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Collection Development Policy

Parkside Elementary School

Leander Independent School District

Georgetown, Texas

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***Community and School Analysis***

Parkside Library is housed at Parkside Elementary School located in Georgetown, Texas. The address is deceiving as the school sits on the fringe of Georgetown, most of the students at my campus participate in the activities of the Cedar Park community so I am using their demographic information. Georgetown has a very large retirement population and I don’t feel that it represents our campus. Most of our students as well as a large percentage of the teachers, live in Parkside at Mayfield, this is our neighborhood. A large portion of the students walk to school but there are a few buses that service a few small pocket neighborhoods that also attend our campus. We have an active PTA and large pool of parent volunteers. The school sits on a hill that was formerly called “Rattlesnake Hill.” Unfortunately, there is a reason for that! The land was purchased from the Mayfield family and Parkside was opened in August of 2008. The student population at Parkside ranges from 850 students to 1100 students.

The students at Parkside make up a diverse group of learners. While I do not feel like the statistics for the district reflect the makeup of the campus. Based on the numbers from the 2015-16 school year, there were 935 students at that time. There was an economically disadvantaged rate of 3.2 percent and an English as a second language rate of 4.3 percent. I think the current numbers would reflect a larger ESL

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Populations as there are 17 languages spoken at Parkside. The population of Parkside also includes an ELL, which is a pre-school with students having disabilities and teacher’s young children. We also have some of the behavior programs and specialized sped programs, which change from year to year, as they are need based.

The library at Parkside is a beautiful space and contains a collection of about 14,000 items. The library’s annual budget is in the $8,000 range, these are funds that are allocated by the district. This does not include gifts or fundraising activities. The library currently has two book fairs a year to help add funds for the collection. The library has a certified librarian and a full time instructional assistant. The parents at Parkside are eager volunteers and devote many hours to the library. **The mission statement of the LISD elementary libraries reads: Our mission is to lead our school communities in an environment that challenges students to IMAGINE possibilities, EXPLORE opportunities and CONNECT with the future and the world.** Adopted by all of the libraries in LISD, this mission statement was created with elementary students in mind. The librarians have also created guiding documents that address four overarching themes. **Life-long readers appreciate self-selected literature through exposure to diverse genres and formats**. This first idea addresses the connection between students and literature and how it can enrich their learning and create life long readers. **Responsible digital citizens understand and practice ethical, legal and safe uses of technology.**

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This second idea considers the student’s responsibility when engaging in technology. **Learners engage in the inquiry and research process by questioning, accessing, evaluating, and communicating information and ideas using print and digital resources.** The third idea covers the expectations and library usage for research. **Innovative teaching and learning infuses content, pedagogy, and technology.**

Lastly, the forth idea considers how the librarian will work with the students. The library is supported at the district level with a District Coordinator and she has an assistant that works with her. New librarians are paired with an experienced librarian to act as a mentor during their first year in LISD.

Parkside is a part of Leander ISD, which is a district that services approximately 40,000 students and covers 198 square miles. Students in LISD encompass the cities of Austin, Cedar Park, Georgetown, Leander and Round Rock. As some students may live in Leander but go to school in Georgetown, there are some funds re-routing that occurs between the various districts. All of these cities are some reported as the fastest growing in the state as well as the country. As a result, things are constantly changing. LISD is made up of 6 high schools, 8 middle schools and 26 elementary schools. The district as a whole has an 18 percent free and reduced lunch rate. The district was established in 1899 and at that time serviced 99 students.

The city of Cedar Park is a fast growing community. The current population

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is 68,918. The median income is 82,311 with 95% of the adults having a high school diploma or more advanced degree. The percentage for those with a bachelor’s degree or higher is 44%. The make up of the community is 81% White, 19% Hispanic, 5% Asian and 4% African American. The rate of poverty in Cedar Park is 4.9%. Local interests would include baseball, live music, swimming and other outdoor activities. There is a local Hockey team, The Stars and a Basketball team, The Austin Spurs. They play in Cedar Park at the HEB Event Center. This is a young community where the median age is 36. There are young families and schools are an important part of this growing area.

City of Cedar Park, https://www.cedarparktexas.gov/

Leander Independent School District, <https://www.leanderisd.org/>

Texas Education Agency, https:// tea.texas.gov/

U.S. Census Bureau, https://www.census.gov/

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***School Mission Statement and Library Philosophy***

***Parkside Vision:***

At Parkside, we strive for excellence by empowering scholars to have a life long love of learning.

***District Library Mission Statement***:

Our mission is to lead our school communities by fostering literacy in an environment that challenges students to **IMAGINE** possibilities, **EXPLORE**   
opportunities and **CONNECT** with the future and the world.

***Leander ISD Library Philosophy***:

The vision of the LISD elementary libraries is for all students to become life- long readers who appreciate literature and are responsible digital citizens who access and use information efficiently.

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***School Library Goals and Objectives***

The goals and objectives of the libraries in Leander ISD will consider the following:

**Life-long readers appreciate self-selected literature through exposure to diverse genres and formats.**

• How does literature enrich your life?

• What does a reader look for and how can she/he find it?

• How do readers make connections to what they read?

**Responsible digital citizens understand and practice ethical, legal and safe uses of technology.**

• What does it mean to be a responsible digital citizen?

• How do my online activities affect myself and others now and in the future?

• Why are there laws that guide Internet usage?

• Why is privacy important to my safety?

**Learners engage in the inquiry and research process by questioning,**

**accessing, evaluating, and communicating information and ideas using print and digital resources.**

• What is research?

• Why do research?

• How does asking questions and finding answers help in better understanding the world?

**Innovative teaching and learning infuses content, pedagogy, and technology.**

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• How do I choose which strategies and tools to use and when is it appropriate to use them?

• How is technology essential to the process of learning?

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**Description of Library Programs and Services**

Leander ISD Elementary Library Curriculum:

**1st Nine Weeks**: Setting Up Systems in the Library Unit Summary:

The purpose of our units of study is to support and extend the grade level language arts units of study, including the technology applications TEKS, while providing a guaranteed and viable library curriculum. In this unit, we will be setting up library systems and expectations, fostering literature appreciation, and introducing the concept of digital citizenship to start our year off right. One of the main goals in setting up a system is to develop accountability and independence in students while providing purposeful experiences where students have access to instructional materials to explore and expand literacy. In this unit of study, librarians will develop a schedule that has sufficient time set aside for varied instruction. The librarian and students will develop procedures and set clear, explicit expectations so that the library runs smoothly and effectively, providing maximum use of time. Systems put in place will ensure productivity and engagement and enable all students to maximize their learning. Listening and speaking are also emphasized in this integrated approach. Students will learn strategies to actively listen with a purpose, ask questions to clarify meaning, and participate in student-led discussions identifying points of agreement and disagreement. Students should have opportunities all year long to appreciate literature, and one way to do that at the beginning of the year is by listening to and reading books that discuss library procedures and book care. Lifelong readers self-select books from a variety of

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genres in order to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Librarians guide students in decision making for student ownership and differentiation in kindergarten through fifth grade. School wide reading programs such as the Texas Bluebonnet children’s choice program is initiated through the library in third through fifth grade. Digital citizenship is a way of preparing our students to be safe and responsible in a world of technology. We will be examining how students can understand and practice ethical, legal, and safe uses of technology. They will understand, explain and practice copyright principles; understand and explain the negative impact of inappropriate technology use; practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology. Students will also learn how different forms of media serve different purposes connected to the digital world.

**2nd Nine Weeks:**

Exploring Fiction and Non Fiction Unit Summary: The purpose of our units of study is to support and extend the grade level language arts units of study, including the technology applications TEKS, while providing a guaranteed and viable library curriculum. In this unit of study, each grade level will explore various genres.

*• Kindergarten will focus on fiction with an emphasis on traditional literature.*

*• First grade will focus on nonfiction and media literacy.*

*• Second grade will focus on fiction with an emphasis on traditional literature and making connections, and expository with an emphasis on text features.*

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*expository with an emphasis on text features.*

*• Third grade will focus on fiction through summarizing and character interactions. • Fourth grade will focus on expository with an emphasis on text features and questioning.*

*• Fifth grade will focus on themes in fiction and distinguishing fact from opinion in expository texts.*

Librarians will continue to reinforce concepts about digital citizenship so that students continue to deepen their understanding of how to be safe and responsible in a technology-filled world. Librarians should continue to consider the TA TEKS when planning lessons and integrate technology when applicable.

Year at a Glance: <https://docs.google.com/a/leanderisd.org/document/d/1N9He1rQ-6IU60noY_b5mVD38mo0QfhfltQeONpLpef0/view>

**3rd Nine Weeks**:

Inquiring Minds Want to Know Unit Summary: The purpose of our units of study is to support and extend the grade level language arts units of study, including the technology applications TEKS, while providing a guaranteed and viable library curriculum. Our primary focus in this introductory unit is to lay a foundation for deeper research that will be done later in the year. At the most basic level, we want to teach students how to generate questions that will guide inquiry and teach them how to use search strategies to access information from a variety of digital resources. We also want to start students on the path to citing sources. For 1st and 2nd Grade, the third nine weeks is the primary research unit of study in Language

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Arts, whereas the other grade levels have their large unit in the fourth nine weeks. We are frontloading the learning to maximize the time students have to learn, practice, and apply these skills. Beyond research, genre study in traditional literature can occur during this unit as well. The Research TEKS are cross-disciplinary skills that span all content areas. They are also College and Career Readiness Standards that engage students in deeper ways of thinking in the areas of critical thinking, data analysis, and reasoning. The Research TEKS are included in their entirety; however for these nine weeks, our focus is only on the underlined portion.

Year at a Glance – <https://docs.google.com/a/leanderisd.org/document/d/1N9He1rQ-6IU60noY_b5mVD38mo0QfhfltQeONpLpef0/view>

**4th Nine Weeks**:

Inquiring Minds Want to Know: The Quest Continues… Unit Summary: The purpose of our units of study is to support and extend the grade level language arts units of study, including the technology applications TEKS, while providing a guaranteed and viable library curriculum. We are continuing our focus on research in this last unit to lay a deeper foundation in research, specifically focusing on curiosity and research organization. Curiosity allows the mind to engage in active thinking and it allows students to be open to new ideas and possibilities. Curiosity will allow students to generate questions that will guide inquiry and teach them how to use

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search strategies to access information from a variety of digital resources. We will continue to work with students on the path to citing sources in grades 3-5. We will also work with students on understanding the difference between taking notes and plagiarism, so there is an understanding why the latter is unacceptable. It should be noted that the Language Arts Research UBD’s reference a Research Libguide that was put together by librarians and teacher leaders and serves as a resource to all teachers and librarians in Leander ISD. Beyond research, literature appreciation is a focus in this unit as well, specifically as it relates to Summer Reading. The goal is to share the instructional benefits of continued reading over summer as well as sharing the benefits of “getting lost in a book” during the summer months. The TA TEKS used are not to be taught in isolation, but meant to be integrated into the lessons. They are not “one-more-thing” to teach, but logically fit in with the lessons we are already teaching where applicable. The Research TEKS are cross-disciplinary skills that span all content areas. They are also College and Career Readiness standards that engage students in deeper ways of thinking in the areas of critical thinking, data analysis, and reasoning. The Research TEKS are included in their entirety; however for these nine weeks, our focus is only on the underlined portion of the TEKS.

Year at a Glance - <https://docs.google.com/a/leanderisd.org/document/d/1N9He1rQ-6IU60noY_b5mVD38mo0QfhfltQeONpLpef0/view>

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| --- |
| **How are libraries serving your children?** |
| There is a large body of research showing that strong school libraries make a measurable contribution to student achievement, a summary of which can be found at [School Libraries Work](https://drive.google.com/open?id=0B2O5FrYFoaSaQ0VWZ2h5Y1QtT1E)!  In accordance with those findings, our most recent annual statistics show that Leander ISD libraries:     • had collectively, more than 560,000 items available for check out    • circulated over 1,115,000 items in total    • checked out more than 914,000 items to students, averaging 32 items       per student    • shared over 8,500 items among campuses through our inter-library loan    service    • had more than 520,000 searches on our Gale databases, 136,000 on              EBSCO and 125,000 on World Book and nearly 2 million searches on              all our databases combined Your Leander ISD librarians:   • taught over 8,400 hours and nearly 20,000 lessons on 21st century             information literacy skills  • hosted authors, story tellers, artists, poets--and even reading dogs!  • sponsored dozens of book fairs, reading programs, contests and events  • attended more than 1500 hours of staff development, and were presenters              at several conferences, including Leander ISD’s own Continuous      Improvement Conference, TCEA Conference, Texas Library Association              Annual Conference and Hill Country Library Conference |
|  |
| http://www.leanderisd.org/images/10X10.gif |

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**Library Personnel Job Descriptions**

**Librarian**

**PRIMARY PURPOSE:**  
Provide services and resources that allow summer school students opportunities to develop skills in locating, evaluating, synthesizing and using information to solve problems.   
  
**MAJOR RESPONSIBILITIES AND DUTIES:**

* Create a library environment that is conducive to learning and appropriate to the maturity and interests of the students; manage discipline in accordance with campus procedures and board policy.
* Understand curriculum design and implementation, particularly as it relates to the integration of information literacy, inquiry, technology and the TEKS.
* Support and provide guidance in the LISD Acceptable Use Policy and guidelines for media use.
* Provide learning opportunities for users on the availability of library resources and Fair Use/Copyright information as needed.
* Collaborate with teachers to integrate information problem-solving skills into subject areas and team-teach as appropriate.
* Communicate effectively with colleagues, students, parents and supervisors maintaining a positive and helpful relationship.
* Comply with federal, state, district and school regulations and policies in the area of library services.
* Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
* Perform other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:**

* Oversee library assistant, volunteers and student aides
* **GENERAL QUALIFICATION GUIDELINES**  
  **Education/Certification/Experience:**

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* Master’s degree in Library and Information Science or equivalent from an accredited college or university.
* Standard School Librarian Certificate. Valid Texas Teacher’s Certificate.
* Experience in library/media center in public school setting.

**Knowledge/Skills/Abilities:**

* Knowledge of research-based instructional strategies and student behavior management; computer hardware, basic trouble-shooting and software applications; and library automation.
* Skill in communication, interpersonal relations and organization.
* Ability to develop and deliver campus training/staff development sessions.

**Mental/Physical/Environmental Demands:**

* May be exposed to outdoor weather conditions during portions of workday.
* Needs to move about inside the library to monitor students as necessary.
* Maintain emotional control under stress.
* Frequent standing, stooping, bending, pulling and pushing.
* Frequent moving of small stacks of books, media equipment, and other equipment.
* Occasional requires lifting up to 25 pounds.
* Occasional prolonged and irregular hours.

**Library Assistant**

PRIMARY PURPOSE:   
To assist in the preparation and management of library activities and administrative task requirements.  Work under the supervision of a certified librarian.  
MAJOR RESPONSIBILITIES AND DUTIES:

* + Responsible for supervising daily come-and-go library activity and providing guidance in use of library resources and services to students and staff, providing the librarian maximum opportunity to teach/work with classes and collaborate with teachers
  + Responsible for providing, supervising or coordinating circulation activities, including check in/out, shelving, holds and interlibrary loans.

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Use catalog search, circulation, patron, inventory and basic reporting features of library automation software

* + Process new library materials and add basic holdings level information to the library database
  + Uphold and enforce school rules, administrative regulations, and state and local board policy.
  + Assist in planning and implementing library programming, displays and publicity.
  + Assist in maintaining a neat and orderly library, including caring for all equipment in the library.
  + Assist in setup, maintenance, scheduling, circulation and troubleshooting of technology and AV equipment
  + Assist with cash handling activities such as fines for lost/damaged books and book fairs
  + Participate in in-service training programs, faculty meetings, and special events, as needed.
  + Supervise library when Librarian is attending scheduled meetings.
  + Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
  + Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

* + May assist in training and overseeing the work of adult volunteers and student aides

GENERAL QUALIFICATION GUIDELINES  
 Education/Certification/Experience:

* + At least 48 semester hours (or equivalent trimester hours) of college work, or an Associate’s degree or higher, or a Highly Qualified Certificate issued by ACC, Region 13, or an equivalent institution.
  + TEA issued Educational Aide Certificate – obtainable after hire ($32 fee requirement).
  + Some experience working with children preferred.

Knowledge/Skills/Abilities:

* + Ability to communicate effectively and maintain confidentiality; multi-task and manage multiple projects; use computer and application software; work well with students, staff, and parents.

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* + Possess basic troubleshooting skills in areas such as computers, laptops, document cameras, multimedia projectors, and DVD players
  + Library automation system knowledge

Mental/Physical/Environmental Demands:

* + May be exposed to outdoor weather conditions during portions of workday.
  + Needs to move about inside library to monitor students as necessary.
  + Maintain emotional control under stress.
  + Frequent standing, stooping, bending, pulling and pushing.
  + Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
  + Occasional requires lifting up to 25 pounds.
  + Work with frequent interruptions.
  + Maintain emotional control under stress.

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**Formats Collected**

The Parkside Elementary Library has a varied collection as it works to service a variety of learners. The library houses a vast collection of printed materials that include but are not limited to books, magazines, and other reference materials. The materials aim to cover a range of ages, interests and abilities. The library also allows its users access to an extensive collection of electronic materials. Students will be able to access electronic databases, electronic reading materials and access to e-books. In an effort to serve all students equally the library will acknowledge and follow the guidelines put forth by the American Library Association. The guidelines are as follows:

Access to Electronic Information, Services, and Networks: an Interpretation of the LIBRARY BILL OF RIGHTS INTRODUCTION The world is in the midst of an electronic communications revolution. Based on its constitutional, ethical, and historical heritage, American librarianship is uniquely positioned to address the broad range of information issues being raised in this revolution. In particular, librarians address intellectual freedom from a strong ethical base and an abiding commitment to the preservation of the individual’s rights. Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. These rights extend to minors as well as adults. Libraries and librarians exist to

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facilitate the exercise of these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology. The American Library Association expresses these basic principles of librarianship in its Code of Ethics and in the Library Bill of Rights and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks. Issues arising from the still-developing technology of computer-meditated information generation, distribution, and retrieval need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away. Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people, for reasons of technology, infrastructure, or socio-economic status do not have access to electronic information. In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves. The Rights of Users All library system and network policies, procedures or regulations relating to electronic resources and services should be scrutinized for potential violation of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association, including Guidelines

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for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities. Users should not be restricted or denied access for expressing or receiving constitutionally protected speech. Users’ access should not be changed without due process, including, but not limited to, formal notice and a means of appeal. Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as subterfuge to deny users’ access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Users also have a right to information, training and assistance necessary to operate the hardware and software provided by the library. Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice. Users should be advised, however, that because security is technically difficult to achieve, electronic transactions and files could become public. The rights of users who are minors shall in no way be abridged.1 Equity of Access Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by all libraries and information services that receive their major support from public funds (50.3; 53.1.14; 60.1; 61.1). It should be

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the goal of all libraries to develop policies concerning access to electronic resources in light of Economic Barriers to Information Access: an Interpretation of the Library Bill of Rights and Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities. Information Resources and Access providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library’s selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal guardians who are concerned about their children’s use of electronic resources should provide guidance to their own children. 1 See: Free Access to Libraries for Minors: an Interpretation of the Library Bill of Rights; Access to Resources and Services in the School Library Media Program; and Access for Children and Young People to Videotapes and Other Non-print Formats. Libraries and librarians should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction. Libraries, acting within their mission and objectives, must support access to information

on all subjects that serve the needs or interests of each user, regardless

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of the user's age or the content of the material. Libraries have an obligation to provide access to government information available in electronic format. Libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value. In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically. Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries.

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**Selection Policies and Procedures**

The selection of materials for a library is a huge responsibility and it is a fundamental part of building a library’s collection. Some of the selection tools that can aide in this process are School Library Connections, School Library Journal and Teacher Librarian. These resources provide information on a variety of formats that can be helpful in making purchasing decisions.

There are many criteria that create a useful review. The format and the delivery of a review may leave room for personal preference but there are some elements that make resources more dependable than others. Reviews by educational professionals are those that would be more desirable as they would be more in touch with the reader. Likewise, reviews that take the curriculum and standards into consideration would be helpful in determining if a book is going to support the goals of a library.

I personally cannot say if I have a favorite. I am not currently in a library so I have had limited access to these journals. I have seen School Library Journal and Publisher’s Weekly. I would say of those two for school purposes I prefer School Library Journal. Publisher’s Weekly has good reviews but they are not written with schools in mind.

Several considerations can be made in selection of materials. The format of the content and the content itself would be something to look at, how the student will interact with the selection is significant. Selections should support the goals of the library and be appropriate for the library users. The cost of materials and the space in a library would also be important criteria. Having the opportunity to physically examine the materials is helpful in determining if a book meets your criteria.

In addition, our website allows students and teachers the opportunity to request and suggest materials to be added to our collection.

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I think the most important would be is it a quality product and is it going to have wide appeal. The cost of materials and the impact it will have on a budget also has to be an important consideration. The items need to support the goals of the library as well as support the curriculum. It is also important to know the students and consider what types of materials have been checked out and which ones have been collecting dust. Meeting the needs of the campus is essential.

It is possible to make objective selections for a library. If your criteria is established and followed there is objectivity. There may be needs in a library that may not match one’s personal taste. However, it is important for the collection to represent those being served not the librarian. I am sure it is difficult at times to be objective and let’s face it – we want kids to read and I think there is a place in a collection for books that are just fun to read. I would think creating a balance would be essential and the primary goal has to be supporting the criterion that has been established for building the collection.

\*All selections should be made with the goals of the collection, the budget of the campus and the guidelines of the district taken into consideration.

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**Acquisition, Processing and Cataloging of Materials**

Following the guidelines established for growing the collection at Parkside Elementary, the librarian will purchase both print and non-print materials for the use of those on its campus. In the case of printed materials, the librarian will make purchases through approved vendors and will process the materials so they are available for use. Materials will be added to the Destiny Catalog so that the database stays current for users. In the case of electronic materials, the librarian will negotiate licensing and will provide the needed information for students and teachers to access and use such materials. The librarian will keep track of purchasing and make certain that materials meet the district guidelines and that budgetary restrictions are followed in purchasing.

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**Gifts**

The Parkside Elementary Library will accept gifts of materials to be used in the library. Gifts must be in good condition and will evaluated using the same process as that for purchased materials. Materials will be catalogued and added to the collection once they have been determined to meet the guidelines for the Parkside collection. Accepting the materials is not a guarantee that they will be added to the collection. Proof of donations can be provided but will not include a dollar amount of the donation.

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**Maintaining Materials and Equipment**

It is the responsibility of the librarian and library staff of Parkside Elementary to maintain the collection of materials for Parkside Elementary. The library staff should make certain that materials are properly shelved as they are returned to ensure availability for the library’s users. Equipment should be monitored and any items that are not in working order should be removed until they have been repaired. The librarian and staff will make minor repairs of materials and items that cannot be repaired will be considered for replacement. Electronic materials will be turned over to the technology department when appropriate. There should be allocations in the budget for the replacement and repairs of materials.

Students and teachers will be asked to assist in caring for the collection, as there will be a designated place for the return of damaged materials.

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**Inventory of Materials**

The Parkside Library serves approximately 1200 students a year and houses 14,000 items. The collection at Parkside is comprised of printed materials, computers, digital resources and audio/video equipment for teacher use. The materials of the library should be inventoried on a regular basis. The method of tracking at Parkside is the use-centered measure. The Destiny catalogue system tracks usage and electronic sites keep account of usage as well. It is also important for library staff to monitor and notice resources and reference materials that are frequently used by students and teachers.

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**Weeding**

For the library at Parkside Elementary, the librarian will be the final decision maker for book de-selection. There will be a process for books to be brought to his/her attention for consideration. The librarian will check for circulation data, date of publication, condition and content. She will discuss her findings with her library committee at their monthly meeting. The committee will consist of the librarian, two teachers, two volunteers and the library aide. After being discussed it is ultimately up to the librarian to remove, replace or update the items.

Damaged materials should have a designated area in the library. I would consider a book hospital where students can place books that they have come across that might need some attention. The librarian will determine if the book is repairable or not. Books that cannot be repaired should be considered for replacement. Circulation data should be reviewed to see if this is a book that needs to be purchased again. Damaged equipment should also have a designated area in the library. Teachers returning equipment that is no longer working should be placed in the area and a tag should be filled out stating the problem. If the librarian is able to fix the equipment or has access to someone that can repair the problem, it should be taken care of as soon as possible. If it cannot be repaired, a decision will have to be made about replacing the piece. Repairs of larger equipment may be a contingent upon available funds.

Books or materials with questionable content should go through the reconsideration process. Parents, teachers or students can bring such books to the librarian’s attention.

A circulation report will be run periodically to survey books that are not being selected. Books will be marked with a yellow slip indicating that they are not being checked out. The reader will mark the slip that lets the librarian know why this book should be reconsidered or why it should be removed from the collection. If they are out of date or a topic that is not of interest they should be considered for

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de-selection. This will be part of the **CREW** (Continuous, Review, Evaluation and Weeding)process that will be a part of the normal library function.

Digital resources should also be review. Those in the library (volunteers, librarian, teachers) should notice and report any sites that do not seem to be appropriate or that may consistently cause students to struggle with their use. A help ticket can be submitted to see if repairs are a possibility for technology and when not, these items can be replaced or deemed un-necessary. These should be discussed with the library committee. Computers that are not working should go to the library’s hospital so they can get attention when able. . A help ticket can be submitted to see if repairs are a possibility for technology and when not, these items can be replaced or deemed un-necessary. All users of the library are a part of taking care of the collection and should know what to do when they come across materials that are in disrepair.

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**Library Circulation**

In accordance with those findings, our most recent annual statistics show that Leander ISD libraries:   
   • had collectively, more than 560,000 items available for check out   
  • circulated over 1,115,000 items in total   
  • checked out more than 914,000 items to students, averaging 32 items   
     per student   
  • shared over 8,500 items among campuses through our inter-library loan   
            service   
  • had more than 520,000 searches on our Gale databases, 136,000 on   
            EBSCO and 125,000 on World Book and nearly 2 million searches on   
            all our databases combined

It will be the goal of Parkside Library to make certain that materials are available for student and teacher use. The library staff will educate library users on the importance of timely return and care in order to keep materials in circulation. Once materials are returned they will be processed and made ready for a new user in a timely fashion. Check out renewals can be done on line or in person and the process for borrowing from other libraries in the district will be made known to teachers and students.

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**Confidentiality of Library Records**

The Parkside Library will work diligently using only district approved electronic resources that collect student information. A list of approved sites can be provided if needed. Computers will be password protected and passcodes will be written as to keep unauthorized users off of the system. Data gathered obtaining any personal information would be shredded prior to leaving the library. Student access codes should be kept confidential by their teachers and kept in a locked cabinet. Parent volunteers will not have access to private information that may violate student privacy laws. Student ID numbers should not appear on library cards – only the needed bar codes to keep the ID numbers secure.

Any student data gathered for collection management or review should be handled in a way that guards the student’s identity. Check out reports and usage information should be kept confidential.

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**Collection Evaluation**

Some of the findings that could be considered in collection evaluation are the validity of the findings, the reliability of the research used to reach the findings, the timeliness of the data used and the credibility of the people or tools used for conducting the evaluation. Looking at the collection from both a quantitative and qualitative measure will help ensure an accurate evaluation of the materials.

I think the use-centered method of evaluation would work best for my campus. I like this method as I feel it not only reflects the interests but also allows for input through surveys. It also seems that considering the use of materials would be reflective of the needs of teachers and students. The circulation study would support findings about what is being checked out and would help access where other needs may lie. Though it doesn’t reflect what is being used inside the library it would still be a good gage of what is popular and what is supporting the curriculum. The In house use survey would also include databases and other resources. This would probably be most helpful in analyzing electronic media. The user-opinion survey will offer an opportunity for students and teachers to have a voice in the collection. Shelf-availability studies will not only identify the failures in material location so that necessary changes can be made. Likewise, the analysis of interlibrary loans will give information on what items are not available on the campus but may be needed. As is suggested in The Collection Program in Schools I would add mapping to my evaluation process so that I was not just relying on one format. This would allow for a more comprehensive evaluation.

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The increasing emphasis on access and electronic resources will have a great impact on the use of evaluation methods. I don’t think the increase in these types of resources will hinder appraisal, it will just change the way the evaluations are conducted. Databases provided by vendors will be more important as well as the user opinion survey to know what is being used and if it is meeting the needs of the campus. Developing budgets for the acquisition of materials and resources is an important part of collection improvement and maintenance. Deciding how funds will be allocated to meet the goals of the collection is an important consideration. Setting the priorities for the budget and where growth is needed to support the quality of a library’s collection. Caring for the existing collection is just as important as growth. Making sure money is earmarked for repairs and replacements is essential in maintaining the integrity of the collection.

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**Random Sample**

The random sampling was a great tool and I enjoyed taking this close look at the collection on my campus. I chose this technique because it worked well with the information I could access. The library on my campus is having some updates so there were only certain books I could physically take a look at so that influenced the decision I made. I am able to access the catalog online but wanted to see the physical condition of the books. I started out looking at the 500’s, natural sciences and was quickly overwhelmed. I narrowed my sampling to animals, which was still a large number so from there I went to dinosaurs. There were 136 books about dinosaurs on my campus. I knew these were books that would have seen a lot of circulation and would be a good assessment on the care of our books.

The twenty items my search directed me to also included a few AV items. It was my intent to stay in the 500’s but when I selected out dinosaurs it broadened my scope of genres. There were a few books in the 700’s, which were how to draw books and a few in the 800’s, which were dinosaur poem books. Luckily, I was able to access those items. I thought the range of topics was good. There were titles about specific species, baby dinosaurs, dinosaur fossils and extinction. The reading levels varied from kinder to seventh grade crossing a multitude of abilities and offered some challenge for the younger readers, which I thought was positive. The books in the natural science section saw the most circulation and the dinosaur poem books saw the least. Physically, the books were in good shape. Our school is 9 years old and we serve about 1200 students so I was impressed with the care of the materials. The books were for the most part current, the publishing dates ranged from 2000 to 2017 so I know it is an area that is still growing. The oldest books were in the “E” section so I was not concerned about the information being outdated.

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What this might mean to the library is that this is an area that seems to be solid. There was a great mix of reading levels and topics. There were books that had been published in 2017 so I know this is an area that is being addressed. The kids love dinosaurs and I was happy to see so many non-fiction books getting well used. I think this goes with knowing your students and considering their interests.

The technique I chose started out as a random sampling and turned into something more specific than I had initially intended. I have never done a sampling before so I was willing to just go with it. I loved looking at a cross section and was pleased at what I found. I think this would be a great tool in asking for funding and it would be easy to find an area with high traffic and minimal selection. I also think it would be a good assessment for the care of the materials in the collection. I was glad my search pulled in a few items that were not all in the same section, it helped me understand how subjects cross the genres of the library.

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**Use of Internet Technology Policy**

**Availability of Access by Students:** Access to the District’s electronic communications system, including the Internet, shall be made available to students exclusively for instructional purposes and in accordance with administrative regulations. No personal use of the system shall be permitted.   
  
**Acceptable Use:** Access to the District’s electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.   
  
**Internet Safety:** The Superintendent or designee shall develop and implement an Internet safety plan to:  
1. Control students’ access to inappropriate materials, as well as to materials that are harmful to minors;  
2. Ensure student safety and security when using electronic communications;  
3. Prevent unauthorized access, including hacking and other unlawful activities; and   
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.   
  
**Filtering:** Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act and as determined by the Superintendent or designee.  
  
The Superintendent or designee shall enforce the use of such filtering devices. Upon approval from the Superintendent or designee, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

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**Copyright Laws and Fair Use Compliance**

The following are the copyright laws and fair use compliance as explained by the American Library Association.

**Copyright**:

The Digital Age presents new challenges to fundamental copyright doctrines that are legal cornerstones of library services. Libraries are leaders in trying to maintain a balance of power between copyright holders and users, in keeping with the fundamental principles outlined in the Constitution and carefully crafted over the past 200 years. In this role, we closely follow both federal and state legislation and make our voices heard when our issues are moving. Libraries are perceived as a voice for the public good and our participation is often sought in "friend of the court" briefs in important intellectual property cases. Our involvement extends to the international copyright arena where we also follow the treaties to which the U.S. is a signatory and which could influence the development of copyright changes at home.

Copyright issues are among the most hotly contested issues in the legal and legislative world; billions of dollars are at stake. Legal principles and technological capabilities are constantly challenging each other and every outcome can directly affect the future of libraries.

Everyday copyright law affects the way libraries provide information to their users. The first sale doctrine enables libraries to lend books and other resources. Fair use allows for the use of copyrighted works for purposes of criticism, comment, news reporting, scholarship, or research. Libraries are permitted to make reproductions of copyrighted works for preservation and replacement purposes. And under copyright law, libraries can aid in the transformation and reproduction of copyrighted works for users with disabilities. As libraries advocate for user rights

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and access to information, it's crucial to continue to address the emerging challenges posed at the intersection of technology, society, and law.

* [U.S. Code: Title 17 - Copyrights](http://www.copyright.gov/title17/" \t "_blank)

The U.S. Copyright Act, 17 U.S.C. §§ 101 - 810, is Federal legislation enacted by Congress under its Constitutional grant of authority to protect the writings of authors. Changing technology has led to an ever-expanding understanding of the word "writings." The Copyright Act now reaches architectural design, software, the graphic arts, motion pictures, and sound recordings and more. As of January 1, 1978, all works of authorship fixed in a tangible medium of expression and within the subject matter of copyright were deemed to fall within the exclusive jurisdiction of the Copyright Act regardless of whether the work was created before or after that date and whether published or unpublished.

* [Copyright Advisory Network - ALA OITP](http://www.librarycopyright.net/" \t "_blank)

The Copyright Advisory Network (CAN) exists to help librarians understand copyright law and appreciate the important role that they can play in serving the public “to advance the progress of science and the useful arts.” We use the Network to respond to copyright questions posed by librarians, but perhaps—more importantly, help librarians learn about copyright from a broader perspective, primarily its impact on information policy issues fundamental to our profession, including free expression, equitable access to information, censorship, and intellectual freedom.

* [Copyright Information Center at Cornell University](http://copyright.cornell.edu/" \t "_blank)

This site offers information on copyright policy, copyright clearance services, and copyright training and tutorials for the Cornell community. It is designed to raise our awareness of the overarching issues, and to answer some of the questions that faculty, staff, and students frequently articulate. If you have questions about using copyrighted materials, whether in e-reserves, on course management sites, on other sites, or in face-to-face classroom settings, we hope you'll find the answers you're looking for here. If you don't find the answers you need, contact us!

* [Library Copyright Alliance](http://www.ala.org/advocacy/copyright/lca" \t "_blank)

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The purpose of the LCA is to develop a unified voice and common strategy for the library community in responding to issues regarding national and international copyright law and policy in the digital environment. The LCA’s mission is to foster global access and fair use of information for creativity, research, and education.

* [Stanford Copyright & Fair Use Website](http://fairuse.stanford.edu/" \t "_blank)

The Stanford Copyright & Fair Use site includes primary case law, statutes, regulations, as well as current feeds of newly filed copyright lawsuits, pending legislation, regulations, copyright office news, scholarly articles, blog and twitter feeds from practicing attorneys and law professors. Its emphasis is on copyright issues especially relevant to the education and library community, including examples of fair use and policies. Useful copyright charts and tools are continually added to help users evaluate copyright status and best practices.

The **Fair Use** Doctrine provides for limited use of copyrighted materials for educational and research purposes without permission from the owners. It is not a blanket exemption. Instead, each proposed use must be analyzed under a four-part test.

"Limitations on exclusive rights: Fair use" (Section 107) offers a set of factors to consider when using copyrighted work for teaching or research. Specifically, the factors include:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

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**Intellectual Freedom**

The following is information provided by the ALA about intellectual freedom. Having a secondary resource for this information eliminates any notions that this is the policy or belief of one individual.

**What Is Intellectual Freedom?**

Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored.

**Why Is Intellectual Freedom Important?**

Intellectual freedom is the basis for our democratic system. We expect our people to be self-governors. But to do so responsibly, our citizenry must be well informed. Libraries provide the ideas and information, in a variety of formats, to allow people to inform them.

Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas.

**What Is Censorship?**

Censorship is the suppression of ideas and information that certain persons—individuals, groups or government officials—find objectionable or dangerous. It is no more complicated than someone saying, “Don’t let anyone read this book, or buy that magazine, or view that film, because I object to it! ” Censors try to use the power of the state to impose their view of what is truthful and appropriate, or offensive and objectionable, on everyone else. Censors pressure public institutions, like libraries, to suppress and remove from public access information they judge

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inappropriate or dangerous, so that no one else has the chance to read or view the material and make up their own minds about it. The censor wants to prejudge materials for everyone.

**How Does Censorship Happen?**

Censorship occurs when expressive materials, like books, magazines, films and videos, or works of art, are removed or kept from public access. Individuals and pressure groups identify materials to which they object. Sometimes they succeed in pressuring schools not to use them, libraries not to shelve them, book and video stores not to carry them, publishers not to publish them, or art galleries not to display them. Censorship also occurs when materials are restricted to particular audiences, based on their age or other characteristics.

**Who Attempts Censorship?**

In most instances, a censor is a sincerely concerned individual who believes that censorship can improve society, protect children, and restore what the censor sees as lost moral values. But under the First Amendment to the United States Constitution, each of us has the right to read, view, listen to, and disseminate constitutionally protected ideas, even if a censor finds those ideas offensive.

**What Is The Relationship Between Censorship And Intellectual Freedom?**

In expressing their opinions and concerns, would-be censors are exercising the same rights librarians seek to protect when they confront censorship. In making their criticisms known, people who object to certain ideas are exercising the same rights as those who created and disseminated the material to which they object. Their rights to voice opinions and try to persuade others to adopt those opinions are protected only if the rights of persons to express ideas they despise are also protected. The rights of both sides must be protected, or neither will survive.

**How Do Censors Justify Their Demands That Information Be Suppressed?**

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Censors might sincerely believe that certain materials are so offensive, or present ideas that are so hateful and destructive to society, that they simply must not see the light of day. Others are worried that younger or weaker people will be badly influenced by bad ideas, and will do bad things as a result. Still others believe that there is a very clear distinction between ideas that are right and morally uplifting, and ideas that are wrong and morally corrupting, and wish to ensure that society has the benefit of their perception. They believe that certain individuals, certain institutions, even society itself, will be endangered if particular ideas are disseminated without restriction. What censors often don’t consider is that, if they succeed in suppressing the ideas they don’t like today, others may use that precedent to suppress the ideas they do like tomorrow.

**What Are The Most Frequently Censored Materials?**

Throughout history, books have been challenged for many reasons, including political content, sexual expression, or language offensive to some people’s racial, cultural, or ethnic background, gender or sexuality, or political or religious beliefs. Materials considered heretical, blasphemous, seditious, obscene or inappropriate for children have often been censored.

Since the dawn of recorded human expression, people have been burned at the stake, forced to drink poison, crucified, ostracized and vilified for what they wrote and believed.

**Aren’t There Some Kinds Of Expression That Really Should Be Censored?**

The United States Supreme Court has ruled that there are certain narrow categories of speech that are not protected by the First Amendment: obscenity, child pornography, defamation, and “fighting words,” or speech that incites immediate and imminent lawless action. The government is also allowed to enforce secrecy of some information when it is considered essential to national security, like troop movements in time of war, classified information about defense, etc.

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**What Is Obscenity?**

Sexual expression is a frequent target of censorship. But the Supreme Court has told us that material is not obscene unless a judge or jury finds that an average person, applying contemporary community standards, would find that the material appeals to the prurient (or morbid, shameful, and unhealthy) interest in sex (note that, by its definition, the Court implicitly recognized that there is such a thing as a healthy interest in sex!); that it depicts or describes certain sexual acts defined in state law in a patently offensive way; and that a reasonable person (community standards do not control this last element) would find that the material lacks serious literary, artistic, political or scientific value. All three elements must be present for material to be judged by a judge or jury as obscene and, therefore, illegal.

**What About Protecting Children From Pornography, Whether Or Not It Is Legally Obscene?**

The primary responsibility for rearing children rests with parents. If parents want to keep certain ideas or forms of expression away from their children, they must assume the responsibility for shielding those children. Governmental institutions cannot be expected to usurp or interfere with parental obligations and responsibilities when it comes to deciding what a child may read or view.

**How Do You Guide Children When You Can’t Be With Them 24 Hours A Day?**

Parents who believe that the current state of society and communications make it difficult to shield their children must nevertheless find a way to cope with what they see as that reality within the context of their own family. Libraries can be extremely helpful, providing information about parenting, open communication between parents and children, how to communicate with caregivers and the parents of your children’s friends about your rules, and the opinions of various organizations representing a wide spectrum of points of view about materials for children.

If a child borrows something from a library which that child’s parent believes is inappropriate, the parents are encouraged to return the item and make use of the

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expertise of their librarian to locate materials they prefer, among the hundreds of thousands of choices most public libraries make available.

**Don’t Librarians Censor Everything They Choose Not To Buy For The Library?**

No library can make everything available, and selection decisions must be made. Selection is an inclusive process, where the library affirmatively seeks out materials, which will serve its mission of providing a broad diversity of points of view and subject matter. By contrast, censorship is an exclusive process, by which individuals or institutions seek to deny access to or otherwise suppress ideas and information because they find those ideas offensive and do not want others to have access to them. There are many objective reasons unrelated to the ideas expressed in materials that a library might decide not to add those materials to its collection: redundancy, lack of community interest, expense, space, etc. Unless the decision is based on a disapproval of the ideas expressed and desire to keep those ideas away from public access, a decision not to select materials for a library collection is not censorship.

**What If I Can’t Find Something In My Library That Represents My Point Of View?**

Ask for the materials you want. Libraries strive to serve the interests of the entire community. If your library is unable to purchase the material you want, it may be able to obtain it for you on interlibrary loan. Your library is there to help you find the information you need or want.

**If Materials Are On A Library Shelf, Doesn’t That Mean The Library Approves Of Those Materials?**

The presence of any particular materials in a library collection does not imply endorsement of the ideas expressed in those materials. The library is simply doing its job as a neutral provider of information from all points of view—if the library

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“Endorses” anything, it is you’re right to have access to a broad selection of materials. If you don’t find materials to your liking, ask your librarian to help you!

**What Can I Do To Fight Censorship?**

Stay informed. Know what is happening in your state legislature, local school and library boards, and city councils. Write letters expressing your view to your mayor, and your state and federal representatives and senators. Attend your local school and library board meetings.

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**Reconsideration Form**

**NSTRUCTIONAL RESOURCES EFA INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION (EXHIBIT)**

**EXHIBIT A REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_\_\_ Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Do you represent yourself? \_\_\_\_\_ an organization? \_\_\_\_\_ (If an organization, please identify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**

**Resource on which you are commenting:**

**\_\_\_\_ Book**

**\_\_\_\_ Textbook**

**\_\_\_\_ Video/DVD**

**\_\_\_\_ Display**

**\_\_\_\_ Magazine \_\_\_\_ Audio Recording \_\_\_\_ Library Program \_\_\_\_ Newspaper \_\_\_\_ Electronic information/network (please specify) \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author/Producer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.**
2. **To what in the material do you object? (Please be specific: cite pages, etc.)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **What do you believe might be the result of using this material?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **For what age group would you recommend this material?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **In its place, what material of equal quality would you recommend that could be used to teach similar subject matter?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **What do you believe should be done with the material in question?  􏰀 Remove it from the curriculum. 􏰀 Do not allow my child to use this material.  􏰀 Use it as resource material or a choice selection.**

**Complainant signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**REMOVAL OF LIBRARY MATERIALS**

**The District possesses significant discretion to determine the con- tent of its school libraries. The District must, however, exercise its discretion in a manner consistent with the First Amendment.**

**Students’ First Amendment rights are implicated by the removal of books from the shelves of a school library. The District shall not remove materials from a library for the purpose of denying students access to ideas with which the District disagrees. The District may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.**

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CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Type of resource \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author/Producer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Purpose
   1. What is the overall purpose of the material or resource?
   2. Is the purpose accomplished? 􏰀Yes 􏰀No
2. Authenticity
   1. Is the author or presenter competent and qualified in the field? 􏰀Yes 􏰀No
   2. What is the reputation and significance of the author or publisher/producer in the field? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Is the material or resource up-to-date? 􏰀Yes 􏰀No
   4. Are information sources well documented either in the resource or in guides?  􏰀Yes 􏰀No
   5. Are translations and interpretations faithful to the original?  􏰀Yes 􏰀No
3. Appropriateness
   1. Does the resource promote the educational goals and objectives of the curriculum of District schools? 􏰀Yes 􏰀No
   2. Is it appropriate for the level of instruction intended? 􏰀Yes 􏰀No
   3. Are the illustrations appropriate for the subjects and age levels?  􏰀Yes 􏰀No
4. Content
   1. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity? 􏰀Yes 􏰀No
   2. Does it present information not otherwise available? 􏰀Yes 􏰀No
   3. Does it give a dimension or direction that is new or different from others available  for the subject? 􏰀Yes 􏰀No

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Leander ISD 246913

INSTRUCTIONAL RESOURCES EFA INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION (EXHIBIT)

5. Review/Evaluations

a.

b.

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Source of review/evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 􏰀Favorably reviewed

􏰀Unfavorably reviewed

Does this title or resource appear in one or more reputable selection aids?

􏰀Yes 􏰀No

If answer is “yes,” please list titles of selection aids. Additional Comments:

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Recommendations by review committee for treatment of questioned resource \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signatures of review committee:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**References**

American Library Association

www.ala.org

Leander Independent School District

WWW.LeanderISD.org