

INSTRUCTIONAL RESOURCES

EF
(REGULATION)

All instructional resource (both instructional material and library material) selections and other related processes shall be governed by EF(LEGAL), EF(LOCAL), EF(EXHIBITS), and this EF(REGULATION). No other governing documents shall be created or utilized unless added to regulation or exhibits by approval of the Superintendent or designee.

**English Language
Arts Class Reading
Selections**

Multiple required and choice reading selections shall be chosen as instructional resources in English Language Arts (“ELA”) classes for grades 5-12. Any selection for which at least 40% of the text is utilized shall be considered a “Literary Work”.

Levels of Review

Any new Literary Work proposed for an ELA class in grades 5-12, whether as a required or student-selected choice material, shall go through a formal review process as described herein and outlined in EF(EXHIBIT).

First, a teacher shall propose a new Literary Work for review by submitting a Text Rationale and Approval form [see EF(Exhibit)] to the grade-level ELA team or ELA Department, as appropriate. Department and/or grade-level ELA teachers shall review and discuss the proposed Literary Work and decide whether to recommend the proposed Literary Work to the relevant Campus Literature Committee. This decision shall be documented on the Text Rationale and Approval form. The Campus Literature Committee shall consist of the assistant superintendent for education services or designee, the principal or designee, the ELA Department or Grade-Level Chair, and a member of the ELA faculty from such campus. The Campus Literature Committee shall determine whether the proposed Literary Work should be further reviewed by a Community Feedback Group.

If needed, a Community Feedback Group shall be appointed by the principal and include no more than seven parents from the relevant campus. An ELA teacher from the relevant campus shall serve as the facilitator. Each group member shall read the proposed Literary Work in its entirety and provide feedback through completion of a Community Feedback Form. [See EF(EXHIBIT)] The group shall then meet to discuss and make a recommendation for whether and/or how the material should be used. A summary of this meeting shall be documented on the Community Feedback Report. [See EF(EXHIBIT)] The Community Feedback Group is advisory in

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nature, and their recommendation is not binding. The final decision lies with the Campus Literature Committee. Any completed Community Feedback Forms shall remain available for the Campus Literature Committee for as long as the Literary Work remains on the HPISD Literary Works Catalog.

Following receipt of community feedback, if any, the Campus Literature Committee shall determine whether the proposed Literary Work shall be approved for usage for the upcoming academic year, for which course(s) such Literary Work shall be used, and whether such Literary Work shall be required reading or student-selected choice reading. This decision shall be documented on the Text Rationale and Approval form.

Upon completion of this process, any new proposed Literary Work shall be posted for 30 days in accordance with EF(LOCAL) prior to any further action being taken to incorporate such Literary Work into the district's instructional program. Following this time period, approved Literary Works may be used for the upcoming school year; however, in accordance with EF(LOCAL), a Literary Work may be subject to reconsideration at any time.

Teachers may select an additional Literary Work per course during the current academic year if there is an emergent need, such as a Literary Festival speaker, whose work fits the course curriculum or a significant current event. The Campus Literature Committee shall approve these resources, and parents shall be provided timely notice of the addition. In such case, parents shall have the same right to request an alternative reading assignment of comparable rigor and academic relevance without penalty as is afforded at the start of the school year.

Literary Works which are no longer being used or no longer needed for instruction may be removed from the Literary Works Catalog.

**Parent Notification,
Permission, and Opt-
Out Assurance for
ELA Class Reading
Selections**

The District shall create and maintain a Literary Works Catalog on its website which includes the Literary Works for each course with a link to a Text Rationale and Approval form for each work.

Parents of students entering grades 5-12 shall be notified by June 15 of the Literary Works Catalog for the upcoming school year.
[See EF(EXHIBIT)]

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At the start of each school year, teachers shall send parents the Literary Works permission form, which shall include a link to a Course Overview so parents may see which titles are specific to their child's course. [See EF(EXHIBIT)]

Each parent has the right to request an alternative reading selection. For students whose parents choose an alternative reading selection, the District commits to the following assurances:

1. Teachers shall develop alternative book instructional plans which shall be approved by campus administration. The HPISD Curriculum and Instruction Department shall provide support and assistance in developing these plans. These plans shall include reading assignments and assessments that demonstrate comparable quality and rigor.
2. Students shall receive effective instruction, be included as much as possible in the regular class setting, and be allowed meaningful discussion, as much as the number of students allows.

Records Retention
and Reporting

Records created regarding the selection of Literary Works shall be retained for five school years in electronic copy by the HPISD administration. The annual HPISD Literary Works Catalog selection and approval process shall be reported to the board of trustees each October. Included in this report will be the current year's timeline for the annual selection process, number of opt-outs from any Literary Work, and any additional feedback received from students, parents, or staff.

**HPISD Library
Program Mission**

Mission Statement:

The HPISD library program shall support the educational program of the district and nurture a culture that advances literacy, inspires curiosity, grows knowledge, and fosters a lifelong love for reading in students.

In HPISD, each campus library shall provide a broad collection of library materials to meet the needs of its many students. Collections shall support district curricula, encourage pleasure reading, demonstrate the highest artistic and literary quality, help build knowledge, present varying levels of difficulty, satisfy a wide range of interests, represent varied points of view including many ethnic, religious, and cultural groups. Collections include fiction books, nonfiction books, audio books, eBooks, reference materials,

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periodicals, audio visual materials, professional books, and electronic resources.

HPISD campus libraries shall encourage students to practice book selection skills in determining the best materials to fit their personal interests and needs. Librarians shall be readily available to provide guidance in the students' selection process and encourage parents to share with librarians any special considerations regarding library materials selected by their students.

In developing and maintaining its library program, the District shall comply with board policy and consults state guidelines established by the Texas State Library and Archives Commission. [See Tex. Educ. Code Section 33.021; [Guidance for School Libraries on Collection Development](#); [School Library Programs: Standards and Guidelines for Texas](#); [CREW: A Weeding Manual for Modern Libraries](#).]

**HPISD Library
Program Beliefs and
Goals**

The Texas State Library and Archives Commission provides six beliefs about school libraries as well as a related set of goals for evaluating and rating Texas school libraries. [See [School Library Programs: Standards and Guidelines for Texas](#).] These are arranged into a set of six strands and accompanying principles. HPISD has adapted these strands and principles, as shown below, to comply with board policy, and adopts these as the beliefs and goals of the HPISD library program.

Strand 1: Information Literacy

School library programs offer information literacy instruction that enables students to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.

- Dimension 1: Learners and educators use information to effectively accomplish a specific purpose. They also access and evaluate print and digital resources for their pursuit of knowledge, academic needs, and/or personal needs.
- Dimension 2: Learners and educators practice the ethical and legal use of information, including transformative fair use, intellectual freedom, information access, privacy, proprietary rights, federal law, and best library practice).

Strand 2: Learning

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School library programs provide access to information for learning, which includes the pursuit, gain, and sharing of knowledge, as well as support for both student and professional learning.

- Dimension 1: The school library program includes a carefully curated collection of materials in a variety of formats, including open educational resources (OER) that are uniquely suited to support knowledge acquisition and the needs and interests of all users.
- Dimension 2: The school library program is based on an approach to learning that encourages students to cultivate curiosity, nurture imagination, pursue knowledge, think critically, and obtain understanding in a complex information environment.
- Dimension 3: The school library program offers opportunities for learners to explore real world problems by interacting with relevant information in a variety of formats.
- Dimension 4: The school library program offers professional development opportunities that promote best instructional practices in the gradual release model.

Strand 3: Reading

School library programs promote reading as an essential skill for learning, personal growth, and enjoyment which are essential skills for college, career, and community.

- Dimension 1: The library encourages students to read a variety of literature for information and pleasure. The library provides access to physical and virtual collections of high-quality resources in a variety of formats (print, audio, electronic) and platforms (readable on most devices) which reflect input from stakeholders.
- Dimension 2: The library supports, supplements, and elevates literacy instruction through research-based strategies and participation in national, state, and local reading initiatives.
- Dimension 3: Library materials reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and the state standards.
- Dimension 4: Library programs encourage collaboration with other types of libraries (e.g., public, academic, governmental, special), information institutions (e.g., museums, institutes, and virtual field trips), and community partners.

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Strand 4: Digital Learning

Effective school libraries are a vital hub with access to emerging technologies which provide curated and open access to a variety of print and digital resources. They support best instructional practices and curriculum standards through the integration of resources while assessing the impact on student learning.

- Dimension 1: The library program effectively promotes the use of carefully chosen technology applications and tools across all content areas for discovery, collaboration, critical analysis, creation, and presentation of learning.
- Dimension 2: The library program utilizes a variety of engaging technology tools that demonstrate learning in a measurable way.
- Dimension 3: The library program actively provides a diverse and open collection of digital and print resources, including open educational resources (OER), which support the academic and personal needs of students. Virtual library materials are available at point of need.
- Dimension 4: The library program provides creative, innovative, and ethical use of current and emerging technologies in the obtaining and presentation of knowledge.
- Dimension 5: The library program models and encourages the understanding of federal, state, and local policies and procedures for responsible use of digital tools.
- Dimension 6: The library program encourages students to use digital intellectual property responsibly, understand current copyright rules, make responsible online decisions, understand the significance of a digital identity, and use positive digital citizenship practices.

Strand 5: Safe and Nurturing Environment

School libraries are essential, safe, and flexible environments and are inviting centers for teaching and learning.

- Dimension 1: The school library program features a learning environment that cultivates a sense of community and respect among all students and staff.
- Dimension 2: The school library program features a facility that meets the needs of individual students, small groups, and

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classes as defined by Texas Administrative Code (TAC) regarding Library Facilities.

- Dimension 3: The school library program extends library-based learning opportunities for families through community-centered activities.
- Dimension 4: The school library program is a central element of the school through its impact on student achievement, digital literacy, and school/culture.
- Dimension 5: The school library facility is a safe, inviting, and accessible location with appropriate signage to indicate services, protocols, and expectations.

Strand 6: Leadership

School library program activities show evidence of best practices when modeled by a full-time school librarian in every school.

- Dimension 1: The school library program incorporates leadership activities, best practices, and professional development across campus, district, and professional communities. The program includes opportunities for collaboration among members of the learning community and opportunities to help learners become independent users and sharers of ideas and information.
- Dimension 2: The school library program offers purposeful professional development that is aligned to the needs of the learning community.
- Dimension 3: The school library program is included in campus and district planning.
- Dimension 4: The school library program activities are evaluated using data analysis in order to improve student outcomes.
- Dimension 5: The school library program is designed to ensure that all students have equal access to appropriate resources necessary for academic success.
- Dimension 6: The school library program has a mission/vision, goals, objectives, and a strategic plan which is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures.

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- Dimension 7: The school library staff and volunteers are trained on various aspects of the library program in order to better serve students and staff.
- Dimension 8: The school library program works with stakeholders to promote library activities.
- Dimension 9: The school library advocates for and protects each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom. Student privacy is protected as indicated by best library practices (ALA Privacy) and federal FERPA law.

**Library Material
Selection
Process**

Professional staff shall ensure that all selected library materials meet the standards defined in EF(LEGAL) and EF(LOCAL) and are appropriate for their intended educational use. In addition, the following guidelines shall direct the selection process for library materials:

1. Each library material purchased or received by gift or donation for the collection shall be read and reviewed in its entirety by a campus-level librarian or designee to verify compliance with the standards set forth in policy EF(LOCAL) prior to circulation.
2. All library materials shall meet standards of copyright and fair use.
3. Every library material need not be relevant for every student.
4. Librarians shall be responsible for evaluating the library collection and determining budgets and purchases on such ongoing evaluation.
5. Individual library materials shall be selected for circulation with the entire collection in mind.
6. Administrators, teachers, other District personnel, parents, and community members may recommend library materials for selection.
7. Librarians shall not make blanket selections based upon any recommendation lists or catalogs. In selecting library materials, librarians shall use professional discretion after thoughtfully weighing the following factors:
 - Extensive review of material
 - Compliance with standards provided in EF(LOCAL)
 - Recommendations from professional staff, parents, and local community members

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- Guidance from professional resources including, but not limited to:
 - Review(s) from professional library publications
 - State or national awards
 - Online collection development tools (such as Titlewave)
 - Recommended reading lists developed by library professionals and educators
 - Publishers' notes
 - Other online sources (such as Common Sense Media, Goodreads, etc.)
- Publisher's reputation
- Needs of the curriculum
- Author's reputation and stated intent
- Endorsement by professional associations
- Context of work, overall fit within existing library collection, and potential support of curriculum
- Inclusion in a retrospective collection tool (such as Wilson's Catalogs)

8. Upon receipt of any book order, the campus librarian or designee shall confirm contents match the invoice and, if any "back fills", free additions, or donations were included, those books shall be read and reviewed in their entirety to confirm they meet the standards provided in EF(LOCAL) and are appropriate for their intended educational use.

TexQuest Digital
Resources

[TexQuest](#) is a statewide digital resources program developed, administered, and funded by the Texas State Legislature, the Texas State Library and Archives Commission, and Education Service Center - Region 20. TSLAC licenses resources for the TexQuest program following state procurement practices and opportunities for community input. District librarians shall evaluate each TexQuest resource for inclusion in the program based on the standards set forth in EF(LEGAL) and EF(LOCAL) and shall regularly review these resources in accordance with the District's library maintenance procedures.

Labeling of Age-
Appropriate
Materials

In the intermediate/middle school library, books intended for Young Adult or Teen audiences shall be labeled as such.

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**Library Collection
Maintenance
Procedures**

HPISD Librarians shall strive to maintain relevant, age appropriate, broad, and diverse collections that provide a variety of titles supporting the curriculum taught at the state and local level. Extensive thought and care are given to the selection of materials and the building of library collections. The same care is applied when deselecting materials. The quality of library materials shall be periodically appraised, and the standards set out in policy EF(LOCAL) shall be followed to ensure the collection remains broad and diverse and includes works representing many time periods, genres, cultures, viewpoints, interests, and levels of difficulty.

Per Board Policy EF(LEGAL) and EF(LOCAL), the selection of resources is an ongoing process that includes the retirement of resources no longer educationally appropriate or meeting the standards outlined in EF(LOCAL) and the periodic replacement or repair of resources still of educational value. Deselecting, or “weeding,” protects the quality of the collection and encourages use by the patrons it serves. Systematic weeding is an important part of collection maintenance.

Resources that no longer meet the objectives of the library as defined by policy EF(LOCAL) are systematically withdrawn on a continual basis according to general “CREW” method principles established by the Texas State Library and Archives Commission. The method called CREW (Continuous Review, Evaluation, and Weeding) is a series of ongoing routines that regularly removes outdated and unused materials from the collection while also revealing collection gaps or needs. [See [CREW: A Weeding Manual for Modern Libraries](#)]

Librarians may deselect or relocate materials as part of the library’s systematic weeding process.

**Benefits of
Weeding**

- Preserves a current, relevant collection
- Provides an appealing, user-friendly library
- Creates the best utilization of available space
- Ensures materials are accessible and easily located by users
- Locates materials needing repair, rebinding, or replacing
- Allows for regular assessment and identification of areas of need

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	• Provides optimum service to patrons by offering a high-quality collection
Considerations for Weeding	• Materials that are rarely or never used • Materials that are in poor condition • Materials that no longer meet the standards outlined in EF(LOCAL) • Materials that no longer fit the curriculum • Materials that are no longer factually accurate • Materials with mediocre writing style • Materials that are not age-appropriate • Materials that are unneeded duplicates
Refresh Rates and Collection Ages	While the Texas State Library and Archives Commission recommends an annual refresh rate of approximately 5% of the collection and a collection age with an average copyright date no more than 10 years old, HPISD libraries shall not make any refresh rate or collection age a goal in and of itself. Refresh rates and collection age shall be data points for reference purposes, but shall not guide or direct the weeding process. Librarians shall value library materials from all time periods to ensure the maintenance of a broad collection that exposes students to the depth and breadth of literary and world history, from ancient texts and classics to contemporary literature.
Disposing of Weeded Books	All retired instructional resources shall be disposed of in accordance with the District's property disposal procedures. [See CI] For books weeded as an unneeded duplicate, the first step in disposing of them should always be to offer them to teachers for use in their classrooms. Books weeded due to other reasons should NOT be given to teachers or other campuses; these books should be prepared for disposal. Library books are district property and, therefore, their disposal must follow specific procedures as outlined below. Books may not be given to students, parents, or community members.
Preparing Books for Disposal	1. For books given to another campus in the district (such as a book that is determined as not age-appropriate for one campus):

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- a. Delete copy from the collection and track as weeded.
 - b. Do not remove barcodes or spine labels; send to the new campus and allow the recipient to update.
2. For books given to teachers:
 - a. Delete copy from the collection and track as weeded.
 - b. Remove or mark through barcode, spine-label, and all property markings.
 - c. Stamp (or handwrite) "WITHDRAWN" inside.
3. For all other books:
 - a. Delete copy from the collection and track as weeded.
 - b. Remove or mark through barcode, spine-label, and all property markings.
 - c. Stamp (or handwrite) "WITHDRAWN" inside.
 - d. Separate into two categories: 1) Salvageable or 2) Unsalvageable
4. Books that are declared "SALVAGEABLE" will be sold in accordance with District Policy.
5. For books that are declared "UNSALVAGEABLE" and can be disposed of:
 - a. Box up.
 - b. Mark each box "WITHDRAWN"
 - c. Recycle.

**Parental Rights and
Notification for
Library Materials**

The complete collection available in each HPISD campus library can be found online on the library's website.

Parents may limit certain library materials for their students by submitting the appropriate district form. [See EF(EXHIBIT)]

HPISD shall send email notifications to parents of any materials checked-out by their students from a campus library.

Each school's library page shall include information about:

- How parents may access school library materials,
- How to communicate with library staff regarding any special considerations for their child's library selections,
- How to limit the ability for their child to check out certain library materials, and

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- How to provide feedback on library services and materials.

**Instructional
Resource
Reconsideration
Process**

In accordance with EF(LOCAL), a District employee, parent or guardian of a District student, or an adult student enrolled in the District may formally request reconsideration of an instructional resource used in the District's educational program. Upon receipt of a Request for Reconsideration Form [see EF(EXHIBIT)], the form shall be provided to the Superintendent or designee, and copies of the form shall be provided to the Board. A copy shall also be posted to the District website within 10 business days.

Instructional resources shall be formally reconsidered in the order in which the requests for reconsideration were filed. The complainant may retract a request for reconsideration at any time prior to the initiation of a reconsideration committee for that resource.

If a formal request for reconsideration includes an allegation that the instructional resource includes "harmful material" as defined by Texas Penal Code 43.24(a)(2) or "obscene" material as defined by Texas Penal Code 43.21(a)(1), the District shall conduct an initial review of the resource. At least one District-level administrator, one campus principal, and one additional professional staff member shall review the specific content alleged to be harmful or obscene. If the initial review committee determines that the instructional resource may fail to comply with Texas Penal Code 43.24(a)(2) or Texas Penal Code 43.21(a)(1), the formal request for reconsideration shall be expedited. The District-level administrator shall notify the Superintendent, other appropriate administrators, and the individual requesting the reconsideration within 5 business days after the decision to expedite the formal reconsideration process. If, after initial review, the instructional resource appears to comply with the Texas Penal Code Sections 43.24(a)(2) and 43.21(a)(1), the formal reconsideration process shall continue as outlined in Board Policy EF(LOCAL) and herein.

**Reconsideration
Committees**

Reconsideration committees shall be convened during the months of September, October, November, January, February, March, and April, as needed.

Per EF(LOCAL), reconsideration committees shall consist of at least seven members. The chair shall be a District-level administrator and a non-voting committee member. The remaining

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committee members shall consist of an equal number of District staff and parents who are not employed by the District. In order to serve on a reconsideration committee, parents must have a student enrolled in the district at the educational level in which the resource is in used: elementary school, intermediate/middle school, and/or high school. One of the staff members on the committee shall be a campus-level administrator from a campus with the grade level in which the instructional resource is being used. All other staff member(s) serving on a reconsideration committee also shall work at a campus with the grade level in which the instructional resource is being used.

If the instructional resource being reconsidered is in use at more than one campus, there shall only be a singular committee, which shall make a determination for each educational level at which the resource is in use. In that event, the committee shall have an equal number of staff and parents at each educational level. For example, an instructional resource in use at both an elementary and intermediate/middle school campus should have an equal number of elementary school parents, elementary school staff, intermediate/middle school parents, and intermediate/middle school staff.

A District-level administrator shall maintain an annually updated list of District parents and staff interested in participating on a reconsideration committee, as indicated by the submission of the appropriate interest form. [See EF(EXHIBIT)] This form shall be available before the end of each school year through at least the Friday after Labor Day.

Through a random selection process, a District-level administrator shall contact interested parents and staff as needed to serve on a reconsideration committee. Parents and staff (excluding required administrators) will serve for the reconsideration of one instructional resource at a time. Upon serving on a reconsideration committee at any level, such member shall move to the end of the list to give other volunteers the opportunity to serve.

All members of the committee, including the facilitator, are responsible for reading the instructional resource in its entirety. Following discussion, the committee will vote to determine whether the resource should remain in use. The committee may also make a recommendation for an alternative use. The completed

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Reconsideration Committee Report shall be provided to the Superintendent, the Board of Trustees, and the individual requesting reconsideration. The final report shall also be posted to the District website within 10 business days.

In the event a reconsideration committee is unable to determine by majority vote whether the instructional resource shall remain in use, the process shall be repeated with a new reconsideration committee established by the Superintendent or designee as outlined above.

Appeals Generally

The decision of a reconsideration committee shall be considered the decision that is subject to appeal. If the individual did not receive the relief requested from a reconsideration committee, the individual may request an appeal in accordance with FNG(LOCAL) or DGBA(LOCAL), beginning at the appropriate level. The decision of the Board of Trustees is final, and no further appeals are permitted.