Chico Unified School District

School Library Media Centers
District Plan

December 9, 1998
Revised January 5, 2000
Revised January 3, 2001

Whatever the cost of our libraries, the price
is cheap compared to that of an ignorant nation.
--Walter Cronkite

Mission Statement:

> *The mission of the Chico Unified School Library Plan is to provide students and staff with the essential skills to proficiently access and utilize ideas and information, and to create life-long learners who are critical reflective thinkers, problem solvers, and effective users of technology. Accomplishment of our mission will be through collaborative instruction across the curriculum between librarians and classroom teachers, through sufficient staffing, funding, resources, and with the active involvement of our parents and community members.*

Chico Unified School District
Board of Education

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Rick Anderson
Steve O'Bryan
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Dr. Scott Brown, Superintendent

Library Advisory Committee Members:

Dave Reise, Assistant Superintendent,
Ginger Raven, CJHS Assistant Principal
Sue Volpe, Parent; Marilyn Ringer, Parent
Nancy Leek, District Elementary Library Media Teacher
Linda Elliott, PVHS Library Media Teacher
Pam Posey, MJHS Library Media Teacher
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Candy Simpson, CHS Library Media Clerk

With the additional involvement of:

Rick Anderson, CUSD School Board Member & Parent
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Ramona Flynn, Teacher; Merrieta Beveridge, Teacher;
John Craig, Teacher; Nancy Evens, Parent; Luisa Garza, Parent;
Eric Kadin, Student; Zack Kincheloe, Teacher;
Pat McIntyre, Administrator; Randy Wilson, Student;
Ginger Raven, Administrator; Jo Ann Melon, Parent;
Marcia Von Kleist, Community Member;
Eileen Kessler, Teacher; Cil Hauer, Teacher;
Katherine Schooler, Teacher; Diane Bird, Administrator;
Sandi Herbert, Library Clerk; Art Neumann, Administrator;
Margaret Rummens, Teacher; Kathy Schulz, Teacher;
Jack Yerman, Teacher; Dianne Wrona, Library Media Clerk

Summary

Active learning describes the Chico Unified School District library information centers, which are staffed by professionally trained and certificated school library media teachers. The statistics associated with our school libraries offer an impressive view of their current use. Over 1,800 students enter the Pleasant Valley High and Chico High libraries during the course of every school day. At Bidwell Jr. and Chico Jr. High, an average of 1000 non-fiction books circulate every month. Every department on each campus utilizes the library information center, integrating curriculum with current information and enhancing student learning. Secondary students access stock quotes to participate in stock market simulations on the Internet; they analyze art prints; they use e-mail to communicate with experts in every field; they find in-depth information on controversial topics through books and periodicals. Students create web pages and other forms of multimedia presentations. Though limited, every available hour at the elementary school libraries is scheduled. Elementary students check out books from the library for enjoyment as well as for research. Students and faculty praise the library information centers for the services they provide. They consistently ask for more: more books, more periodicals, more technology and more one-on-one assistance in the library information centers.

During the time that this CUSD Library Advisory Committee has been meeting, three important events have occurred which impact our plan recommendations: 1) The California Legislature has made significant funds available to California schools through The *California Public School Library Act of 1998*. These funds are restricted to the purchase of school library materials. This funding is dependent upon the adoption of a district library plan by each

district *prior to receipt of the funds*. The deadline for district certification that the plan exists is January 15, 1999. 2) The California Department of Education has released a new document to assist in the creation of district-wide library plans. That document is *Check It Out, Assessing School Library Media Programs: A Guide to School District Policy and Implementation Teams*. 3) Passage of the K-4 Classroom Library Act during the 1998-99 session of the California Legislature.

The Library Advisory Committee used *Check it Out*; visited exemplary school libraries; researched and solicited input from parents, teachers and community members to establish the following priorities. It is our recommendation that the district work within the available financial resources to:
1. **Improve certificated and classified elementary library staffing**
2. **Update collections of books and other print materials**
3. **Enhance technology at all sites**
4. **Beginning in January 2001, implement the planning process of *Check it Out***

Because of the Board's support in the past, we have not lost as much ground as many other districts. We have kept pace with current library instruction and technology at the secondary level. Fortunately for our students, California legislators are beginning to understand the relationship between student achievement and libraries; they have allocated funds to update our book collections and information technology. With continued Board support, with planning, and with new State library funds, we are confident that we will achieve our goals as stated in this plan.

Vision

During periods of rapid change, it is critical that we keep basic values in mind. Joey Rodger, President of the Urban Libraries Council, has articulated these values:

We Believe:
- ? In the power of words and their ability to elevate the quality of people's lives
- ? In the intrinsic worth and equality of every individual
- ? In the joy and fulfillment of learning and education
- ? In the satisfaction that good professional service affords the provider

Any time we discuss library media centers, we are discussing services in addition to books, computers, and other information resources. Technology advances at an incredible speed, and we will continue to do everything necessary to maintain the cutting edge, but it is really the services we provide that will prepare our students for the future. We know that new technological tools and information sources will be available within the next few years and we also know that students will need to be taught how to apply them. We will be ready for the challenge.

Research

Student Achievement and Libraries

Research proves that strong library media centers have a positive impact on academic achievement as documented by the Colorado Department of Education study published in 1993. To summarize:

- ? The size of a school library media center's staff and collection is among the best school predictor of academic achievement.
- ? The size of a library media program, as indicated by the size of its staff and collection, is the best school predictor of academic achievement.
- ? The instructional role of the library media specialist shapes the collection and, in turn, academic achievement.
- ? Students who score higher on standardized tests tend to come from schools with more school library media center staff and more books, periodicals, and materials-- regardless of other factors, including economic ones.

Best Practices: Technology and Libraries

School libraries and credentialed school librarians play a vital role in the successful integration of educational technology into the curriculum. In a recent report to Assemblywoman Kerry Mazzoni, Chair of the Assembly Education Committee, one of the five best practices related to technology is to:

> Provide a properly equipped, appropriately stocked and well-staffed library media center. The explosive and disorderly growth in information available on the Internet requires trained librarians who can assist teachers and students in finding and evaluating information and in deciding when print resources are more suitable. A school library with a good selection of appropriate books, periodicals, and other print resources (as well as CD-ROM publications) alongside Internet access terminals and staffed by certificated personnel (library media teachers) is an important asset. It is also a vital asset for the library media center's Internet terminals to provide access to Web pages developed specifically to organize links to high-quality, professionally evaluated Internet resources that support the school's curriculum. Staffing of school libraries has been a particularly weak area in California.

Reading and the Role of School Libraries

Research has shown that the access to books and reading materials is a critical factor in raising reading levels. Stephen Krashen, Professor of Education at University of Southern California, underscores the need for libraries when he says: "Better libraries mean more access to reading, more reading, especially free voluntary reading, means better literacy development." Good readers tend to be good writers - they can spell, write grammatically, and express themselves clearly.

Summary: Information Literacy Ties It All Together… And More

> *"Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand."*
> The American Library Association, Presidential Committee on Information Literacy

Knowing how to obtain and use information properly is increasingly essential both for the students' success in school, and for their personal and social development as responsible adults. Information literacy processes are vital complements to the Chico Unified School District Graduate Attributes. (See Appendix A for an example of an information literacy model.) Information literacy processes emphasize and teach the skills necessary to achieve all or part of the CUSD Graduate Attributes. (See Appendix B)

It is difficult to visualize how the CUSD Graduate Attributes might be accomplished to the degree of excellence expected by the Board, parents, community members and educators of community of the Chico Unified School District, without professionally staffed and properly equipped library media centers. Information literacy is the key to manage the glut of information and skills now demanded of students through new computer based technology and the technology based job market. Librarians are the professionals with the training, expertise, and professional assignment to develop, implement and help guide information literacy programs in our schools. They need well equipped and staffed library media centers in order to accomplish the Mission of the CUSD Library Plan.

This CUSD Library Advisory Committee recommends that the district work within the available specified financial resources to implement the action plan as suggested. As already mentioned above, two important events have occurred which affect our finding and recommendations. The *California Public School Library Act of 1998* funding is now available, and is dependent on the adoption of a library plan by each district prior to receipt of the funds. The California Department of Education has released a new document to assist in the creation of district library plan, *Check it Out, Assessing School Library Media Programs: A Guide to School District Policy and Implementation Teams.*

We assessed our library media centers and established goals according to the criteria in *Check it Out* and *Information Power: Building Partnerships for Learning,* and American Library Association publication. Both documents focus on these six areas:

- ?Program
- ?Collections and Resources
- ?Facility
- ?Personnel
- ?Administrative Commitment
- ?Parental and Community Involvement

Recommendations for the Library Program

Goals:

- ? Our school library programs will function as the information center of the school through learning activities that are integrated within the curriculum.
- ? All students will achieve information literacy allowing them to select, retrieve, analyze, evaluate, synthesize, create, and communicate information in all formats and all content areas of curriculum.
- ? All students will have the opportunity and time to pursue personal reading interests and read for pleasure.
- ? All students in the district will have access to equally effective library media programs.

Needs:

- ? Students need district-wide information literacy standards and benchmarks from grades K to 12 administered by the library media teachers. As in any learning process, library and information skills build upon the previous lessons.
- ? Students and teachers need a multimedia presentation station, including a computer, scanner, color printer, and projection system. This has already been articulated in the District Educational Technology Plan. Currently, only the comprehensive high schools have this technology in place in the library media centers, resulting in 18 libraries where students and teachers lack the tools to effectively teach or convey information.

Action:

- ? The District's library media teachers will implement the District's library information literacy standards and benchmarks into the curriculum for students in grades K-12.
- ? Multimedia computer workstations will be made available in each school library.

Progress:

- ? Junior High libraries have a single multi-media projector for loan throughout each school.
- ? Draft library curriculum standards and benchmarks have been developed for elementary grades.

Recommendations for the Library Collection and Resources

Goals:

- ? Students will have a variety of rich, up-to-date resources in both print and non-print format that have

been carefully selected and organized. These collections of diverse learning resources will meet the needs of all learners. All resources will be chosen in accordance with our district book selection policy. (See Appendix C)

? Students and teachers will acquire information and materials beyond the walls of the library media center through, electronic networks, interlibrary loan, and instruction in using a range of equipment to access information.

? Membership in the Cascade Pacific Library Network will allow students and teachers electronic access to college libraries and specialized online databases.

? Increase each library collection to meet the California goal of 20 up-to-date, relevant, enticing books per student.

Needs:

? Our students should have up-to-date information resources. No more than 20% of our non-fiction collections should be over 10 years old. *Just the opposite is true for our collections - more than 80% are older than 10 year*s.

? Students will access books using an automated circulation and catalog system.

? Students will have access to a wide range of electronic information databases for academic research, as well as for personal needs and interests.

Action:

? Each school will determine how much will be needed to upgrade their current non-fiction collections, including replacement of up to 80% of the existing book collections, within the next 10 years.

Progress:

? Out of 16 elementary libraries, 13 have been automated, with Nord scheduled to be automated this spring.

CUSD Non-fiction Book Collection Update Plan

School	Total # of Non-fiction books	80%	Annual Replacement Cost
Bidwell Jr.	8786	7029	$14,058
Chico Jr.	7013	5610	$11,221
Chico Sr.	13,559	10,847	$21,694
Elementary #1	2,429	1,943	$3,886
Elementary #3	3,379	2,703	$5,406
Marsh Jr.	1622	0	$9,956*
Pleasant Valley	10,919	8735	$17,470

NOTE: 80% of non-fiction books to be replaced over 10-year period. Average replacement cost is approximately $20 per book. (*Marsh is not replacing, but building its collection)

- ? We will maintain subscriptions to databases such as Infotrac, and SIRS for easy access to current information, and acquire new ones as needed.
- ? One certificated CUSD librarian will be trained as a Certified Follett Library Software Support Person. That librarian will be available to the other libraries and librarians as a support person for library automation software needs. (This also results in lower service contract fees, and faster response time by Follett for troubleshooting.)

Recommendations for Library Facilities

Goals:
- ? All students and staff will have regular access to attractive, appropriate and spacious facilities that accommodate the needs of the school and the library media program as it supports the schools' curriculum.

Needs:
- ? Each library media center will provide enough space to house at least one class of students while providing enough computer stations to access databases, on-line catalogs, and conduct web searches. Each library will have adequate space for the materials, equipment, and services needed to achieve the goals of the library media program.
- ? Each library media center facility will be provided with the necessary electrical power; circuit, surge, telephone, and intercommunication devices; and electronic capabilities required to meet the needs of a changing technological environment.
- ? The district elementary librarian will be provided with a central office large enough to accommodate district elementary librarian and library clerical support staff to process new books.

Action:
- ? Each school site will evaluate the present facility for size, function, convenience, and accessibility to resources, and placement of technology in order to plan for growth and program needs. The school will remodel, remove temporary walls, or relocate the library according to the plan.

Progress:
- ? Chico Jr. High's face-lift is almost complete. New ethernet connections are in as well as a new checkout desk.

Recommendations for Library Personnel

Goal:

? Success of our library media programs depends on the quality and number of the personnel responsible for its implementation. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

? Adequate numbers of credentialed library media teachers will provide leadership for collaboration, and assistance to teachers and others in integrating instructional and information technology into the curriculum. This will be further determined by the *Check It Out* planning process when implemented.

Needs:

? There is a recognized need for additional technical and clerical support to be available for maintenance of the school library computer networks and general operation of the library.

? In order to implement our ambitious Technology Curriculum plan, the district will commit to improving our elementary libraries by expanding staffing.

Many young people would never appear before me if libraries were there for them. Libraries must be supported at a level that enables them to pursue this essential work.

--Judge Carmen A. Ferrante, Presiding Judge, Superior Court of New Jersey

Current Staffing:

Credentialed Library Media Teachers Secondary	Number	Hours
Chico Senior High School	One	Full-time
Pleasant Valley High School	One	Full-time
Fair View High School	None	Zero
Chico Junior High School	One	Full-time
Bidwell Junior High School	One	Full-time
Marsh Junior High School	One	Full-time
Center for Alternative Learning	None	Zero

Credentialed Library Media Teachers Elementary - 16 school sites (6,846 students)		
District Elementary Librarian	One per CUSD	Full-time

Library Clerks Secondary		
Chico Senior High School	One and a half	12 hours/day
Pleasant Valley High School	One	6 hours/day
Fair View High School	None	0 hours/day
Chico Junior High School	One	3.5 hours/day
Bidwell Junior High School	One	3 hours/day
Marsh Junior High School	One	3 hours/day
Center for Alternative Learning	None	0 hours/day

Library Clerks **Elementary**		
Each of the sixteen elementary school sites	One per site	2.5 hrs. average/day

Action:

? A Five-Year Plan will be developed through the *Check It Out* planning process.

? Through collaboration with district informational services department, additional computer technical support will be available as needed.

? Increased clerical hours will be budgeted whenever possible to support the operation of our libraries.

Progress:

? Continuing

Recommendation for Ongoing Administrative Commitment

Goal:
? Administrative commitment will be evident in actions, policies, resources, and high expectations for the library media program.

Needs:
? Minimal funding levels need to be established to provide a basic program.
? Collaborative planning time for the library media teacher needs to be flexible.
? Clerical support staff levels need to be established and adopted by the board.
? Outside funding (e.g. Federal, State) received by the district needs to be considered additional improvement funds, and must not supplant existing funding.

Action:
? Begin planning for a district wide recommendation for minimal funding levels.
? Library media teachers will have a flexible preparation period in order to facilitate collaborative planning with classroom teachers.
? The Board will implement staffing levels as funds are available.

Progress:
? Continuing

Recommendation for Parental and Community Involvement

Goal:
? Parents and community members will be involved in the development and support of library media programs for improved student learning.

Needs:
? Communication with the community and parents should be increased.
? Advisory Committees should be developed at all levels.
? Volunteerism should occur at all Library Media Centers under the direction of the library media teacher.

Action:
? Parents and the community will be informed of library events and plans through means such as parent newsletters, web pages, newspaper articles, and other means that will be explored.
? Library Advisory Committees will be recommended at each level with the library media teachers developing basic guidelines for the composition and goals of the committee.
? Volunteers will be solicited to help support the program through special projects, and day-to-day operations.

Progress:
? Volunteers continue to support the operation of our libraries.
? Bulletins and newsletters are published with library news and information.

Recommendation for K-4 Classroom Libraries

Goal:
? The availability of grade-level appropriate reading materials in the classroom provides an

intellectually stimulating environment for early readers and an opportunity to develop beginning reading skills; promotes an appreciation for reading; and helps to establish the conditions in which children become independent readers and lifelong learners.

Needs:

- ? Any school district that maintains a kindergarten or any of grades 1 to 4, inclusive, may apply for funding to the Superintendent of Public Instruction.
- ? As a condition of receiving funding under this article, a school district shall develop a district-wide kindergarten and grade 1 to grade 4, inclusive, classroom library plan and shall receive certification of the plan from the governing board of the school district. A school district shall include in the plan a means of preventing loss, damage, or destruction of the materials.
- ? Planning Team members include a library media teacher and primary classroom teachers.

Action:

- ? Convene a meeting of the K-4 Classroom Library Planning Committee to respond to questions posed by the State Department of Education in its advisory on the K-4 Classroom Library Act.
- ? Since current classroom library collections vary widely from school to school and classroom to classroom, a set of district prepared library-weeding guidelines will be distributed to elementary school sites for use by teachers wishing to weed their classroom collections.
- ? K-4 Classroom Library Grant funds will be distributed to each elementary school site based upon K-4 ADA.
- ? Grade level committees at each school site will select classroom library materials. A list of titles will be developed by the elementary district librarian, drawing from: *Read to Me: Recommended Literature for Children Ages Two through Seven; Recommended Readings in Literature, K-8; Literature for the Visual and Performing Arts, Kindergarten through Grade Twelve*, and California Young Reader Medal Award winners, among others. The list will be used as reference and for suggestions by the classroom teachers serving on the grade level committees to select books. Books on the list will be identified by reading level so that teachers can select a variety of levels. Books on the "Reading Counts", or the "Accelerated Reader" lists will be noted. Books will be selected that tie-in and support the curriculum, and reflect cultural diversity so as to encourage students to become free voluntary readers. Purchase of predictable, decodable books will be encouraged for early primary grades. Spanish Immersion classrooms will be encouraged to purchase materials in that language.
- ? Materials purchased with K-4 Classroom Library Grant funding will be identified with a school property stamp.
- ? Materials will not be entered into the school library catalog, but a list of titles will be maintained through financial records in each school office.
- ? The benefits of sharing book collections among classrooms are readily apparent, however a mandate to rotate books collections may be counter productive. Individual teachers may choose to do so on a quarterly basis to provide fresh titles for their students.
- ? K-4 Classroom Library Grant materials will not be circulated through the library.
- ? K-4 Classroom Library Grant materials are intended for use within the classroom to surround students with print material. Individual teachers may choose to allow students to take books home.
- ? Recommendations to reduce loss or damage to materials include:
    1) book tape on spines of paperback books will increase their longevity;
    2) designated "book bags" to transport books home will increase the likelihood of their return;
    3) formal check-out systems will provide accountability for lost books;
    4) a simple "red dot" inventory system will allow easy counting of K-4 Classroom Library Grant materials annually.
- ? With proper care, paperback books can be an efficient investment. Further, the available funds will go farther, giving students a wider variety of books to select from during independent reading times.

Progress:

- ? Classroom library book collections are growing with the expenditure of these targeted funds in kindergarten through fourth grade.

Evaluation

? The new California Department of Education publication, *Check It Out*, will be adopted and used as the evaluation instrument for the quality of school library services in the CUSD. The American Library Association publication, *Information Power*, will also be used for specific standards.

? An annual report to the Board of Trustees shall be compiled at the end of the school year giving details on the implementation of the proposed action plan. This annual evaluation will consistently include:

1. Library Staffing at each level
2. Compilation of the currency of the print collection
3. Multimedia workstation and technological advances available
4. Involvement from parents and community members
5. Recommendations that will update this district plan
6. Circulation statistics to track the circulation of new books

Appendix A

An Information Literacy Model

The following is a summary outline of one commonly used information literacy process models, developed by Region VII of the California Technology Assistance Project:

Identifies a Need or Problem

At the onset of the information literacy process, the student will:

1. Be inquisitive about a wide range of topics, issues, problems, etc.
2. Recognize the need for accurate and complete information based on present level of understanding.
3. Brainstorm to focus the topic and formulate research questions.

Seeks Applicable Resources

Once the topic is focused and the questions formulated a student will:

1. Identify potential sources of information, including print, non-print, and electronic, in and out of school (i.e. on-line databases, audio visual, community information agencies, interviews, surveys, etc.).
2. Utilize effective search strategies using key words, phrases, and concepts.
3. Access information within resources by using indexes, table of contents
4. Evaluate sources for appropriateness (i.e. copyright dates, reading level, viewpoints, and format). Sources not meeting the students' needs are rejected.

Gathers Information

After the resources have been identified and evaluated the student will:

1. Read, view, and hear a wide variety of the appropriate materials.
2. Build background knowledge in the topic.
3. Begin building in-depth knowledge in certain aspects of the topic.

Analyzes Information

As the material is being read, viewed, and heard, the student will:

1. Skim and scan for keywords and major ideas.
2. Determine the accuracy, relevance, and reliability of information (author, date, etc.) and reject inaccurate and misleading information.
3. Differentiate between fact and opinion, agreement and disagreement, primary, and secondary sources, cause and effect.
4. Identify propaganda, point of view, cultural diversity, and bias.
5. Recognize omissions (comprehensiveness) and errors in logic.
6. Recognize the interrelationships among concepts.
7. Do mental battle with ideas encountered, rejecting some, none, or all ideas; deciding to collect new data to replace old.

Interprets and Synthesizes Information

After analyzing the information, the student will:

1. Create a logical format for notetaking, and take appropriate notes.
2. Summarize and paraphrase the information in his/her own words.
3. Draw conclusions based on collected information.
4. Create new information to replace inaccurate or misleading information as needed.
5. Integrate new information with prior knowledge.
6. Logically organize and sequence the information.
7. Apply information into critical thinking and problem solving to complete a task.

Communicates Information

Following the summarization of the information, the student will:
1. Select a presentation format appropriate for the audience and purpose (print, non-print, and electronic) which will effectively communicate the information to others.
2. Document sources using an appropriate format.

Evaluates Process and Product

To properly assess the learning process and identify areas needing further development and practice, the student will:
1. Conduct an on-going evaluation by revising, improving and updating the process and product as needed.
2. Determine how well the project met the defined need or resolved the problem.
3. Determine what new skills/knowledge were gained.

The part of my education that has the deepest influence wasn't any particular essay or even a specific class; it was how I was able to apply everything I learned in the library to certain situations in my life.
-- Gloria Estefan

Appendix B

Information literacy processes emphasize and teach the skills necessary to achieve all or part of the CUSD Graduate Attributes, as follows:

Educated Individuals **who:**
Access information from a variety of sources.

Contributing Members of Society **who:**
Possess the skills to be productive in the workforce, family, and community.
Analyze, interpret, and communicate information effectively.

Critical, Reflective Thinkers and Problem Solvers **who:**
Gather, analyze, and process information from a variety of sources.
Organize relevant information, make connections, and draw conclusions.
Work individually and cooperatively toward effective solutions.

Informed, Responsible Individuals **who:**
Contribute to solutions of community and worldwide issues.

Effective Communicators **who:**
Understand and convey written, oral, and visual ideas and information.
Listen and ask questions.

Effective Users of Technology **who:**
Use technology to gather, select, and apply information appropriate to individual needs.

Self-Motivated, Life-Long Learners **who:**
Are willing to take risks in creating and developing untried ideas.

Appendix C

Library Media Center Materials Selection Policy

The Chico Unified School District Library Information Centers select materials to support the California State Subject Area frameworks, the CUSD Graduate Attributes, the individual school site goals and the needs of the students of CUSD. Materials selected should enrich the curriculum and the needs and specifics interests of the students of CUSD and further the development of youth intellectually, socially and spiritually. The library information centers provide materials on all levels of difficulty, in a variety of formats, with diversity of appeal, representing the presentation of many points of view.

Internet and other on-line resources, on the other hand, are not subject to the Materials Selection Policy. Use of the Internet represents an understanding on the part of the requestor and his/her guardian that the CUSD, nor any of its entities, control information available.

Responsibility for Selection

The Board of Trustees is responsible for all materials in the library information centers of CUSD. The responsibility for selection of the materials is delegated to certificated library media teachers. The library media teachers coordinate, select, and purchase all materials. While extensive advice is sought from administrators, teachers, specialists, teaching assistants, students, parents, and others affiliated with the CUSD, final decisions for the selection of all materials lies with the credentialed library media teachers.

Criteria for Selection

Learning resources will be selected for their strengths and their compliance with the above stated Materials Selection Policy. The following criteria are used as a guide in the selection of materials:
? Contribution to the curriculum and the student learning outcomes;
? Relevance to the interests of students;
? Literary and artistic excellence;
? Lasting importance or significance to a field of knowledge;
? Favorable reviews in standard selection sources;
? Favorable recommendations based on preview and examination of materials by personnel;
? Currency or timeliness of materials;
? Contribution to the breadth and diversity of representative viewpoints on controversial issues;
? Suitability of format and appearance for intended use;
? Quality, durability and variety of format;
? Value commensurate with cost and/or need; and
? Inclusion of materials as to sex, race, color, creed, national origin, age and physical or mental handicap.

Selection Tools

The following tools are representative of those used for professional selection of resources.

Bibliographies:
- ? Senior High School Catalog
- ? Jr. High School Catalog
- ? Reference Books for School Libraries
- ? ALA Best Books lists
- ? CTAP Software

Reviewing media:
- ? School Library Journal
- ? Horn Book
- ? The Book Report
- ? Technology Connection
- ? Booklist
- ? Book Links
- ? Kliatt
- ? Library Journal
- ? AAAS Science Books and Films

Criteria for Accepting Gift

Gifts of informational resources may be accepted, but these materials will be subject to the Materials Selection Policy, and these materials may be included in the collection or be disposed of at the discretion of the library media teacher.

Criteria for Deleting Materials

Resources will be deleted as part of an ongoing process, ensuring that the library collection remains current and relevant. The procedure for removing materials is outlined in the CUSD district policy procedures. Materials will be deleted based on the following criteria:

- ? poor physical condition
- ? obsolete subject content
- ? no longer relevant to the curriculum
- ? superseded by more current information

Challenged Materials

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of the persons selecting the materials. The CUSD has a procedure outlined in the current board policy and it is this policy which will be followed.

Intellectual Freedom

Acknowledging that an atmosphere of free inquiry is essential to the education of students in order for them to become critical and reflective thinkers in a free democratic society, the Library Bill of rights is included as part of the

Materials Selection Policy.