

LIBRARY MEDIA CENTERS

The Oxnard Union High School District Board of Trustees recognizes that school library centers play a vital role in education by providing access to a variety of informational resources. The Board of Trustees desires to provide comprehensive library media centers with up-to-date books, reference materials, and electronic information resources necessary to support a high-quality instructional program and enhance the inservice training of staff. The Board of Trustees encourages classroom teachers and library media teachers to collaborate in developing resource-based learning activities that promote higher order thinking skills to enable students to become independent learners.

The Board of Trustees expects the school library media centers to nurture intellectual growth by providing:

- Materials that support the district and state curriculum frameworks in a wide variety of formats to meet the diverse needs of all learners
- Materials that foster knowledge, literary appreciation, aesthetic values, and ethical standards
- Information that enables students to make intellectual judgments in their daily lives and learn, with guidance, how to analyze and think critically about what they read
- Materials that realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups

Legal References

EDUCATION CODE

18100-18172	School Libraries
18175-18179	California Public School Library Protection Act
(cf. 0440	District Technology Plan)
(cf. 1312.2	Complaints Concerning Instructional Materials)
(cf. 4131	Staff Development)
(cf. 6144	Controversial Issues)
(cf. 6161.1	Selection and Evaluation of Instructional Materials)
(cf. 6161.11	Supplementary Instructional Materials)
(cf. 6163.4	Student Use of Technology)

LIBRARY MEDIA CENTERS

COLLECTION MANAGEMENT POLICY STATEMENTS

I. SELECTORS AND THE SELECTION PROCESS

Responsibility and Considerations

The school site Library Media Teacher has the over-all responsibility for the development and the building of adequate materials which must take into consideration the district curriculum framework, the specialized knowledge of the instructional staff, and the needs of the student community.

Because the Library Media Teacher is in the best position to observe the overall growth and development of the collection and monitor requests and circulation statistics, and because the Library Media Teacher is ultimately responsible for the quality and balance of the total collection, the Library Media Teacher shall make final selections of print and non-print materials.

Priority

Materials added to the library media collection must conform to the California curriculum standards and frameworks, and to Board of Trustees expectations. Priorities for additions to the library collection are:

1. standard reference tools
2. materials supporting the curriculum
3. materials contributing to a balanced collection
4. materials for recreational reading
5. electronic resources
6. resource materials for the professional collection

Sources for making selection decisions

Standard library reviewing media, course frameworks, teacher reading lists and published bibliographies, and requests from staff as well as student patrons are considered during the selection since the Library Media Teacher cannot obtain and judge each title directly. While many of the books added to the library may meet information needs identified by instructors who are content area specialists, recommendations for materials from students are encouraged. Serious suggestions will be considered carefully and an effort made to include all worthwhile pertinent titles in subsequent book orders.

Review sources relied upon can include but are not limited to:

Booklist, School Library Journal, Library Journal, Book Review Digest, Fiction Catalog, Kirkus Reviews (available at the Oxnard Public Library), *Publisher's Weekly*.

LIBRARY MEDIA CENTERS - AP 6163.1 (CONT)

Page 2

Also used are book reviews in sections of the local and regional newspapers and news magazines.

The Library Media Teacher will also work closely with the instructional staff to insure that collection development meets the needs of the classroom curriculums and district frameworks.

II. GENERAL CRITERIA FOR SELECTION

There is no single standard which can be applied to all materials. Materials are judged according to the expressed educational, informational, cultural and recreational needs and preferences of the district curriculum framework, teaching staff, and student community. Additions to the collection, whether purchased or donated, are considered on the following basis, not necessarily in this order and including but not limited to the following;

- materials supporting the curriculum
- standard reference tools
- materials contributing to a balanced collection
- currency and accuracy of the material
- representation of a minority point of view
- relevance to the experiences and contributions of diverse populations
- the appearance of the title or author in teaching reading lists and bibliographies
- literary merit as expressed by reviewers
- suitability and usefulness of subject and style for the student community
- present and potential relevance to student needs and preferences
- insight into the human and social condition
- importance as a document of the times
- relationship to the existing collection and to other titles and authors dealing with the same subject
- reputation and significance of authors
- historical value
- permanence, timeliness
- quality of writing, style of writing
- originality
- authenticity, truthfulness
- characterization
- representation of important literary trends
- cost, availability of funds

General Criteria for Selection of Electronic Resources

Electronic resources enhance the library's collection by providing convenient access to expanded and consolidated information. Library networks provide electronic catalogs, locally mounted databases and Internet access which enable the library to provide new technologies, excellent educational tools for teaching search strategies, critical thinking skills, and opportunities for the evaluation of reading materials. All criteria (above) relevant to the selection of materials in traditional formats apply to electronic resources as well. However, because electronic resources require nontraditional means of acquisition, storage, access and maintenance, some additional criteria that must be considered include:

- ease of access and number of access points
- hardware and software requirements, including maintenance
- vendor and district levels of support
- comparison of content with other formats available
- networking capabilities and licensing restrictions
- ownership of product or lease options
- staff training and/or student client assistance requirements

III. COLLECTION MAINTENANCE

Responsibility for collection development includes collection maintenance which entails making decisions with regards to particular items to replace, discard or rebind.

The Library Media Teacher may discard books that are no longer in high demand in order to make room for fiction titles in the genre and trends and for current, relevant non-fiction. As time passes, materials become outdated. To maintain the collection, one of the three major segments should be thoroughly examined, evaluated, and weeded at least once every three years. All Library Media Teachers in the district are on a three-year inventory cycle and have divided the collection into three major segments for this purpose; collection maintenance would dovetail with this cycle and support the Library Media Teacher's effort to select and assemble book purchase proposals for the following school year.

a. Replacement

Materials are replaced and copies added and are usually limited to works that are still in print. Replacements are based on the following criteria:

- a title which is still in demand
- a classic work of fiction
- a non-fiction title which still exhibits clarity, accuracy and logic

LIBRARY MEDIA CENTERS - AP 6163 1 (CONT.)

Page 4

Copies of titles already in the collection are added:

- to respond to student or classroom needs or teacher reading lists

Materials are considered for rebinding if:

- the title is out of print but continues to have value
- due to the nature of the book's original binding, a rebound copy might have a longer shelf life than editions available in print

b. Weeding and Discarding

The goal is to keep the collection turning over so that it will be fresh, relevant, timely and appealing. Materials may be discarded from the collection based on Board Policy 3270, Sale and Disposal of Books, Equipment and Supplies (Personal Property). Materials shall not be discarded simply because they contain unpopular or controversial opinions.

c. Disposal of Materials

Library books that have no potential use to another school site in the district maybe;

- be sold to a used book store or recycler
- be sold at a book sale for a minimal price to raise funds for improving the collection
- be donated to any nonprofit charitable organization
- be donated to children or adults in the State of California or foreign countries for the purpose of increasing literacy

IV. PROCEDURES FOR DEALING WITH CHALLENGES

a. Statement of Philosophy

The Oxnard Union High School District Board of Trustee endorses the American Association of School Librarians statement on "Access to Resources and Services in the School Library Media Program" which states that:

- The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library media programs.

LIBRARY MEDIA CENTERS - AP 6163 1 (CONT.)

Page 5

- School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.
- School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.
- While English is by history and tradition the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.
- Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.
- Policies, procedures, and rules related to the use of resources and services support free open access to information that supports the curriculum.
- The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school. (American Library Association, 1996).

b. Resolving Complaints

Any resident of the community, teacher, student or administrator may register a complaint.

District personnel who receive a complaint regarding any school's library materials should refer the complainant to the school principal: The principal will inform the complainant that the district has a procedure for dealing with challenged materials and that the first step is to put the complaint in writing on a form supplied by the district. Materials for which a complaint is filed will not be removed from use pending the outcome of the review process; the district recognizes that intellectual freedom is being challenged, not specific materials.

Reporting the complaint:

1. The principal requests complaint forms from the Library Media Teacher and reports the title, author, publisher of the challenged materials.
2. The Library Media Teacher sends complaint forms to principal or directly to complainant if the principal so requests.
3. The principal informs the Assistant Superintendent of Educational Services that a complaint is in process.
4. The Library Media Teacher compiles all reviews from professional journals and local evaluations, if any, of the material in question.

Processing the complaint:

1. The principal forwards the written complaint to the Assistant Superintendent of Educational Services and retains a copy at the school.
2. The principal recruits appropriately qualified ..teachers, library. media-teacher, administrator and community members willing to serve on a reevaluation committee. .
3. The principal submits names to the Assistant Superintendent of Educational Services for approval and appointment to the committees
4. The principal secures copies of material for the reevaluation committee study and distributes copies of the written reviews and evaluations.
5. Committee members read independently, meet (as many times as necessary to reach consensus), and write a summary of their findings regarding the material. The committee also agrees upon a recommendation regarding the appropriate use of the material in the school district.
6. The report and recommendation of the committee are submitted to the Assistant Superintendent of Educational Services for review.
7. The Assistant Superintendent of Educational Services forwards a summary of the findings and recommendation to the complainant.

LIBRARY MEDIA CENTERS - AP 6163.1 (CONT.)

Page 7

Appeal process:

In the event the complainant is not satisfied with the results of the reevaluation process, he/she may appeal to the OUHSD Board of Trustees by notifying the Assistant Superintendent of Educational Services. If it chooses to do so, the Board of Trustees may review the findings of the reevaluation committee and render a decision it believes appropriate regarding the material.

[Statement Of Concern About Library/Media Center Resources Form](#)