

Taft ISD

Library Media Center Policy

MISSION

The Taft ISD Library Media Department seeks to develop a 21st-century environment that will empower student learning through collaboration, innovation, research, and the appreciation of literature.

GOALS

The primary goals of the Library Department are as follows:

1. Provide a quality current collection of materials in various formats.
2. Integrate instruction that strengthens the teaching/learning process so students can develop the vital skills to locate, analyze, evaluate, interpret, and communicate information and ideas.
3. Increase patron awareness and use of the materials and services available in the library.
4. Provide a place conducive for study and/or leisure activities.
5. Advocates of intellectual freedom and promote responsible digital citizenship.

INTELLECTUAL FREEDOM

“Intellectual freedom is the right of **library** users to read, seek information, and speak freely as guaranteed by the First Amendment. **Intellectual freedom** is one of the core values of the **library** profession; it promotes access to information and guides the defense against censorship.” [\(American Library Association\)](#)

Restricted Access to Library Materials: An Interpretation of the Library Bill of Rights (2014)

A district possesses significant discretion in determining the content of its school libraries. A district must, however, exercise its discretion in a manner consistent with the First Amendment. -EF (Legal) Board Policy

Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights.

The removal of books from the shelves of a school library implicates students' First Amendment rights. A district shall not remove materials from a library to deny students access to ideas with which the district disagrees. A district may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.

Bd. of Educ. v. Pico, 457 U.S. 853 (1982)

The following statements are based on the Association for Educational Communications and Technology Intellectual Freedom statement published in *Information Power: Building Partnerships for Learning*.

We affirm that:

- Freedom of inquiry and access to information, regardless of the format or viewpoints of the presentation, are fundamental to the development of our society.
- Children have the right to freedom of inquiry and access to information; responsibility for abridgment of that right is solely between an individual child and that child's parent(s).
- Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that efforts to censor may exist within a pluralistic society, such challenges should be met calmly and with proper respect for the beliefs of the challengers.

MAIN ROLES OF THE LIBRARIAN/MEDIA SPECIALIST

1. Follows and maintains knowledge of all District policies) and procedures.
2. Knows and uses the Dewey Decimal System.
3. Catalogs and processes new books and equipment.
4. Repairs, covers, and binds damaged books.
5. Screens, selects, orders, organizes, and circulates all instructional material(s) and equipment.
6. Encourages staff and students to access the library/media center and its resources.
7. Plans, develops, and encourages the selection and purchase of age/interest-appropriate literary and media materials in collaboration with students and staff.
8. Evaluate continuously the media program and plans for future growth and development with the building administration and teachers.
9. Develops an aesthetic environment in the library for learning and reading for pleasure.
10. Prepares materials as needed for instruction.
11. Processes check-ins and check-outs of books, periodicals, reference materials, and technology equipment to staff and students before, during, and after school.
12. Coordinates and sets up special events and book fairs in the library.
13. Works with students in groups or individuals to develop media and computer skills through help with reference work, selection of books, and online reference searches.

14. Maintains circulation records for library books, reference materials, periodicals, and textbook depository.
15. Inventories, orders, and stocks library supplies, as needed.
16. Maintains current records, tracking overdue and lost books, creating accounts for patrons, and managing student fines.
17. Performs general office duties, including answering phones, directing calls and taking messages as appropriate, greeting the public, typing, copying, filing, sorting materials, and general correspondence.
18. Takes all responsible precautions to provide for the students' health and safety and protect equipment, materials, and facilities.
19. Assists administration in implementing policies and rules governing student life and conduct.
20. Professionally represents the school and the District in interactions with parents, staff, and students and resolves conflict professionally.
21. Maintains appropriate certifications and training hours as required.
22. Complies with applicable District, state, local, and federal laws, rules, and regulations.
23. Supervise and direct the work of library/media assistants and teacher aide(s).

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE LIBRARIAN ASSISTANT

1. Plans, initiates, and completes clerical, secretarial, and administrative activities related to the operation of the school's library.
2. Circulation Responsibilities: Check out, check in, overdue lists, and other statistical reports as requested.
3. Collect monies for lost items or fines, give receipts, and record transactions in the circulation system.
4. Shelves books and other library materials.
5. Maintains library materials inventory.
6. Receives and processes new library materials as well as repairs to damaged materials.
7. Supervises and trains student library aides.
8. Supervises students in the library.
9. Withdraw weeded, damaged, and lost materials with the librarian's instructions.
10. Ability to perform several tasks concurrently under varying deadlines.
11. Ability to exercise tact, good judgment, and initiative in dealing with students, faculty, and the public.
12. Skill in operating computers and other technology equipment.
13. Ability to communicate clearly and concisely, both orally and in writing, including clear, polite telephone communication skills.
14. Demonstrate proficiency in using Microsoft Word, Excel, and library databases.
15. Ability to work efficiently under minimum supervision.

16. The Library Aide ensures the smooth and efficient operation of the Library, sets daily priorities based on knowledge of its overall function, and performs work as required or assigned by the administration.

The Library Media Specialist affirms the Library Bill of Rights established by the American Library Association in Information Power: Building Partnerships for Learning, published jointly by the American Library Association and the Association for Educational Media and Technology, 1998. *See Appendix A for the complete list of the Library Bill of Rights.*

INTEGRATED LIBRARY MEDIA PROGRAM

The library media program is an extension of the classroom; therefore, library media specialists, teachers, and students become partners in learning. Planning between the library media specialist and the classroom teachers, which encourages scheduled and informal visits, catalyzes the integrated library media program.

Classes must not be scheduled outside the LMC to provide teacher release or preparation time. Visits to the LMC must be time—and age-appropriate. The length of planned visits will be adjusted according to the type of activities the students will be engaged in. For example, in-depth research generally requires more time than check-out or storytime.

The library media specialist is responsible for designing and implementing an appropriate integrated program that addresses each campus's specific needs.

TECHNOLOGY

The LMC will provide patrons access to technological devices. Patrons must follow Technology Use Policies and should be returned for inventory at the end of the school year.

CIRCULATION

The Taft ISD libraries loan circulating materials to their patrons for different periods, depending on the resource type. Patrons are expected to return items on or before their due date to make the item available for another patron. At its discretion, the library may choose not to provide access to any materials in its collections to non-District persons, District personnel, or students not enrolled at the school they are requesting materials.

Loan periods for library books are as follows:

PK -1st = 1 book for one week

2nd -3rd = 2 books for one week

3rd- 12th = 2 books for two weeks

FINES/OVERDUE/LOST OR DAMAGED

Lost or damaged items must be paid for based on the original purchase price. Lost or damaged books must be paid for by the end of the student's current school year. Students with overdue, misplaced, or lost books may have limited checkouts. Payment arrangements can be made with the campus librarian or library assistant.

PATRON RECORDS

All patrons must be cleared in the LMC at the end of each year. Students withdrawing during the year, whether moving to another campus or district, must clear their records before leaving.

COPYRIGHT

The library media specialist will strictly adhere to copyright laws and inform the staff and students of these laws.

INVENTORY

An end-of-year inventory is necessary to maintain a quality collection of materials. The LMC will close two weeks before the last day of the school year to allow for the inventory process and end-of-year reports.

EQUIPMENT

Equipment is circulated and maintained according to campus guidelines.

Evaluation and Selection of Materials

OBJECTIVES

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

- A. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
- B. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
- C. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
- D. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
- E. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

RESPONSIBILITY FOR SELECTION

Because school and classroom libraries are viewed as places for voluntary inquiry, library materials must be treated differently from instructional materials used in classroom. This policy proves criteria for the selection. Acquisition, removal, and replacement of library materials, focused on maximizing transparency with parents and community members while meeting student needs to provide supplemental enrichment in their learning with appropriate materials. This policy shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, mobile applications, and any other library catalog a student may access.

In school libraries, students shall be afforded the opportunity to self-select texts as part of literacy development. While teachers and librarians are trained in selecting materials in accordance with board policy and may provide guidance to students in selecting texts, the ultimate determination of appropriateness lies with the student and parent. The District recognizes that parents are primary decision-makers regarding their student’s access to library materials, and the need to keep parents informed as to the materials that are available for their students.

In the selection of instructional resources, professional staff shall ensure that the resources as stated in EF(Local) Board Policy:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.
2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their attitudes and behavior; understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and make informed choices in their daily lives.
6. For library selections are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected per CDC(LOCAL) (Provided in Appendix E).

The selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

LIBRARY MATERIAL REQUIREMENTS AND PROHIBITIONS

No library material shall be used if it is harmful material, if it is obscene content, if it contains indecent or profane content, if it is pervasively vulgar or educationally unsuitable, or it violates any other prohibitions contained in Texas Education Code §33.021(d)(2)(A). The possession, acquisition, and purchase of any such library material is strictly prohibited. Obscene content is not protected by the First Amendment to the United States Constitution.

All library materials must be age appropriate and suitable for students. Library materials must comply with the Children's Internet Protection Act (CIPA) as specified in 47 U.S.C. §254(h)(5), including technology protection measures.

LIBRARY MATERIAL ACQUISITION AND MANAGEMENT

Responsibility for selection. The legal responsibility for approving the procurement and acquisition of all library materials is vested in the board. The board will vote on proposed additions to the district's library materials catalog after receiving recommendations from the district librarian.

The district librarian is responsible for development and maintenance of the library material catalog, including making recommendations to the board for adding new library material to the catalog and reordering existing materials. School librarians may submit requests to the district librarian for material acquisition in accordance with the local needs and interest of the librarian's individual campus. The district librarian shall evaluate such requests and present requests to the board. The district librarian, with the assistance of other school personnel, shall discharge this obligation consistent with the law and with the board's adopted selection criteria and procedures.

Criteria for selection. The district librarian shall work cooperatively with school librarians, library staff, faculty, and the administration to interpret and guide the application of this policy in making recommendations for additions to the library material catalog. Development of the library material catalog should consider all distinct age groups, 10 grade levels, and possible access to materials by all students within a campus and a district. In addition to those collection goals, material acquisitions should balance cost with need along with two reviews from accredited such as Kirkus Reviews, Booklist, School Library Journal, Publisher's Weekly, etc, and for non-fiction resources, material should incorporate accurate and authentic factual content from authoritative sources.

The evaluation of material should also include consideration of local priorities and school district standards, recommendations from parents, guardians, and local community members, and consultation with the library staff of similarly situated school districts. Prior to any acquisition recommendations being presented to the board for inclusion in the library material catalog, all recommended additions shall have been read and reviewed against applicable laws, rules, and local expectations by district staff or other individuals under the supervision of the district-level library supervisor.

Procurement and Acquisition Procedures. School librarians and teachers shall submit any proposed additions to their campus or classroom libraries, respectively, to the district librarian. The district librarian shall manage a process for the submission of material to be considered to be added to any campus or classroom library. All materials under consideration for addition to the district's school library catalog, whether by acquisition or donated material, shall be presented, and posted in accordance. After review by the district librarian or another designee shall present the recommendation to the board for approval.

All requests to order new library materials, to add library material to the library catalog, and to accept donated library materials at the district or campus levels should be presented to the district librarian. Library material recommendations should also consider feedback and suggestions from stakeholders, including parents, educators, and community members.

Materials under consideration for acquisition must be posted on the district website for a minimum of 30 calendar days prior to any board action.

Library materials cannot be procured or otherwise acquired unless and until receiving board approval after considering the recommendations of the district librarian. Donated materials may be accepted and stored by the district or the individual campus receiving the donation, but may not be added to the library catalog, distributed to campuses, or otherwise made available to students until receiving board approval, except as required by other law.

This procedure does not apply to the replacement of damaged library materials previously approved by the board or the order of additional copies of library materials previously approved by the board.

The selection and acquisition of the digital library collection shall follow the same policies and procedures as the physical library collection. The district shall ensure that the method by which students access the digital library will only allow students to access age- and grade-appropriate content that has been approved by the board.

LIBRARY CATALOG REQUIREMENTS

The school district shall develop and maintain a catalog of all library materials, which shall include but not be limited to library materials in all school libraries, in all classroom libraries, and that are made available to students online. The catalog shall include identifying information such as the title, author, and subject. The catalog shall denote with specificity the school(s) and classroom(s) where materials are available. The catalog shall be searchable by title, school location, and classroom location. The catalog shall be made accessible to parents and the general public via posting on the district's website in a prominent location and include a search feature. The catalog shall be updated as district collections change and at least annually, or upon the acquisition of board-approved library materials and to account for a challenged book that the board voted to remove. [Note: some districts may not have this capability and could consider an alternative: The catalog will be posted as a PDF on the district's website, updated at least annually.] Each school library shall also maintain the ability for parents to review a printed list of library materials available at the campus.

Classrooms shall not contain library materials that are not listed in the district's library catalog, but this restriction does not apply to instructional materials held in classrooms. The school librarian, or designee, at each campus shall ensure every classroom library on the campus is in compliance with this policy.

The district shall maintain a feedback form on the district's website to provide students, parents, educators, and community members an opportunity to provide feedback on library materials and services.

PARENTAL RIGHTS & CONTROL OF ACCESS

The district and each campus shall create procedures to allow parents reasonable and efficient access to review library material, including the district's online library catalog, upon parent request.

Parents may submit to the principal or designee of their child's school, a list of library materials that the parent's child may not be allowed to check out or otherwise access outside the school library by filling out an electronic opt-out form, which the district shall maintain in a prominent location on the district's website. The district shall also ensure that the library catalog posted on the district's website has functionality allowing parents to submit opt-out requests for specific titles. If creating that functionality is not possible, the district shall create a portal for parents to submit opt-out requests and make the portal available in a prominent location on the district website. The district's website shall also contain links to all district and individual campus policies related to school libraries. Regardless of parent opt-out decisions, school librarians must ensure that students are not able to access materials that are not age or grade-level appropriate.

The district shall provide each parent of a child enrolled in the district, through the district's learning management system or another online learning portal, a record of each time the parent's child checks out or otherwise uses a library material outside the school library. The record must include, as applicable, the title, author, genre, and return date of the library material. 7 All parental rights and control of access provisions contained in this policy shall also apply to all platforms that provide students with access to digital library materials. The district shall ensure that all such platforms provide parents with the ability to restrict student access to content.

GIFTS AND/OR DONATIONS

The LMC welcomes gift books and other materials provided that they meet the same selection standards as purchased materials. The gift and/or donation may be disposed of at the discretion of the library media specialist. The administration must fill out and sign a donation form and turn it in to the Central Office.

REEVALUATION OF MATERIALS

Reevaluation or weeding is the removal of materials that are worn out, inappropriate, or obsolete. This is an ongoing process to ensure an up-to-date, accurate, and reliable collection.

The following materials may be weeded:

- F. Out-of-date or incorrect
- G. Worn out or badly damaged
- H. Unpopular or unused
- I. Mediocre or poor quality

Curriculum materials (ex: dictionaries, textbooks, and supplementary texts) are not to be counted or housed as part of the LMC collection.

RECONSIDERATION OF MATERIALS

The Board Policy EF(Legal) and EF (Local) (*Provided in Appendix C and D*) provide the following principles and processes that shall act as guidelines in responding to both informal and formal challenges of instructional materials.

Challenge Form and Process. A parent or legal guardian of a district student, an employee of the district, or any district resident may formally challenge, or request that the district reconsider approval of any library material in the district's catalog using the Reconsideration form in the Appendix. The form shall be prominently displayed on the district's website. The person submitting the challenge must identify how the challenged library material violates the library standards approved under TEC, §33.021, or this policy. Completed forms must be distributed to the district librarian and school librarian upon submission.

Upon receipt of a challenge to any library material, the district shall prohibit students enrolled in the district from accessing the challenged material until the district takes action in response to the challenge.

Challenge Adjudication. The district shall provide a copy of a written challenge to an assigned subcommittee, not later than five business days after receiving the challenge. The subcommittee shall review the challenged material, meet, and make a recommendation for action to the board with a written justification not later than 90 calendar days after a copy of the challenge is received. This can be done by the subcommittee formed for the purpose of considering the challenge.

The subcommittee must make written findings of fact to support its recommendation, with an explanation of the basis of each finding, for each criteria of relevance to a board's actions on the recommendation, including:

1. whether the material is "harmful material;"
2. whether the material is "pervasively vulgar;"
3. whether the material is "educationally unsuitable;"
4. whether the material contains "indecent content" or "profane content;" and
5. whether it refers a person to an Internet website containing content prohibited under this policy.

The board shall take action on a written challenge at the first open meeting after the 90th calendar day following district receipt of a written challenge or after the subcommittee has made a recommendation regarding the challenge, whichever is sooner.

In adjudicating a challenge, the board shall consider:

1. the recommendation and justification of the LSLAC;

2. reviews of materials conducted by academic experts specializing in the subject matter covered by the library material or in the education of students in the subject and grade level for which the library material is intended;
3. whether the library material is suitable for the subject and grade level for which the library material is intended; and
4. whether the library material adheres to the library standards approved by TSLAC under TEC, §33.021.

A material shall not be removed based solely on the ideas contained in the material or the personal background of the author of the material or the characters in the material.

Board Action. After the board vote, the appropriate district-level administrator shall notify the complainant of the result within five business days.

If a challenge to a library material results in the board removing material from the school library catalog, the district shall promptly notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library, if applicable.

If a challenge results in the board not removing the library material from the school library catalog, the district shall not take any action in response to written challenges to the same library material submitted before the second anniversary of the date of the determination to not remove the library material.

Appeal of District Action. The complainant may appeal the action taken by the board in response to a written challenge by filing the appropriate district grievance form. The board shall take action on an appeal at the first open meeting after the date the appeal is filed.

ANNUAL INVENTORY AND REMOVAL LIBRARY MATERIALS

The district librarian shall develop a collection maintenance plan that includes at least annual systematic inspection of district library materials to evaluate removal or replacement needs for outdated, damaged, or irrelevant materials in the collection. This maintenance plan shall include an annual inventory of all school library collections and equipment, during which the district librarian shall collaborate with campus library personnel and campus administrators.

Following the annual inventory, the district librarian may submit a recommendation to the board to deselect and remove materials from the library catalog that are no longer relevant to the curriculum, of interest to students, or meet the standards set forth in this policy. The district shall publish in a prominent place on the district's website a list of all library material removal requests. The list must be publicly available at least 30 calendar days prior to board action, during which time individual board members may request, and if requested the superintendent shall provide, access to the proposed library material for review.

Additionally, the district shall make the requested library materials reasonably available for parent review, upon request, during reasonable hours specified for such review.

The board must approve the removal of materials from the collection. Once approved by the board, all materials removed from the collection shall be disposed of in accordance with the district's property disposal procedures.

Appendix

Library Bill of Rights

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting the abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

For further explanation of the ALA Library Bill of Rights please use the following link:

<http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/LBORwithInterpretations.pdf>

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

TAFT INDEPENDENT SCHOOL DISTRICT

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Under Texas Education Code (TEC) §33.027, a parent, district employee, or person residing in a school district may submit a written challenge to any library material in a school's library catalog. To submit a written challenge, an eligible individual must complete and submit the Library Materials Challenge Form. In accordance with TEC §33.027, an individual completing the form must identify how the challenged library material violates library standards adopted by the [Texas State Library and Archive Commission \(TSLAC\)](#).

Upon receipt of a Library Materials Challenge Form:

- The district must submit a copy of the form to its local school library subcommittee, no later than the fifth day after the written challenge is received.
- The district's subcommittee must make a recommendation for action no later than the 90th day after the council receives the challenge.
- The school district's board of trustees must take action on the written challenge at the first open meeting held after the 90th day after receipt of a written challenge.
- A school district must prohibit student access to challenged library material until the district takes action in response to the challenge.
- Link to [EFB \(Local\) Policy](#)

An individual may submit an appeal to the board of trustees regarding a district's response to a written challenge. The board must take action on an appeal at the first open meeting held after the appeal is filed.

Name:

Date:

Email:

Phone:

Street Address:

City:

State:

Zip

Code:

District/Charter School:

Campus:

Select all the following that apply:

- ☐ Parent/guardian of student enrolled in the district
- ☐ District employee
- ☐ District resident

Library Materials Challenge Form Instructions

1. Part I: Enter the title of the text, author, ISBN (if known), and how the challenged library material violates the TSLAC standards.

2. Part II: Follow the school district's instructions for submitting the Library Materials Challenge Form.

Library Materials Challenge Form, page 2

Part I: In the space below or in a separate attachment, provide the title of the text, author, ISBN (if known), and how the challenged library material violates the standards. If submitting a separate attachment, please indicate below that there is an attachment.

Part II: Submitting the Library Materials Challenge Form

Please submit this form to the district librarian or campus librarian.

Adriana Lunoff
Taft ISD District Librarian
502 Rincon
Taft, TX 78390
361-528-2636 ext. 3426

Melody Herrera
Petty Elementary
401 Peach St.
Taft, TX 78390
361-528-2636 ext. 5635

Aldina Carrera
Ricardo L. Trevino Junior High School
1500 W. Gregory
Taft, TX 78390

361-528-2636 ext. 4327

Complainant Signature

Date

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(Legal)

Board Policy EFA (Legal) link:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1057&code=EFA#legalTabContent>

Board Policy EFA (Local) link:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1057&code=EFA#localTabContent>

Taft ISD
205907

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LEGAL)

Board Policy EFB (Legal) link:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1057&code=EFB#legalTabContent>

Board Policy EFB (Local) link:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1057&code=EFB#localTabContent>



Taft ISD Young Adult Book Permission Form

Introduction

Committed to developing hearts and minds, Taft Independent School District provides access for all students to check out reading materials from the school library. Taft ISD libraries contain instructional resources to support the curriculum as well as titles to stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, and societal standards.

Young Adult Literature

Some materials at Ricardo L. Trevino Junior High and Taft High School libraries are designated as Young Adult. Young Adult (YA) is a fiction category written for students between 12-18 years of age. These books generally focus on experiences of teenagers but may also include mature content such as brief passages with profanity or objectionable language, violence, or sexual incidents. Taft school libraries select materials considering students' varied interests, abilities, learning styles, and maturity levels. Books generally relevant to teen readers and can motivate students to read. YA literature is supported by the literary community for its ability to address a wide range of topics that resonate with readers while often promoting self-reflection including the consequences of one's actions and coming-of-age.

Consent for Young Adult Content

Due to the potential mature content found in young adult literature, Taft Independent School District is requesting parental permission for middle school and high school students to check out these titles from their school libraries. By signing and returning this form, the parent or guardian grants permission for their child to check out young adult literature from the school library. Please return this form to the campus library.

I, _____ (parent name), have discussed the possible content found in young adult materials with my child and understand that I have the right and responsibility to monitor and guide my child's book selections and use of library materials.

☐

AGREE to allow my child to check out young adult books from the libraries in Taft Independent School District.

☐

DO NOT AGREE to allow my child to check out young adult books from the libraries in Taft Independent School District.

Signature (Parent): _____ Date: _____

Print Name (Parent): _____ Phone Number: _____

Email Address: _____

Signature (Student): _____ Date: _____

Print Name (Student): _____ Student ID: _____

Print School Name: _____ RLA: _____

Definitions

For purposes of this policy:

- “Library Material” is defined by TEC, §33.020(3), to mean any book, record, file, or other instrument or document in a school district’s library catalog. Library Material includes material in stand-alone libraries and also material in classroom libraries.
- “Instructional materials” are defined by TEC, §31.002, as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to students. While instructional materials and library materials are both considered instructional resources, they are not the same, and the terms shall not be used interchangeably.
- “Harmful material” has the meaning assigned by Texas Penal Code, §43.24. • “Indecent content” has the meaning assigned by TEC, §33.020(2).
- “Obscene content” is defined by the United States Supreme Court in *Miller v. California*, 413 U.S. 15 (1973), as content that appeals to an average person’s prurient interest, depict or describe sexual conduct in a “patently offensive” way, and, taken as a whole, lack serious literary, artistic, political or scientific value.
- “Profane content” has the meaning assigned by TEC, §33.020(4).
- “Pervasively vulgar”, as referenced in the United States Supreme Court’s plurality opinion in *Board of Education v. Pico*, 457 U.S. 853 (1982) and further clarified by Texas 3 Commissioner Decision *Parent v Lovejoy*, No. 073-R10-08-2024 (April 29, 2025), requires a finding of fact that vulgarity is present and referenced throughout the material (e.g., library book). Since “pervasive” means existing in or spreading through every part of something, to determine if a material is “pervasively vulgar,” one would need to review the entirety of the material (e.g., the whole book).
- “Educationally unsuitable”, as referenced in the United States Supreme Court’s plurality opinion in *Board of Education v. Pico*, 457 U.S. 853 (1982) and further clarified by Texas Commissioner Decision *Parent v Lovejoy*, No. 073-R10-08-2024 (April 29, 2025), is a very broad term, and many factors could make a book educationally unsuitable. A book could be determined unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of innumerable other factors. It could be determined due to specific sections of content, or holistically. Conversely, there are well recognized and respected works of literature that have been taught in public schools for generations that include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable. Given the numerous factors that could be used, a finding of fact must include reasoning for a book being unsuitable or suitable.
- “TSLAC” is the Texas State Library and Archives Commission.
- “LSLAC” is the local school library advisory council created by TEC, §33.025.