OBJECTIVES

The objectives of a school library are to enhance the instructional program and provide age appropriate reading materials for self-selected reading and voluntary inquiry. Materials should demonstrate literary merit while addressing the interests of a diverse student population and provide equitable access to ideas, information, and learning tools for the entire school community.

## COLLECTION DEVELOPMENT

PROTECTION FROM INAPPROPRIATE MATERIAL

DEFINITIONS

Library materials shall not include harmful, obscene, sexually explicit, pervasively vulgar, educationally unsuitable, indecent or profane materials or content. Library materials may not contain referrals to websites containing legally prohibited content or any other material legally prohibited from inclusion in a public school library. Library materials containing sexually relevant material will require parent permission to access regardless of collection level. For purposes of EFB (LOCAL) the above terms are defined as:

1. Harmful material for minors is defined by Section 33.020 of the Texas Education Code and Section 43.24 of the Texas Penal Code as a material whose dominant/primary theme taken as a whole meets each of the following criteria:
    a. the material appeals to the prurient interest (an excessive and obsessive interest) of a minor in sex, nudity, or excretion; and
    b. the material is patently/clearly offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
    c. the material is utterly/completely without redeeming social value for minors.
2. Obscene material is defined by Section 43.21 of the Texas Penal Code and is not protected by the First Amendment. Obscene material is a material that meets each of the following criteria:
    a. a material that the average person, applying current community standards, would find as a whole appeals to a prurient interest (an excessive and obsessive interest) in sex; and
    b. the material, in a patently/clearly offensive way, depicts or describes (i) ultimate sexual acts (sexual intercourse, including oral sex) in a patently/clearly offensive way or (ii) masturbation, excretory functions, sadism/masochism (deriving pleasure from inflicting/receiving pain), lewd or aroused exhibition of

genitals (including covered genitals in a state of arousal), or a device designed for stimulation of human genital organs; and

c. taken as a whole, the material lacks serious literary, artistic, political, or scientific value.

3. Sexually explicit material is defined by Section 33.021(a) of the Texas Education Code as a material that (1) contains any written description, illustration, photographic image, video image or audio file that describes, depicts, or portrays sexual conduct (2) in a way that is patently offensive.
    a. Sexual conduct as defined by Section 43.25 of the Texas Penal Code means sexual contact (touching of the anus, breast, or genitals for arousal or sexual desire), actual or simulated sexual intercourse, deviant sexual intercourse, sexual bestiality, masturbation, sado-masochistic abuse, or lewd exhibition of genitals, anus, or any portion of the female breast below the top of the areola.
    b. Patently offensive as defined by Section 43.21 of the Texas Penal Code means so offensive on its face as to affront current community standards of decency.
    c. The definition of sexually explicit material does not include library materials directly related to the curriculum required by Texas Education Code Section 28.002(a).
4. Pervasively vulgar material is a library material with vulgarity (explicit and offensive references to sexual activities or excretory organs or functions) predominate throughout the material, as opposed to minimal or isolated references.
5. Educationally unsuitable material is a library material that is objectively inappropriate for school-aged students given the context of the age, maturity and development of a typical student in the grade span for the collection at the campus where the library material is located and is not based solely on disagreement with the viewpoints expressed therein. Educationally suitable library materials may include some topics as described in the Collection Descriptions section of this Regulation. However, those topics may not be glorified, promoted or encouraged in a way that is grossly inappropriate given the age, maturity and development of a student in the grade span for that collection.

6. Sexually relevant material is defined by Section 35.001(3) of the Texas Education Code as any communication, language, or material (including written descriptions, illustrations, photographic images, video images or audio files) that describes, depicts or portrays sexual conduct.
    a. Sexual conduct as defined by Section 43.25 of the Texas Penal Code means sexual contact (touching of the anus, breast, or genitals for arousal or sexual desire), actual or simulated sexual intercourse, deviant sexual intercourse, sexual bestiality, masturbation, sado-masochistic abuse, or lewd exhibition of genitals, anus, or any portion of the female breast below the top of the areola.
    b. The definition of sexually relevant material does not include library materials directly related to the curriculum required by Texas Education Code Section 28.002(a).
7. Indecent content is defined by Section 33.020(2) as content that portrays sexual or excretory organs or activities in a way that is patently offensive.
8. Profane content is defined by Section 33.020(4) as content that includes grossly offensive language that is considered a public nuisance.

## CREATING A CONSIDERATION LIST

The District-level library supervisor and campus librarians are responsible for developing the consideration list of library materials for potential future purchase for campus libraries. The consideration list may include recommendations gathered from a variety of sources. For instance:

1. Students, staff, parents, and community members may suggest titles to the campus librarian for purchase. This can be done by a written note, verbal suggestion, email, or digital survey.
2. A needs analysis for types of materials based on circulation data.
3. Recommended books by authors, illustrators, publishers, professional organizations, district-approved vendors, educators, or a consortium of other area Texas public schools. This includes recommendations on social media, blogs, and websites.
4. Reading reviews from approved professional journals for suggested books.

5. Participating in conferences and professional development where books are recommended.

For each title on the consideration list, the librarian will ensure that the title meets the selection criteria outlined in EFB (LEGAL) and (LOCAL) prior to purchase.

ADDITIONAL STANDARDS FOR FICTION AND LITERARY NON-FICTION

All fiction and literary nonfiction materials included in the Young Adult and Adult collections must be read or reviewed and recommended for inclusion by a campus librarian in the District or the District-level library supervisor prior to being added to a consideration list for purchase. If a CFISD librarian or consortium review is not available, the material must be read in its entirety by either a campus librarian, the District-level library supervisor, or individuals designated by the library supervisor prior to being added to a consideration list for purchase.

All library materials acquired by donation or purchase must meet all collection development criteria in policy and regulation to be added to the Acquisition List. This does not apply to materials that are replacements for lost or damaged copies, additional copies, or previously approved materials for the same level. The District Library Supervisor will submit the Acquisition List at least thirty (30) days prior to approval by the Board of Trustees. Approval of the Acquisition List encompasses all ISBNs associated with the listed materials. Once approved by the Board of Trustees the materials may be purchased and/or added to the library collection at the approved level.

Questions or concerns regarding library materials proposed for acquisition shall first be directed to the District Library Supervisor. The District Library Supervisor shall review the question or concern raised and research the library material proposed for acquisition. The District Library Supervisor shall provide a response to the complainant within a reasonable period of time, generally within ten (10) school days. If the District Library Supervisor determines the title necessitates further review, the title shall be removed from the Acquisition List and the Board made award of changes to the posted list.

GRADE APPROPRIATE COLLECTIONS

The following guidelines should be utilized to ensure the selection of grade-appropriate collections:

1. Elementary School Campus Libraries (PK- Grade 5)
    a. The campus library student section is limited to the Juvenile Collection and selected elementary Young Adult Collection books for students whose parent authorize access.
    b. Reading and content levels should include an appropriate range for elementary students, including both struggling and advanced readers.
    c. The library may include a professional collection.
2. Middle School Campus Libraries (Grades 6-8)
    a. The campus library student section may include Juvenile Collection and Young Adult Collection books and selected middle school Adult Collection books for students whose parent authorize access.
    b. Reading and content levels should include an appropriate range for middle grade students, including both struggling and advanced readers.
    c. The library may include a professional collection.
3. High School Campus Libraries (Grades 9-12)
    a. The campus library student section may include Juvenile collection and Young Adult Collection books, and high school Adult Collection books for students whose parent authorize access.
    b. Reading and content levels should include an appropriate range for both upper and lower classmen.
    c. The library may include a professional collection.

COLLECTION DESCRIPTIONS

Library collections are described as follows:

JUVENILE COLLECTION

The Juvenile Collection books are typically suggested for younger readers or readers needing more reading support. This collection can include books for younger readers (primary readers) and books for older juvenile readers (upper elementary/early middle school).

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| PRIMARY READERS | Juvenile Collection books for primary readers are typically recommended for children ages four (4) to eight (8) and can include fiction and non-fiction picture books and easy readers that can be educational or entertaining. These books have characters, settings, and themes relevant to this age group such as challenges the child might face like feeling left out, making friends, and family dynamics. The books include short, uncomplicated storylines that are told with pictures or words and illustrations. |
| OLDER JUVENILE READERS | The Juvenile Collection books for older juvenile readers are written on a variety of subjects relevant and engaging to older juvenile readers, usually ages eight (8) to twelve (12) years old. The books are typically chapter books or graphic novels that can be educational or entertaining. They have more content and more complex language; therefore, they are broken into chapters to help readers comprehend the material. Graphic novels are similar to comic books because they use sequential art to tell a story; unlike comic books they are usually standalone stories with more complex plots. Books in the Juvenile Collection for older juvenile readers have characters, settings, and themes relevant to this age range that typically include family dynamics, concerns with fitting in with friends, bullying, and may have some to minimal instances (i.e., subplots, secondary characters, sporadic references) of characters engaging in self-reflection and awareness, becoming attracted to others, mild profanity, age-appropriate instances of fear or shock, violence, or reference to alcohol/tobacco use by characters. |
| YOUNG ADULT COLLECTION | Young Adult Collection books are suggested for readers ages twelve (12) to eighteen (18) years old. These books can be nonfiction or fiction, educational or entertaining. They hold the attention of the target age group and are written in any genre (historical, crime, romance, etc.). This collection may also include graphic novels which are similar to comic books because they use sequential art to tell a story; unlike comic books they are usually standalone stories with more complex plots. The age of the reader in this collection is typically connected to the age of the main character(s). Plot lines may include topics relevant to the age of the reader and could include the following content or topics: family dynamics, concerns with fitting in with friends, bullying, becoming attracted to others, dating, characters engaging in self-reflection and awareness, mild to moderate profanity, age-appropriate instances of fear or shock, coping with loss and personal struggles, and may have some to minimal instances (i.e., subplots, secondary characters, sporadic references) of violence, self-harm, suicide, or alcohol/tobacco use by characters. |
| ADULT COLLECTION | Adult Collection books are suggested for readers beginning at sixteen (16) years of age. These books can be fiction or nonfiction, educational or entertaining. The books typically have older teens or |

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| | adult characters and are written in any genre (historical, crime, romance, etc.). This collection may also include graphic novels which are similar to comic books because they use sequential art to tell a story; unlike comic books they are usually standalone stories with more complex plots. Plot lines in this collection may include topics relevant to an older reader and could include the following content or topics: complex family dynamics and conflicts, navigating peer and/or dating relationships, bullying, being attracted to others, characters engaging in self-reflection and awareness, sexuality, moderate to common use of profanity, age-appropriate instances of fear or shock, violence, self-harm, suicide, social and geopolitical issues, coping with loss and personal struggles, or alcohol/tobacco use by characters. |
| PROFESSIONAL COLLECTIONS | Professional Collection books are targeted toward teachers, teaching strategies, leadership, and inspiration. The books are typically considered as an Adult interest level. |
| FICTION AND LITERARY NON-FICTION ACCESS WITHIN COLLECTIONS | Students in PK through grade 5 may check-out any fiction or literary non-fiction (i.e., a memoir) books from the Juvenile Collection that are appropriate for their reading level and interest. With parent permission, students may also check out books from the elementary Young Adult Collection of books on their campus.<br><br>Students in grade 6 may check-out fiction or literary non-fiction (i.e., a memoir) books from the Juvenile Collection and with parent permission may also check out books from the Young Adult Collection and middle school Adult Collection of books on their campus. Students in grades 7-8 may check out fiction or literary non-fiction (i.e., a memoir) books from the Juvenile and Young Adult Collections, and with parent permission may also check out books from the middle school Adult Collection of books on their campus.<br><br>Students in grades 9-12 may check-out fiction or literary non-fiction (i.e., a memoir) books from the Juvenile Collection and the Young Adult Collection, and with parent permission may also check out books from the high school Adult Collection. |
| NON-FICTION ACCESS WITHIN COLLECTIONS | Non-fiction books in each library will be available to all students who have permission to check out books. Books that contain content and information substantially similar to Human Sexuality Instruction content (e.g. non-fiction text that discuss or describe sexuality including puberty, reproduction systems, hetero or homosexuality, and/or transgender identity) shall only be available with parent permission. |

PARENT ACCESS TO CATALOG AND SELECTIONS

Parents may access the online library catalog to view the titles of library materials available at their student's campus. Parents may utilize their Parent Library Access account or their student's CFISD login to view book titles currently checked out to their student in the library software (Destiny) system. All students have access to library materials within their collection level as outlined in this regulation, unless the student's parent has elected to remove access for their student to check out books from the school library. In this event, the parent will be responsible for providing all reading materials for the student to participate in independent reading and assignments that rely on library materials.

Parents may request a note of access restriction for a specific library material be placed on their child's library account or parents may suppress specific titles of library materials for their child using the suppression directions on the Library Resources page on the District's website. Parents may also remove their student's ability to check out all library materials at the campus in the parent portal.

CATALOGING AND PROCESSING OF NEW MATERIALS

Delivered materials must be verified against the original approved order. The librarian will verify the appropriate collection level tag is assigned to each material.

RECONSIDERATION OR RECLASSIFICATION REQUESTS FOR EXISTING LIBRARY MATERIALS

When there is an objection or challenge to an existing library material at a campus, communication among all parties concerned is of utmost importance. All parties should handle an objection or a challenge in a diplomatic manner to cause the least anxiety, disruption, or confrontation. A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may object to or challenge a library material maintained in a campus library for failure to meet the standards set forth in EFB (LEGAL) or (LOCAL).

CAMPUS INFORMAL RECONSIDERATION REVIEW

Any objection or challenge to a library material must first be made through the informal reconsideration review process at the campus where the material is located. If a formal reconsideration request is received prior to a campus informal reconsideration review, the formal reconsideration request will be sent to the campus for completion of the informal reconsideration review process. A parent who is a complainant may suppress specific titles of library materials for their child using the suppression directions on the Library Resources page on the District's website or request an alternative

library material to be used by that parent's student in place of the concerning library material.

During the informal review of a material to which an objection or challenge has been received, the campus librarian and a campus administrator shall confer with the complainant seeking to understand the specific concerns with the library material. The campus librarian shall inform the District-level library supervisor of the informal reconsideration or reclassification review request.

The librarian and administrator will subsequently review the library material in light of the expressed concerns and the required selection criteria in EFB (Local) and this regulation in order to assess the concern. Library materials may not be reclassified during an informal review without the review and approval of the District-level library supervisor, in order to ensure the reclassification is consistent with the District's Collection Descriptions.

Other than a situation involving an extenuating circumstance (i.e., a library material that is voluminous), informal reconsideration should generally conclude within twenty (20) school days of receipt of the objection.

At the conclusion of the review, the campus administrator shall notify the campus librarian and the complainant in writing of the determination of the informal reconsideration or reclassification review request. The campus librarian shall inform the District-level library supervisor of the informal reconsideration or reclassification review determination.

FORMAL RECONSIDERATION

If the complainant is dissatisfied with the informal reconsideration review, the complainant may choose to request a formal reconsideration by completing the District's Formal Reconsideration Committee using the Library Materials Challenge form. [EFB-R (EXHIBIT 1)] The form must be completed in its entirety after reading or viewing the entire challenged work and returned to the District-level library supervisor.

DISTRICT FORMAL RECONSIDERATION COMMITTEE

The District-level library supervisor will share the completed Library Materials Challenge form with the campus principal and librarian of each campus where the library material is located, as well as with the Superintendent and Board of Trustees.

The District-level library supervisor will appoint a reconsideration committee that should generally include a librarian, an administrator, and a parent from each campus where the challenged library material is located, unless the District-level library supervisor

determines this to be infeasible or inappropriate. The committee may also include other District-level staff, secondary-level students, and others deemed appropriate by the District-level library supervisor. Parent committee members will be chosen from a District-created pool of parent volunteers. If a parent volunteer(s) from the campus(es) where the book is located is not available, a parent from the feeder pattern of the campus should be selected. If a parent from the feeder pattern is not available, another parent from the District-created pool of parent volunteers may be selected.

All committee members shall review the challenged material in its entirety. All copies of the challenged material in campus and classroom libraries must be removed from student access during the reconsideration process .

The committee shall meet in a timely manner and determine whether the challenged material meets the requirements in EFB (LEGAL) and (LOCAL). Unless the complexity of the challenged material merits a longer review period, the committee should complete the review of the challenged material within forty-five (45) school days and in no event may the reconsideration period exceed ninety (90) calendar days from the date the reconsideration request is received. Any meeting of the reconsideration committee must comply with the meeting requirements listed in Section 33.025(g) and (h) of the Texas Education Code, including required notices, meeting minutes, audio/video recordings, and submission of minutes and recordings of the meeting to the District.

WRITTEN DETERMINATION

The committee shall use the Collection Descriptions in this Regulation, Grade Span designations for Collections in EFB (Local), and the Reconsideration Committee Checklist to assist with making a determination. [EFB-R (EXHIBIT-2)] The committee shall prepare a written determination within ten (10) school days after the reconsideration committee meeting and send it to the complainant and the Superintendent. *The Superintendent shall provide a copy of the determination to the Board of Trustees.* A library material formally reconsidered may not be reviewed again within two (2) years from the date of the written determination in the formal reconsideration process unless the District-level library supervisor reviews the determination of the committee and determines the material should be re-evaluated in the regular maintenance of the library collection or at a more frequent interval. The District-level library supervisor will notify the District librarians of the decision. Librarians and teachers with affected library materials in their collections shall proceed accordingly.

APPEAL

The decision of the formal reconsideration committee may be appealed in accordance with appropriate grievance policy starting at level three (Superintendent). [See FNG, DBGA or GF] The Superintendent shall review the written determination in order to determine if the reconsideration committee followed policy and regulation in its determination regarding the challenged material.

## LIBRARY COLLECTION MAINTENANCE

A necessary part of collection management is the weeding of obsolete, worn, or educationally unsuitable items. Weeding is a systematic and purposeful way of removing items from the school collection.

### WEEDING SCHEDULE

Weeding is the responsibility of the librarian or other trained designee and occurs according to an established schedule, but in any event not less than once every five years. CFISD subscribes to the philosophy of collection development published by the Texas State Library and Archives Commission (The CREW Method).

The process of weeding:

1. maintains the quality of the educational resource collection.
2. is undertaken to keep materials in the library current and attractive.
3. provides a continuous check on the need for mending or binding, alerts library staff to lost or stolen books needing replacement and guarantees a more accurate volume count.

### CONSIDERATIONS FOR RETAINING MATERIALS

CFISD will use the following guidelines and considerations when weeding campus collections.

The following list of considerations should be referenced when determining whether to retain a library material:

1. Landmark publications, standard reference titles, and primary sources;
2. Bibliographies, indexes, catalogs, and other publications with a long-term reference value;
3. Instructional resources listed in special bibliographies, indexes, or catalogs;
4. Items of local and regional importance (i.e. Texas, Gulf Coast, etc.);
5. Duplicate copes of titles that are popular or needed for circulation;

6. All copies of first editions with educational value
7. Books and educational resources addressing topics not subject to rapid change;
8. Books with illustrations by well-known artists with instructional value; or
9. Out-of-date educational resources with historical value.

CONSIDERATIONS FOR DISCARDING MATERIALS

The following list of considerations should be referenced when determining whether to discard a library material:

1. Title duplicated in the library, especially those available in digital form;
2. Print or electronic titles superseded by cumulative editions, included in abridged editions;
3. Reprints when the same information is available in another format;
4. Multiple copies unless needed to meet circulation demands;
5. Textbooks;
6. Print or electronic resources not part of the instructional programs;
7. Print resources not recently circulated or with low circulation;
8. Title supporting discontinued academic programs;
9. Outdated science, technology, medicine, and geography resources;
10. Encyclopedias with copyright dates older than five (5) years; or
11. Educational suitability.

Campus librarians may also utilize the suggested copyright guidelines for weeding the print and electronic/digital collections.

Before disposing of materials, the material must ~~by~~ be deleted from the campus catalog. A reason for deleting a title must be identified, and all identifying labels, barcodes, and stamps should be removed or blacked out.

Library materials may be discarded by:

1. Throwing away damaged / ruined materials
2. Repurposing suitable materials for educational projects or activities.
3. Donating materials determined to be unsuitable for K-12 libraries to area junior college or public libraries.
4. *Sending the materials to the distribution center for auction or disposal in accordance with policy.*

5. Donating suitable materials to a non-profit approved by the Superintendent or Superintendent designee in accordance with policy. [See CI (Local)]

## ALTERNATE SOURCES OF LIBRARY MATERIALS: CLASSROOM LIBRARIES

Books selected for or maintained in a classroom library must meet the same selection criteria and content access level as outlined in EFB (Local) and this regulation. Any books in a higher collection than the default collections for that grade span must be in a district library at the same level in order to be included in a classroom library. Teachers who wish to add a higher collection book to their classroom library that is not included in a District library may request that the campus librarian add the book to the consideration list, as outlined in this regulation. Teachers must maintain an inventory of the library materials available to students in their classroom library, including the collection level of each book, and provide a copy of the inventory to the campus librarian.