This revised draft reflects the final consensus decisions of the Computer Science, Library Media/Information Literacy, and Technology Integration Negotiated Rulemaking Committee, held on February 24, 2020.

Please visit the OPI K-12 Content Standards and Revision webpage for meeting agenda, minutes, video recording, and other meeting materials.
K-12 LIBRARY MEDIA AND INFORMATION LITERACY CONTENT STANDARDS

When a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy, the following standards apply:

1. build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
2. demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
3. work effectively with others to broaden perspectives and work toward common goals
4. make meaning by collecting, organizing, and sharing resources of personal relevance
5. exercise freedom to read and demonstrate the ability to pursue personal interests
6. demonstrate safe, legal, and ethical creating and sharing of knowledge products
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR KINDERGARTEN

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Form simple, factual level questions and begin to explore ways to answer them
   b. Ask “I wonder” questions about topic, question, or problem

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Share knowledge and ideas with others through discussion and listening.
   b. Formulate questions related to content presented by others

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Listen respectfully and, when appropriate, offer information and opinions in group discussions

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Express feelings and ideas about a story in different formats

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Routinely select picture, fiction, and information books
   b. Explore new genres
   c. Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products
   a. Maintain safe behavior when using the internet
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FIRST GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Form simple, factual level questions and begin to explore ways to answer them
   b. Ask “I wonder” questions about topic, question, or problem

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Share knowledge and ideas with others through discussion and listening.
   b. Formulate questions related to content presented by others.

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Listen respectfully and, when appropriate, offer information and opinions in group discussions

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Express feelings and ideas about a story in different formats

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Request, choose, and share a variety of materials from various genres related to personal interests
   b. Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
   a. Acknowledge the work of others
   b. Maintain safe behavior when using the internet
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR SECOND GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
   a. Generate questions about a topic and select a focal question to explore

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Share knowledge and ideas with others through discussion and listening
   b. Formulate questions related to content presented by others

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Listen respectfully and, when appropriate, offer information and opinions in group discussions

4. Make meaning by collecting, organizing, and sharing resources of personal relevance.
   a. Make connections between literature and personal experiences

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment
   b. Begin to recognize that different genres require different reading, listening, or viewing strategies

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
   a. Acknowledge the work of others
   b. Maintain safe behavior when using the internet
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR THIRD GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Ask “why” questions in order to formulate a question about a topic

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Articulate and identify one’s own place in the global community and respect others’ cultural identities
   b. Explore sources written by authors with diverse backgrounds

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Find information in print, digital, and other resources on a topic of personal interest
   b. Work in teams to produce original works or solve problems
   c. Use technology tools for independent and collaborative publishing activities

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Make a list of possible sources of information that will help answer questions or an information need
   b. Use text features to decide which resources are best to use and why

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Read, listen to, and view a range of resources for a variety of purposes
   b. Recognize features of various genres and use different reading strategies for understanding
   c. Connect personal feelings to characters and events portrayed in a literary work
   d. Set reading goals
   e. Demonstrate knowledge of authors and genres

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products
   a. Acknowledge and credit the work of others
   b. Use information, technology and media tools responsibly and safely
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FOURTH GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Ask “why” questions in order to formulate a question about a topic
   b. Use an inquiry process to solve a problem

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Articulate and identify one’s own place in the global community and respect others’ cultural identities
   b. Explore sources written by authors with diverse backgrounds

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Find information in print, digital, and other resources on a topic of personal interest
   b. Work in teams to produce original works or solve problems
   c. Use technology tools for independent and collaborative publishing activities

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Organize possible sources of information that will help answer questions or an information need
   b. Use text features to decide which resources are best to use and why

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Read, listen to, and view a range of resources for a variety of purposes
   b. Recognize features of various genres and use different reading strategies for understanding
   c. Connect personal feelings to characters and events portrayed in a literary work
   d. Set reading goals
   e. Demonstrate knowledge of authors and genres

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products.
   a. Acknowledge and credit the work of others
   b. Use information, technology, and media tools responsibly and safely
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR FIFTH GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Ask “why” questions in order to formulate a question about a topic
   b. Use an inquiry process to solve a problem

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Articulate and identify one’s own place in the global community and respect others' cultural identities
   b. Identify sources written by authors with diverse backgrounds

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Find information in print, digital, and other resources on a topic of personal interest
   b. Work in teams to produce original works or solve problems
   c. Use technology tools for independent and collaborative publishing activities

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Organize possible sources of information that will help answer questions or an information need
   b. Use text features to decide which resources are best to use and why

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Read, listen to, and view a range of resources for a variety of purposes
   b. Explain features of various genres and use different reading strategies for understanding
   c. Connect personal feelings to characters and events portrayed in a literary work
   d. Set reading goals
   e. Demonstrate knowledge of authors and genres

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products
   a. Acknowledge and credit the work of others
   b. Use information, technology and media tools responsibly and safely
   c. Keep personal information private while using digital tools
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR SIXTH THROUGH EIGHTH GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Write questions independently based on key ideas or areas of focus
   b. Refine questions based on the type of information needed
   c. Reflect at the end of an inquiry process

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Evaluate resources for relevance, currency, authority, and bias including those by and about tribes in Montana
   b. Seek more than one point of view by using diverse sources

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Offer information and opinions and encourage others to share ideas at appropriate times in group discussions
   b. Accurately describe or summarize the ideas of others

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Experiment with various types of technology tools for artistic and personal expression
   b. Share reading, listening, and viewing experiences in a variety of ways and formats

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Independently locate and select information for personal, hobby, or vocational interests
   b. Read, listen to, and view a wide range of genres and formats for recreation and information
   c. Respond to images and feelings evoked by a literary work

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products
   a. Practice internet safety and appropriate online behavior
   b. Use criteria to determine safe and unsafe internet sites
   c. Participate safely, ethically, and legally in online activities
   d. Connect ideas and information with their owners or source
   e. Credit sources by following copyright, licensing, and fair use guidelines
   f. Recognize the consequences of plagiarism
LIBRARY MEDIA AND INFORMATION LITERACY STANDARDS FOR NINTH THROUGH TWELFTH GRADE

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
   a. Formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements
   b. Develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement
   c. Reflect at the end of an inquiry process

2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
   a. Evaluate resources for accuracy, relevance, authority, detail, currency, and bias including those by and about tribes in Montana
   b. Seek more than one point of view by using diverse sources
   c. Identify the impact of personal background and bias on research projects and inquiry processes

3. Work effectively with others to broaden perspectives and work toward common goals
   a. Actively seek the opinions of others and contribute positively to an environment in which all participants’ ideas are shared and valued
   b. Seek consensus from a group, when appropriate, to achieve a stronger product
   c. Work with others to solve problems and make decisions on issues, topics, and themes being investigated

4. Make meaning by collecting, organizing, and sharing resources of personal relevance
   a. Assess the impacts of specific works on the reader or viewer
   b. Express ideas through creative products in multiple formats using a variety of technology tools
   c. Select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation
   d. Create original products using a variety of technology tools to express personal learning
   e. Independently pursue answers to self-generated questions

5. Exercise freedom to read and demonstrate the ability to pursue personal interests
   a. Select a variety of types of materials based on personal interests and prior knowledge
   b. Read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues
   c. Routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas
   d. Read widely to develop a global perspective and understand different cultural contexts
   e. Identify the rights of self and others to access information freely and pursue the right to read, view and listen

6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products
   a. Practice internet safety and appropriate online behavior
   b. Use criteria to determine safe and unsafe internet sites
   c. Participate safely, ethically, and legally in online activities
   d. Connect ideas and information with their owners or source
e. Credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations
f. Recognize plagiarism and its consequences

LIBRARY MEDIA SERVICES, K-12 10.55.709

<table>
<thead>
<tr>
<th>Current ARM</th>
<th>Recommendation</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:</td>
<td>keep as is</td>
<td>keep as is</td>
</tr>
<tr>
<td>(a) .5 FTE for schools with 126-250 students;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(b) 1 FTE for schools with 251-500 students;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(c) 1.5 FTE for schools with 501-1000 students;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(d) 2 FTE for schools with 1001-1500 students;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(e) 2.5 FTE for schools with 1501-2000 students;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(f) 3 FTE for schools with 2001 or more students</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services</td>
<td>keep as is</td>
<td></td>
</tr>
</tbody>
</table>
**LIBRARY MEDIA PROGRAM DELIVERY STANDARDS 10.55.1801**

<table>
<thead>
<tr>
<th>Current ARM</th>
<th>Recommendation</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) In general, a basic program in library media shall:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) meet the following conditions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;</td>
<td>modify</td>
<td>(i) establish flexible appropriate scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;</td>
</tr>
<tr>
<td>(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(iv) advise the board of trustees on policy and rule pertaining to:</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;</td>
<td>modify</td>
<td>(A) developing and maintaining a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;</td>
</tr>
<tr>
<td>(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and</td>
<td>modify</td>
<td>(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and</td>
</tr>
<tr>
<td>(C) implementing a viable collection development policy which includes the following components:</td>
<td>modify</td>
<td>(C) implementing a viable collection development policy which includes the following components:</td>
</tr>
<tr>
<td>Current ARM</td>
<td>Recommendation</td>
<td>Modification</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>(I) materials selection and de-selection;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(II) challenged materials procedure;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(III) intellectual/academic freedom statement;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(IV) confidentiality assurance;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(V) copyright guidelines; and</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(VI) gifts and donations</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(b) include the following practices:</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;</td>
<td>keep as is</td>
<td></td>
</tr>
<tr>
<td>(iii) encourage partnerships with information centers that use electronic information systems; and</td>
<td>modify</td>
<td>(iii) encourage partnerships with information centers that use providers of digital electronic content and information systems; and</td>
</tr>
<tr>
<td>(iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs</td>
<td>modify</td>
<td>(iv) participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs</td>
</tr>
</tbody>
</table>