

## LIBRARY MEDIA CENTERS

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can help raise the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, and prepare students to become lifelong learners.

*(cf. 0440 - District Technology Plan)*  
*(cf. 1330.1 - Joint Use Agreements)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6163.4 - Student Use of Technology)*  
*(cf. 7110 - Facilities Master Plan)*

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and how funds will be distributed to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*  
*(cf. 6161.2 - Damaged or Lost Instructional Materials)*

## Staffing

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

*(cf. 4112.2 - Certification)*  
*(cf. 4113 - Assignment)*

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers

**LIBRARY MEDIA CENTERS** (continued)

3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries
7. Supervise classified personnel assigned school library duties
8. Develop procedures for and management of the school and district libraries

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4222 - Teachers Aides/Paraprofessionals)*

**Procedures for Reviewing Challenged Materials**

Some materials, although acceptable by the District as a whole, may not be acceptable to members of school staff or the community. Complaints concerning the content or use of library media materials shall be properly and fairly considered using established complaint procedures at AR 6163.1.

## **LIBRARY MEDIA CENTERS (continued)**

### **Hours of Operation**

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays.

### **Selection and Evaluation of School Library Materials**

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs.

Library materials shall be evaluated and selected through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

*(cf. 6144 - Controversial Issues)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

*(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)*

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

*(cf. 1260 - Educational Foundation)*

*(cf. 3290 - Gifts, Grants and Bequests)*

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

### **Fees**

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

*(cf. 3260 - Fees and Charges)*

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

**LIBRARY MEDIA CENTERS** (continued)**Library Instruction**

Teacher librarians and/or classroom teachers shall provide library instruction to develop students' information literacy skills. Such instruction shall be aligned with state academic standards for library instruction and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources
2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Teacher librarians also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*(cf. 6141 - Curriculum Development and Evaluation)*

The district shall, on or before August 31 each year, report to the CDE on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

*Legal Reference:**EDUCATION CODE*

*1703 Coordination of district library services by county superintendent*

*1770-1775 Provision of library services by county superintendent*

*18100-18203 School libraries*

*18300-18571 Union high school district/unified school district library district*

*19335-19336 Reading Initiative Program; recommended books*

*35021 Volunteer aides*

*44868-44869 Qualifications and employment of library media teachers*

*45340-45349 Instructional aides*

*CODE OF REGULATIONS, TITLE 5*

*16040-16043 School libraries*

*80023-80023.2 Emergency permits, general requirements*

*80024.6 Emergency teacher librarian services permit*

*80026-80026.6 Emergency permits*

*80053-80053.1 Teacher librarian services credential*

## **LIBRARY MEDIA CENTERS (continued)**

### *Management Resources:*

#### *CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. February 2012*

*Model School Library Standards for California Public Schools: Kindergarten Through Grade Twelve, 2010 (includes standards for student instruction as well as program standards)*

*Looking at the School Library: An Evaluation Tool, 2003*

*Recommended Literature: Kindergarten Through Grade Twelve*

#### *CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS*

*Standards and Guidelines for Strong School Libraries, 2004*

#### *WEB SITES*

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

*California Department of Education, School Libraries: <http://www.cde.ca.gov/ci/cr/lb>*

*California School Library Association: <http://www.csla.net>*

Policy

adopted: August 21, 2001

revised: March 14, 2006

revised: August 9, 2011

revised: October 28, 2014

revised: March 28, 2023

**VISALIA UNIFIED SCHOOL DISTRICT**

Visalia, California

**LIBRARY MEDIA CENTERS****Procedures for Reviewing Challenged Materials**

Some materials, although acceptable by the District as a whole, may not be acceptable to members of school staff or the community. The following is the procedure for resolving such differences:

- A. Challenges of instructional materials must be made on the form titled “Request for Review of Challenged Materials” (Attachment A). The challenge form should be submitted to the local school site administrator or designee.
- B. The school site administrator or designee shall notify the Superintendent or designee and the teacher(s) involved of the complaint. During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached. However, upon request of the parent/guardian who has filed the complaint, his/her child may be excused from using challenged materials until a resolution has been reached.
- C. The superintendent or designee must acknowledge receipt of the request within ten (10) school days and take the following actions:
  1. Review the documents in Attachments B through I.
  2. The Superintendent or designee shall determine whether a review committee should be convened to review the complaint. If the Superintendent or designee determines that a review committee is not necessary, he/she shall issue a decision regarding the complaint.
  3. If the Superintendent or designee determines that a review committee is necessary, he/she shall appoint a committee composed of at least seven (7) people consisting of appropriate staff and local community members. Required members include district library media personnel, district administrative staff, school-site administrator, and faculty members. Additional members could include community member, parent, classified staff, another site administrator, or another faculty or staff member.
- D. The review committee is to comply with the following:
  1. A meeting of the review committee members should be scheduled no later than thirty (30) school days after receipt of the request by the administrator, and the date of the meeting should be recorded on the challenge form. Committee members must thoroughly examine and completely read the challenged item(s)
  2. The committee should select a chairperson who will keep track of all pertinent dates related to the challenged materials.

**LIBRARY MEDIA CENTERS (continued)**

3. The review committee must carefully examine the item(s), participate in open discussion, use a secret ballot, and make a recommendation based on the majority rule.
  4. The review committee must notify the superintendent in writing of the committee's recommendation within five (5) school days after the conclusion of its review.
  5. Committee proceedings shall remain confidential. Only the recommendations are to be reported to the superintendent or designee.
- E. Within ten (10) days of being notified of the committee's decision, the superintendent or designee will notify the complainant of the committee's decision.
- F. Within fifteen (15) school days from notification of the decision of the review committee, the challenger(s) may appeal the decision by writing to the Division of Learning and Leadership. The Superintendent or designee shall notify the challenger(s) of this right to appeal. Any appeal will be handled in the same procedural manner as the initial request for review outlined in Section D though the members of the Appeal Panel will be different in composition from that of the original review committee. The Appeal Panel will be composed of three (3) members of Cabinet. The appeal results will be sent to the complainant and school administrator within thirty (30) school days of receipt of the appeal.
- G. When any challenged material is reviewed by the district, it shall not be subject to further reconsideration for 12 months.

**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT A

**REQUEST FOR REVIEW OF CHALLENGED MATERIALS**

Title of the item:

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Type of material (book, video, etc.):

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Source, Publisher, or Producer:

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Copyright or Release Date:

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(First and Last Name)

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(Street)

(City)

(Zip)

(Telephone)

Date complainant reviewed material in its entirety:

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Complainant represents (Check one):

☐ Self

☐ Organization

Please specify:

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Please explain your challenge by answering the following questions:

1. Describe and give the exact location of objectionable material (page numbers in a book, screens in a software program, scene(s) in a video).

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**LIBRARY MEDIA CENTERS** (continued)

ATTACHMENT A (page 2)

2. In what way do you find the material inappropriate for use in the classroom, library media center, or both?

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3. What do you think might result from continued use of this material?

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4. Are there any conditions under which you believe this material might be used with value in the instructional program? Please explain.

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5. What do you suggest be done with this material?

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6. Can you suggest alternative materials?

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**LIBRARY MEDIA CENTERS** (continued)  
**ATTACHMENT A** (page 3)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This form is to be submitted to the school site administrator.

FOR OFFICE USE ONLY	
Pertinent Actions	Date
A. Request received	
B. Acknowledgment sent (within 10 school days of A)	
C. Committee held first meeting (within 20 school days of A)	
D. Review concluded	
E. Superintendent or designee notified (within 5 school days of D)	
F. Complainant notified (within 10 school days of E)	
G. Appealed to Local District Superintendent (within 10 school days of F)	
Material <input type="checkbox"/> Allowed or <input type="checkbox"/> Withdrawn	

**LIBRARY MEDIA CENTERS** (continued)  
**ATTACHMENT A SPANISH** (page 1)

**SOLICITUD DE REVISIÓN DE MATERIALES IMPUGNADOS**

Título del artículo:

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Tipo de material (libro, video, etc.):

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Derechos de autor o fecha de lanzamiento:

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Solicitud iniciada por:

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(Nombre y Apellido)

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(Calle)

(Ciudad)

(Zona postal)

(Teléfono)

Fecha en cual el querellante reviso el material en su totalidad:

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Demandante representa (Marque una):

☐ Asi mismo

☐ Organización

Por favor especifique:

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Por favor explique su desafío respondiendo a las siguientes preguntas:

1. Describir y dar la ubicación exacta del material censurable (números de página en un libro, pantallas en un programa de software, cada escena en un video).

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**LIBRARY MEDIA CENTERS** (continued)  
**ATTACHMENT A SPANISH** (page 2)

2. De qué manera encuentras el material inadecuado para su uso en el aula, biblioteca, centro de medios de comunicación o en ambos?

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3. Piensas que pudiera derivarse de un uso continuo de este material?

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4. ¿Existen las condiciones bajo las cuales usted cree que este material podría ser utilizado con valor en el programa de instrucción? Por favor explique.

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5. Qué sugieres hacer con este material?

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6. Sugerir materiales alternativos?

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**LIBRARY MEDIA CENTERS** (continued)  
**ATTACHMENT A SPANISH** (page 3)

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

Este formulario debe presentarse al administrador de la escuela.

This form is to be submitted to the school site administrator.

FOR OFFICE USE ONLY	
Pertinent Actions	Date
A. Request received	
B. Acknowledgment sent (within 10 school days of A)	
C. Committee held first meeting (within 20 school days of A)	
D. Review concluded	
E. Superintendent or designee notified (within 5 school days of D)	
F. Complainant notified (within 10 school days of E)	
G. Appealed to Local District Superintendent (within 10 school days of F)	
Material <input type="checkbox"/> Allowed or <input type="checkbox"/> Withdrawn	

**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT B

**PURPOSE OF THE SCHOOL LIBRARY MEDIA CENTER AND PROGRAM**

The purpose of the school library media center and program is to provide instruction and material in a variety of formats to:

- Support State and District curriculum standards and initiatives
- Support language acquisition and literacy
- Support District and school-based initiatives to close the achievement gap
- Develop independent learners who are information literate and pursue information related to personal interests
- Support personal interests and reference needs of students through self-selection of materials
- Develop a life-long love of reading and learning

(1) Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993. p.23: "Reading may be the only way to develop literacy skills."

(2) Lance, Keith Curry et al. *The Impact of School Library Media Centers on Academic Achievement*. Hi Willow Research and Publishing, 1993. p.iv

(3) California School Library Association. *Standards and Guidelines for Strong School Libraries*. CSLA, 2004. p.66: Standard 4

(4) Loertscher, David. *Taxonomies of the School Library Media Program*. Libraries Unlimited, 1988. p.37

(5) Developed by LAUSD's Instructional Media Services, (now Integrated Library & Textbook Support Services) 2007

**LIBRARY MEDIA CENTERS (continued)**  
**ATTACHMENT C**

**THE STUDENTS' RIGHT TO READ**

**The Right to Read**

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

**The Right to Read and the Teacher of English**

For many years, American schools have been pressured to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. These pressures have mounted in recent years, and English teachers have no reason to believe they will diminish. The fight against censorship is a series of continuing skirmishes, not a pitched battle leading to a final victory over censorship.

We can safely make two statements about censorship: first, any work is potentially open to attack by someone, somewhere, sometime, for some reason; second: censorship is often arbitrary or irrational.

Some groups and individuals have also raised objections to literature written specifically for young people. ...many contemporary novels for adolescents focus on the real world of young people – drugs, premarital sex, alcoholism, divorce, high school gangs, school dropouts, racism, violence, and sensuality. English teachers willing to defend the classics and modern literature must be prepared to give equally spirited defense to serious and worthwhile adolescent novels.

**The Threat to Education**

Censorship leaves students with an inadequate and distorted picture of the ideals, values, and problems of their culture. Writers may often represent their culture, or they may stand to the side and describe and evaluate that culture. Yet partly because of censorship or the fear of censorship, many writers are ignored or inadequately represented in the public schools... Excerpted from National Council of Teachers of English, *The Students' Right to Read*, NCTE, 1981.

**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT D

### Challenged Materials Review Committee

*Committee Member:* Please sign this confirmation form which acknowledges that you have "...thoroughly examine[d] and completely read the challenged item." This signed form is required for participation in the deliberations.

I, \_\_\_\_\_ attest that I have read the challenged material.

\_\_\_\_\_ [Title] by \_\_\_\_\_ [Author] in its entirety and I have examined it thoroughly.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ [cut here] \_\_\_\_\_

### Challenged Materials Review Committee

*Committee Member:* Please sign this confirmation form which acknowledges that you have "...thoroughly examine[d] and completely read the challenged item." This signed form is required for participation in the deliberations.

I, \_\_\_\_\_ attest that I have read the challenged material.

\_\_\_\_\_ [Title] by \_\_\_\_\_ [Author] in its entirety and I have examined it thoroughly.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_



**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT E

**Challenged Materials Committee**

***BALLOT***

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> Retain in   | [School Name] Library or Textbook Room |
| <input type="checkbox"/> Remove from | [School Name] Library or Textbook Room |
- 

**Challenged Materials Committee**

***BALLOT***

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> Retain in   | [School Name] Library or Textbook Room |
| <input type="checkbox"/> Remove from | [School Name] Library or Textbook Room |
- 

**Challenged Materials Committee**

***BALLOT***

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> Retain in   | [School Name] Library or Textbook Room |
| <input type="checkbox"/> Remove from | [School Name] Library or Textbook Room |
- 

**Challenged Materials Committee**

***BALLOT***

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> Retain in   | [School Name] Library or Textbook Room |
| <input type="checkbox"/> Remove from | [School Name] Library or Textbook Room |

**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT F

**Summary of Guidelines for the Challenged Materials Review Committee**

The policy of the Visalia Unified School District is to provide a wide range of instructional materials at varying levels of difficulty with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers in the classroom and in the Library Media Center. The following guidelines are outlined to implement the instructional objectives of the District and assure a fair and complete consideration of any materials with which there are differences.

The Challenged Materials Review Committee will follow these guidelines when responding to a challenge to materials:

1. Review the challenged material, in its entirety, along with applicable District policies to ensure compliance with policy.
2. Determine the professional acceptance of the challenged material, if possible, by referring to critical review of the material. The Committee shall evaluate the materials from the person objecting, research information on the topic, and any other available information resources pertinent to the topic, including but not limited to expert District personnel, District curriculum and instructional policies and procedures, curriculum standards and frameworks.
3. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
4. Discuss the challenged material in the context of the educational program.
4. Reach a decision by consensus as to whether or not the challenged material shall continue to be used in the school.
5. Communicate the Committee's decision in a written report submitted to the Superintendent or designee.

The Committee's written report shall include:

- A statement of the decision of the Committee concerning the challenged material and the rationale(s) used in making that decision.
- References to applicable District policies and other resources used in the review process.
- A copy of the written report shall be maintained by the school/Local District.

**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT G

**Sample Findings and Decision Form**

**Challenged by:**

Name: \_\_\_\_\_

Affiliation [e.g., parent:] \_\_\_\_\_

\_\_\_\_\_  
Street Address

City

Zip

Challenged Instructional Material: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher/Producer: \_\_\_\_\_

Copyright date: \_\_\_\_\_

**Reason for Challenge:** (Attach copy of the challenge)

\_\_\_\_\_

Pertinent Background Information:

\_\_\_\_\_

**Findings:** [Facts and evidence]

\_\_\_\_\_

**Decision:**

Based on a thorough review, discussion, and careful consideration, the Review Committee finds that the challenge request should be \_\_\_\_\_ [GRANTED/DENIED].

Printed Name and Signature of Reviewer

\_\_\_\_\_

Date

\_\_\_\_\_

**LIBRARY MEDIA CENTERS** (continued)  
ATTACHMENT H

**Sample Notification Letter**  
[District Letterhead]

Date  
Name  
Street Address  
City, State Zip

Dear [Name]:

On [Date], the Instructional Materials Review Committee met and, after a thorough review, discussion, and careful consideration, the Review Committee finds that your challenge request should be [Granted/Denied].

As per District policy, should you wish to appeal this decision, you must appeal in writing to the Superintendent within fifteen (15) school days of this notification.

Sincerely,

[Administrator's name]

c: Review Committee Members  
Local District Superintendent  
Leaders and Learning Division Assistant Superintendent  
District Library Media Services

Regulation  
March 28, 2023

**VISALIA UNIFIED SCHOOL DISTRICT**  
Visalia, California