Mission Statement:

We aim for the Resource Centre to provide a well-resourced, inviting and inclusive environment, which effectively fosters the development of student information literacy skills and promotes a love of literature within students, empowering students to become life-long learners. We also value computer literacy and the use of ICTs as integral to learning, therefore we believe that children’s learning is enhanced when digital technologies are integrated across the curriculum. We also aim to support teachers’ professional and curriculum needs through collection development and the management of relevant print and digital resources to align with the curriculum and unit contexts.

Last updated 9/6/2014
Introduction

The Sandgate State School Resource Centre houses a large collection of resources including Junior Fiction, Fiction, Non Fiction, Teacher Reference, Posters, Charts, Videos/DVD and some Computer Software.

The Staff

Resource Centre Manager: Mrs Heather Mc George
Resource Centre Teacher-Aides: Mrs Sharon Dwan, Mrs Karen Probst
ICT Teacher: Mrs Heather Mc George

The role of the Resource Centre Manager:

The centre is managed by the Resource Centre Manager who is a qualified Teacher. The Resource Centre Manager is both an educator and an information manager with integrated understandings of both areas. Knowledge of the curriculum, teaching strategies and learning styles are combined with knowledge of resource management, information services, personnel management and information access systems including information technology systems. This enables the Resource Centre Manager to undertake an active role in curriculum design, resource support and implementation.

The Resource Centre Manager will work in collaboration with the Head of Curriculum and class teachers to achieve the most effective and efficient delivery of the curriculum.

Resource Centre Teacher-Aide’s Role:

To effectively and efficiently carry out the technical tasks associated with the Resource Centre. These include: cataloguing, book processing, book repairs, circulation, Book Club. The Resource Centre Teacher-Aides are also responsible for the majority of student, teacher and parent resource requests.

Times

The Resource Centre is open for student recreation and use during the first break. The Resource Centre is also open for borrowing only before school from 8:00am and afterschool until 3:00pm. Staff can access the resource collection at any times during the day, when staff are on duty in the Resource Centre.
Circulation

**Borrowing**

Students may borrow for two weeks the following number of library resources:

- Prep to Year 2: 2 books - Junior Fiction/Non Fiction and 5 Home Readers
- Years 3 – 7: 2 books – Fiction/Non Fiction and 3 Home Readers

Books may be exchanged as often as required during Browse and Borrow sessions, first break or before and after school.

Students and class teachers are not to scan books that are being borrowed – this is the responsibility of the Resource Centre staff only to ensure accuracy and integrity of the data base.

Teachers may borrow items for up to a term.

**Over Due Items**

Overdue notices are issued weekly in 3 stages-first notice, second notice, final notice. These are issued to students via their classroom teacher’s pigeon hole and termly for staff.

**Book Replacement**

Once books are 1 month overdue a letter will go home requesting replacement and advising that borrowing privileges are revoked until the books are paid for or returned. Compensation will be sought from both students and staff for lost books and those damaged beyond reasonable repair. Replacement costs will be the replacement cost of the book entered on the system + $5 processing fee (i.e. to cover price rises, freight, time spent accessioning, labelling, covering etc.). Home Readers replacement cost will be $10.

**Returns**

Returns are to be placed in the Returns Box at the circulation area of the Resource Centre. They will later be scanned and placed on the returns trolley for re-shelving by staff and monitors. During Browse and Borrow sessions, the Teacher Aide will be responsible for circulation whilst the class teacher is responsible for their class i.e. behaviour in the Resource Centre and their selection of books.
Information Literacy

What is information literacy?

If you are information literate, you are able to:

- identify when you have a need for information
- find the information you need
- evaluate it and use it effectively to meet your needs

Why do I need to be information literate?

Even though the rate that we can generate and transmit information has increased dramatically since stone-age man first chiseled a message onto a clay tablet, the rate that we process it has not altered.

We still read at about 300 words per minute and speak at about 120 words per minute.

It took 1750 years for the knowledge that was known at the time of Jesus Christ to double. Now it is estimated that it doubles every four years. Our current kindergarten students will have to deal with at least 16 times what is currently known by the time they reach Year 12. We cannot teach our students facts and figures that are not yet contemplated. But we can teach them how to find and use those facts and figures when they are needed.

How can I become information literate?

At Sandgate, we teach students how to use the Information Literacy Process so they have a guide to help them meet their information needs. It is a process which can be used whenever information is required. It can be modified to meet the user’s needs and circumstances. It is based on how we believe students learn and encourages them to become independent lifelong learners.

Research and Information Skills Continuum

The teachers and Resource Centre staff at Sandgate are committed to the development of life-long learners by developing information, thinking and ICT skills within contextualised resource-based, cooperatively planned and taught units of work.

Information Literacy is the ability of students to use information and information technologies effectively to find, select and present information. This is achieved through:

- using computer based services;
- retrieving information using a variety of media;
- decoding information in a variety of forms;
- critically evaluating information;

See Appendix 1 for an overview of the Information Literacy Skills for each Year level.
The Information Process

It is vital that throughout the school community a common language be used by students and teachers when describing the process by which students gather, record and present information in its various formats. The process used at Sandgate is:

1. **Define** (What do I really want to find out? What is the question, task or problem?)
2. **Locate** (Where can I find the information?)
3. **Select** (What information do I really need?)
4. **Organise** (How can I best record this information? What Graphic Organiser can I use?)
5. **Present** (How can I present this information? Who is my audience?)
6. **Assess** (What did I learn from this? What could I do better? Did I answer the question?)
General Policies

Library Computers

The school’s resource collection can be accessed on any computer in the school via the Oliver OPAC catalogue which can be linked to from the Sharepoint daily notices links. The Resource Centre has a bank of 16 multi-media laptops and two OPAC (Online Public Access Catalogue) computers or search terminals, a computer for circulation (returns and loans) and a computer for cataloguing. These are all set up with access to the intranet and internet (except OPAC). The laptops also have access to the powerful wireless capabilities of the Resource Centre. The laptops can be used by classes throughout the day under direction of class teachers or ICT Teacher during Resource Centre lesson time.

Booking of Resource Centre Facilities

The online Booking system called SOBS is used for booking of all teaching areas in the Resource Centre on top of your Browse and Borrow time on Monday or Friday and your Resource Centre Lesson time on Tuesday or Thursday. The Head of Curriculum/Resource Centre Manager will manage these bookings. All Permanent Bookings can only be made in the Computer Lab with all other bookings Temporary to be made on a needs basis, week by week up to 2 weeks in advance. This will enable bookings to be flexible like the learning spaces and made around unit task demands and specific support required. For example: if a POD is undertaking an assessment task which requires the use of the ICT/Media room, bookings might be made for 3 weeks multiple times a week to complete this task.

They are:

- Orange Open Teaching Space
- ICT Room
- Media Room (in conjunction with the ICT Room)
- TV Corner

This system allows for booking of these spaces and the Computer Lab and Performing Arts Hall.

Book Club

Sandgate State School participates in Scholastic Book Club. As well as providing reasonably priced, good quality books for children, parents and teachers, the Reading Reward Points System enables the Resource Centre to obtain extra resources. All orders are co-ordinated by the Resource Centre Manager through the BSM with the help of parent volunteers. We aim to participate in 1 student Book Club each term and 2 Teacher Book Clubs each term.
**Resource Requests**

Resources housed in the Resource Centre or REIL Room can be requested at any time through the teacher-aide or Resource Centre Manager via email. 24hrs needs to be allowed for resource requests. Of course staff can search on the OPAC for their own resources and locate them in the compactus or collection any time when the centre is open. The Resource Centre Manager or Teacher Aide can assist with training on the OPAC to allow teachers to locate their own required resources.

**Book Week**

Book Week is an exciting time for the Resource Centre, staff, students and parents at Sandgate. During this week (in term 3) we celebrate Australian books, especially the short-listed and winning books from the Children’s Book Council’s Book of the Year Awards. During this week there are many exciting activities such as competitions, author/illustrator visits, displays, Book Fairs, Book Talks/Raps, Book Week Performances etc. The short-listed books will be available in the Resource Centre for borrowing soon after book week.

**ABC Television Programs**

A timetable of all ABC television programs is available to look at in the Resource Centre. These can be watched in the Resource Centre or recording of the programs can be organized with Resource Centre staff.

**EQ’s Library Services**

Education Queensland’s Library Services [www.education.qld.gov.au/library/](http://www.education.qld.gov.au/library/) has a huge range of fiction and non-fiction print resources to support your units. These may be used to complement and enhance the range of books provided from the Sandgate State School Resource Centre in your bulk loans. You can search the Curriculum Collection Catalogue at [http://202.191.49.200/liberty/libraryHome.do](http://202.191.49.200/liberty/libraryHome.do) Please see Resource Centre staff if you require assistance with viewing the catalogues online or in ordering these resources. Ordering is the responsibility of the teacher and returning the resources on time is also the responsibility of the borrowing teacher. This really is an excellent service that is available to teachers so please take advantage of it.

**Independent Study**

Independent Study is available for small groups, pairs and individuals in Year 5/6/7 up to a maximum 4 students at a time, who can work with minimal supervision on Monday-Friday in the last session only. For safety purposes, please give students an Independent Study Card (Appendix 2) for the Resource Centre Staff, detailing names of students, purpose of visit and return time. You will need to organize this in advance with the Resource Centre Teacher Aide to ensure they are available at that time. Students may use the OPAC computers in the library for searching during this time or the laptops for creating tasks, if not being used by a class, however they will not be able to access the Internet unless directly supervised by a teacher, in accordance with Education Queensland Policy.
Copyright Guidelines

What is copyright?

Copyright is legal protection for people who express ideas and information in certain forms. It protects:

- literary works including novels, poetry, textbooks, song lyrics, instruction manuals, journals and newspaper articles
- artistic works including drawings, paintings, maps, diagrams, charts, photographs, design drawings and plans
- musical works
- dramatic works including plays, screenplays and choreography
- computer programs
- compilations including anthologies, directories and databases
- films including feature films, television programs, television advertisements and music videos
- sound recordings which are music or voice recorded on CD, DVD or audio cassette

It protects the form or way an idea or information is expressed, not the idea of information itself. Copyright laws allows the owner of the rights to determine how, when and where the work will be used so they may benefit financially. A work is protected automatically from the time it is first written down or recorded in some way, provided it has resulted from its creator’s skill and effort and is not simply copied from another’s work. A creator of an original work does not need to register the work, nor does a work need a copyright notice to be protected. Copyright owners may assign their rights to others. Australian copyright works are protected in most other countries, and copyright works from most other countries are protected in Australia.

It is your responsibility to ensure you personally comply with copyright regulations. You are also responsible if you authorise a student to make a copy that is in breach of the regulations.

Full details are available from: Library Services Copyright

Printed Material

As many copies as required may be made but they may not be sold for profit. Copying limits apply per person per calendar year and apply to the person receiving the copies. Thus a group may only receive one article from a particular periodical in a calendar year.

The following limits apply:

- one article in a periodical
- two or more articles if they relate to the same specific subject matter
• up to 10% or one chapter of a book
• up to a whole of any work for an examination
• for anthologies (books of readings, collections of works) where a work is 15 pages and under it length it may be copied, but a maximum of 10% of the book still applies
• for anthologies where a work is more than 15 pages, it may be copied only if it has not been published separately
• the whole of an artistic work, such as a photograph or diagram, that accompanies or explains text copied
• the whole of a literary, dramatic, musical or artistic work that is not separately published
• the whole of a literary, dramatic, musical or artistic work that is not available within a reasonable time (six months for a textbook and 30 days for other material) at an ordinary commercial price

Sheet Music

All copies must be marked AMCOS LICENSED COPY and include the name of the school and date copied.

Primary schools may copy
• up to 30 photocopies of a separately published musical work (other than a choral sheet)
• up to 30 photocopies of a work contained in a collection of works (including Grand Right works) with a maximum of three works
• up to 5 photocopies of a separately published choral work—this is usually a piece written for different vocal parts
• up to 30 photocopies of a hand written transposition (changing the music into another key)
• up to 30 photocopies of a hand written transcription (of the words/and or melody of a song)
• up to 30 additional parts may be copied from an orchestral/band set to supplement a purchased set—there can be any combination of instrument parts but the total must not exceed 30

Audio-visual Material
• any radio or television broadcast to be used for educational purposes
• copies must be marked COPIED UNDER PART VA COPYRIGHT ACT 1968 and include date of broadcast
• broadcasts may be copied and retained indefinitely
• films and videos from legal sources may be only be screened as part of pre-planned educational instruction which is not given for profit
• all people in the audience must be giving or receiving instruction or directly connected with the place of instruction

Performing Rights

The agreement covers school musicals, plays, concerts and discos and covers music and lyrics. It covers performances given by students and teachers in schools and at other venues.

Musical works in a “dramatic context” have the following conditions:
• the performance occurs at your school
• the performance is not advertised to the general public by radio, television or local press
• the performance is not for profit

Grand Performing Rights are not covered—schools will need to negotiate with copyright owners

**Computer Programs**

There is no national agreement to allow for copying computer software for educational purposes.

It is illegal to copy computer software without the copyright owner’s permission.

It is illegal to use software which has been copied illegally.

Schools must comply with the licensing policy of each software company including purchasing adequate site licences.

**Online resources**

As new legislation is currently being considered, please check with the teacher-librarian about the use of online material. Remember, just because something is published on the Internet does not mean it is in the public domain and normal educational copyright restrictions apply.
## Appendix 1- Information Literacy Skills Overview

### Level 1

#### Prep

<table>
<thead>
<tr>
<th>Deciding</th>
<th>What do I really want to find out?</th>
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</table>
|          | • talk about a given topic in response to an audio or visual stimulation  
          | • with support, suggest simple literal questions to gather specific information  
          | • contribute to a search strategy devised by the teacher and other students to assist investigation  
          | • participates in developing a thinking web to record headings needed to complete the given topic |

<table>
<thead>
<tr>
<th>Locating</th>
<th>Where can I find the information I need?</th>
</tr>
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</table>
|          | • understands and uses terminology: title, author, illustrator, spine, spine label, character, setting, end papers  
          | • begins to use contents, index, glossary pages of non-fiction books  
          | • differentiate between fiction and non-fiction sections of library  
          | • is aware non-fiction resources are shelved in numerical order  
          | • knows that the junior fiction is shelved in alphabetical order according to author  
          | • uses spine labels to identify resources from each section  
          | • find resources in the school library with assistance  
          | • uses information from primary sources – people, objects  
          | • uses information from secondary sources – books, pictures, video, T.V.  
          | • is aware of the internet and email as a communication tool and information source |

<table>
<thead>
<tr>
<th>Selecting</th>
<th>What information do I really need to use?</th>
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</table>
|          | • selects books appropriate to interest and reading ability using simple scanning techniques involving cover, title and illustrations  
          | • listen, read and view resources in response to focus questions  
          | • with assistance, begins notemaking by identifying and recording relevant information as key words  
          | • with assistance, can arrange ideas, events and facts in sequence from oral, pictorial and written sources |

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<tr>
<th>Organising</th>
<th>How can I best use this information?</th>
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</table>
|            | • can organize oral/pictorial/written information in sequence  
            | • can construct sentences using identified key words (orally then written)  
            | • composes labels, captions, titles  
            | • can enter simple text onto computer  
            | • can draw appropriate pictures using computer software |

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<tr>
<th>Presenting</th>
<th>How can I present this information?</th>
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</table>
|            | • presents information in oral, written or visual sequence  
            | • uses a range of media – picture sequence, collage, mural, model, computer drawing, role play to present information  
            | • presents information using a simple PowerPoint slide show |

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<thead>
<tr>
<th>Assessing</th>
<th>What did I learn from this?</th>
</tr>
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</table>
|          | • respects the rights and opinions of others  
          | • reflects on how well they worked through the process  
          | • with assistance, identifies which skills are needed to make the task easier next time  
          | • develops concept of peer evaluation by giving and receiving feedback  
          | • shares this information with parents |
**Level 2**

**Year 1 – Year 2**

| **Deciding**<br>What do I really want to find out? | • participate in group brainstorming to identify key ideas and the associated language for a given topic<br>• with assistance forms focus questions beginning with where, when, what, why, which, who and how to seek literal and factual information<br>• organises questions as a concept map or other graphic format.<br>• contribute to a group search strategy which lists<br>  • key words and possible search terms<br>  • focus questions to be answered<br>types of resources likely to be used |
| **Locating**<br>Where can I find the information I need? | • understands difference between fiction and non-fiction and that the two are shelved separately and differently.<br>• understands the purpose of use specialist reference books such as dictionary, atlas, encyclopaedia and telephone directory and can locate needed information in these.<br>• able to use PAW to locate fiction books and perform keyword searches for non-fiction books.<br>• uses primary sources (experience, people & objects) as sources of information.<br>• uses secondary sources (books, audio-visual materials) as sources of information.<br>• brainstormss possible sources of new information, relevant to needs<br>• compares different pre-selected resources, and selects those appropriate to needs by scanning cover, title and illustrations.<br>• contributes to and follows a simple search plan with assistance.<br>• uses the Internet and email as a communication tool and information source<br>locates bookmarked information from the Internet |
| **Selecting**<br>What information do I really need to use? | • selects books appropriate to interest, need and ability level.<br>• understands purpose of a resource’s front cover, title, contents page, page numbers, chapters, headings, topic sentence, illustrations, maps, tables, graphs, captions, glossary, index and publication date.<br>• develops skimming and scanning skills.<br>• begins to select information by using keywords to scan contents and index pages of non-fiction books<br>• with assistance, uses scanning and skimming techniques to select information from web pages and CD-ROMs<br>• uses knowledge of alphabetical order to find information in an encyclopaedia.<br>• can extract basic information from illustrations, maps, graphs and tables<br>• can note make to record relevant information by listing keywords under main ideas<br>• constructs a basic bibliography comprising title, author, call number<br>• can follow a simple time-management plan |
| **Organising**<br>How can I best use this information? | • constructs oral sentences using identified keywords.<br>• organises oral/ pictorial/ written information in sequence.<br>• compares information from difference sources and identifies discrepancies in factual information |
| **Presenting**<br>How can I present this information? | • creates an appropriate response to a task/ topic which uses information selected for the purpose and uses an appropriate medium.<br>• presents information in simple oral and written sentences.<br>• presents information using a simple Powerpoint slide show<br>• uses Publisher to present information in the form of a pamphlet or booklet<br>• uses logical structures such as timelines, grids, graphs and models.<br>• understands concept of ‘audience’<br>• speaks to audience using clear voice and eye contact. |
### Assessing
**What did I learn from this?**
- reflects on how well they worked through the process.
- assesses personal involvement in the team and/or problem.
- shares this information with parents.
- gives and receives objective feedback.

### Level 3

#### Year 3 – Year 4

### Deciding
**What do I really want to find out?**
- generates keywords and poses focus questions to plan research and observations and clarify ideas.
- uses graphic organiser to identify what is known and what needs further investigation.
- understands different types of questions may be needed to elicit required information.
- sorts ideas and organises focus questions into general headings.
- analyses task and has clear understanding of what is expected.
- uses a model to devise a time-management strategy to meet given deadlines.

### Locating
**Where can I find the information I need?**
- determines types of resources (primary and secondary sources) most appropriate to the topic including those beyond the school.
- uses either author, title, subject, keyword search terms in PAW to identify the call number of a resource.
- locates appropriate resources using the Dewey decimal system.
- selects resources by scanning contents page, assessing readability, presentation and quality of illustrations.
- uses email as a form of communication and possible source of information.
- uses given Internet addresses with assistance.
- with assistance, uses appropriate search engine (Goggle) to locate information.

### Selecting
**What information do I really need to use?**
- selects book resources using the techniques of:
  - skimming and scanning.
  - using contents, index, text headings.
  - using key words and key phrases.
- with assistance, uses scanning and skimming techniques to select information from web pages and CD-ROMs.
- with assistance evaluates the appropriateness of resources especially web sites.
- identifies and records relevant information from a resource by:
  - using a notemaking strategy eg. listing, concept mapping.
  - clustering notes under sub-headings.
  - records notes using word processor or other software.
- compares information from different sources.
- records bibliographic sources of information using author, title, date of publication; Internet address and date of download.
- is aware of the problems of plagiarism.
- can follow a time management plan for a project.

### Organising
**How can I best use this information?**
- connects similar ideas and arranges information in logical manner, using headings and sub-headings.
- recognises when more information is needed and what information is required.
- can construct written sentences from information written in note form.
- creates, uses and interpret diagrams, graphs, tables and databases.
### Presenting

**How can I present this information?**
- identifies the audience who would most likely use the information to be presented
- presents information using an approach to suit the purpose and the audience
- presents the results of the research using – oral or written reports; drawings; illustrations; graphs; computer generated drawings, pamphlets. booklets; labelled illustrations and graphs; models; displays; dramatic presentations; audio presentations; video presentations; multimedia presentations using PowerPoint; simple web page

### Assessing

**What did I learn from this?**
- considers the quality, quantity and relevance of information
- identifies what skills are needed to make the task easier next time
- assesses how well they have worked through the process
- uses a variety of strategies to assess and review learning strengths and weaknesses eg learning logs, reflective journals, rubrics
- can discuss knowledge gained about the topic
- responds to assessment by teacher or peers

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**Level 4**

**Year 5 - Year 6 - Year 7**

### Deciding

**What do I really want to find out?**
- analyses and clarifies a given task
- identifies and interprets key words in the task
- draws on prior knowledge to brainstorm and cluster ideas
- understands different types of questions may be needed to elicit required information
- prepares a search plan which lists
  - focus questions
  - keywords and possible search terms
  - headings

### Locating

**Where can I find the information I need?**
- identifies and locates book and non-book resources within the school and local libraries
- uses simple and combined terms to search PAW, the Internet and CD-ROM sources
- identifies appropriate resources by using skimming and scanning techniques to survey readability in electronic and print resources
- identifies and locates information from both primary and secondary sources
- uses a range of equipment to access information – telephone, fax, computer, scanner, digital camera
- recognises where currency of information is necessary
- uses email to discuss topics and locate specialist information
| **Selecting**  
<table>
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<tr>
<th><strong>What information do I really need to use?</strong></th>
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| • selects book resources using the techniques of:  
  - skimming and scanning  
  - using contents, index, text headings  
  - using key words and key phrases  
• uses skimming and scanning techniques to select information from the Internet and CD-ROM  
• evaluates the appropriateness of resources especially web sites  
• identifies and records relevant information from a resource by  
  - using a notemaking strategy eg. listing, concept mapping  
  - clustering notes under sub-headings  
  - records notes using word processor or other software  
  - selects appropriate graphic organiser  
• downloads text files relevant to the task from Internet sites under teacher supervision  
• observes netiquette conventions when communicating electronically  
• records bibliographic sources of information using author, title, publisher, date of publication (books and non-book) and title of web site, http address, date of download (Internet resources)  
• is aware of the problems of plagiarism  
• compares information from different sources for opposing viewpoints and accuracy |

| **Organising**  
<table>
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<th><strong>How can I best use this information?</strong></th>
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</table>
| • begins to discriminate between fact and opinion  
• organises notes logically according to headings and subheadings  
• can develop notes into sentences – both on paper and using a word processor  
• organises information using a variety of strategies including flow charts, time lines, spreadsheets, graphs, databases |

| **Presenting**  
<table>
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<tr>
<th><strong>How can I present this information?</strong></th>
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</table>
| • creates written and oral reports, graphic, pictorial and dramatic presentations  
• constructs multimedia presentations using videos, PowerPoint  
• can design a simple web site to present the results of research  
• uses email to transfer and share information |

| **Assessing**  
<table>
<thead>
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<th><strong>What did I learn from this?</strong></th>
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</table>
| • considers the quality, quantity and relevance of information  
• identifies what skills are needed to make the task easier next time  
• assesses how well they have worked through the process  
• uses a variety of strategies to assess and review learning strengths and weaknesses eg learning logs, reflective journals, rubrics  
• can discuss knowledge gained about the topic  
• responds to assessment by teacher or peers |
### Appendix 2

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<th>Independent Study Card</th>
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<td>Class: ________</td>
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<td>Purpose of Visit: ________</td>
<td>Purpose of Visit: ________</td>
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<td>Return to class time: ________</td>
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