



Cleveland ISD Library Playbook

2021-2022

Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. Libraries change lives for the better

-Sidney Sheldon

TABLE OF CONTENTS

- I.** Vision Statement
- II.** Mission Statement
- III.** Goals
- IV.** Bill of Rights
- V.** Personnel
 - a. Librarian
 - b. Library Paraprofessional
 - c. Student Library Assistant
 - d. Library Volunteer
- VI.** Collection Acquisition
- VII.** Collection Assessment and Maintenance
- VIII.** Cataloging Procedures
- IX.** Circulation
- X.** Challenged Materials and Reconsideration
- XI.** Instructional Resources- Board Policy

I. Cleveland ISD Library Vision

As a literature based entity, our vision is to cultivate and advance a culture of lifelong researchers, critical thinkers and self directed learners that will empower and enrich a global society.

II. Cleveland ISD Mission Statement

While supporting classroom instruction to ensure a better future, our mission is to provide quality literature and resources to elevate learning experiences for our diverse community of learners.

III. Goals

The goals of the Cleveland ISD Library Program:

- Our students will develop skills and show progress in their learning of information literacy skills.
- Our students will be allowed to enjoy opportunities of discovery, fostering their independent choice of reading with different genres and information in a variety of formats.
- Librarians will apply the most proficient professional knowledge and skills to teaching, leading, and guiding our students.
- Librarians will provide access to technology in order to effectively integrate it into the classroom to provide real world experiences and support the curriculum.
- Librarians will provide flexible scheduling (access to books) in an effort to eliminate any educational disparities while increasing achievement amongst our students.
- All teaching staff will be supported collaboratively, by the librarian, to enhance innovative teaching and achieve both library and classroom instructional goals.
- School-based library lessons and programs will meet the overall Cleveland ISD library program mission and objectives.

IV. Bill of Rights

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, age, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996. Source:

[Library Bill of Rights | Advocacy, Legislation & Issues](#)

V. Personnel

A. Librarian

Job Title: Librarian

Reports to: Campus Principal and Administrator for Library Services.

Primary Purpose:

Supervise and manage the school library/media center. Provide services and resources which allow students to develop skills in locating, evaluating, synthesizing and using information to solve problems. Provide a high interest, appropriate, diverse collection of materials advancing literacy and supporting the goals and objectives of the curriculum and the reading program of the school.

Qualifications:

Education Certification

Master's Degree in Library Science/Master's with Library Certification from an accredited college or university

Special Knowledge/Skills

Knowledge of Library Science.

Ability to instruct and manage student behavior.

Strong organizational, communication and interpersonal skills.

Experience:

At least 2 years of experience in a classroom setting.

Major Responsibilities and Duties:

1. Provide group instruction and individual guidance to assist students in locating resources and using research techniques. Promote an inviting and user friendly environment. Purchase high interest books, foster and encourage reading with book clubs, collaborate with campus staff to support curriculum, and facilitate makerspace sessions.
2. Consult with teachers on appropriate use of materials and purchase materials that enhance the curriculum. Make the library a welcoming, friendly environment. Share all information about products and services available to staff and students. Help with material selection. Ask for suggestions - wants/needs. Collaborate on usage of the library resources.

3. Serve as an information resource for users of library/media center materials. Provide staff development opportunities for teachers on the availability and use of campus and district learning resources.
4. Effectively plan a school library program to meet identified needs.
5. Use funding wisely; purchase durable products at the best possible prices.
6. Engage in professional development to keep abreast of changes in the field of Library Science.

Supervisory Responsibilities:

Supervise library paraprofessionals, student library aides and library volunteers.

B. Library Paraprofessional

Job Title: Library Paraprofessional

Reports to: Campus Principal and Librarian

Dept./ School: Campus assigned

Primary Purpose:

Assist the librarian in the preparation and management of library activities. Work under the supervision of a certified librarian or other certified personnel.

Qualifications:

High School diploma or equivalent

Texas Education Agency Paraprofessional Educational Aide 1 Certification or meet requirements for certification.

Special Knowledge/Skills:

Ability to work well with all patrons.

Knowledge of computer operations.

Knowledge of library materials

Essential Job Functions and Duties:

1. Maintain a positive attitude of cooperation and high expectations which would further the smooth operation of the library/media center.
2. Check materials in and out as necessary.
3. Shelve books and materials returned to the library.
4. Assist patrons in locating books and materials to meet their needs.
5. Perform other duties as assigned by the principal/librarian to maintain an effective library program.

C. Student Library Aide

Job Title: Student Library Aide

Reports to: Librarian or Library Paraprofessional

Primary Purpose:

Students are expected to be responsible caretakers of the library.

Qualifications:

1. Passing grades
2. Clear behavior records
3. Punctual
4. Upper grade level students

Major Responsibilities and Duties:

1. Shelving books
2. Shelf reading
3. Assisting other patrons
4. Clerical duties
5. Other duties as assigned

D. Library Volunteer:

Job Title: Library Volunteers

Reports to: Librarian or Library Aide

Primary Purpose: To serve as a liaison between the school and community. They promote and reflect a collaborative effort between both environments.

Qualifications:

Background check

Major Responsibilities:

Assist the librarian or library aide with all activities.

VI. Collection Acquisition

Materials

Policy Statement:

Cleveland ISD libraries place a high emphasis on educational, informational and recreational objectives. Materials selected for the library shall be purchased in formats that best address these objectives and suit patron needs. The Cleveland Independent School District grants the campus librarian the authority in purchasing, retention, and withdrawal of library materials. As such, the campus librarian shall be held responsible and answerable to the campus principal and the Cleveland ISD school board for any selections made.

Policy Specifics:

All Cleveland ISD libraries support the Library Bill of Rights adopted by the American Library Association, and it serves as the basis for this policy and other lending policies of this library. Reviews of new books from both professional journals and popular reviewing outlets are important tools in the selection process. Recommendations from the faculty, students and the public are also welcomed and evaluated within the framework of the acquisition process.

The Cleveland ISD School Board is legally responsible for the selection of all instructional materials used in the library. Responsibilities for actual selection shall rest with the professionally trained librarian. The campus librarian has the final responsibility for the selection of all materials to be incorporated into the library's collection, regardless of the mode of acquisition. It is the librarian's responsibility to provide materials that are of both current interest and permanent value, that are up-to-date, that are responsive to the interests and needs of staff and students and that do not discriminate against any political, religious, economic, or social view or group through deliberate exclusion of their views. The librarian shall try to provide for a diversity of materials without exercising either direct or implied censorship. The librarian shall be responsible for expending available funds in an equitable manner so that all divisions of the collection receive a just proportion of said funds.

Selection Criteria:

To assure quality selection of materials for Cleveland ISD libraries, the following criteria will

Be weighed as they apply:

1. **Authenticity:** Materials should be accurate and current. The reputation and significance of the author, composer, producer, and publisher is also being considered. Out-of-date or no longer useful materials are withdrawn from the collection.
2. **Appropriateness:** The materials should be consistent with instructional objectives, instructional levels, and age groups. They should represent fair and unbiased presentations of information and should support the school and the district's educational goals and policies, including the advancement of student literacy.
3. **Interest:** Materials should arouse curiosity leading to other individual learning, creativity, and research.
4. **Diversity:** Consideration should be given to a diverse range of formats, interests, abilities, backgrounds, cultures, languages, religions, and maturity levels.
5. **Organization and Balance:** Materials should be selected which will help each school maintain a balanced collection of materials. Multiple items of outstanding and much in demand materials are purchased as needed. Worn or missing resources that still have educational value are replaced periodically.
6. **Technical Quality:** Resources will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above
7. **Cost of Materials:** The cost of materials should be justifiable, considering the relative cost of satisfactory substitutes and the availability of funds.
8. **Guides:** Professionally prepared, reputable, and unbiased selection tools should be consulted as selection guides.
9. **Gifts:** Gift materials will be evaluated by the selection criteria outlined above and shall be accepted or rejected in accordance with those criteria.

Procedures

Library Books:

- Library books are selected based upon their literary and artistic merit contribution to the balance of the total collection, and the suitability of their content and vocabulary to the age of the reader.
- Materials selected shall present an accurate, fair picture of the subject.
- A quote must be requested from a district approved vendor.

- Once the quote has been received, a district purchase request form must be completed using the product information from the quote.
- The purchase request must be submitted to the campus administrator for approval and processing.

Professional Collection:

- Books and resources for the professional collection are selected based upon their alignment with the district’s mission and goals and should also be in accordance with the school’s curriculum and instructional programs.
- A quote must be requested from a district approved vendor for the desired materials.
- Once the quote has been received, a district purchase request form must be completed using the product information from the quote.
- The purchase request must be submitted to the campus administrator for approval and processing.

Periodicals:

- Purchased to supplement the book collection, provide recreational and professional reading, and/or provide material not yet available in book form.
- Selection of periodicals shall be based upon their consideration as authoritative, objective, and of local interest and demand.
- A quote must be requested from a district approved vendor for the desired materials.
- Once the quote has been received, a district purchase request form must be completed using the product information from the quote.
- The purchase request must be submitted to the campus administrator for approval and processing.

Technology and Online Resources:

The purchase of technology and online resources should be selected to address specific curricular needs.

- All purchase recommendations must be submitted to the campus principal.

VII. Collection Assessment and Maintenance

Weeding Materials

Policy Statement:

Weeding is essential to collection development. Its purpose is to rid the library of unsuitable and unnecessary resources. The librarian will use the district selected OPAC to complete an annual inventory of the collection. Once the inventory is completed a report will be analyzed by the librarian to determine which materials are unsuitable and unnecessary.

Policy Specifics:

The purpose of weeding is to provide a library collection that supports and enriches both the curriculum and the personal needs of the school. An annual review of the collection provides an opportunity to ensure the library houses the most up-to-date collection and accurate reference information. Weeding materials benefits the collection by making more effective use of space and provides a more attractive collection to promote use along with encouraging patrons to care for library materials.

Criteria for Weeding Library Material:

Physical appearance

- Discard items that are overly worn and cannot be repaired.
- Books with appearances that would discourage readers.

Outdated

- Discard items in which the basic information and/or illustrative material is out-of-date.
- Books that contain incorrect information, that have been replaced with a newer edition

Procedures:

- The librarian may begin taking inventory in the last 2 weeks of May or sooner.
- Once inventory is complete, print a list of missing items. Search for these missing items and find as many as possible.
- On the last day of school, mark any items still missing on the inventory as lost.

- Run a report of circulated materials for the current school year and the previous school year to compare circulation data from both years.
- Review the average of the collection and make adjustments as necessary.
- To remove a book from Destiny, click “track as weeded” when deleting each book.
- Blackout the barcode from the back of the book and the name of the school on the inside.
- Depending on the condition or age of content, the book can then be:
 - Added to the campus free library
 - Given to teachers for their classroom libraries
 - Disposal of Property Form (If we have books we cannot get rid of, we write them up on one of these forms.) Notify maintenance to pick them up.
- At the end of the year, print a list of weeded materials and submit it to the principal.

VIII. Cataloging Procedures:

All materials are shelved according to the needs of the campus. Call numbers identify which section they belong in:

- **Call numbers for the district:**
 - Biography - 92
 - Collective Biography - 920
 - Story Collection- SC
 - Fiction - FIC
 - Everybody -E
 - Professional - PRO
 - Reference - REF
 - Autographed - AUT
 - Spanish - SPN
 - Nonfiction - 000-999 (Dewey Decimal System)
 - AV Materials - KIT
 - AV Equipment - EQU
 - Big Books - BB
- **Genre Classifications:**
 - Adventure - ADV
 - Dystopia - DYS
 - Family - FAM
 - Fantasy - FAN

Girls - GIR
Graphic Novels - GRA
History - HIS
Horror - HOR
Humor - HUM
Middle School - MS
Mystery - MYS
Sports - SPO

*Technology is checked out through TipwebIT.

IX. Circulation:

Policy Statement:

The purpose of the Cleveland ISD Libraries is to encourage students and staff to fully utilize library materials, resources and services, while at the same time implement processes and procedures which promote fair use and equitable access for all. The materials students can check out and the way they may do so is determined by their interests and academic learning. Staff members will also abide by similar guidelines with variations in the number of materials they can check out and the duration for which they may keep them.

Policy Specifics:

Students

- Pre-K and kindergarten students
 - May check out one book at a time.
 - Books are checked out to students for a two-week period.
- Students in grades 1 and 2 may check out up to two books at a time.
 - Books are checked out to students for a two-week period.
- Students in grades 3-12 may check out at least two books at a time.
 - Books are checked out to students for a two-week period.
- When multiple classes are using books as part of a research project, these books will be put on reserve and students will not be allowed to check them out.
- Magazines are checked out to students for a 48-hour period.
- Students may submit a request for titles. The librarian will consider the requested titles based on the district selection policy.

- Students will be notified of library policies and procedures during orientation at the beginning of the year.
- No fine will be charged for overdue materials.
- Students will be charged a fine for lost materials. Students will be charged a fine if materials are damaged beyond repair.

Teachers and Staff

Teachers and staff are not limited in the number of items they can check out. They also have no time limitations for materials from general circulation.

- Teachers and staff may also check out books from the professional collection. This collection covers most curricular and content areas. Teachers and staff may check out professional materials for a four-week period.
- Invoices will be issued to teachers and staff for lost/damaged materials.

Procedures

- Elementary students will be escorted to the library at their designated time by their teacher. The teacher is to stay with their class in the library unless it is during “specials” rotation or instructed otherwise by the librarian.
- Students who wish to check out an item that is currently unavailable may ask library staff to place the book on hold. Homeroom teachers will be notified via email when the book is returned and is now on hold for their students. Students have 48 hours to collect their books on hold.
- Cleveland ISD libraries are NOT quiet. Our libraries are flexible learning spaces that foster creativity and critical thinking. Students are encouraged to collaborate and communicate with other students and staff in the library. There are also several programs and demonstrations that will take place in the library throughout the year.

X. Challenged Materials and Reconsideration:

Policy Statement:

Any faculty member, staff member, student, or member of the Cleveland community may challenge materials or resources used in the library based on appropriateness. This procedure is for the purpose of considering the opinions of those people in the school and the community who are not directly involved in the selection process. Any material challenged by a member of the community must go through the Procedures for Challenged Material as set forth by the Cleveland ISD School Board.

Policy Specifics:

Because the library follows accepted principles of intellectual and academic freedom, it will not remove specific titles solely because an individual or group may find them objectionable. Patrons who wish to file a complaint about a library item or request the withdrawal of a title from the library will be asked to place their complaint in writing by completing the Request for Reconsideration of Library Resources form. When a written complaint is filed, the principal will convene the School Library Collection Evaluation Committee to review the complaint and respond to the patron. If the patron is not satisfied with the principal's response, the decision of the principal may be appealed to the Cleveland ISD School Board.

School Procedure for Selecting a School Evaluation Committee:

Each Cleveland ISD school will establish a School Library Collection Evaluation Committee of 7 people of appropriate staff and local community members. Required members include: school library personnel, local district representative, school administration, and faculty members. Additional members could include: community member, parent, another site administrator, or another faculty or staff member.

Procedure for School Level Challenge

1. The parent must submit a completed School Level Challenge Request for Reconsideration of Library Resources form to the school's library professional.
2. Upon receipt of the completed form, the library professional will notify the District Supervisor of Library Services of the request and call a meeting of the School Library Challenge Committee (School Committee) to introduce the request.
3. The material in question will remain in use during the challenge process.
4. The school library professional will provide School Committee Members access to the challenged material as well as public written reviews of the material from professional review sources. The School Committee members will be assigned to read, view, or listen to the material in its entirety as well as the reviews.
5. After being afforded time to review the material and reviews, the School Committee will reconvene, at which time the parent has the option to meet with the School Committee to present his/her views. The School Committee will then dismiss the parent.

6. The School Committee will deliberate the issues and reach a decision. A decision is made by a majority vote. The School Committee will decide whether to retain the material in the library media center, relocate the material within the library media center, or remove the material from the library media center.

7. The parent will be notified of the School Committee's decision in writing within a reasonable time period.

8. The same materials cannot be challenged at that particular school for at least three years

○ Procedure for committee study shall be as follows:

- Examine the full context from which the material was taken.
- Determine if the material should be withdrawn from the shelf or classroom immediately or whether it will remain accessible until the challenge has been resolved.
- The material shall be evaluated in terms of the objections raised, its contribution to the curriculum and educational philosophy of our schools, and as it is related to the objectives and selection criteria stated in the Selection Policy for the library and/or textbooks.
- The decision of the committee shall be determined by a majority vote, and a written report of its conclusions will be submitted to the district library coordinator within 15 working days of receipt of the challenge form.
- The principal will present to the complainant a copy of the report and a copy of Notice of Right to Appeal.

District Procedure for Selecting a District Evaluation Committee:

If the school committee's decision does not satisfy the person(s) requesting reconsideration of materials, the school principal should direct them to the District Library Media Selection Committee, who will then review the challenged material and make a final decision. Members of the committee include: District Superintendent, Assistant Superintendent of Curriculum and Instruction, and District Library Supervisor.

Procedure for District Level Challenge of Library Media Materials

1. If the parent is not satisfied with the decision of the School Committee, he/she may appeal the decision through the District Level Challenge Appeal.

- 2.** The parent shall submit a written District Level Challenge Appeal along with a copy of the original form within ten school days of receiving the decision of the School Committee.
- 3.** The material in question will continue to be used as determined by the School Committee during the District Level Appeal process.
- 4.** The District Supervisor will convene the District Level Challenge Appeal Committee (District Committee) and provide them with access to the challenged material as well as public written reviews of the material from professional review sources.
- 5.** The District Committee members will read, view, or listen to the material in its entirety as well as the reviews.
- 6.** After being afforded time to review the material, the District Committee will reconvene, at which time, the parent will be given an option to meet with the District Committee to present his/her views. The District committee will then dismiss the parent.
- 7.** The District Committee will deliberate the issues and reach a decision. A decision is made by a majority vote. The District Committee will decide whether to retain the material in the library media center, relocate the material within the library media center, or remove the material from the library. This decision will only apply to the library media center from which the challenge originated.
- 8.** The parent, the library professional, and the school principal from which the challenge originated, will be notified of the District Committee's decision in writing within a reasonable time frame. This response shall serve as the final administrative action in the matter.



Cleveland ISD Request For Reconsideration of Library Materials

Medium (Book, video, etc.)

Title _____

Author _____

Publisher _____

Copyright Date _____ Call Number _____ Hardcover _____ Paperback _____

NAME OF SCHOOL BUILDING WITH THE TITLE IN THE SCHOOL LIBRARY MEDIA COLLECTION

REVIEW REQUEST INITIATED BY:

Name (print) _____

Signature _____

Address _____

City _____ State _____

Zip _____

Home Phone _____ Work Phone _____

Ext _____

COMPLAINANT REPRESENTS

Himself / Herself Yes_____ No_____ Other individuals or group Yes_____ No_____

If representing others, give name of person(s), address(es) and phone number (s):

EVALUATION (attach extra pages as needed)

1. I have read or viewed the entire book, video, etc. YES _____ NO _____

2. Summary of the book in your own words:

3. To what in the book do you object? Please be specific and cite page numbers.

4. What do you feel might be the result of reading this book? Please be specific and cite page numbers.

5. What do you like or find positive about this book? Please be specific.

6. Is there any age or group that should be allowed access to this book? If yes, who or what group? Please be specific and explain your reasoning

7. Is there any age or group that should **NOT** be allowed access to this book? If so, who or what group? Please be specific and explain your reasoning.

8. Have you read any reviews of the material? If so, please list the source and review date.

9. Are you aware of the literary critics' judgment of this book and the author's reputation? Write what you know of these literary opinions.

10. What would you like the school to do about this book?

11. Can you recommend another title for the school library to purchase that presents an alternative point of view from the title in question? If yes, please list title, author, publisher, copyright.



Cleveland ISD Committee Evaluation of Library Materials

Date: _____

Title for Reconsideration: _____

Evaluator: _____

Evaluator's Job

Title: _____

1. I have read or viewed the entire book, video, etc. Yes _____ No _____

2. Did you find the material in question objectionable? Why or Why not?

3. Is there any age or group that should be allowed access to this book or video? If yes, who or what group? Please be specific and explain your reasoning.

4. Is there any age or group that should **NOT** be allowed access to this book or video? If yes, who or what group? Please be specific and explain your reasoning.

5. What action should be taken concerning this material?

_____ No action

_____ Remove from the school media center

_____ Restrict to specific approved groups

_____ Other (explain)

INSTRUCTIONAL RESOURCES

EF
(LEGAL)

School Library

A district possesses significant discretion to determine the content of its school libraries. A district must, however, exercise its discretion in a manner consistent with the First Amendment.

Removal of Library
Materials

Students' First Amendment rights are implicated by the removal of books from the shelves of a school library. A district shall not remove materials from a library for the purpose of denying students access to ideas with which the district disagrees. A district may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.

Bd. of Educ. v. Pico, 457 U.S. 853 (1982)

**Instructional
Materials**

Instructional materials selected for use in the public schools shall be furnished without cost to students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment [see CMD]. *Education Code 31.001*

Parental Access

A parent is entitled to review all teaching materials, instructional materials, and other teaching aids used in the classroom of the parent's child and to review each test administered to the child after the test is administered. A district shall make teaching materials and tests readily available for parental review and may specify reasonable hours for such review.

A student's parent is entitled to request that a district allow the student to take home any instructional materials used by the student. Subject to the availability of the instructional materials, a district or school shall honor the request. A student who takes home instructional materials must return the instructional materials to school at the beginning of the next school day if requested to do so by the student's teacher.

A district must provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. This requirement does not require a district to purchase printed copies of instructional materials that the district would not otherwise purchase. A district may comply with this requirement by providing the student a printout of the relevant electronic instructional materials.

Education Code 26.006

**Information
Collection and
Access**

U.S. ED–Funded
Surveys

*Consent
Required*

*Parental
Inspection*

Information
Collection Funded
by Other Sources

Policies

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education (ED), to submit to a survey, analysis, or evaluation that reveals information concerning the topics listed at Protected Information, below, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent. *20 U.S.C. 1232h(b)*

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. ED shall be available for inspection by the parents or guardians of the children. *20 U.S.C. 1232h(a)*

Except as provided by 20 U.S.C. 1232h(a) or (b) [see U.S. ED Funded Surveys, above], as a condition of receiving funds for a program funded in whole or in part by the U.S. ED, a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the following:

1. The parent’s right to inspect a survey created by a third party before the survey is administered or distributed by a school to the student and any applicable procedures for granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received.
2. A district’s arrangements to protect student privacy in the event a survey containing one or more of the items listed under Protected Information, below, is administered or distributed to a student.
3. The parent’s right to inspect any instructional material used in the educational curriculum for the student and any applicable procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.
4. The administration of physical examinations or screenings that a district may administer to the student.
5. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. This provision does not apply to use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products

or services to raise funds for school-related or education-related activities, or student recognition programs.

6. The parent's right to inspect any instrument used in collection of personal information in item 5 above, before the instrument is administered and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

A district need not develop and adopt new policies if TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). [See CRD, FFAA, FL, and FNG]

*Parental
Notification*

A district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in schools served by the district. At a minimum, a district shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies; and
2. Offer an opportunity for the parent to opt the student out of participation in an activity described below.

A district shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.
2. The administration of any survey containing one or more items described at Protected Information, below.
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

20 U.S.C. 1232h(c)(1)–(4) [See FFAA]

Protected
Information

Protected information addressed by 20 U.S.C. 1232h includes:

INSTRUCTIONAL RESOURCES

EF
(LEGAL)

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

20 U.S.C. 1232h(b), (c)(1)(B)

“Personal
Information”
Defined

The term “personal information” means individually identifiable information, including a student's:

1. First and last name;
2. Home or physical address, including street name and city or town;
3. Telephone number; or
4. Social security identification number.

20 U.S.C. 1232h(c)(6)(E)

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal
Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.