

INSTRUCTIONAL RESOURCES:
LIBRARY MATERIALS

EFB-R

COLLECTION DEVELOPMENT

CREATING A
CONSIDERATION LIST

The District-level library supervisor and campus librarians shall develop a consideration list of library materials to be read or reviewed for potential future purchase for campus libraries. The consideration list should 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.

REVIEWING THE
CONSIDERATION LIST

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

All materials must be read or reviewed and recommended for inclusion directly by a campus librarian in the District or the District-level library supervisor or recommended by a consortium of other area Texas public schools. If a review or consortium recommendation is not available, the material must be read in its entirety prior to purchase by either a campus librarian, the District-level library supervisor, or individuals designated by the supervisor.

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 Young Adult

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- Collection books for 5th grade 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 and Young Adult collection books and selected Adult Collection books for 8th grade 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 and Young Adult collection books, and 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

JUVENILE

The Juvenile Collection books are typically suggested for younger readers or readers needing more reading support. This collection can include fiction and non-fiction picture books and easy readers, which are typically recommended for children ages two (2) to nine (9). These books have characters, settings, and themes relevant to this age group, such as challenges the child might face, like feeling left out or making friends. The books include short, uncomplicated storylines that are told with pictures or words and illustrations. This collection may also include fiction and non-fiction chapter books and graphic novels. They are written on a variety of subjects that are relevant and engaging to young readers, usually ages five (5) to twelve (12) years old. Chapter books 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.

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

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fiction, educational or entertaining and 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 such as family dynamics, fitting in with friends, becoming attracted to others, or self-reflection and awareness.

ADULT
COLLECTION

Adult Collection books are suggested for readers beginning at sixteen (16) years of age. These books can be fiction or nonfiction, educational and entertaining. The books typically have older teens or 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 such as family dynamic and conflicts, navigating peer relationships, social and geopolitical issues, career exploration, coping with loss and personal struggles, and sexuality.

PROFESSIONAL
COLLECTIONS

Professional Collection books are targeted toward teachers, teaching strategies, leadership, and inspiration. The books are typically considered as an Adult interest level.

COLLECTION ACCESS
AND PERMISSIONS

FICTION AND
LITERARY NON-
FICTION

Students in PK through grade 6 may check-out any fiction or literary non-fiction books from the Juvenile Collection that are appropriate for their reading level and interest. With parent permission, students in grades 5-6 may also check out fiction or literary non-fiction books from the Young Adult Collection of books on their campus.

Students in grades 7-8 may check-out fiction or literary non-fiction books from the Juvenile and Young Adult Collections, and with parent permission students in grade 8 may also check out fiction or literary non-fiction books from the Adult Collection of books on their campus.

Students in grades 9-12 may check-out fiction or literary non-fiction books from the Juvenile and Young Adult Collections, and with parent permission, may also check out fiction or literary non-fiction books from the Adult Collection.

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NON-FICTION

Non-fiction books in each library will be available to all students who have permission to check out books. Literary non-fiction books in a collection that requires parent permission for that grade span and medical or health texts that mirror the Human Reproductive Unit content, 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 also utilize 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.

CATALOGING AND
PROCESSING OF NEW
MATERIALS

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

BOOK FAIRS,
PROMOTIONAL

Library materials selected or received as part of a book fair, or like event must meet all criteria listed in EFB (LOCAL) and requirements listed in this document.

RECONSIDERATION
OR
RECLASSIFICATION

When there is an objection to or a challenge of library materials, 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 library materials maintained in the District's library program for failure to meet the standards set forth in EFB (LOCAL).

INFORMAL
RECONSIDERATION

During an informal reconsideration of a material to which an objection has been received, the campus librarian or administrator will explain the selection process or collection level determination along with the criteria for the selection of the material or designation of the collection level. They will also explain the role the questioned material plays in the library collection or educational program and its intended educational usefulness. Alternative materials may also be offered. Parents may request a note of access restriction for the

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challenged library material be placed on their child's library account. Parents may also remove their student's ability to check out library materials.

The campus librarian shall inform the District-level library supervisor of the informal reconsideration or reclassification request.

FORMAL
RECONSIDERATION

If the complainant chooses to make a formal challenge, the principal shall provide the person making the challenge with the Request for Reconsideration or Reclassification of Library Materials form. [EFB-R (EXHIBIT 1)] The principal will explain the form must be completed in its entirety after reading or viewing the entire challenged work.

The principal will share the completed Request for Reconsideration or Reclassification of Library Materials form with the campus librarian who shall immediately inform the District-level library supervisor of the formal reconsideration or reclassification request.

RECONSIDERATION
COMMITTEE

The campus principal will convene a reconsideration committee that shall include the campus librarian and at least one member of the instructional staff who either is familiar with or has experience teaching the challenged material. The committee should also include a parent serving on the Campus Performance Objective Council or, if that parent is unable or unwilling, a parent selected by the principal. Other members of the committee may include District-level staff, secondary-level students, and others deemed appropriate by the principal.

All committee members shall review the challenged material in its entirety. Access to the challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

WRITTEN
DETERMINATION

The committee shall meet in a timely manner and determine whether the challenged material meets the requirements in EFB (LOCAL), but no later than thirty (30) calendar days unless the complexity of the challenged material merits a longer period or the days fall during a scheduled instructional break. Also if more than one resource is challenged at the same time, thirty (30) days will be used for each resource running consecutively.

The committee shall use the Reconsideration or Reclassification Committee Checklist to assist with making a determination. [EFB-R

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(EXHIBIT-2)] The committee shall separately prepare a written determination within ten (10) school days after the reconsideration committee meeting and send it to the complainant and the District-level library supervisor as the Superintendent's designee, who shall then provide a copy to the Superintendent's office to provide to the Board of Trustees. The District-level library supervisor may review the determination of the committee and consider if the material will be re-evaluated in the regular maintenance of the library collection or at a more frequent interval. The District-level library supervisor may also discretionarily determine to apply this determination to the same library material in other campus collections or determine that each school community make its own determination.

If a formal challenge includes an allegation that the library material includes "harmful material" or "obscene" material as defined by law, the material should be reviewed and an initial determination regarding removal during the reconsideration process should be made. The formal reconsideration process should proceed under the policy and if the challenged resource is not removed, it should be returned to the library collection following the written determination.

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate grievance policy starting at level two. [See FNG, DBGA or GF] The level two and subsequent hearing officers shall review the written determination in order to determine if the reconsideration committee followed policy and regulation in its determination regarding the challenged material. A parent may choose alternate library materials for the parent's student, request a note of access restriction for the challenged library material be placed on a student's library account, or remove a student's ability to check out library materials all together.

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. CFISD subscribes to the philosophy of collection development published by the Texas State Library and Archives Commission (The CREW Method).

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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.

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

CONSIDERATIONS
FOR RETAINING
MATERIALS

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 copies 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
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

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6. Print or electronic resources not part of the instructional programs
7. Print resources not recently circulated
8. Title supporting discontinued academic programs
9. Outdated science, technology, medicine, and geography resources
10. Encyclopedias with copyright dates older than five (5) years
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 be deleted from the campus catalog and all identifying labels, barcodes, and stamps should be removed or blacked out.

Educationally suitable library materials may be discarded by:

1. Repurposing the materials for educational projects or activities.
2. Sending the materials to the distribution center for auction or disposal in accordance with policy.
3. Donating the materials to a non-profit partnership approved by the Superintendent 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 the campus library 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 the campus 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.