

**DRAFT**

# Solana Beach School District Selection, Reconsideration, and Maintenance Plan for School Libraries

*"The library is a growing organism"*

-S.R. Ranganathan (1931)

This document has been created with the guidance of the American Library Association:

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit>

*Note: This document is in draft form and has not yet been published; however, it represents the documentation of processes and protocols that have historically been in place in Solana Beach School District.*



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## **SBSD Mission and Vision**

**Mission:** Where learners find their voice, share their gifts, and advance the world

**Vision:** Inspiring wonder and discovery in learning and life

## **Purpose of the Solana Beach School District Library Media Program**

Solana Beach School District Libraries / Media Centers exist to support the actualization of the SBSD Mission and Vision, District Local Control and Accountability Plan (LCAP) Goals, School Plan for Student Achievement (SPSA) goals, and implementation of the Model School Library Standards for California Public Schools (Appendix A). Additionally, Library and Media Center resources and lessons augment the teaching of California Common Core State Standards across all content areas.

Each campus Site Administrator(s), Curriculum Resource Teacher, classroom teachers, and staff work together to flexibly use the Library and Media Center's resources to promote information literacy as students are guided to access, synthesize, produce and communicate information. Library Media Programs aid in providing opportunities for students to think critically and flourish in a learning community.

## **School Library and Media Center Collections**

SBSD libraries provide print and digital resources for a broad range of reading levels and interests. We are committed to offering materials that reflect and expand the cultural diversity of our local and global community. Appropriate to the grade levels encompassed at a particular campus, titles are selected to be in alignment with curriculum content and library standards, and also are geared to stimulating students' selections for recreational reading and pursuing individual interests.

## **SBSD School Library / Media Center Responsibility for Selection**

The Board of Education has the authority in approving resources used in a school. In Solana Beach, the Board has delegated authority to the school's Curriculum Resource Teachers and Site Administrator(s). Curriculum Resource Teachers and Site Administrators will adhere to Board Policy 6163.1 as they regularly seek recommendations and work collaboratively with others in the school community during the selection process: teachers, students, administrators, and others.

## **Guiding Principles for Selecting Resources for School Libraries / Media Centers**

- The purpose(s) for the inclusion of a text or resource in a school's library or media center may include academic, recreational, building a love of and appreciation for reading, and/or boosting students' social and emotional competencies. Therefore, resources under consideration may support one or more of the following:
  - Relevance to adopted course(s) of study and academic goals, inclusive of California state content standards and associated frameworks.
  - Support for social and emotional competencies, as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL)
- School Library / Media Center Resources:
  - Afford students opportunities to recognize the contributions of people from a variety of groups throughout history in the context of the local community, state, country, and world (texts are representative of all groups of people from local and broader communities).
  - Embed opportunities for students, families, staff, and community members to share their experiences and hear the experiences of all groups of people, both in and out of school settings (including those from diverse racial, ethnic, cultural, linguistic, and religious background, those with a range of abilities, and those from across the gender spectrum).
  - Present multiple perspectives on topics as a means of promoting critical thinking.
  - Honor and respect individual families' personal, political, cultural, and religious beliefs.

## Selection Process/Criteria for School Libraries / Media Centers

Library and Media Center resource selection is a purposeful, discerning, and interpretive process, involving a collaborative knowledge of academic content standards, current recommendations from reputable sources, familiarity with materials already in the collection and their evolving popularity among students, and recognition of the needs of the school community. When selecting new texts or resources for School Libraries / Media Centers, items will be evaluated to verify they:

- Meet the Guiding Principles stated above
- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical quality/durability
- Are appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected, as delineated via one or more of the Selection Tools for School Libraries listed below. *The American Academy of Pediatrics is consulted as an additional resource to cross-reference age appropriateness recommendations of complex topics.*
- Incorporate accurate and authentic factual content from authoritative sources (i.e., primary sources, peer-reviewed and highly-cited research)
- Earn favorable reviews in standard reviewing sources (see Selection Tools for School Libraries below) and/or favorable recommendations based on preview and examination of materials by staff
- Exhibit a high degree of potential user appeal and interest (i.e., well-known and liked authors or popular book series, topics in which students have expressed ongoing interest; informed by past student book check-out trends)
- Represent a variety of differing viewpoints
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures and protected class groups
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need

## Selection Tools for School Libraries / Media Centers

Tools used in selection include county and state department of education recommendation lists, professional and trade publications, and reviews from reputable sources. Suggestions from students, staff, and community members are also important and are given consideration.

Selection review sources for Solana Beach School District Libraries / Media Centers include the following:

- Annual Recommended Children's Book Lists provided by the San Diego County Office of Education's Library Media Services Department
- Recommended trade books lists accompanying adopted curriculum materials (curriculum publisher generated lists of recommended supplementary items to support core curriculum)
- [Association for Library Service to Children Notable Children's Books](#)
- [Booklist Book Reviews](#) - starred reviews
- [California Department of Education Recommended Literature List](#)
- [California Young Reader Medal](#)
- [Common Sense Media](#)
- [International Literacy Association](#)
- [Junior Library Guild Subscription](#)
- [Kirkus Book Reviews](#) - starred reviews
- [Notable Social Studies Books for Young People](#)
- [Outstanding Science Trade books for Students K-12](#)
- [TeachingBooks.net](#)

## Analysis of the School Community

In order to be responsive to the unique needs of each school, collection development is based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the district, but the specific needs of each school, including grade levels and demographic populations served, will lead to variance from site to site.

## Acquisitions Procedures

- All acquisitions for school libraries adhere to relevant Board policies, including those listed below:
  - BP 3290 Gifts, Grants, and Bequests
  - BP 6144 Controversial Issues
  - BP 6161.1 Selection and Evaluation of Instructional Materials
  - BP 6161.11 Supplementary Instructional Materials
  - BP 6163.1 Library Media Centers
- In selecting learning resources for school libraries, Curriculum Resource Teachers and Site Administrator(s) evaluate available resources and curriculum needs and consult reputable, professionally prepared aids to selection such as those listed above, and other appropriate sources.
- Recommendations for purchase involve administrators, teachers, students, district personnel, and community members, as appropriate. See Appendix D for a Faculty Recommendations for Library Media Center Materials Form and Appendix E for a Student and Parent Recommendations for Library Media Center Materials Form
- Donated materials are evaluated by the Guiding Principles and Selection Criteria listed above and recommendations to the Board of Education to accept or reject donations or gifts are informed by those criteria.
- All books and resources are previewed prior to being added to general circulation, to verify their adherence to the selection criteria above and to finalize correct placement in the library and availability to students (i.e., placement in the Young Adult section at a K-6 campus). Wherever possible, staff reads books in their entirety, however, longer texts intended for upper elementary students cannot always be read in advance. Therefore, the preview process includes the book summary on the publisher's website, cross-referenced with two or more of the selection review sources listed above to verify age appropriateness and adherence to selection criteria.
- In some cases, specially identified resources that are instructive in nature, take a particular position on a debatable topic, or require additional adult facilitation for student comprehension will be placed on a Professional Bookshelf in the Library Media Center rather than in general circulation. These resources may be offered to and/or checked out by parents/guardians, used with parent/guardian consent during individual or small group counseling sessions or integrated with parent/guardian consent as a Social Emotional Learning (SEL) resource by trained school staff, as needed.
- Selection is an ongoing process that includes removing materials that are no longer used or are outdated, adding materials, and replacing lost and worn materials that still have educational value.

## Selecting Materials Representing Different Points of View or New/Updated Subject or Content Matter

Guided by Board Policy 6144 Controversial Issues, Curriculum Resource Teachers and Site Administrator(s) carefully consider the responsibility of the school district to provide a wide range of materials on different levels of difficulty and representing different points of view. School library professional staff provide materials on opposing viewpoints on debatable issues to enable students to develop critical thinking skills as prioritized in the district Mission and Vision (see p. 1) - *where learners find their voice ... inspiring wonder and discovery in learning.*

## School Library Gifts and Donations

The ultimate authority to accept gifts and donations to the school library rests with the Solana Beach School District Board of Education, using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. No longer used gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. Monetary gifts are the preferred donation to support school library materials.

## Professional Learning

Participating in workshops and conferences strengthens instructional and managerial skills and helps school, library, and media center staff stay current with developing instructional and library technologies as well as ever-emerging texts and resources.

A school library or media center with a wide range of resources will include materials representing different points of view and may contain viewpoints or articulate ideas that may be considered controversial. Therefore, ongoing professional learning supports educators in structuring opportunities for students to think critically and dialogue respectfully as they engage in informed discourse and consider varied perspectives during class discussions.

Alignment and adherence to Board Policies, Administrative Regulations, and the Guiding Principles for Selecting Resources for School Libraries / Media Centers are embedded in the professional learning.

Avenues to provide professional learning:

- Staff meetings
- District and site professional learning calendar
- Outside professional learning (e.g. workshops, conferences)

## Parent Review and Consent for Student Access

Parent(s) & Guardian(s) may request that a school's Curriculum Resource Teacher restrict a child from checking out certain book titles or genres from their school library. *If a parent/guardian wishes to restrict access to a specific title, a written request is to be submitted to the classroom teacher (see Appendix F).* In these instances, an alert is placed in library software, along with specific notes.

School libraries and media centers are organized to support students in selecting recreational reading materials that are age- and reading-level appropriate. Class visits to the school library are supervised and interactive, with the Curriculum Resource Teacher cultivating ongoing relationships with students over the course of multiple years. When younger students visit school libraries, they are guided by staff to select books from the primary section while upper-grade classes have access to the young adult fiction section. During the "book browsing" process, as students are selecting books from shelves to preview or leaf through prior to checkout, Curriculum Resource Teachers and supporting library staff gently and discreetly redirect students who are restricted from accessing particular titles or genres to other books or shelves that match those students' interests.

At no time will any student be excluded from a group lesson or read aloud opportunity or otherwise singled out when parents or guardians have restricted access to book titles or genres. In a read-aloud context, staff will select an alternate text to support the teaching of a concept in the event a certain text is restricted for one or more students in the class. In a whole group or small group teaching and learning context, staff may select an alternate text for the entire class or some students may be assigned an alternate text that supports the same concepts/standards.

Parent(s) & Guardian(s) are able to borrow library books from the school to review, and/or read with their child at home. Parent(s) & Guardian(s) may consult with the school's Curriculum Resource Teacher to learn how to open a Parent/Guardian account with the school's library, as well as check-out policies.

## Library Management System

SBSD libraries use the Alexandria Library Management System. The online catalog is accessible from any networked computer or mobile device at school and at home. Students, families, and staff can view their own accounts, and school library staff use Alexandria to manage material inventory, checkout, and circulation. Data collected via the Alexandria System is critical for collection maintenance and purging.

## Assessment of Library / Media Center Collections

An optimal library collection is one that is reviewed on a consistent basis for accuracy, currency, usage, diversity, and subject area needs. Curriculum Resource Teachers use the data provided by the Alexandria Library Management System to support this ongoing assessment. Annually, the Curriculum Resource Teachers conducts an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, each school site has a collection maintenance plan that includes systematic inspection of materials that would result in purging outdated, damaged, or irrelevant materials from the collection.

### Collection Maintenance and Purging

A good collection development plan must include “weeding.” The process of weeding is a key part of assessing the collection. It helps keep collections relevant, accurate, and useful; and it facilitates more effective use of space in the library media center.

Library media materials may be weeded if they:

- Are in poor physical condition
- Have not been checked out for several years
- Are outdated in content, use, or accuracy
- Are mediocre or poor in quality
- Are biased or portray problematic stereotypes (with a notable exception being texts that provide teachable opportunities to discuss characters’ biases and assumptions in the context of an author’s intentional literary or narrative choices)
- Are not selected in accordance with selection criteria listed above

The recommendation to withdraw materials from the collection is initially made by the site Curriculum Resource Teacher and approved by the Site Administrator(s). Classroom teachers and other staff may be invited to review the items marked for withdrawal.

When a resource is being considered for removal from a school library due to problematic stereotypes - for example, caricatures, distorted dialect, or other offensive characteristics based on race, religion, culture, ability, age, gender, etc., school staff will follow the Process for Reconsideration of Library Materials detailed in Appendix C., which may include material removal from all SBSB school library media centers.

## Reconsideration

BP 1312.2, AR 1312.2, and Board Policy 1312.2 E together delineate a procedure for **employees, district residents, or parents/guardians** to voice concerns and submit formal complaints regarding Instructional Materials, including library materials. The form for submission is linked here:

<http://go.boarddocs.com/ca/solana/Board.nsf/goto?open&id=B5N7XJ1BC0A1> and is also provided in Appendix B.

Upon receipt of a Request for Reconsideration of Materials, a district review committee will convene to review and respond to the request per the process detailed in Administrative Regulation 1312.2 Complaints Concerning Instructional Materials (See Appendix C for further details on the Process for Reconsideration of Library Materials).

## Appendix A: Model School Library Standards For California Public Schools (Excerpt)

*Adopted by the State Board of Education, September 16, 2010*

The “School Library Standards for Students” are organized around four concepts:

1. Students access information.
2. Students evaluate information.
3. Students use information.
4. Students integrate information literacy skills into all areas of learning.

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<b>STANDARD 1 – Students Access Information – <i>The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.</i></b>						
<b>1.1. Recognize the need for information:</b>						
a. Understand the concept that printed and digital materials provide information by identifying meaning from simple symbols and pictures.	a. Understand that printed and digital materials provide information by identifying meaning from more complex symbols and pictures.	a. Identify a simple problem or question that needs information. b. Organize prior knowledge of a subject, problem, or question (e.g., create a chart).	a. Identify keywords within questions.	a. Identify a more complex problem or question that needs information. b. Recognize and use appropriate “pre-search” strategies (e.g., recall of prior knowledge).	a. Define the topic of a research investigation.	a. Recognize that accurate and comprehensive information is the basis of informed decision-making. b. Determine and use appropriate “pre-search” strategies (e.g., brainstorming, recall of prior knowledge).
<b>1.2 Formulate appropriate questions:</b>						
a. Ask questions that can be answered by available resources.	a. Ask who, what, when, where, and how questions.	a. Develop questions that define the scope of investigation and connect them to the topic. b. Understand the concept of keywords.	a. Identify a problem that needs information by asking how, what, where, when, or why questions.	a. Identify words with multiple meanings that may affect a search.	a. Formulate and refine questions that cover the necessary scope and direction of the investigation. b. Use keywords, phrases, and notes to create an outline.	a. Identify related keywords, terms, and synonyms for the research topic and information need. b. Demonstrate ability to create effective searches in print and online by

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						identifying appropriate keywords.
<b>1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:</b>						
<p>a. Locate the school library and the library resources.</p> <p>b. Know how, and be able, to check out resources from the school library responsibly.</p> <p>c. Identify with guidance two sources of information that may provide an answer to an identified question.</p> <p>d. Distinguish fact from fiction (e.g., “Does this happen in real life?”).</p> <p>e. Identify whom to ask for help in the school library.</p> <p>f. Describe the general organization of the library.</p> <p>g. Identify types of everyday print, media, and digital materials (such as story books, poems, newspapers, periodicals, signs, and labels).</p>	<p>a. Understand how to locate, check out, and care for a variety of library resources, both print and digital.</p> <p>b. Alphabetize to the first letter to locate books in the library.</p> <p>c. Identify basic digital devices and parts of a computer (e.g., DVD player, remote control, digital camera, monitor, power button, keyboard, mouse).</p> <p>d. Identify the front cover, back cover, and title page of a book, in print and digital formats, and compare and contrast the differences.</p> <p>e. Identify the services and resources of the public library.</p> <p>f. Demonstrate correct procedures to turn computer on and off, and open and close applications.</p> <p>g. Identify characteristics of fiction and nonfiction.</p>	<p>a. Identify two sources of information that may provide an answer to the question(s).</p> <p>b. Independently check out and care for a variety of library resources including technology devices.</p> <p>c. Identify whom to ask for help when using the Internet at the school library or in the classroom.</p> <p>d. Locate age-appropriate fiction and nonfiction print, media, and digital resources in the school library.</p> <p>e. Alphabetize beyond the initial letter to locate resources.</p> <p>f. Identify types of everyday print, media, and digital resources by using academic vocabulary (e.g., biography, periodical, database, fiction, nonfiction, primary source).</p>	<p>a. Understand the function of a library is to provide shared resources that are organized to be accessible to all library users.</p> <p>b. Differentiate between primary and secondary sources.</p> <p>c. Understand the general purpose of the library catalog.</p> <p>d. Perform a basic search of the automated library catalog by title, author, subject and keyword.</p> <p>e. Understand that nonfiction print and nonprint materials in a library are arranged by subject (Dewey Decimal System).</p> <p>f. Understand the information provided on spine labels, including call numbers.</p> <p>g. Understand different systems of alphabetizing (e.g., letter-by-letter, word-by-word).</p>	<p>a. Use standard reference tools online and in print, including a dictionary, atlas, thesaurus, encyclopedia, and almanac.</p> <p>b. Explain the basic organization of the library classification system (e.g., 10 major Dewey Decimal System classifications).</p> <p>c. Understand the organization of newspapers and periodicals, both in print and online, and how to use them.</p> <p>d. Define online terms (e.g., <i>home page</i>, <i>Web site</i>, <i>responsibility statement</i>, <i>search engine</i>, <i>uniform resource locator [URL]</i>).</p> <p>e. Define URL Internet extensions (e.g., .com, .org, .edu, .gov, .us, .net).</p> <p>f. Use electronic menus and icons (e.g., search, content, help screen, index, key words) to locate information.</p>	<p>a. Use a thesaurus to identify word choices and meanings to facilitate research.</p> <p>b. Interpret information from the automated library catalog.</p> <p>c. Use call numbers, spine labels, and the library classification system to locate information in the library.</p> <p>d. Identify a variety of online information sources.</p> <p>e. Use appropriate reference materials, both print and online, to obtain needed information.</p> <p>f. Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes).</p> <p>g. Use features of electronic text for locating information (e.g., indexes, keywords, <i>See</i> and <i>See also</i> cross references).</p>	<p>a. Identify and locate multiple sources of information that provide a broad view of research topics and questions (e.g., books, reference materials, online sources, periodicals).</p> <p>b. Perform a search of the automated library catalog to locate resources for a particular purpose.</p> <p>c. Use the automated library catalog to locate resources in other libraries and use interlibrary loan, if available.</p> <p>d. Use the World Wide Web, including search engines and browsers, to locate information.</p> <p>e. Demonstrate proper and responsible use of technology and other library materials.</p> <p>f. Demonstrate use of outside sources to obtain information (e.g., Web sites of public libraries and colleges, online databases).</p>



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		<p>g. Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.</p> <p>h. Use computer software graphic elements and navigational tools (e.g., buttons, icons, fields).</p>	<p>h. Independently browse the library to locate materials.</p> <p>i. Identify types of media and digital delivery devices.</p> <p>j. Use guidewords to locate information in a reference book.</p> <p>k. Perform a keyword search of a topic using an approved search engine or database.</p> <p>l. Understand the organization of general reference resources in print and/or digital formats including dictionary, thesaurus, atlas, almanac, and encyclopedia.</p> <p>m. Use specialized content-area print and digital resources to locate information.</p> <p>n. Use print or digital indexes, or both, to locate articles in an encyclopedia.</p> <p>o. Locate and know the arrangement and general content of the biography section in the library.</p> <p>p. Locate information in text by using the organizational parts of a</p>		<p>h. Use the library catalog to locate biographies available in the library.</p> <p>i. Create and use complex keyword searches to find specific information online.</p>	<p>g. Compare and contrast the benefits of using open-source media, subscription databases, print media, and visual media as useful to answer a research question.</p> <p>h. Demonstrate knowledge of current applications available online (e.g., photo organizer, presentation generator, document creator, video conferencing).</p> <p>i. Recognize that specialized encyclopedias differ in arrangement, emphasis, and indexing.</p> <p>j. Use Boolean search techniques and other limiters or expanders to locate appropriate resources.</p> <p>k. Identify the authority of an author or sponsoring organization in print and online materials.</p> <p>l. Identify information that supports the question but may not directly answer it.</p> <p>m. Describe how articles and publications appear</p>

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			book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, indexes).			differently in print and digitally.
<b>1.4 Retrieve information in a timely, safe and responsible manner:</b>						
a. Practice responsible use and care of all learning resources.	a. Identify the need to request assistance from a trusted adult if the information source makes the student uncomfortable.	a. Identify trusted places in the community where students can seek information (e.g., home, school, museums, governmental agencies, public libraries). b. Identify trusted and knowledgeable people to ask for assistance with an information search (e.g., teacher, teacher librarian, family member). c. Connect prior knowledge to the information and events in text and digital formats. d. Identify when it is necessary to ask an appropriate adult for assistance in seeking information in both digital and print environments.	a. Demonstrate a basic understanding of intellectual property rights and the difference between sharing and ownership. b. Demonstrate respectful and responsible behavior in the library. c. Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers).	a. Extract information from illustrations, photographs, charts, graphs, maps, and tables in print, nonprint, and digital formats.	a. Compare and contrast information obtained from library catalogs, subscription databases and open-ended search engines on the Internet. b. Use scanning and skimming skills to locate relevant information. c. Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., keyword, controlled vocabulary).	a. Understand and practice the basics of safe use of the Internet. b. Accurately record citation information for each type of resource used. c. Use several facts from visual or audio media to support a hypothesis. d. Restate facts and details taken from an information source (print, nonprint, or digital) and organize those ideas for notetaking by using techniques such as outlining, webbing, flowcharting, and so forth.

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		<p>e. Identify main ideas of a text in preparation for note taking.</p> <p>f. Identify nonfiction text structures in print and digital formats (e.g., main idea and supporting details, cause and effect, compare and contrast, sequencing).</p>				
<b>STANDARD 2 – Students Evaluate Information – <i>The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.</i></b>						
<b>2.1 Determine the relevance of the information:</b>						
a. Connect the information and events in print, media, and digital resources to life experiences.	a. Connect the information and events found in print, media and digital resources to prior knowledge.	<p>a. Draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions.</p> <p>b. Review facts and details to clarify and organize ideas for note taking.</p> <p>c. Understand that the Internet contains accurate and inaccurate information.</p>	<p>a. Select information appropriate to the problem or question at hand.</p> <p>b. Determine whether the information answers a simple question.</p>	a. Extract and record (note taking) appropriate and significant information from the text.	a. Assess how new information confirms and/or changes the original questions (e.g. what I know, what I want to know, and what I learned [KWL] chart).	<p>a. Analyze information from illustrations, photographs, charts, graphs, maps, tables, and captions.</p> <p>b. Analyze evidence to support a research question.</p> <p>c. Identify unsupported statements in resources used.</p>
<b>2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:</b>						
a. Identify basic facts and ideas in what was read, heard, seen, or voiced.	a. Know the difference between the roles of media to inform and to entertain.	<p>a. Identify the purpose of an advertisement including Internet pop-ups.</p> <p>b. Demonstrate the ability to distinguish</p>	<p>a. Identify copyright and publication dates in print resources.</p> <p>b. Understand the role and responsibility of the author and publisher to</p>	a. Identify the factors that make a source comprehensive, current, credible, accurate, and authoritative.	a. Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture.	<p>a. Identify how visual language creates an impression for the viewer (e.g., angle, lighting, special effects, camera movement).</p> <p>b. Recognize the importance of the</p>

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		between information and advertisements.	determine accuracy of published materials.	b. Distinguish between fact and opinion in expository text. c. Recognize the role of media to persuade, interpret events and transmit culture.	b. Identify and assess evidence that supports the main ideas and concepts presented in texts. c. Evaluate Internet resources for accuracy, credibility, and relevance.	publication date as an indicator of information currency. c. Explain the authority, timeliness and accuracy of specific information resources.
<b>2.3 Consider the need for additional information:</b>						
a. Recognize that a trusted adult is a resource for information.	a. Determine whether additional information is needed to answer the questions.	a. Recognize the need for additional information to answer questions posed by others.	a. Locate facts and details to support a topic sentence and paragraph and record the information.	a. Verify accuracy of prior knowledge.	a. Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search. b. Ask questions that seek information not already located.	a. Evaluate whether the information is sufficient to answer the question.
<b>STANDARD 3 – Students Use Information – <i>The student will organize, synthesize, create, and communicate information.</i></b>						
<b>3.1 Demonstrate ethical, legal, and safe use of information in print, media and online resources:</b>						
a. Understand the need to adhere to privacy and safety guidelines. b. Understand the need to ask a trusted adult for permission when asked to provide personal information in person, on a form, or online.	a. Describe the roles of authors and illustrators and their contribution to print and digital materials. b. Understand that the Internet connects the user to the rest of the world.	a. Demonstrate proper procedures and good citizenship in the library and online. b. Recognize that both the author and illustrator have ownership of their own creation. c. Demonstrate basic knowledge of the district	a. Define cyberbullying and its effects. b. Identify types of personal information and the appropriate and inappropriate ways to share it.	a. Identify author, title, copyright date, and publisher. b. Use approved or personal passwords appropriately. c. Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable.	a. Record bibliographic information in an acceptable format. b. Demonstrate an understanding of and show respect for personal intellectual property. c. Demonstrate legal and ethical behavior in information use.	a. Practice safe handling of personal information online. b. Recognize academic uses of social networking sites and understand how to use them safely (e.g. know how to adjust privacy settings).

Kindergarten	1	2	3	4	5	6
		<p>or school's acceptable use policy.</p> <p>d. Understand that just as there are strangers in the real world, there are also strangers on the Internet.</p> <p>e. Adhere to privacy (nondisclosure of personal or family information) and safety guidelines (laws and policies) when using the Internet at school or home.</p>			<p>d. Use basic safety procedures when online (e.g., e-mailing, texting, chatting).</p> <p>e. Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests).</p>	<p>c. Articulate and follow the rules for online use at school.</p> <p>d. Identify types of programs that can damage a computer (e.g., viruses, worms, Trojan Horse, spyware).</p> <p>e. Practice ethical behavior in online interactions.</p> <p>f. Identify what constitutes an "uncomfortable" interaction online and how to handle it effectively.</p> <p>g. Identify urban legends and hoaxes spread through e-mail and the Internet.</p> <p>h. Understand how to provide limited copyright and authorize use of original works (e.g., Creative Commons).</p>
<b>3.2 Draw conclusions and make informed decisions:</b>						
<p>a. Participate in completion of a graphic organizer showing multi-faceted aspects of a topic.</p>	<p>a. Organize information in a logical sequence.</p>	<p>a. Present information drawn from two sources.</p>	<p>a. Compare information from more than one source to draw a conclusion.</p>	<p>a. Summarize the main ideas and the most significant details of research results.</p>	<p>a. Use more than one resource, when needed, to verify and determine accuracy.</p>	<p>a. Analyze evidence to support a research question.</p>
<b>3.3 Use information and technology creatively to answer a question, solve a problem or enrich understanding:</b>						

Kindergarten	1	2	3	4	5	6
a. Use a picture or other visual content when telling a story.	a. Communicate understanding by using at least one fact and or photograph, or both, found in a current and credible source.	a. Present information to convey the main idea and supporting details about a topic. b. Record and present information with pictures, bar graphs, numbers, or written statements. c. Communicate with other students to explore options to solve a problem or an end a story. d. Use a diagram or chart to illustrate a presentation.	a. Organize information chronologically, sequentially, or by topic. b. Use digital or graphic tools to support a presentation.	a. Understand and use a variety of organizational structures, as appropriate, to convey information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question). b. Select a focus, an organizational structure, and a point of view for a report or presentation based upon purpose, audience, length, and format requirements.	a. Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing.	a. Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).
<b>STANDARD 4 – Students integrate information literacy skills into all areas of learning – <i>The student will independently pursue information to become lifelong learners.</i></b>						
<b>4.1 Read widely and use various media for information, personal interest, and lifelong learning:</b>						
a. Read or be read to from a variety of sources. b. Identify a personal interest and possible information resources to learn more about it.	a. Read a good representation of grade-level- appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information). b. Read poems, rhymes, songs, and stories.	a. Read a good representation of grade-level-appropriate text making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information). b. Select and use resources in a variety of formats to support personal interests,	a. Read a good representation of grade-level-appropriate text making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).	a. Read a good representation of grade-level-appropriate text making progress toward the goal of reading 500,000 words annually (e.g., classic and contemporary literature, magazines, newspapers, online information). b. Understand and describe the purpose of age-appropriate book awards (e.g., Caldecott,	a. Read a good representation of grade-level-appropriate text making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).	a. Read a good representation of grade-level-appropriate text making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information). b. Participate in activities that reflect interests, talents, or desires.

Kindergarten	1	2	3	4	5	6
		recreational goals, and pursuits.		Newbery, California Young Reader).		
<b>4.2 Seek, produce, and share information:</b>						
a. Share information and ideas in a clear and concise manner.	a. Share information orally and creatively with peers and other audiences.	a. Share the source of the information obtained. b. Inform others creatively when new information about an area of interest is learned.	a. Deliver brief recitations and oral presentations about familiar experiences or interests. b. Select appropriate information technology tools and resources to interact with others for a specific purpose.	a. Evaluate information of a personal interest for accuracy, credibility, and relevance. b. Communicate with others outside your school environment through the use of technology to share information (e.g., video conference, blog, wiki, chat room, discussion board).	a. Demonstrate maturity in consideration of others, both in person and during communications and interactions using technology. b. Understand the basic components of information literacy (e.g., identify, access, evaluate, and use information effectively).	a. Respect others' right to freedom of speech. b. Pursue information related to personal well-being (e.g., career interests, community involvement, health matters, recreation). c. Collaborate in person and through technology to identify problems and seek their solutions.
<b>4.3 Appreciate and respond to creative expressions of information:</b>						
a. Understand and respond to stories based on well-known characters, themes, plots, and settings. b. Understand and respond to nonfiction.	a. Recollect, talk and write about materials read.	a. Portray information visually to convey the main idea and supporting details about a topic. b. Understand how media (e.g., illustrations, photographs, music, video) affect the telling of a story and transmission of information.	a. Listen to, view, and read stories, poems, and plays.	a. Use a variety of information resources to deliver oral presentations that express main ideas supported by significant details.	a. Understand that <i>genre</i> is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speeches).	a. Demonstrate a variety of methods to engage the audience when presenting information (e.g., voice modulation, gestures, questions). b. Appreciate a range of creative forms of expression (e.g., poetry, drama, film, literature, visual arts). c. Evaluate own research process and that of others in a respectful, cooperative, and productive way.

## Appendix B: Request for Reconsideration of Instructional Materials

This form, provided in [Board Policy 1312.2 E - Complaints Concerning Instructional Materials Request for Reconsideration of Instructional Materials](#) is for use only by district employees, district residents, or parents/guardians of children enrolled in a district school to challenge the content or use of an instructional material. For complaints regarding sufficiency of instructional materials, please use the Williams Uniform Complaint Procedure complaint form.

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

Name of person filing complaint (Anonymous complaints will not be accepted): \_\_\_\_\_

Group represented (if any): \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Address: \_\_\_\_\_

Material Being Challenged: \_\_\_\_\_

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

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

Publisher: \_\_\_\_\_

Date of Edition: \_\_\_\_\_

Name of school/classroom material was used: \_\_\_\_\_

1. Please specifically state the nature of your concern or objection and identify your objection by page, tape sequence, video frame, or words, as appropriate. You may use additional pages if necessary.
2. Did you read/view the entire selection? If not, what percentage did you read/view, or what parts?
3. For what age group would you recommend this material?
4. What do you feel might be the result if a student reads/views this material?
5. What would you like the school to do about this material?

\_\_\_\_\_ Do not assign it to my child

\_\_\_\_\_ Withdraw it from all students

\_\_\_\_\_ Reconsider it

Signature of complainant: \_\_\_\_\_

### For District Use:

Request received by: \_\_\_\_\_

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

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

Action taken: \_\_\_\_\_

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



## Appendix C: Process for Reconsideration of Library Materials

Board Policy 1312.2, Administrative Regulation 1312.2, and Board Policy 1312.2 E together delineate a procedure for employees, district residents, or parents/guardians to voice concerns and submit formal complaints regarding Instructional Materials, including library materials. The form for submission is linked here: <http://go.boarddocs.com/ca/solana/Board.nsf/goto?open&id=B5N7XJ1BC0A1> and is also provided in Appendix B.

Upon receipt of a Request for Reconsideration of Materials (Appendix B), the steps below will be followed per the process detailed in Administrative Regulation 1312.2 - Complaints Concerning Instructional Materials:

1. Upon receipt of the Request for Reconsideration of Instructional Materials, the school Site Administrator submits the concern to the Solana Beach School District Instructional Services Department.
  - a. The resource under consideration remains in circulation pending review.
  - b. Parent(s) & Guardian(s) may request that a school's Curriculum Resource Teacher restrict a child from accessing the resource while it is under review. If a parent/guardian wishes to restrict access to a specific title, a written request is to be submitted to the classroom teacher (see Appendix F).
2. The Instructional Services Department brings the reconsideration recommendation to withdraw materials to the next regularly-scheduled meeting of the following three teams for discussion and input:
  - a. Curriculum Resource Teacher Collaboration Meeting
  - b. Leadership Team Meeting
  - c. District Curriculum Advisory Committee
3. All team members are asked to read or review the resource in its entirety prior to the meeting and come prepared to discuss the resource's adherence to criteria specified in Board policy (including BP 6144 Controversial Issues, BP 6161.1 Selection and Evaluation of Instructional Materials, BP 6161.11 Supplementary Instructional Materials, and BP 6163.1 Library Media Centers), the District Mission and Vision, Guiding Principles for Selecting Resources for School Libraries / Media Centers, and the Selection Process/Criteria for School Libraries / Media Centers.
4. Within 30 days of convening, the District Curriculum Advisory Committee will prepare a final report and present it to the Instructional Services Department with a recommendation to retain the material in its original location, relocate the material, or remove the material from all school libraries.
5. Within 15 days of receiving the final report, the committee's recommendation will be shared with the Superintendent, Board of Education, Curriculum Resource Teachers and District Leadership Team as well as the school site and individual(s) who initially brought forth the concern.
6. If a decision is made to remove the book from general circulation, this decision will apply to all schools in the District.
7. Should the complainant remain unsatisfied, they may appeal the decision as described in Administrative Regulation 1312.2.

### Sample Reconsideration Committee Report

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

Author/Producer: \_\_\_\_\_

Has every member of the committee read the material entirely? If not, why? \_\_\_\_\_

Resources consulted (include policies, selection review sources, articles, etc.): \_\_\_\_\_

\_\_\_\_\_

Reconsideration committee recommends: \_\_\_\_\_

Justification and comments: \_\_\_\_\_

\_\_\_\_\_

## Appendix D: Faculty Recommendations for Library Media Center Materials

Teacher/Staff Member's Name \_\_\_\_\_

Date \_\_\_\_\_

Type of media requested (i.e., book, video, etc.) \_\_\_\_\_

Grade Level \_\_\_\_\_

Content/Subject Area \_\_\_\_\_

Curriculum Unit \_\_\_\_\_

Please list specific recommendation:

Author \_\_\_\_\_

Title \_\_\_\_\_

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

Copyright Date \_\_\_\_\_

Reviewing/Recommending Source(s) (insert links) \_\_\_\_\_

Have you previewed this material? \_\_\_\_\_

Please describe why this material is being recommended for addition to the Library Media Center:

## Appendix E: Student and Parent Recommendations for Library Media Center Materials

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

Email Address \_\_\_\_\_

I would like to recommend the following books or materials on these subjects be added to the Library Media Center:

Reviewing/Recommending Source(s) (insert links) \_\_\_\_\_

Have you previewed this material? \_\_\_\_\_

Please describe why you are recommending these materials be added to the Library Media Center:

## Appendix F: Parent/Guardian Opt-Out Form for Library Media Center Materials

Dear Parents,

Solana Beach School District School Libraries include a variety of materials and resources to appeal to a wide range of ages, maturity, interests, and reading levels. Parent(s) & Guardian(s) may request that school staff restrict a child from checking out certain book titles or genres from the school library.

Please document below any topics, titles, or genres from which you would like your child to be restricted from checking out from the school library. Submit this Opt-Out form (one per child) to your child's classroom teacher, who will alert both the school Site Administrator and Curriculum Resource Teacher (librarian). This form must be submitted annually.

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

Telephone Number \_\_\_\_\_

Email Address \_\_\_\_\_

I would like to request my child be restricted from checking out Library Media Center resources with the following topics, titles, or genres:

Parent/Guardian Signature: \_\_\_\_\_

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

**For District Use:**

Request received by: \_\_\_\_\_

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

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

Action taken: \_\_\_\_\_

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