DISD Library Materials Selection Criteria and Collection Development Guidelines

These guidelines describe the processes and standards by which a school library acquires, maintains, and withdraws materials in compliance with the TSLAC (Texas State Library and Archives Commission) Standards and Guidelines.

Collection development involves the identification, selection, acquisition, and evaluation of a collection of library resources to fit the needs of its users and potential users. The following criteria is in alignment with our EFB (Local) policy.

The material selection policy guides the DISD library staff to thoughtfully select materials for the DISD libraries. DISD supports the library philosophy as expressed in the American Library Association's Library Bill of Rights and Freedom to Read Statement.

The same selection policy will be used for ebooks and audiobooks. To view DISD selection criteria see the DISD Board of Trustees Policy Manual located on the DISD website.

Parental/Guardian Access For Student's Follett and Sora Accounts is located on the district website under library services.

DISD Book Selection Criteria	
Materials in the library must meet the criteria below:	
Criteria	Purpose
Alignment	Library materials considered for selection must be positively reviewed by at least 2 professional publications *(with the exception of some nonfiction, manga, and others - see "When Professional Reviews are Not Available").*

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	Both reviews must indicate appropriateness for at least one grade level served. If three or more professional reviews can be found the most used age range should be used as the target audience. All reviews provided must be **read in their entirety** prior to making a decision. Materials containing indecent or profane content are prohibited. Materials with URL links or QR codes that refer a person to a website containing prohibited content are prohibited. **Elementary** - reviewed for grades PK-4, ages 3-9; use caution when considering books reviewed for grades 5-8; books reviewed YA may not be added. Books reviewed for 5-8 may be approved through the committee consisting of 3 certified librarians. **Intermediate** - Reviews include range for grades PK-6 Ages 10-12. Books should be primarily in the grades 5-8 range. Books coded YA may not meet selection criteria. YA may not be added. **Middle School** - reviewed for grades 6-8 or ages 12-13 or below; use caution with reviews for grades 7-12 or for students older than 13. Books should be primarily in the grades 5-8 range. YA should be carefully considered before purchase. Non-fiction books coded as ADULT, such as craft books and other non-fiction books should be carefully considered prior to purchase **High School** - reviewed for grades 9-12 or ages 14-18 or below; use caution when reviews state "mature" material. Books coded as AD (craft or other non-fiction) should be carefully considered prior to adding to high school collections. Adult fiction should not be considered for purchase. The age of the main character(s) is a good guideline for determining target audience.
Access	Library materials collected are accessible in print and nonprint materials to meet the needs of individual users.
Enrich, Enhance, and Grow	Library materials strive to enrich and support the TEKS and state and local curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels. Materials will cover topics, authors, series, or genres that fill gaps in the school library collection.

	Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis
Representation	Develop a balanced collection that presents multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis. The library collection will represent many ethnic, religious and cultural groups so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
Quality	Stimulate growth in factual knowledge, quality, literary merit, aesthetic values, and societal standards for voluntary inquiry. Library materials have a high degree of potential user appeal and interest.
Selection Limitations	Titles will not be selected if they are known to contain: Obscene content (as defined by Penal Code 43.21(a)(1)(B)) Harmful content (as defined by Penal Code 43.24(a)(2)) Indecent content (as defined by Senate Bill 13) Profane content (as defined by SB 13)
Sophistication	Library materials are appropriate for the social and emotional development of the students at that campus level. The topics explored provide representation that embodies the unique background of the campus' student population.

When No Professional Reviews Are Available

When No Professional Reviews are Available

Some but not all types of materials may be purchased when professional reviews are not available. If eligible for purchase, these items must still meet DISD selection criteria (see above). Librarians may use the table below to determine whether they can order an item and, if so, should err on the side of caution when making decisions.

Type of Material	Appropriateness, Literary Value, Presentation of Information, and Reading Levels and Understanding of Students
Nonfiction	If no professional reviews can be located, the publisher designated age range may be used. If the publisher designated age range spans multiple levels, the librarian must use both the publisher designated age range and research on the book to determine the primary target audience.

	The Librarian must research to determine whether the item meets standards of literary/artistic value and merit as well as accuracy and clarity. The librarian must carefully weigh the following when making a purchasing decision. ● Whether the objective of having the material in the collection could be fulfilled by another work with a positive review ● Publisher and author's reputations ● Curricular needs ● Endorsement by a professional association ● The need for a balanced and diverse collection and balanced viewpoints either within the book or within the library collection All other criteria apply. Dictionaries and Encyclopedias from reputable publishers can be included in classroom libraries without professional reviews.
Biographies, Memoirs, and Poetry	May not be purchased unless a certified librarian has read the item in its entirety, applying the DISD selection criteria to determine that it meets all selection criteria. Review must be submitted to the District Library Coordinator.
High Interest Picture Books	Examples include: Peppa Pig, Scooby-Doo, Barbie, etc. High interest books that are based on movies, TV shows and games that are age/campus level appropriate as determined by the librarian, may be added to the collection.
Graphic Novel	If two favorable reviews do not exist, it may be considered for purchase if it meets the following criteria: ● One positive review from a professional library journal and, ● Publisher rating for at least one grade level you serve. Favorable reviews should be given precedence over the publisher's rating system. Graphic novels must be considered for purchase on an individual basis. Series reviews and blanket purchases should not be used. To gain insight into the book's content and what age level it is written for, librarians may read descriptions in Wikipedia as well, but should not rely solely on the information found there. Note that Manga have their own guidelines.
Manga (Secondary)	Librarians must research to determine the intended audience for the content. ● Secondary librarians may select Manga based on professional reviews

	previously stated. ○ If a favorable review does not exist in one of the above journals, it may be considered for purchase if it meets the following publisher rating: * E (everyone) or A (all ages) for elementary, middle school, and/or high school libraries * Y (youth, ages 10+) and T (teens, ages 13+) for middle school and/or high school libraries * T+ or OT (teens, ages 16+) for high school libraries * M (mature, 18+) and AD (adult) do not follow selection guidelines and may not be purchased * Items marked as “mature” for sexual content or with the words “explicit content” may not be purchased. ● Books marked for “older teens”, “16+” may only be considered at high schools. ○ Titles must be reviewed, book in hand, by the librarian prior to selection. Librarians may consider purchasing age-appropriate Manga by leveraging sites such as the ones listed below in order to research individual book content and determine whether it meets all board policy aligned selection criteria. Review & Information resources: No Flying No Tights SLJ Manga Primer (Info only) School Library Journal Good Comics for Kids Manga Librarian blog The Graphic Library
Genre Fiction (Formula Fiction, popular Fiction)	May not be purchased unless a certified librarian has read the item in its entirety to determine whether they can order an item and, if so, should err on the side of caution when making decisions. Review must be submitted to the District Library Coordinator.
Fiction Series	Publishers Age Range ● If one book in a series has two professional reviews, and the remaining books do not have reviews, publishers' age range can be used as a professional review. ● If other professional reviews exist for a specific age level, they take precedence over publishers' age range. ● Publisher age range must still be accompanied by an informal review. ***(see list of informal reviews) ● May be used when no other professional reviews are available. The librarians must carefully weigh the following criteria when making a decision:

	● Publisher's reputation ● Author's reputation ● Relevance to the campus level acquiring the title ● Age appropriateness of the subject matter
Formulaic Fiction Series	Elementary/Intermediate/Middle. (Not allowable for High School) If one professional publication review and one informal resource review exists for a book in a formulaic fiction series, it will suffice for the rest of the series. (example: Diary of a Wimpy Kid)
Formulaic Nonfiction Series	If a positive professional review exists for one of the books in a formulaic nonfiction series, it will suffice for the rest of the series.
Books in Other Languages	If a professional review cannot be found for a specific translation, a book may be selected if the English language version meets all selection criteria and or is already owned in the English version. Authentic Spanish titles may be purchased based on the summary provided by the vendor and publisher's age recommendation. All other criteria apply.
Classics Items Originally Published Before 1970	Professional reviews for classic books considered part of the "literary canon" and religious or historical texts may not be available. In these instances, the book may still be purchased if research indicates it meets all DISD selection criteria. Librarians should consider whether or not items are in the public domain and degree of student appeal in their decisions. If a professional review exists for a material defined as being a part of the "literary canon", the professional review determines the campus/age level for purchase.
	Additionally, if a certified librarian has fully read the material and evaluated it based on the DISD Selection Criteria, the material is considered to have a professional review. If multiple reviews are available, all reviews must be read in their entirety prior to making a decision.

Administrative Guidelines	
Weeding or Library Collection Maintenance	In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures.
Library Materials Procurement Process	Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in EFB(Local).
Formal Challenges and Reconsideration of Library Materials	A District employee, a parent or guardian of a District student, or a District resident may challenge library material maintained in the District's library program. A reconsideration committee will review the challenge through meeting and consensus. The district library advisory committee shall recommend to the Board for adoption the procedures for challenging library materials. ● An individual may challenge library material used in the District's library program, despite the fact that the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy. ● Access to challenged material shall be restricted during the challenge process.

DEFINITIONS	
Term	Definition
Adult AD	**Adult (AD)** - The adult, or AD, audience designation used by publishers is not a reflection of content but of the audience for whom the content is written. Books that were not specifically written for children or young adults fall into this category. **Adult material may only be selected for campuses serving 11th and 12th grade students.** *Notwithstanding any other criteria, a title will be deselected or not collected if it contains obscene content.
Authentic Literature	**Authentic literature -** Authentic literature refers to texts written in the natural language of the authors with an audience beyond schools (ie. the general public). They are not written with a controlled vocabulary and/or to achieve a particular readability. Sometimes called "trade books," these works are written to emotionally engage the reader.
Favorably Reviewed	**Favorably reviewed-** A book is favorably reviewed if a review states that the material takes into consideration students' varied interests, abilities, learning styles, and maturity levels, and the age range provided is appropriate for the school considering selection.
Formulaic Fiction Series	**Formulaic Fiction series**- Found at the elementary level. Each book in a formulaic fiction series contains the same characters, the same plot structure, and does not develop in depth and complexity or tackle more mature content as the series progresses. (Ex. Magic Tree House is a formulaic series, while Harry Potter is literary.) Typically only a few books in a formulaic series are reviewed.
Formulaic Nonfiction Series	**Formulaic Nonfiction Series** - Each book in a formulaic nonfiction series contains the same organizational structure, elements, reading level, and subject approach. Typically only a few books in a formulaic series are reviewed.
Genre Fiction	**Genre Fiction-** Stories about imaginary characters and events that are written according to a particular model or style. For example: crime fiction, romantic fiction, or science fiction. Genre fiction is plot driven. Genre

	fiction can tackle complex themes, but it's more of an entertaining story that allows the reader to escape from reality.
High-Low HILO	**High-low (HiLo**) - HiLo books are typically written to be of high interest to secondary students while being written at an early elementary level.
Informal Resources	**Informal Review Resources-** ● American Library Association Reading Lists/Awards: Examples Include: The Randolph Caldecott Medal, Pura Belpre Award, Amelia Bloomer Book List, Excellence in Nonfiction for Young Adults, Theodor Seuss Geisel Award, Great Graphic Novels for Teens, Coretta Scott King Book Awards, Coretta Scott King-John Steptoe Award for New Talent, William C. Morris Debut YA Award, John Newbery Medal, Notable Children's Books, Michael L. Printz Award, Schneider Family Book Award, Robert F. Sibert Informational Book Medal, Stonewall Book Awards - Mike Morgan & Larry Romans Children's & Young Adult Literature Award, etc. ● Texas Library Association Reading Lists: Examples include Bluebonnet, Lone Star, TAYSHAS, Maverick, Little Maverick, Spirit of Texas, Tejas Star, Texas Topaz, and 2x2. ● Discussion of a resource by a committee of librarians with a collective view on inclusion in the collection for students at that level. ● Grade reviews from reputable online resources. Examples could include: Common Sense Media, Book review sites that read and critically evaluate current literature for the purpose of school library collection development, blogs from reputable sources, etc.
Literary Fiction	LITERARY FICTION -Character-DRIVEN. Any action in the story impacts the main character or characters, and understanding this impact is the whole point of telling the story. The overall tone of the book is introspective. Examples: To Kill a Mockingbird by Harper Lee, The Great Gatsby by F. Scott Fitzgerald, A Tale of Two Cities by Charles Dickens. Unlike genre fiction, literary fiction cannot be subcategorized. The seven elements of literature are: character, setting, plot, conflict, theme, and voice. Literary fiction aims to provide insight that creates a stronger understanding of the world and of the human condition.
Literary Nonfiction	**Literary Nonfiction** - Literary nonfiction authors use techniques typically reserved for fiction to present informational content in creative and

	engaging ways. When an author uses facts and research to create a story with no “made-up parts”. Dramatic True stories that can explore a variety of topics. *Memoirs are factual stories about someone’s life and usually told in the first person.
Manga	Manga refers to a style of Japanese comics/graphic novels. This type of literature is often not reviewed in professional library review journals. Some vocabulary might include: Main publishers for manga: Viz Media Kodansha Yen Press Seven Seas Dark Horse *Several companies owned by the bigger companies produce manga that is not appropriate for younger audiences. It is safe to say anything from the company's Ghost Ship or Sublime would not be acceptable for any age of student.
Obscene	**Obscene-** Material that includes patently offensive representations or descriptions of sexual acts including. As defined by Penal Code (Texas Legislature, 2023) 43.21 (a)(1)(B) Notwithstanding any other criteria, a title will not be selected if it contains obscene material, as defined by Penal Code 43.21(a)(1)(B).
Indecent Content	Indecent content means content that portrays sexual or excretory organs or activities in a way that is patently offensive. In compliance with SB13, the possession, acquisition, and purchase of materials that contain indecent content is prohibited.
Profane Content	Profane content means content that includes grossly offensive language that is considered a public nuisance. In compliance with SB13, the possession, acquisition, and purchase of materials that contain profane content is prohibited.
Harmful Material	Harmful material is defined by Penal Code 43.24(a)(2) as material whose dominant theme taken as a whole: ● appeals to the prurient interest of a minor, in sex, nudity, or excretion;

	● is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and ● is utterly without redeeming social value for minors. Library material containing indecent content or profane content: (A) prohibits the possession, acquisition, and purchase of: (i) harmful material
Professional Library Review Journals	**Professional Library Review Journals** - These journals are recognized as reputable selection tools within the field of librarianship. Acceptable professional library review journals include Booklist Bulletin of the Center for Children's Books Horn Book School Library Journal Library Media Connection Although out-of-print, VOYA may be used for older items. Although out-of-print, KLIATT may be used for older items. Although out-of-print, Children's Literature may be used for older items. Although out-of-print, Children's Book Watch (CBW) may be used for older items.
Informal Resources	● American Library Association Reading Lists/Awards: Examples Include: The Randolph Caldecott Medal, Pura Belpre Award, Amelia Bloomer Book List, Excellence in Nonfiction for Young Adults, Theodor Seuss Geisel Award, Great Graphic Novels for Teens, Coretta Scott King Book Awards, Coretta Scott King-John Steptoe Award for New Talent, William C. Morris Debut YA Award, John Newbery Medal, Notable Children's Books, Michael L. Printz Award, Schneider Family Book Award, Robert F. Sibert Informational Book Medal, Stonewall Book Awards - Mike Morgan & Larry Romans Children's & Young Adult Literature Award, etc. ● Texas Library Association Reading Lists: Examples include Bluebonnet, Lone Star, TAYSHAS, Maverick, Little Maverick, Spirit of Texas, Tejas Star, Texas Topaz, and 2x2. ● Discussion of a resource by a committee of librarians with a collective view on inclusion in the collection for students at that level. ● Grade reviews from reputable online resources. Examples could include: Common Sense Media, Book review sites that read and

	critically evaluate current literature for the purpose of school library collection development, blogs from reputable sources, etc. Examples could include but are not limited to: ● Utopiastateofmind.com ● No Flying No Tights ● Nerdy Book Club ● John Schu ● Mrs. Readerpants ● Pop! Goes the Reader ● Julie Anna's Books
Public Domain	**Public Domain -** Creative works that are not protected by intellectual property laws. In the case of library books, these are books with expired copyright dates. Books in the public domain are generally accessible online.
Selection Aid	**Selection Aid** - Selection Aids refer to professional collection development tools that recommend the inclusion of specific works to school library collections.
Young Adult YA	**Young Adult (YA)** - Books written for grades 6-12 are designated as Young Adult (YA). Common themes in YA realistic fiction include friendship, getting into trouble, self-identity, coming of age, romantic interest, and family life. The text of a YA review is used to determine whether the title is suitable for middle school, high school, or a combination.

Selection Criteria Guidance	
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Librarians will	● Librarians will accept recommendations from students, parents, guardians, and local community members. ● Librarians will consult District library staff from DISD as well as other districts who are similarly situated. ● Librarians will take into consideration the context of the library material, including overall fit within the existing collection and support of District curriculum. ● Librarians will ensure coverage of topics, authors, series, and genres that fill gaps in the school library collection. ● Librarians will be knowledgeable about their collection. ● Librarians will be familiar with their school and community. ● Librarians will assess the needs of the school's curriculum and other programs. ● Librarians will assess the specific needs of the users. ● Librarians will continually evaluate their collection. ● Librarians will consult the selection criteria each time when considering purchasing a resource. ● Librarians will submit book order lists (quotes) to the district library coordinator for approval.
Main Considerations	The main considerations in the selection of material (both print and non-print) are that all materials: ● Support and enrich the general educational goals of the state and DISD. ● Present a balanced perspective of culture, history, activities and contributions including controversial topics and differing points of view so that students can develop skills in critical analysis and make informed judgments in their daily lives. ● Reflect varied interests, abilities, learning needs, and maturity levels of our students and are developmentally appropriate for their age, social and emotional development. ● Provide students with access to current and emerging technologies and a variety of formats, including both print and electronic materials. ● Stimulate growth in factual knowledge and literary appreciation. ● Have a high degree of potential user appeal. ● Are appropriate for the age, ability level, learning style and social and emotional development of our students.

	● Have value in relation to cost, need, and durability. ● Have the greatest degree of accuracy and clarity.