

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

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Note: For regulations related to instructional materials, see EFA(REGULATION).

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

**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, 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 consult 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.](#)]

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**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

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.

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- 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.

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

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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 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.

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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.
- 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 EFB(LOCAL) and are appropriate for their intended educational use. In addition, the

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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 EFB(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 EFB(LOCAL)
 - Recommendations from professional staff, parents, and local community members
 - 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

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- 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 EFB(LOCAL) and are appropriate for their intended educational use.

No new library material may be circulated prior to Board approval as outlined in EFB (LOCAL). A new copy of an existing Library Material does not need to be approved for circulation by the Board if it has the same International Standard Book Number and is currently in the school library catalog or has been previously approved by the Board for the same grade levels.

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 EFB(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.

**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

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shall be periodically appraised, and the standards set out in policy EFB(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 EFB(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 EFB(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 EFB(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
- 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 EFB(LOCAL)

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- 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):
 - 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.

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- 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

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 EFB(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
- How to provide feedback on library services and materials.

Library Material Challenge Process

In accordance with EFB(LOCAL), a District employee, parent or guardian of a District student, or any person residing in the District may formally challenge a library material. Upon receipt of a Challenge Form [see EFB(EXHIBIT)], the form shall be provided to

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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.

Formal challenges to library materials shall be reviewed in the order in which the related Challenge Forms were filed. The complainant may retract a formal challenge at any time prior to the initiation of a challenge committee for that material.

If a formal challenge includes an allegation that the library material is inappropriate as defined by the following statutory protections, the District shall conduct an initial review of the material:

- (a) "harmful material" as defined by Texas Penal Code 43.24(a)(2);
- (b) material rated sexually explicit by the selling vendor;
- (c) material containing indecent or profane content;
- (d) "obscene" material as defined by Texas Penal Code 43.21(a)(1);
- (e) material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*;
- (f) any material that refers a person to an internet website containing prohibited content under EFA(LOCAL), including by use of a link or QR code, as defined by Health and Safety Code 443.001; or
- (g) any other material legally prohibited from inclusion in a public school library,

At least one District-level administrator, one campus principal, and one additional professional staff member shall review the specific content alleged to be inappropriate according to criteria (a) through (g) above.

If the initial review committee determines that the library material may be inappropriate according to one or more of these criteria , the formal challenge shall be expedited. The District-level administrator shall notify the Superintendent, other appropriate administrators, and the individual making the formal challenge within 5 business days after the decision to expedite the formal challenge process.

If, after initial review, the library material does not appear to be inappropriate according to criteria (a) through (g) above , the formal

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	challenge process shall continue as outlined in Board Policy EFB(LOCAL) and herein.
Challenge Committees	Challenge committees shall be convened during the months of September, October, November, January, February, March, and April, as needed. Per EFB(LOCAL), challenge committees shall consist of at least seven members. The chair shall be a District-level administrator and a non-voting committee member. The remaining 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 challenge committee, parents must have a student enrolled in the district at the educational level in which the material is in use: 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 library material is in use. All other staff member(s) serving on a challenge committee also shall work at a campus with the grade level in which the library material is in use. If the library material being challenged 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 material is in use. In that event, the committee shall have an equal number of staff and parents at each educational level. For example, a library material 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 challenge committee, as indicated by the submission of the appropriate interest form. [See EFB(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 challenge committee. Parents and staff (excluding required administrators) will serve for the challenge of one library material at a time. Upon serving on a challenge committee at any level, such

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member shall not be eligible to serve on another challenge committee in the same school year unless all other volunteers have declined.

All members of the committee, including the facilitator, are responsible for reading the library material in its entirety. Following discussion, the committee will vote to recommend whether the material be retained in or removed from the library collection of the relevant campus level. The committee may also make a recommendation for an alternative use. The completed Challenge Committee Report shall be provided to the Superintendent, the Board of Trustees, and the individual making the formal challenge.

The Board shall take action on the formal challenge in accordance with EFB(LOCAL). The Board's decision shall be communicated back to the individual who made the formal challenge. A database of all formal challenges and findings shall be published on the District website.

If a formal challenge of a library material results in the removal of such library material, each teacher assigned as a classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Appeal

The decision of a formal challenge process may be appealed to the Board of Trustees in accordance with appropriate complaint policies. [See DGBA, FNG, and GF] In the event of an appeal, the Guiding Principles of Challenge Process noted above shall apply.