



Library Services

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Today's Agenda:

- Review Library Services, HB 900 & SB 13
- Acquisitions/Donations/Classroom Libraries
- Book Fairs
- Website
- Book Challenges
- Collection Review
- Overall Impact
- Questions





Library Services, HB 900 & SB 13

Overview

- HB 900 established the statewide collection-development framework and parental-rights principles. SB 13 expanded and operationalized that framework by requiring Board-controlled approval of acquisitions and donations, public posting and open-meeting action, parent catalog and checkout controls, student checkout records, and a formal challenge process.
- HB 900 (the 2023 READER Act) required districts to follow mandatory TSLAC collection-development standards. Those standards cover school libraries, classroom libraries, online catalogs, mobile applications, and other student-accessible library catalogs; emphasize parent decision-making and catalog transparency; and prohibit specified categories of unlawful or unsuitable material.
- SB 13 applies beginning with the 2025-26 school year. It requires a Board-adopted acquisition policy covering procurement and donations; public access to proposed lists for at least 30 days; Board approval or rejection in an open meeting; parent access to catalogs and item-specific checkout restrictions; parent access to checkout records; and prescribed challenge and appeal processes.

How the Laws Work Together

Topic	HB 900 (2023)	SB 13 (2025)
Primary focus	Mandatory collection-development standards; prohibited-content framework; parent role and transparency; vendor-rating system.	Local Board governance of acquisitions, donations, catalogs, parent controls, checkout records, advisory councils, challenges, and appeals.
Scope	Standards apply to materials available for use or display, including school and classroom libraries and online catalogs.	“Library material” is tied to a district library catalog; TEA guidance treats stand-alone and classroom-library materials as covered and distinguishes them from instructional materials.
Acquisition	District policies must comply with TSLAC standards.	Board policy must cover procurement and donations; proposed lists are publicly reviewable for at least 30 days; Board acts in an open meeting.
Parents	Recognizes parents as primary decision-makers; promotes catalog transparency and communication.	Requires parent catalog access, a method to block specified titles for the parent’s child, and parent access through the LMS/portal to checkout/use records.
Challenges	Collection policies must include reconsideration procedures and may not remove material solely because of ideas or author/character background.	Creates who may challenge, temporary student-access restriction, Council timing if applicable, Board action, appeal, and teacher notification after certain removals.
Legal status	Collection-development provisions and TSLAC standards remain operative. Certain vendor-rating/enforcement provisions are enjoined.	Applies beginning with 2025-26; implementing guidance and revised TSLAC standards are in effect.

Acquisitions, Donations, Classroom Libraries

KEY REQUIREMENT: Library materials proposed for purchase, license, subscription, or acquisition may not be procured or made accessible to students until the proposed list has been publicly available for at least 30 days and the Board has approved the materials.

What the Board policy requires

- **Board action.** The Board must approve or reject proposed library materials before procurement.
- **Public transparency.** The proposed procurement list must be publicly accessible for at least 30 days before the Board vote.
- **Consistent selection standards.** Recommendations must support the TEKS and curriculum, student interests and needs, factual accuracy, literacy, balanced viewpoints, cultural representation, and collection-development goals.
- **Documented review.** Each recommendation must consider at least two of the seven factors listed in EFB(LOCAL). No single factor, including consultation with another district, is independently required.



Acquisition Procedures

Proposed Purchases. Campus librarians submit proposed new library materials, including the title and ISBN, to District Library Services before placing an order or making materials available to students.

District Review. District Library Services reviews proposed materials for compliance with applicable law, state library standards, district policy, grade-level appropriateness, and district collection-development expectations.

Public Posting and Board Action. Proposed additions are placed on the district's public review list for at least 30 calendar days before Board action. Following the review period, the proposed list is presented to the Board for approval or rejection at an open meeting.

Acquisition and Access. Materials requiring approval are not added to the catalog or made available for student use until the required process is complete and District Library Services provides written notification that the materials may be added. Replacement or additional copies with the same ISBN are handled in accordance with applicable statutory exceptions.

Documentation. District Library Services maintains the submission, public-posting record, Board disposition, and approval documentation.



Donation Procedures

Centralized Intake. Donated books intended for a campus or classroom collection are submitted through the district donation process rather than being placed directly into student-facing collections.

Review and Identification. The campus provides title and ISBN information, when available, and District Library Services reviews proposed donations using the same legal, policy, grade-level, and collection-development standards applied to purchased materials.

Public Posting and Board Action. Donated materials proposed for addition are included on the public review list for at least 30 calendar days and presented to the Board for approval or rejection as required by SB 13.

Student Access. Donated materials may be received and held, but they are not cataloged, distributed for student use, or placed in a campus or classroom collection until required approval is complete and written authorization is provided by District Library Services.

Documentation. Donation requests, review records, Board disposition, and final authorization are retained as part of the district review process.





Classroom Libraries

Inventory and Identification. Campuses identify classrooms with student-facing book collections and inventory them so the district can ensure visibility and consistent oversight of classroom library materials.

New Additions. Teachers may not independently add purchased, donated, or otherwise acquired books to a classroom library. Proposed additions are submitted through the classroom library request process to District Library Services, with title and ISBN information when available.

Central Review. District Library Services reviews proposed classroom additions under the same legal, policy, grade-level, and collection-development standards that apply to other student-facing library materials. TEA's SB 13 model guidance specifically contemplates teacher-proposed additions to classroom libraries being submitted to the district-level library supervisor.

Public Posting, Board Action, and Access. Materials requiring approval undergo the district's public review and Board approval process before being added to the classroom collection or made available to students. Written notification from District Library Services confirms completion of the process.

Cataloging and Documentation. Classroom library materials are incorporated into the district's oversight/cataloging process, as applicable, so that student-facing collections can be documented and managed consistently.

Website



Goose Creek CISD

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Library Services

The mission of the school library media program is to serve as a vital instrument for quality education by enriching the educational experience. The aim is to provide support resources for students, faculty and community members, while emphasizing use of skills in retrieving information. These materials and services will enhance mastery teaching, the learning process, and lifelong education.

Explore Our Collection

Goose Creek CISD Libraries foster a genuine love for reading by ensuring all students have the freedom to choose age-appropriate materials that spark their curiosity and interests.

Search for print titles at your specific campus or browse our entire district collection via the Online Catalog.

[ONLINE CATALOG](#)

Parent Access

Goose Creek CISD uses Insignia Software for our library automation system to manage the library catalog.

The Insignia Parent Portal allows you to view the books your child has checked out and set title personalization, in alignment with SB13.

[INSIGNIA PARENT PORTAL](#)

[INSIGNIA PARENT PORTAL - SPANISH](#)

Got a question? 🙋





Book Fairs

Vendor List Submission. The campus book fair coordinator obtains the vendor's complete proposed title list and submits it to District Library Services sufficiently in advance of the fair to allow the full review timeline. ISBNs should be included.

Public Posting. District Library Services posts the proposed book fair title list for at least 30 calendar days before the scheduled fair.

District Review and Exclusions. During the posting period, District Library Services reviews the list against current formal challenges, prior Board decisions, and district restrictions. Titles currently under formal challenge are withheld pending final disposition; titles removed or disapproved by the Board, or otherwise prohibited under district policy, are excluded.

Vendor/Campus Reconciliation and Verification. District Library Services communicates required exclusions to the campus and vendor. Before opening the fair, the campus verifies that the offered inventory corresponds to the reviewed list and that excluded or unreviewed substitutions are not available to students.

Parent Opt-In. Students may participate in a campus book fair only when a parent or guardian has provided affirmative permission through the district/campus book fair opt-in form. Campuses maintain documentation of permission; students without documented opt-in permission may not shop or purchase materials during the fair.

Documentation. District Library Services retains the submitted list, posting dates, identified exclusions, final reviewed list, parent opt-in requirements, and campus/vendor confirmation.

Implementation Note. The 30-day posting period and parent opt-in requirement for temporary book fair inventories are GCCISD local procedural controls designed to enhance transparency, review, and parental involvement. They should not be characterized as express SB 13 statutory requirements for book fairs unless the titles are also proposed for addition to a school library catalog.

Website



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Policy & Procedures

BOARD POLICY

BOOK DONATION ADMINISTRATIVE PROCEDURE

LIBRARY MATERIALS ACQUISITION ADMINISTRATIVE PROCEDURE

Material Aquisition

Books planned for purchase or offered at book fairs will be provided on this page before they are presented to the Goose Creek CISD Board of Trustees for approval.

[Possible Scholastic Book Fair Offerings](#)

If you have questions or concerns about any book listed, please let us know by completing the challenge form.

[Digital Challenge Form](#)

[LibraryMaterialsChallengeForm.pdf](#)

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INSIGNIA PARENT PORTAL

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Book Challenges



Library Materials Challenge Form

START →



Collection Review

- Over the past several weeks, GCCISD librarians have undertaken an extensive districtwide review of library collections to support compliance with HB 900, SB 13, district expectations, and district collection standards.
- Librarians have dedicated significant time to reviewing, identifying, and removing materials requiring withdrawal or further review while maintaining accurate catalog records. This intensive effort reflects their commitment to responsible collection management, compliance, transparency, and maintaining appropriate, high-quality library collections for GCCISD students.
- Reviewed and removed adult-coded materials and other titles determined to be inappropriate for the grade levels served by each campus library, ensuring collections are appropriately aligned to student age and developmental level.



Overall Impact

- The resulting framework establishes a more consistent districtwide pathway for student-facing books, regardless of whether a title enters a campus through purchase, donation, a classroom collection, or a book fair. The procedures are designed to preserve student access to quality reading materials while strengthening legal compliance, parent transparency, documentation, and Board oversight. District Library Services will continue to monitor TEA and TSLAC guidance and update local procedures as state standards or implementation guidance change.
- GCCISD has moved from separate campus practices toward a centralized, documented, and transparent system for reviewing student-facing library materials. This structure is intended to align district practice with the collection-development, parental-rights, transparency, and Board-oversight requirements reflected in HB 900 and SB 13.



Questions

