

The Preuss School UC San Diego Policy 6163.1 - Library Media Centers

The Board of Education 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

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

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)

To encourage students to return materials in a timely manner, a nominal fee (\$0.05 per school day up to a maximum of \$5.00 per late book) shall be charged for the late return of materials.

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
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)

The Preuss School UC San Diego Policy 6161.1 - Selection and Evaluation of Instructional Materials

The Governing Board believes that instructional materials should be selected and evaluated with great care so that they will effectively support the adopted courses of study and meet current curricular goals. The California State frameworks will be an integral guideline. The review of instructional materials shall be coordinated with the overall development and evaluation of the district's curriculum. Taken as a whole, district instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

The Superintendent or designee shall establish a process by which new instructional materials may be requested and subsequently evaluated, together with existing materials. Teachers, students, parents/guardians and community members shall have the opportunity to recommend instructional materials.

The Superintendent or designee shall establish instructional material evaluation committees. These committees may include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition.

Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments.

The majority of each evaluation committee's members shall be teachers.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved. Incompatible activities and conflicts of interest related to the selection and evaluation of instructional materials shall be clearly identified in administrative regulations.

Once instructional materials have been adopted by the Board, objections and complaints shall be handled on a case-by-case basis in keeping with Board policy

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference: EDUCATION CODE

1720-1723 Preparation of courses of study

35272 Education and athletic materials

44805 Enforcement of course of studies; use of textbooks, rules and regulations
51501 Subject matter reflecting on race, color, etc.
60010-60028 Definitions
60040-60047 Instructional requirements and materials
60070-60076 Prohibited acts (re instructional materials)
60110-60111 Instructional materials on drug education]
60200-60206 Elementary school materials
60260-60264 Local ordering procedures
60400-60414 High school textbooks

Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by State Board of Education (SBE) and consistent with the content and cycles of the curriculum framework adopted by SBE to the extent that the curriculum framework supports the district's adopted courses of study and curricular goals.

For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

For grades 9-12, instructional materials in history-social science, mathematics, English/language arts, and science shall be reviewed using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. Do not reflect adversely upon persons because of any characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

3. To the satisfaction of the Board, are accurate, objective, current, and suited to the differing needs and comprehension of district students at their respective grade levels (Education Code 60045)

4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)

5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE.

b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

6. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited to:

a. Accurately portraying society's cultural and racial diversity, including:

i. The contributions of all genders in all types of roles, including professional, vocational, and executive roles

ii. The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California and the United States

iii. The role and contributions of the entrepreneur and labor in the total development of California and the United States

b. Accurately portraying humanities place in ecological systems and the necessity for the protection of the environment

c. Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances

d. Encouraging thrift, fire prevention, and the humane treatment of animals and people

e. Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution

7. Support the district's adopted courses of study and curricular goals, including the district's local control and accountability plan

8. Contribute to a comprehensive, balanced curriculum

9. Demonstrate reliable quality of scholarship as evidenced by

:

a. Accurate, up-to-date, and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject matter

10. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

11. Stimulate discussion of contemporary issues, encourage exploration of ideas and intellectual exchanges, and improve students' thinking and decision-making skills

12. As appropriate, have corresponding versions available in languages other than English

13. Include high-quality teacher's guides

14. When available, include options for lighter weight materials, including materials in digital format, in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)

2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners

3. Protect the privacy of student data

Conflict of Interest

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072) Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)
2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

The Preuss School UC San Diego Policy 6161.11 - Supplemental Instructional Materials

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material 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)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR

6161.1 - Selection and Evaluation of Instructional Materials. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Library Books as Instructional Material

Library books fall under the category of instructional materials, but they differ in some aspects:

- The instructional purpose of the Library:
 - Provide access to information,
 - Support student interests,
 - Literacy development based on interest
- Students can choose which books to read - a student is never required to read a specific book.
- Librarians offer to help students find books that fit student interests, concerns, values, and information needs.
- Parents have the right to request that their child not be allowed to read or check out books that do not fit their family's values.

Library Book/Digital Selection Criteria

1. Consider Preuss School vision & mission and state laws (FAIR ACT).
2. Run Destiny reports for needs (age of materials, quality, missing areas, student usage patterns).
3. Consider costs and availability of funds.
4. Support classroom content area needs - how can the Library support teaching and learning?
5. Consider student & teacher interest, requests, recommendations.
6. Review STAR Test and CAASPP data to address the wide range of reading levels among students.
7. Consider the range of maturity levels and research-based, age-appropriate content.
8. Review reputable resources such as Booklist Starred Reviews, School Library Journal, YALSA, Common Sense Media, Novelist Plus and other rating materials
9. Research popular apps such as Goodreads, Novelist Plus, etc, but check with reviews and expert analysis.
10. Award-winners (AASL, ALA, National Book Awards, California Young Reader Awards, Coretta Scott King Award, etc)
11. Reviews and recommendations from companies such as Junior Library Guild, Perma Bound and Follett, including age-appropriateness and content
12. Create lists and share between other districts - vet each other's lists, and ask questions regarding suggested materials.

The Preuss School UC San Diego 1312.2 - Complaints Concerning Instructional Materials

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school. (Education Code 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 shall be filed, investigated, and resolved in accordance with Charter School Complaint Notice

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials aligned with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum

for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

Informal and Formal Complaint Procedures

Any Preuss parent, guardian, employee, or student of the Preuss School UC San Diego may express an informal concern or formal request for reconsideration of a library resource.

Informal Complaint

1. Librarian discusses complaint with the patron
 - a. Explain that the library has materials for everyone (Use ALA [Library Bill of Rights](#) as support)
 - b. Share selection policy with patron if necessary
 - c. Each parent/guardian has the right to determine the appropriateness of library resources for their children and should accord the same right to other families.
 - d. Inquire if the complainant has filled out a 'Content for Older Readers Permission Slip'.
 - e. Offer to assist to find alternate materials or offer parent/guardian to restrict certain materials for their student only with a note on the student's Follett account

Formal Complaint

If the complaint is not resolved informally, the librarian or principal will explain the formal reconsideration process and provide the individual with a copy of the school district's library selection policy with reconsideration procedures and a request for [reconsideration of library resources form](#). If there is concern about multiple items, a separate form must be completed for each item. All complaints to staff members shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. No library resources should be removed or restricted from use as a result of the informal complaint.

The following procedures should be followed if, after discussing the questioned resource, no resolution is made.

- The complainant should be referred to the principal.
- A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection policy, request for reconsideration of instructional resources form, and the Library Bill of Rights.

- The complainant is required to complete and submit the reconsideration form to the principal within ten business days.
- If a completed reconsideration form is not submitted within ten business days, the matter is considered closed.

Upon receipt of the form, the principal should notify and provide a copy of the reconsideration form with the following individuals:

- Superintendent
- School Library Advisory Committee/Reconsideration Committee
- School librarian
- School library department representative
- The work in question will remain on library shelves and in circulation until a formal decision is made.
- The Reconsideration Committee will be appointed by the principal and consist of a teacher, a building level administrator, a school librarian, a reading specialist or language arts teacher, and a member of the community. Makeup of the committee varies depending on the school district.
- The school librarian will secure copies of the resource for the committee to review.
- The school librarian will provide the reviewing committee with a short formal Intellectual Freedom training that explains a packet of materials, which includes the library's mission statement, selection policy, the Library Bill of Rights, the completed reconsideration form, reviews of the resource being reconsidered, and a list of awards or honors, if any. This packet should be created with assistance from the state department of public instruction and the American Library Association's Office for Intellectual Freedom.
- The Reconsideration Committee (which should include the school librarian) should schedule a formal reconsideration meeting within 10 school days after the principal receives the written request for reconsideration. The principal should notify the superintendent and the school library department representative as to this schedule.
- The school level Reconsideration Committee should follow the procedures listed below:
 - At the initial meeting, the principal and committee will review reconsideration committee guidelines and procedures. A school administrator should fully participate in the reconsideration process.
 - A member of the committee should keep minutes.
 - All committee members should fully review the resource (read or view the entire work) before voting.

- The committee reserves the right to use outside expertise if necessary to help in its decision-making process.
- The complainant may make an initial verbal presentation about the resource under reconsideration or may choose to share the written form. The complainant is asked to provide sources for quotes used during this presentation.
- The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. The committee chair may choose to give committee members time to ask questions.
- During the initial or subsequent meetings, the committee will make its decision determined by the simple majority to retain, move the resources to a different level, or remove the resource. This will be a secret ballot vote.
- The committee's written decision (including a minority report if needed) shall be presented to the complainant, the superintendent of schools, and the school library department representative within five school days after the decision is made.
- If the complainant is not satisfied with the decision at the school level, a written appeal can be made within 10 school days to the Preuss Board. This request should be delivered to the superintendent of schools.
- The procedures for an appeal to the Board of Education will be as follows:
 - An appeal of the decision made by the School-Level Reconsideration Committee must be made in writing to the superintendent within 10 days of the system-level committee decision.
 - A decision on the complaint will be made at the next regular meeting or special meeting within 30 days of the written request to the superintendent.
 - The board reserves the right to use outside expertise if necessary to help in its decision making.
 - The chairperson for the School-Level Reconsideration Committee will present the committee's decision to the board.
 - The complainant or designee will present the petitioner's position.
 - The board decision will be final, and the superintendent will implement the decision.
 - Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

Information for Complainant

Preuss School UC San Diego Library Letter to Person Requesting Reconsideration

Dear _____:

We appreciate your concern over the use of _____ in our school district. The district has a policy for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

- [Preuss Vision and Mission Statements](#)
- Instructional goals and objectives and/or Materials Selection Policy statement
- Procedure for Handling Formal Complaints
- Request for [Reconsideration of Material form](#)
- [Library Bill of Rights](#)

If you are still concerned after you review this material, please complete the enclosed Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

Date

School-Level Reconsideration Committee Guidelines

Guidelines

Under the best professional standards, reconsideration policies ask those charged with reviewing a challenged book or other resource to set aside their personal beliefs and evaluate the work in light of the objective standards outlined in the library's materials selection policy. Listed below are some best practices for Reconsideration Committee members:

- Bear in mind the principles of the freedom to read and base your decision on these broad principles rather than in defense of individual materials. Based on the First Amendment, the freedom to read is essential to our democracy.
- Read or view all materials referred to you including the full text of the material in question, available reviews, and notices of awards, if applicable.
- Review the library mission statement, materials selection and reconsideration policies, and professional guides such as the Intellectual Freedom Manual.
- The general acceptance of the materials should be checked by consulting standard evaluation aids and your institution's selection policies.
- Challenged materials should not be removed from the collection while under reconsideration.
- Passages or parts of the work in question should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.
- In order to prevent a tie vote, the library director (public and academic libraries) or principal (school libraries) should recruit an odd number of members for the committee.
- While it may be prudent to state what area/role a committee member represents in the makeup of the committee (ie, teacher, librarian, community member, administration, parent, etc), the personal identification of each member should remain anonymous to protect the objectivity of the deliberation.
- Each board should hold to local practice and local and state law on whether the reconsideration committee meeting is public. Ideal practice would allow deliberations in a closed executive session, with the announcement of the decision during a public meeting. Public comments should be directed to the principal, director, or governing body.
- The committee's recommendation is to be an objective evaluation of the material within the scope of a library's selection policy.
- The committee's report, presenting both majority and minority opinions, should be presented to the governing body or administrator, as directed in the reconsideration process, with a recommendation to retain the material in its

original location, to relocate the material, or to remove the material. The report may differ depending on the type of resource that is being challenged, such as library material, display, curriculum, reading list etc.

- Establish a procedure for communicating the committee's recommendation to the governing body or administrator and to the person who made the formal reconsideration request. For example, the committee communicates its decision to the director or principal, who then communicates the decision to the person who makes the challenge as well as to the institution's governing board.

The Preuss School UC San Diego Library Request for Reconsideration of Material Form

The school board of The Preuss School UC San Diego., has delegated the responsibility for selection and evaluation of library/educational resources to the school library professional staff/curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the representative of library media resources (or principal).

The Preuss School UC San Diego. 9500 Gilman Drive, MC 536. La Jolla, CA 92093

Date _____

Name _____

Address _____

City _____ State/Zip _____

Phone _____ Email _____

Do you represent yourself? ____ Or an organization? ____

Name of Organization _____

1. Resource on which you are commenting:

___ Book (eBook) ___ Database ___ Textbook ___ Game

___ Movie ___ Audio Recording ___ App ___ Streaming Media

___ Magazine ___ Digital Resource ___ Newspaper ___ other

Title _____

Author/Producer _____

Is the resource part of the curriculum, library collection, or other?

2. What brought this resource to your attention?

3. Have you examined the entire resource? If not, what sections did you review?

4. What concerns you about the resource?

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

6. What action are you requesting the committee consider?

