

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 inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to 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, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

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 the distribution of funds 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.

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)

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
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

LIBRARY MEDIA CENTERS (continued)

9. 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.

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. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

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 and/or language needs.

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

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

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.

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

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

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)

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 support the development of students' information literacy skills. Such instruction shall be aligned with the 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.

Program Evaluation

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use

LIBRARY MEDIA CENTERS (continued)

6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries
8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

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

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16040-16043	School libraries
5 CCR 80023-80023.2	Emergency permits; general requirements
5 CCR 80024.6	Emergency teacher librarian services permit
5 CCR 80026-80026.6	Emergency permits; Declaration of Need
5 CCR 80053-80053.1	Teacher librarian services credential
Ed. Code 1703	Coordination of district library services by county superintendent
Ed. Code 1770-1775	Provision of library services by county superintendent
Ed. Code 18100-18203	School libraries
Ed. Code 18300-18571	Union high school district/unified school district library district
Ed. Code 19335-19336	Reading Initiative Program; recommended books
Ed. Code 220	Prohibition of discrimination
Ed. Code 242	Access to information about educational laws and policies regarding right to accurate and inclusive curriculum
Ed. Code 35021	Volunteer aides
Ed. Code 44868-44869	Qualifications and employment of library media teachers
Ed. Code 45340-45349	Instructional aides
Ed. Code 48907	Exercise of free expression; time, place and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60040-60052	Requirements for instructional materials
Management Resources	Description
California Department of Education Publication	Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, rev. February 2012

LIBRARY MEDIA CENTERS (continued)

California Department of Education Publication	Looking at the School Library: An Evaluation Tool, 2003
California Department of Education Publication	Model School Library Standards for California Public Schools: K - 12, 2010
California Department of Education Publication	Recommended Literature: Kindergarten Through Grade Twelve
California School Library Association Publication	Standards and Guidelines for Strong School Libraries, 2004
Website	CSBA District and County Office of Education Legal Services
Website	American Association of School Libraries
Website	California Department of Education, School Libraries
Website	California School Library Association
Website	Department of Justice
Website	California Department of Education, Curriculum and Instruction Resources
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0200	Goals For The School District
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0440	District Technology Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1240	Volunteer Assistance
1240	Volunteer Assistance
1260	Educational Foundation
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
3260	Fees And Charges
3260	Fees And Charges

LIBRARY MEDIA CENTERS (continued)

3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3290	Gifts, Grants And Bequests
3311	Bids
3311	Bids
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4132	Publication Or Creation Of Materials
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4232	Publication Or Creation Of Materials
4331	Staff Development
4332	Publication Or Creation Of Materials
5125.2	Withholding Grades, Diploma Or Transcripts
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6011	Academic Standards
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.6	Visual And Performing Arts Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.94	History-Social Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
7110	Facilities Master Plan

Policy

VISALIA UNIFIED SCHOOL DISTRICT

adopted: August 21, 2001

Visalia, California

revised: March 14, 2006

revised: August 9, 2011

revised: October 28, 2014

revised: March 28, 2023

revised: June 11, 2024

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:

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

Source, Publisher, or Producer:

Copyright or Release Date:

(First and Last Name)

(Street)

(City)

(Zip)

(Telephone)

Date complainant reviewed material in its entirety:

Complainant represents (Check one):

☐ Self ☐ Organization Please specify:

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).

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?

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

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

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

6. Can you suggest alternative materials?

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:

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

Derechos de autor o fecha de lanzamiento:

Solicitud iniciada por:

(Nombre y Apellido)

(Calle)

(Ciudad)

(Zona postal)

(Teléfono)

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

Demandante representa (Marque una):

☐ Asi mismo ☐ Organización Por favor especifique:

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).

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?

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

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.

5. Qué sugieres hacer con este material?

6. Sugerir materiales alternativos?

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

- ☐ Retain in [School Name] Library or Textbook Room
☐ Remove from [School Name] Library or Textbook Room
-

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
☐ Remove from [School Name] Library or Textbook Room
-

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
☐ Remove from [School Name] Library or Textbook Room
-

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
☐ 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