

II. "FAIR USE" EXPLAINED

Under the "fair use" doctrine of the 1976 Copyright Law, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. If duplicating or changing a product is to fall within the bounds of fair use, the following four standards must be met for all print and nonprint materials.

1. **THE PURPOSE AND CHARACTER OF THE USE**
The use must be for such purposes as teaching or scholarship and must be nonprofit.
2. **THE NATURE OF THE COPYRIGHTED WORK**

For example, parts of books may be copied, but "consumable" workbooks may not.

3. **THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED**
Copying the whole work or the creative "essence" of a work cannot be considered fair use. For example, the "essence" of the film, "The Monarch Butterfly," is the two-minute time-lapse metamorphosis scene.
4. **THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK**
If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

(The content of this section was adapted from: the Pennsylvania School Board Association's PSBA Policy Guides No. 814 Copyright Material, The Copyright Primer for Librarians and Educators, pages 5-8, and Section 107 of Title 17 of the U.S. Code.)

III. PRINTED MATERIALS

- A. **PERMITTED SINGLE COPIES**
Staff may make single copies of book chapters for use in research, instruction, or preparation for teaching; articles from periodicals or newspapers; short stories, essays, or poems; and charts, graphs, diagrams, drawings, cartoons, or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- B. **PERMITTED MULTIPLE COPIES**
Multiple copies, not exceeding more than one per pupil in a course, may be made for classroom use or discussion if the copying meets the tests of "brevity, spontaneity, and cumulative effect" set by the following federal guidelines. In addition, each copy must include a notice of copyright.
 1. **"BREVITY"**
 - a. **POETRY:** A complete poem if less than 250 words and if printed on not more than two pages or; from a longer poem, an excerpt of not more than 250 words.
 - b. **PROSE:** Either a complete article, story or essay of less than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

(Each numerical limit in 1a and 1b may be expanded to permit the

completion of an unfinished line of a poem or prose paragraph.)

c. ILLUSTRATIONS: One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied.

2. "SPONTANEITY"

The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. "CUMULATIVE EFFECT"

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

C. PROHIBITED COPIES

1. The law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets, and answer sheets.
2. Teachers cannot substitute copies for purchase of books, publishers' reprints, or periodicals; nor can they repeatedly copy the same item from year to year.

(This section has been condensed from the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions With Respect to Books and Periodicals" as reprinted in The Official Fair-Use Guidelines.)

IV. AUDIOVISUALS

A. PERMITTED COPIES

1. Creating a slide or overhead transparency series from multiple sources is permitted if the creation does not exceed 10 percent of photographs in any one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.

2. Creating a single overhead transparency from a single page of a "consumable" workbook.
3. Reproducing selected slides from a series if reproduction does not exceed 10 percent of total nor excerpts the "essence."
4. Excerpting sections from a film, videorecording, or video laser disc for a locally-produced videotape (not to be shown over cable) if excerpting does not exceed 10 percent of the total nor the "essence" of the work.
5. Stories or literary excerpts may be narrated on tape and duplicated, as long as similar material is not available for sale.

B. PROHIBITED COPIES

1. Duplication of any videorecording unless reproduction rights were given at the time of purchase.
2. Conversion of one media format to another (e.g., record to tape) unless permission is secured.
3. Reproduction of commercial "ditto masters," individually or in sets (including multimedia kits), if available for sale separately.
4. Reproduction of any AV work in its entirety.

(This section has been adapted from the Copyright Policy of the Birmingham Public Schools, Birmingham, Alabama, as reprinted in Copyright Policy Development: A Resource Book for Educators.)

V. LIBRARY COPYING

In addition to copying as outlined in the other sections, librarians or library staff may:

- A. Reproduce and distribute a copy of an entire out-of-print/distribution print or nonprint work or a damaged, lost, or stolen item if it has been established that no copy can be obtained at a fair price.
 1. Fair price is the latest suggested retail price of an unused copy.
- B. Copy an unpublished work in the library's collection, for preservation or security or for research use in another library.
- C. Participate in copying for interlibrary loan arrangements that do not involve such aggregate quantities as to substitute for subscription or purchase of a work. The

following guidelines will be used.

1. The requesting library (whether an EASD library or a library requesting an item from an EASD library) should not request in any one year the copying of more than five articles from a single journal published within the last five years, or five copies from a given work.
 2. The requesting library will maintain records of such photocopying requests and their fulfillment for three calendar years after the request is made.
 3. The copy becomes the property of the patron.
 4. Copies are used for private study, scholarship, or research and there is no commercial advantage.
- D. All library copies discussed in this section must bear a notice of copyright.
- E. Librarians are not responsible for unsupervised photocopying by patrons at machines located in the library. However, appropriate warning notices must be posted on the machines (see page 12).

(This section is a compilation of Section 108 of Title 17 of the U.S. Code and the Commission on New Technological Uses of Copyrighted Works (CONTU) Guidelines-H.R. Report No. 94-1733, 1976.)

VI. SHEET AND RECORDED MUSIC

A. PERMITTED COPIES

1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.
2. A single copy or multiple copies (one per pupil) of excerpts not constituting an entire performance unit or more than 10 percent of the total work may be made for academic purposes other than performance.
3. A single copy of an entire performable unit may be made by a teacher for academic purposes other than performance (e.g., research or preparation to teach a class) if: (a) it is confirmed by the copyright holder to be out-of-print, or (b) unavailable except in a larger work.
4. Purchased sheet music may be edited or simplified provided the character of the work is not distorted or lyrics added or altered.

5. A single copy of a recorded performance by students may be retained by the school or individual teacher for evaluation or rehearsal purposes.
6. A single copy of recordings of copyrighted music may be made from sound recordings owned by the school or teacher for constructing exercises or examinations. The copy may be retained by the school.

B. PROHIBITED COPIES

1. Copying to replace or substitute for anthologies or collections.
2. Copying from works intended to be "consumable."
3. Copying for the purpose of performance other than an emergency situation as described in A1 above.
4. Copying to substitute for purchase of music.
5. Copying without inclusion of copyright notice on the copy.

(This section is rephrased from the "Fair Use Guidelines for Music" from The Official Fair-Use Guidelines.)

VII. OFF-AIR TAPING AND VIDEORECORDINGS

A. FEDERAL OFF-AIR TAPING GUIDELINES

1. A broadcast program may be recorded off-air simultaneously with the broadcast transmission (including simultaneous cable retransmission) and retained by the school for a period not to exceed 45 consecutive calendar days after the date of recording. At the end of the 45-day period, the off-air recording must be erased. ("Broadcast programs" as used here refer to programs transmitted by television stations for reception by the general public without charge.)
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary, in classrooms or similar places devoted to instruction within a single building, as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive school days in the 45 calendar-day permitted retention period. ("School days" are student school days.)

3. Off-air recordings may be made only at the request of individual teachers and used by them and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy will be subject to all provisions governing the original recording.
5. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to purchase, rent, or lease it in the future and to include it in the curriculum. After the first 10 school days, the tape may not be used for student viewing or other non-evaluative purposes without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

B. SCHOOL DISTRICT PROCEDURES FOR OFF-AIR TAPING

1. Individual teachers desiring an instructionally related program to be taped by the district for classroom use must complete a "Request For Off-Air/Video Taping" form available from their library or principal's office (see Appendix A). This form is returned to principal or to the principal's designee (who forwards this to the taping agent).
2. After the program has been taped, the date upon which it must be erased will be written on its label. (This date is 45 calendar days from the date of taping.) The tape is then given to the teacher requesting its recording.
3. It is the responsibility of the teacher who requested taping to return the tape to the library or the principal before or on the date of erasure.
4. The request forms (see Appendix A) will be retained for a period of 2 years as documentation by the principal or his/her designee.

5. A teacher may use video programs taped at home provided that these adopted regulations and guidelines are followed. Teachers will notify their department chairpersons or principals of their intent to use videos taped at home in their classrooms.

C. USE OF PURCHASED, RENTED, OR LEASED VIDEOTAPES

1. Educational television programs procured through direct purchase, rental, or lease from commercial vendors may be used in the school provided that they are a part of "face-to-face" teaching activities. The use must be part of the instructional program and cannot be shown for recreation or entertainment purposes. Section 110.1 of the Copyright Revision Act exempts the classroom use of a lawfully manufactured and obtained copy of a motion picture from the public performance rights reserved to the copyright holder.
2. The label on leased, rented, or purchased videocassettes which reads "FOR HOME USE ONLY" does not apply to the school uses of videos if used for teaching activities.
3. Any duplication of a rented, leased, or purchased videotape is not permitted. This would apply to the making of an archival copy or transferring it from one format to another, unless permission is granted from the copyright holder.
4. All purchased, rented, or leased videotapes used in the EASD must be acquired through district ordering procedures to establish a "paper trail" that they have been legally obtained.

D. MISCELLANEOUS ISSUES

1. Off-air taping of programs intercepted via satellite dish must conform to the federal guidelines. Only broadcast programs (limited to programs transmitted for reception by the general public, without charge) may be taped. Pay TV programs will not be copied or used in the district unless permission is obtained by the copyright holder.
2. Programming offered via satellite for which fees and/or registration is required may only be taped after such requirements are satisfied by the business manager.
3. Staff may copy or tape for archival, research, or teaching purposes, news broadcasts. News broadcasts are treated in the realm of public domain information. However, reformatted news programs, such as "Sixty

Minutes", are not treated as daily news broadcasts.

(This section has been compiled from Title 17 U.S. Code, Section 110.1 "Fair Use Guidelines for Off-Air Videotaping" in the Official Fair-Use Guidelines, derived from the U.S. Congressional Record, October 14, 1981, as set forth by Congressman Robert Kastenmeier, and Parts of the Copyright Policy of the Granite School District, Salt Lake City, Utah as reprinted in Copyright Policy Development: A Resource Book for Educators).

VIII. COMPUTER SOFTWARE

- A. Except for archival or operationally essential purposes allowed as listed below under A1 and A2, no copies of copyrighted computer programs in any format or media may be made without permission of the copyright holder.
 - 1. **ARCHIVAL COPIES**
A reasonable number of copies of a computer program, not in excess of those allowed under the applicable license, may be made for archival purposes. Archival copies will be made and stored in a secure place by the Director of Computer Services.
 - 2. **COPIES MADE IN COMPUTER OPERATIONS**
Copies created as an essential step in the utilization of a computer program, and used in no other manner, may be made without permission.
- B. The Director of Computer Services is designated as the only individual who may sign license agreements for software used in the school district. No programs may be uploaded to a network environment unless so stipulated in a district-originated licensing agreement with the program's producer.
- C. When copyrighted software is used on a network, efforts will be made to secure this software from copying. All computer labs or areas where computers are clustered will post a copyright notice (see page 12).
- D. **PROHIBITED**
 - 1. Illegal copies of copyrighted programs may not be made or used on school district equipment.
 - 2. No employee of the district will illegally access any database or electronic bulletin board.
 - 3. No employee of the district will encourage or allow students to illegally duplicate software or illegally access any database or electronic bulletin board.

board.

(This section references Public Law 96-517, Section 7 (b) which updates Section 117 of Title 17 of the U.S. Code, the Copyright Policy of Grossmont Union High School, Las Mesa, California, and the Copyright Policy of the Prince William County Public Schools, Manassas, Virginia.)

IX. COPYRIGHT NOTICES

The following notices will be displayed near or on specific copying equipment or on copied material as needed.

A. EMPLOYEE OR STUDENT OPERATED COPIERS:

NOTICE

THE COPYRIGHT LAW OF THE UNITED STATES (Title 17, U.S. Code)
GOVERNS THE MAKING OF PHOTOCOPIES
OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIALS.

THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY
INFRINGEMENT.

B. COMPUTER HARDWARE LAB OR CLUSTERS OF COMPUTERS:

EASD POLICY ON SOFTWARE COPYING

PROPRIETARY SOFTWARE PACKAGES
ARE PROTECTED BY COPYRIGHT LAWS.
DO NOT COPY WITHOUT AUTHORIZATION.

TO DO SO WILL MAKE YOU LIABLE FOR DAMAGES.

C. PHOTOCOPIED PRINTED MATERIAL (which lacks copyright notice):

NOTICE

THIS MATERIAL MAY BE PROTECTED
BY COPYRIGHT LAW (Title 17, U.S. Code)

X. REQUESTING COPYRIGHT CLEARANCE

Most copyright owners will grant permission for one-time use of parts of their works (books, articles, films, audiovisual, etc.) without charge, or upon payment of a minimal fee. However, repeated use or republication is often not allowed unless royalties are paid. If a teacher knows in advance and wishes to use a particular part of a copyrighted work repeatedly in a course or each year, prior permission from the copyright holder is required. In such a case, the teacher must complete and send the two-page form in Appendix B to gain copyright clearance. The form, duplicated on EASD letterhead, must be filled out in triplicate-one copy to the copyright holder, one copy to the principal, and one copy retained by the teacher. All items on page one must be filled out by the teacher as well as the first two items on page two. A stamped, self-addressed envelope must accompany the form.

APPENDIX A

REQUEST FOR OFF-AIR/VIDEO TAPING FORM

EPHRATA AREA SCHOOL DISTRICT
REQUEST FOR OFF-AIR/VIDEO TAPING

Teacher: Please fill out one form per show. For example, four forms are needed for a four-week series. Return the completed form to the principal or his or her designee.

Teacher's Name:

Building:

Today's Date:

NAME OF PROGRAM:

SERIES NAME (if applicable):

TELEVISION CHANNEL (on Blue Ridge Cable system):

DATE OF PROGRAM:

BEGINNING BROADCAST TIME:

ENDING TIME:

To be used in conjunction with:

To be completed by the person taping the program. Use one tape per program.

DATE TAPED:

DATE TO BE ERASED:

(The date for erasing is 45 calendar days from date of taping. This date also needs to be written on a label and placed on the videocassette.)

NAME OF PERSON TAPING:

APPENDIX B

COPYRIGHT CLEARANCE REQUEST FORM

INSTRUCTIONS: The following two-page form must be copied on school district/school building letterhead. The first page and the first two items ("Material" and "Teacher") of the second page must be completed by the teacher requesting copyright clearance. These pages must be completed in triplicate or copied twice. The teacher keeps one copy; a copy is given to the principal or his or her designee; and the original is sent.

PUBLIC SCHOOL COPYRIGHT CLEARANCE REQUEST

Address:

Attention: Permissions Department

date

Gentlemen:

I would like permission to use the following material in an educational, not-for-profit setting as described below.

Title:

Author/Editor:

Edition/Format:

Description of material to be copied:

Number of copies:

Intended use of material:

Type of reproduction:

Thank you for your time and prompt attention to this request.

Sincerely,

signature

position

telephone number

RESPONSE TO COPYRIGHT CLEARANCE REQUEST

Material:

Teacher:

Permission ___ GRANTED ___ DENIED by:

signature

position

Conditions (if any):

Date:

Please return this page in the enclosed envelope. Thank you.

APPENDIX C

REFERENCES

LEGAL REFERENCES

Title 17, U.S. Code (The Copyright Act of 1976)

Public Law 96-517, Section 7(b) (1980)

BOOKS AND PAMPHLETS

Miller, Jerome K. Official Fair-Use Guidelines: Complete Texts of Four Official Documents Arranged for Use by Educators. 3rd ed. Friday Harbor, WA: Copyright Information Services, 1987.

Miller, Jerome K. Using Copyrighted Videocassettes in Classrooms, Libraries, and Training Centers. Friday Harbor, WA: Copyright Information Services, 1988.

Reed, Mary Hutchings. The Copyright Primer for Librarians and Educators. Chicago: American Library Association, 1987.

U.S. Copyright Office. Circular R1: Copyright Basics.

U.S. Copyright Office. Circular R21: Reproduction of Copyrighted Works by Educators and Librarians.

U.S. Copyright Office. Copyright Act of 1976.

Vlcek, Charles W. Copyright Policy Development: A Resource Book for Educators. Friday Harbor, WA: Copyright Information Services, 1987.

The U.S. Copyright Office pamphlets are free from:
Information and Publications Section LM-455
U.S. Copyright Office
Library of Congress
Washington, DC 20559