FBISD

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Standard Operating Procedures

Instructional Materials: Library Collection & Materials Reconsideration Handbook

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Library Collection & Materials Reconsideration Handbook

Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: _____

Version Number: (i.e., "2019.1") _____ 2024.2 _____

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
EF (LEGAL)	Instructional Resources	**
EFB (LEGAL)	Instructional Resources: Library Materials	**
EFA (LOCAL)	Instructional Resources: Instructional Materials	**
EFB (LOCAL)	Instructional Resources: Library Materials	**

**policy is referenced throughout the procedures

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Contents

APPROVED 10-03-2024

PHILOSOPHY

The FBISD Board believes that students and staff shall have access to a wide range of instructional materials that are aligned to the standards, represent a variety of points of view, and enhance learning for students through literacy rich environments. Furthermore, the FBISD Board supports transparency and parental rights to view resources utilized in the library.

Campus libraries cultivate a community of learning and literacy that leads to academic literacy, independent learning, and school wide collaboration. The goals of the program include:

- Integrating the library program authentically through voluntary inquiry to enrich the whole child in all their learning experiences.
- Providing equitable access to the library and its resources.
- Providing intellectual access to information where students are empowered to develop their STEM identity and their voice in a safe environment.
- Offering library skills and research instruction, critical thinking strategies, and opportunities for students to produce original content.
- Providing access to a certified school librarian.

INTRODUCTION

Collection development is an important aspect of a district library program that continuously takes place in campus libraries. Librarians serve as professionally educated designees, who curate the library collection. The Library Collection Development & Materials Reconsideration Handbook includes processes, procedures, and expectations for library collection development and reconsideration of library materials to ensure a library collection that supports the needs of students.

SECTION 1: LIBRARY MATERIALS SELECTION POLICY

Books are acquired for the school library program to promote academic literacy and enjoyment of reading. One of the primary goals of school libraries is to help students become autonomous critical thinkers who can use and produce ideas and information. This applies to fiction and nonfiction titles and promotes the evaluation of information effectively and ethically.
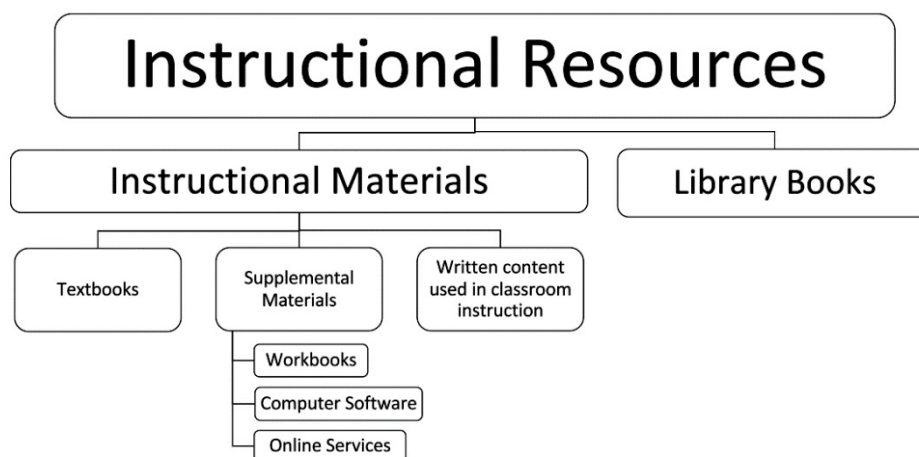
Students and educators practice the ethical and legal use of information, including fair use, intellectual freedom, free access to information, and confidentiality. These rights are outlined in Policy EFB(LOCAL), the 1st Amendment to the Constitution, and within The American Library Association's Bill of Rights

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The Texas State Library and Archives Commission (TSLAC) focuses on the following areas when outlining the *School Library Programs: Standards and Guidelines for Texas* (2018).

1. cultivating the intellectual development of students,

2. collaborating with all community stakeholders, and

3. protecting the privacy of school library patrons.

Additionally, there is an important distinction between instructional materials and library books. Libraries, including classroom libraries, are considered places of **"voluntary inquiry."** Campus libraries will provide materials that represent diverse perspectives, cultures, ideas, and beliefs for the learning community and provide students with choice in their reading selections.

(Texas Association of School Boards, 2021)

Full-time, certified school librarians with graduate degrees in their field are responsible for the management, collection, and purchase of school library books in Fort Bend ISD. Texas school librarians undergo continuous professional development and collaborate with stakeholders from their respective school communities when considering books to purchase.

As a part of their degree program, librarians learn how to collect, interpret, and effectively use data to curate a balanced and cohesive school library collection. Librarians collect formal and informal data from students and faculty to create selection lists and prioritize campus library needs. Librarians also rely on selection aids such as bibliographies, catalogs, professional journals, and award lists, as well as opinions and judgments from professional specialists and their reviews. In a campus without qualified personnel, the District Library Coordinator or the Coordinator's designee shall be responsible for selecting and deselecting materials.

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Librarians select library materials to promote the enjoyment of reading and instill habits for lifelong reading and learning. Librarians offer students annual or point-of-need self-selection lessons, so students can develop and understand their first amendment rights, which include their freedom to read and pursue individual inquiry.

Book Selection Policy

The selection and purchase of library books shall align to state and local requirements, including Policy EF (LEGAL), Policy EFB (LOCAL), the Texas Penal Code 43.21, and the [Standards for Collection Development](#) outlined by TSLAC.

As described in Policy EFB (LOCAL), campus and district professional staff shall select and acquire library materials that:
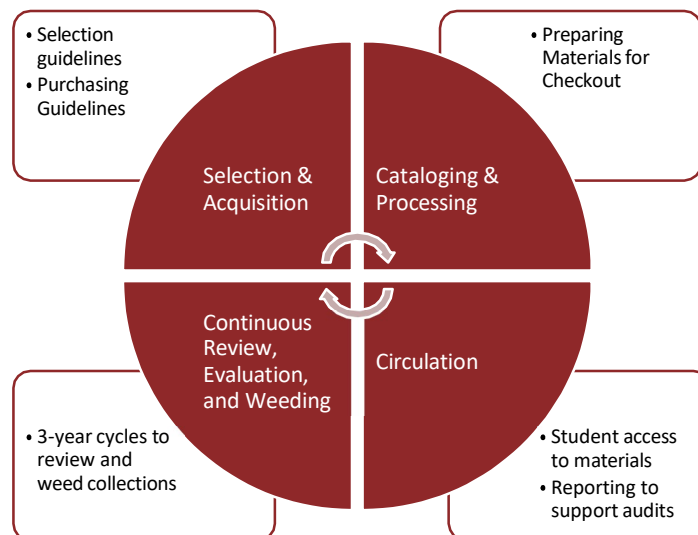
1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.

2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.

3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.

4. Represent ethnic, religious, and cultural groups of the state and their contributions to the campus, the state, the nation, and the world.

5. Promote critical thinking skills that will enable students to make intelligent decisions in their daily lives.

6. With respect to materials presented as works of non-fiction, include accurate and authentic factual content from authoritative sources.

7. Do not advocate or promote racial, ethnic, sex-based, or religious stereotypes.

8. Do not advocate or promote unlawful activity, including the illegal use of alcohol, tobacco, or illegal drugs by minors.

9. Do not promote sexual activity among minors or contain graphic images or explicit descriptions of sex acts or simulations of such acts.

In addition, staff shall consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.

2. Consultation with District teachers and library staff.

3. Consultation with library staff from other districts.

4. Extensive review of the library material.

5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

SECTION 2: DISTRICT PROCESS FOR LIBRARY COLLECTION DEVELOPMENT

The collection development process is cyclical in nature and includes selecting and acquiring materials, cataloging, and processing materials, circulating materials, and weeding materials.

Adapted from Texas School Libraries

Selection and Acquisition Procedures

Selection of library materials includes a book review process, collection analysis, library manager report analysis, informal data collection, community input, prioritizing campus needs, and reflection. FBISD selection and acquisition procedures shall adhere to state and local policies.

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Library Collection Selection Criteria and Process

Librarians use multiple tools in the selection process to determine the appropriateness of each book. Books shall be age appropriate, encourage critical thinking, and provide literary or artistic value and merit. Age-appropriateness shall be determined by considering all reviews published on book vendor websites. Age-appropriate guidelines are outlined below.

Elementary age appropriate: Librarians seek books with interest levels ranging from K – 6th grade. Librarians will individually review books with a 5th – 8th grade interest level to determine if the book is appropriate for the campus.

Middle School age appropriate: Librarians seek books with interest levels ranging from 5th – 8th grade. Librarians will individually review books labeled with Young Adult interest levels to determine if the book is appropriate for the campus.

High School age appropriate: Librarians seek books with interest levels labeled as Young Adult. Librarians will individually review books labeled as Adult interest levels to determine if the book is appropriate for the campus.

If the vendor labels a book with *mature themes* it needs to be closely vetted to ensure it meets the district selection criteria outlined in Policy EFB (LOCAL).

Favorable Reviews

Published, professional reviews assist with the selection process. A favorable review includes age appropriateness, title, author, publisher information, book summary, genre, format, price, ISBN, publication date, and subjects found in the book. The reviews must include appropriate interest and reading level of the students served. Purchasing decisions are not determined by reviews from parents, the community, or commercial sites such as Amazon or Barnes and Noble.

In addition, best practice dictates that books considered for purchase be favorably reviewed in at least TWO of the following peer-reviewed, professional library journals.

Professional Library Journals		
School Library Journal	*Teacher Librarian*	*Review of Texas Books*
Kirkus Reviews	*Library Journal*	*American Libraries*
Horn Book Magazine	*Knowledge Quest*	*Bulletin for the Center of Children's Books*
Booklist	*Library Media Connection*	*Video Librarian*
Review of Texas Books		

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Librarians may use additional sources to select books, but these sources are not a substitute for professional reviews and should not be the sole source for selection criteria. The following list provides additional sources of information for book selection.

- Award lists or individual award titles
- National, state, or local reading lists
- Catalogs, in whole or part
- Lists or individual titles categorized by interest, reading, or Lexile levels
- Bibliographies, suggested reading lists, or appendices
- Vendor-generated lists
- Advertisements
- Recommendations or requests from individuals
- Librarian's own preference after reading the book

Non-Reviewed Books

If a favorable review does not exist in one of the above professional journals, a book may be purchased at the librarian's professional discretion after thoughtfully weighing selection criteria established in Policy EFB (LOCAL). In all cases, the librarian should cautiously consider any material for which no reviews exist in professional journals.

Graphic Novels

If a **favorable review** does not exist in a professional, unbiased, peer reviewed library journal, Librarians will follow the publisher rating guidelines below prior to purchasing a graphic novel.

- E (everyone) or A (all ages) for elementary, middle school, and/or high school libraries
- Y (youth, ages 10+) or 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) may not be purchased unless the book:
    - Meets selection criteria outlined in policy
    - Is reviewed by the librarian prior to purchase and deemed age appropriate.
    - Has a favorable review in a professional peer reviewed journal.

Collection Analysis

Librarians conduct an annual collection analysis as a foundation to developing a purchasing plan. In the spring semester, librarians will run an updated collection development analysis to see the collection's status. Collection analysis provides an overall collection status including:

- Collection age

- Items in collection
- Physical vs digital
- Items per student
- Diversity analysis
- Fiction vs. nonfiction (Recommended balance by Dewey)
- Collection by Dewey category/age-sensitive areas
- Social Emotional Learning Analysis

Library Manager Report Analysis

Monthly circulation reports provide the material usage on a campus. Circulation reports can show gaps in equity and accessibility of library materials. Circulation reports are considered in the overall collection development process. Circulation reports provide the following information:

- Number of times the material has been checked out.
- Number of items within a specific sublocation that have been circulated. This applies specifically to genre collections that have been set-up by copy category.

The monthly circulation reports provide the librarian with information to determine potential collection purchasing and weeding priorities.

Informal Data Collection

Librarians conduct ongoing stakeholder data collection using surveys and recommendations. Stakeholder input contributes to the purchasing plan and reflects the needs and interests of the learning community.

Prioritize Needs
Based on the collection analysis, circulation analysis, informal stakeholder data, and available budget, librarians create a prioritized list of all needs. Librarians may use the Librarian Purchase Planning Sheet template (Appendix A) to outline their purchase plan.

Reflection
The last step in the selection process is to reflect and begin the planning process for the following year. In collaboration with the campus administrators, the librarian will reflect on the overall process, determine the next steps, and set goals for the campus library program.

Gifts and Donations
Donated books may be accepted if the book(s) adhere to the selection criteria outlined in policy and the books have specialized library binding. Library binding is designed to withstand the heavy usage that books endure, ensuring their longevity within the library.

Cataloging and Processing (CP)

Cataloging & Processing (CP) includes classification, barcoding, and adding to the library catalog. This process prepares books and other items for inclusion in the district library circulation system. In Fort Bend ISD the Digital Resources and Systems Librarian (DRSL) is responsible for entering Machine-Readable Cataloging (MARC) into the library catalog system.

Cataloging is the process of adding books and other materials to the electronic library system (Follett Destiny Library Manager) so items can be searched for and circulated. While every item put into the catalog is classified via a title record, specific items are processed via barcode with a copy record that ties the book and record together. Processing includes additional steps such as adding spine labels, genre labels, book covers, and any other campus specific information.

Circulation

Circulation is the step in which the prepared materials are added to shelves and are utilized by students in the library and through the checked-out process. This includes an inter library loan to share library materials with another FBISD campus.

Opt-In Library Parent Communication Email

Parents have the option to opt-in to receive a daily email listing of all items currently checked out to their child. This opt-in notification option is available in Skyward Online Forms. At the beginning of the year, librarians will schedule the daily report in Destiny.

Parents who opt-in to receive library notifications in Skyward will continue to receive notices for the entirety of the school year unless they opt-out in Skyward.

Overdue Procedures
- Overdue reports should be run in Destiny regularly, organized by homeroom, ELA

teacher, or another consistent method.

- Overdue notices are emailed to student and parent/ guardian email addresses on the 10th of each month.
- Overdue books should automatically switch status from "Overdue" to "Lost" 90 days after the due date.
- No overdue fines should be charged at elementary or middle schools. High school fines for lateness are at the librarian's discretion.
- Students are eligible to checkout items when they have overdue materials.

How to pay for lost books

- Library patrons with outstanding fines can clear them by using cash, check, or the online payment portal RevTrak available to any FBISD campus. The campus bookkeeper should collect any funds not processed through RevTrak. The librarian will not keep funds in the library. All libraries should have a RevTrak account set up through the Business and Finance department. Students can access these accounts through campus webpages and pay fines using a credit card.
- Librarians will follow district procedures when collecting payment for lost books.
- Librarians may use their discretion to remove or reduce fines based on extenuating circumstances, popularity of the title, need for replacement, etc.

Inter Library Loan (ILL) Procedures

- Any books requested via ILL should be within the selection policy guidelines for campus grade levels (K-5, 6-8, 9-12). For example: a middle school campus should only request a book from another middle school campus.
- ILLs should be carefully considered for high-interest titles and titles used for District programming.
- The librarian sending the title should exercise discretion as to its availability, while the librarian receiving the title should consider its appropriateness for the requesting patron.

Continuous Review, Evaluation, and Weeding (CREW)

The method called CREW (Continuous Review, Evaluation, and Weeding) ensures an ongoing routine to maintain the collection in an effective way. This method establishes a routine to remove outdated and unused materials from the collection while also learning where the collection has gaps or needs new items. In FBISD, the CREW method includes auditing, weeding and accounting for the inventory. The **(CREW)** process takes 3 years to analyze the complete collection.

Weeding, Inventory, and Audit Schedule (All Levels)		
Year 1	Year 2	Year 3
Fiction	Non-Fiction	Professional/Special Collections

Collection Maintenance/Audit

Collection Management reflects educational goals, student interests, and district and campus initiatives. It is within the scope of the librarian's role to continually audit the collection, verify that materials meet the selection criteria, and weed the library collection.

Checklist for a Campus Library Collection Audit

The campus librarian will run an updated Collection Analysis report to determine:

- The age of the collection by section to determine sections that need weeding and growth.
- The number of books that support diversity and SEL (Social Emotional Learning) topics
- The number of books that support student interests and age by grade level. If the interest level is above the campus level, librarians will analyze the book to ensure the book is appropriate for the campus.
- The library collection is reflective of the student population while providing diverse perspectives and cultures prevalent in the world.

The auditing process is especially important for librarians new to a campus. Librarians use the audit process to understand the current library inventory. The audit ensures that materials meet the FBISD selection criteria for Instructional Materials and Library Resources established in Policy EF (Local). The District has created an audit schedule to ensure compliance with timelines established in HB900. Books identified through the District audit are placed on the "Do Not Order List" and communicated to librarians and campus administrators. This list is also posted on the Library & Media Services Website.

Weeding is a continuous part of collection development that removes books that no longer meet the needs of the campus, or the physical condition of the material has deteriorated beyond use. Librarians run a collection analysis report that provides age sensitive book lists. Using this list, librarians analyze the circulation data of the evaluated books. If a material has not circulated in three years, it is under consideration for weeding.

Weeding - MUSTIE Checklist

When engaged in the weeding processes, librarians use the acronym MUSTIE to help determine if an item should be weeded or not. Books considered for weeding are:

- **M**isleading - and/or factually inaccurate

- **U**gly - Worn out beyond mending or rebinding
- **S**uperseded - by a new edition or a better source
- **T**rivial – No discernible literary or scientific value
- **I**rrelevant - to the needs and interests of the library patrons
- **E**lsewhere – the material is easily obtainable from another library

Inventory

The purpose of inventory is to match the data in the circulation system to the physical items in the library. Laptops and scanners are utilized to match physical books to electronic data. This is called "accounting for materials" within Destiny Library Manager. This system is completely capable of conducting inventory and having a full circulation schedule. The school library should remain open during inventory. The item must be attached to a copy record in the Destiny Library Manager System and must be scanned for inventory or circulation to make a physical match.

Each campus library inventory is available for public view. Access to the library inventory can be found on the Library Media Services Website through our [Follett Destiny Library Catalogs](#).

Purchasing

FBISD librarians manage at least two budgets: 287-Campus library budget and a campus library activity account. The chart below lists the purpose and distinctions of each budget. Librarians may have other budgets at the discretion of their campus principal. The purchasing plan includes the types of books needed, the amount needed, and possible funding sources such as grants, PTO, campus, and district funds. Librarians will meet with the principal to review the campus library purchasing plan. Regardless of the funding source, library book purchases must be aligned to selection criteria outlined in Policy EFB (LOCAL).

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Budgets Managed by Campus Librarians				
Type of Budget	**Funding**	**Purpose**	**Timeline for Use**	**Questions**
287	District	Student Library Books and eBooks additional databases*, and Non-Consumable Makerspace items (Min. of 80% will be spent on Books)	All orders should be submitted by Jan. 30th. Any funds not spent will be returned to the district to purchase eBooks.	When you have questions about this budget, contact the **Library Media Services Coordinator**
Library Activity	Book Fair profits and lost book payments	Library supplies, consumable Makerspace supplies, murals, flex seating, books, and other items relating to the library.	This budget does not go away at the end of the school year. It rolls over from year to year.	When you have questions about this budget, contact your campus **executive assistant** or the **Manager of Activity Funds** from Business and Finance

*Notify the library coordinator before purchasing an additional database. All additional databases should be from an approved vendor and vetted by the FBISD Technology Department.

Centralized Library Book Procurement Process

Library purchasing (287-budget) has been centralized to decrease the time it takes to process orders. Librarians will no longer enter requisitions into PeopleSoft. Central administration will enter all PeopleSoft requisitions, receive, and close purchase orders for 287 purchases. The graphic below outlines the steps to order library books using the 287-budget.

Librarians create a list with an approved vendor using the selection criteria outlined in EF (Local). The list is emailed to the SH:287 email.

→

The library coordinator vets the list to ensure the books meet district standards for library books. If any books are found to not be in compliance, the librarian is asked to remove the titles before requesting a quote.

→

Once the list is approved, the librarian gets a quote and emails the quote to the SH:287 email.

Librarians will keep fiduciary budget records for 7 years. Each campus librarian is given a template to manage campus library budget accounts.

SECTION 3: LIBRARY MATERIALS RECONSIDERATION POLICY

Policy EFB (LOCAL) describes a process for the reconsideration of library materials. There are different levels of reconsideration outlined in policy.

- Informal Reconsideration
- Formal Reconsideration

Reconsideration of Library Materials

A parent/guardian of a Fort Bend ISD student, any employee, or Board of Trustee member may challenge an instructional material used in the district's educational program.
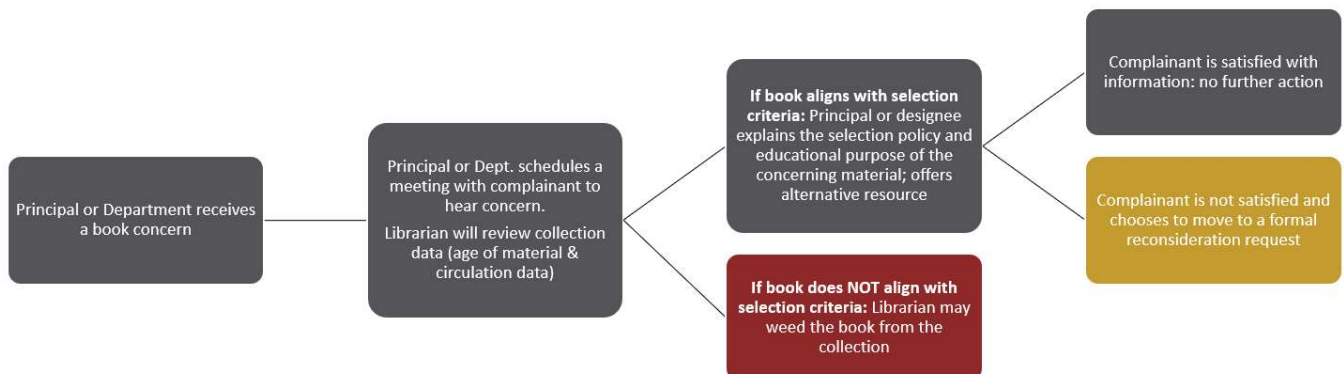
Guiding Principles

The following principles shall guide the Board and staff in responding to the challenges of instructional materials.

- A requester may raise an objection to an instructional material used in a school's educational program.
- A parent's ability to exercise control over reading, listening, or viewing materials extends only to his or her own children.
- The Superintendent or Superintendent's designee may remove a library book at any time when required by law (EFB (LEGAL)).
- No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.
- Once a material has been through the formal reconsideration process and a decision has been made, the book may not repeat the reconsideration process for two years after.

Informal Reconsideration

A school or District office receiving a concern about the appropriateness of library materials shall try to resolve the matter informally by following the process outlined below.

If the complainant is not satisfied with the solution determined during the informal reconsideration, the complainant can engage in the formal reconsideration process. The principal or designee shall provide the requester with a copy of Policy EFB (LOCAL) and refer him/her to the *Citizen's Request for Formal Reconsideration of Library Materials Form located on the [Library Media Services Webpage](#)*. Informal complaints are documented internally so the Library Coordinator can observe trends across multiple campuses.
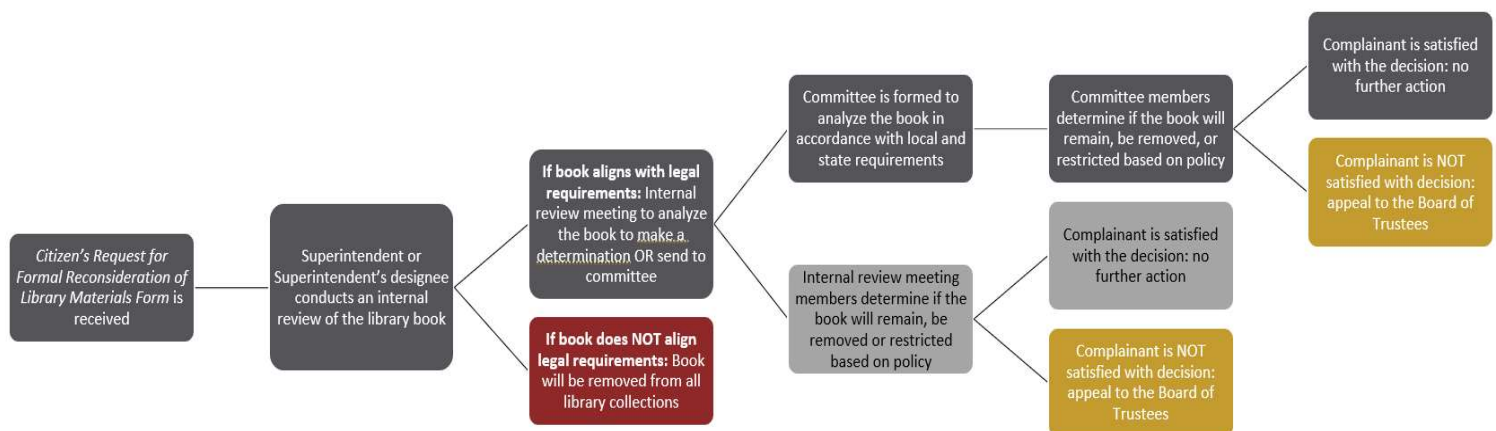
Formal Reconsideration

All formal requests for reconsideration to library materials shall be made utilizing the *Citizen's Request for Formal Reconsideration of Library Materials Form located on the [Library Media Services Webpage](#)*. The Superintendent, librarian, and Board of Trustees will be notified upon submission of the form. Formal reconsiderations forms may be submitted by a parent, guardian, employee, or Board of Trustee member.

Library books undergoing the formal reconsideration process will be restricted from students.

- Students **over the age of 18** may request the book from the librarian and check out the book.
- Students **under the age of 18** may request the book from the librarian. The librarian must receive written consent from the parent prior to checking the book out to the student.

The Superintendent or Superintendent's designee may hold a conference with the requester within ten business days of the requester's electronic submission of their request or refer the request to a committee for review and recommendation.

A formal reconsideration follows the process outlined in the graphic below.

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Throughout the formal reconsideration process, the internal review meeting members and/or the reconsideration committee members will use the following information prior to deciding on the retention, removal, or restriction of library material.

☐ Unbiased Reviews from Professional Sources
☐ Book Summary from Professional Source
☐ Copy of Citizens Request for Formal Reconsideration of Library Materials Form
☐ Texas Penal Code 43.21 & 43.25
☐ Policy Selection Criteria Checklist (Exhibit B)
☐ Internal Meeting or Reconsideration Meeting Note Taking Document
☐ Additional materials provided by complainant

A note taking document will be utilized to capture the discussions that occur throughout the reconsideration process (Exhibit C).

Within thirty business days of receipt of the *Citizen's Request for Formal Reconsideration of Library Materials Form*, absent extenuating circumstance, a determination shall be made on whether the material adheres to state and local selection criteria. A written response containing the outcome of the complaint will be generated. The outcome of the formal reconsideration process shall be provided to the principal, campus librarians, the superintendent or designee, and the requester. The outcome of all formal reconsideration meetings will be posted on the Library Media Services Website.

Appeal for District Reconsideration Committee
The complainant may appeal the decision of the reconsideration committee within 10 days after receiving the outcome of the committee. The appeal must be submitted in writing to the Superintendent. Appeals will be provided to the Board of Trustees for review.

APPENDIX A: Librarian Purchase Planning Sheet

Area	Ag	Number of copies	Notes	Priority Ranking
000-999				
100-199				
200-299				
300-399				
400-499				
500-599				
600-699				
700-799				
800-899				
900-999				
Biography				
Reference				
Everybody				
Professional				

EFB Policy Selection Criteria Checklist

Definition of Patently Offensive
As defined by EFB(LEGAL), "patently offensive" refers to content that is so offensive on its face as to affront current community standards of decency (Penal Code 43.21).

Does the library material -
1. **Instructional Relevance**
   o   Enrich and support the TEKS (Education Code 28.002(a))?
   o   Enrich and support the local curriculum (Education Code 28.002(a))?
   o   Consideration of student interests, maturity levels, abilities, and learning styles?
2. **Literacy Growth**
   o   Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards?
   o   Encourage the enjoyment of reading?
   o   Foster high-level thinking skills?
   o   Support personal learning?
   o   Encourage discussion based on rational analysis?
3. **Cultural Diversity**
   o   Represent ethnic, religious, and cultural groups of the state and their contributions to the campus, the state, the nation, and the world?
4. **Skill Development**
   o   Promote critical thinking skills that will enable students to make intelligent decisions in their daily lives?
5. **Non-Fiction Materials**
   o   Include accurate and authentic factual content?
   o   Contain content from authoritative sources?

The library material -
6. **Stereotypes and Unlawful Activity**
   o   Does NOT advocate or promote racial, ethnic, sex-based, or religious stereotypes?
   o   Does NOT advocate or promote unlawful activity, including the illegal use of alcohol, tobacco, or illegal drugs by minors?
7. **Sexually Explicit or Relevant**
   o   Does NOT promote sexual activity among minors?
   o   Does NOT contain graphic images?
   o   Does NOT contain explicit descriptions of sex acts or simulations of such acts?
   o   Is NOT harmful material as defined by Penal Code 43.24 in a way that is **patently offensive?**
                              o   Is NOT obscene as describe by Penal Code 43.21?

This checklist ensures that all relevant legal and local criteria are addressed when reviewing a book complaint based on district and state guidelines (EFB(LEGAL) and EFB(LOCAL)).

Internal Review: Note Taking

Resource Title:

Date of Internal Review Meeting:

Meeting Participants:
- ☐ District Staff
- ☐ Campus Staff

Components of Meeting	Notes
Book Summary from Professional Source	
Unbiased Reviews from Professional Sources	
Booklooks.org Book Report	
Policy Selection Criteria Checklist	

Internal Review Decision:
- ☐ Remove book from library collection at all levels
  - o Harmful material
  - o Obscene material
  - o Does not adhere to selection criteria
  - o Weeded (circulation data and age of text)
- ☐ Retain book at designated level(s)
  - o Elementary
  - o Middle School
  - o High School
- ☐ Restricted access of book at designated level(s)
  - o Elementary
  - o Middle School
  - o High School
- ☐ Refer to committee

APPENDIX D: ADDITIONAL RESOURCES

State Law Resources

Texas Penal Code: 43.21

 Terms such as "obscene," "material," "promote," and "patently offensive" are

defined. Texas Penal Code: 43.23

Texas Obscenity laws are outlined.

Supreme Court Cases

Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982).

The U.S. Supreme Court ruled, in 1982, to protect students' right to free speech. If a book is removed from the school library, then the district infringes upon students' first amendment rights.

Bethel School District v. Fraser, 478 U.S. 675 (1986).

The U.S. Supreme Court on July 7, 1986, ruled (7–2) that school officials did not violate a student's free speech and due process rights when he was disciplined for making a lewd and vulgar speech at a school assembly.

Counts v. Cedarville School District, 295 U.S. 996 (2003).

The U.S. Supreme Court ruled that the Cedarville School Board violated students' first amendment rights by removing access to Harry Potter books from library shelves, only allowing students to access those books with parental permission forms.