

Library Media Center Policy

Robstown Independent School District



Robstown ISD

Library Media Center Policy

VISION

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

GOALS

The major goals of the LMC are as follows:

1. Provide a quality current collection of materials in various formats.
2. Integrate instruction that strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas.
3. Developing and implementing reading initiatives to motivate and engage each student in independent reading.
4. Increase patron awareness and use of the materials and services available in the LMC.
5. Provide an attractive place for study and/or leisure activities.
6. Advocates for intellectual freedom and promote responsible digital citizenship.

MAIN ROLES OF THE LIBRARIAN

1. Follows and maintains knowledge of all District policy(ies) 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 types of instructional material(s) and equipment.
6. Encourages staff and students to access the library/media center and its resources.
7. Plans, develops, and encourages selection and purchase of age/interest-appropriate literary and media materials in collaboration with students and staff.
8. Evaluate continuously the library media program and plan ahead for future growth and development with the building administration and teachers.

9. Develop an aesthetic environment in the library for learning and reading for pleasure.
10. Prepares materials as needed for instruction.
11. Process 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 in the development of 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 health and safety of the students and to 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 in a professional manner.
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/or teacher aide(s).

MAIN ROLES OF THE LIBRARIAN ASSISTANT

1. Circulation Responsibilities – check-out, check-in, overdue lists, and other statistical reports as requested.
2. Shelving materials
3. Materials processing and repair
4. One-on-one student help
5. Inventory
6. Supervise student assistants (at the secondary level) or volunteers.
7. Collect monies for lost items or fines, give receipts, and record transactions in the circulation system.
8. Withdraw weeded, damaged, lost materials.
9. Create library displays
10. Other duties as assigned by the librarian

The Library Media Specialist affirms the Library Bill of Rights as set forth 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 both scheduled and informal visits, is the catalyst that makes the integrated library media program work.

Classes cannot be scheduled in the LMC to provide teacher release or preparation time. Visits in the LMC must be time and age-appropriate. The length of scheduled 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 story-time.

The library media specialist is responsible for the design and implementation of an appropriate integrated program that addresses the specific needs of the individual campus.

TECHNOLOGY

The LMC will provide patrons access to technological devices. The LMC will assist students and staff in troubleshooting technology issues as well as provide training on current and new technologies as they arise. The library media specialist will organize and track the checkout of student-issued devices; including the assessment of damages upon return of the technology devices. The library media specialist will collect broken technology payments, order new parts, and assist in the replacement of technology devices. The LMC will work collaboratively with the campus administration and leadership team to evaluate campus technology needs.

CIRCULATION

The Robstown ISD libraries loan circulating materials to their patrons for different time periods, depending on the type of resource. 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 to not provide access to any materials in its collections to any non-District persons or any District personnel or students who are not enrolled at the school they are requesting materials from.

Loan periods for library books are as follows:

PK-K= 1 book for 2 weeks

1st- 8th = 2 books for 2 weeks

9th – 12th= 4 books for 4 weeks

FINES/OVERDUE/LOST OR DAMAGED

Lost or damaged items must be paid for based on the original purchase price of the item. 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.

PATRON RECORDS

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

COPYRIGHT

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

INVENTORY

An end-of-year inventory is necessary to maintain a quality collection of materials. The LMC will close 2 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.

Collection Development Policy

This Collection Development Policy applies to all libraries within the Robstown Independent School District (ISD), including those at San Pedro Fine Arts Academy, Lotspeich Leadership Academy, Robert Driscoll STEM Academy, Seale Junior High, and Robstown Early College High School. The policy serves as a guiding framework for the selection, acquisition, maintenance, and evaluation of library resources across these campuses.

The goal of this policy is to ensure that the library collections are diverse, inclusive, and aligned with the educational needs of the students, faculty, and community. Each library will implement this policy to support the academic curricula, promote lifelong learning, and foster an environment that encourages critical thinking, creativity, and intellectual freedom.

While the core principles outlined in this policy apply district-wide, the unique educational goals and grade-level needs of each campus will be considered in the selection and development of materials. Libraries are empowered to build collections that best serve the specific needs of their student populations while adhering to the overarching standards set by the district.

STATEMENT OF COLLECTION PURPOSE AND GOALS

The Robstown ISD collections include materials (both print and non-print) that are age-appropriate and suitable to the campus and students we serve and include a range of materials. our school library collections should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code, §28.002 (relating to Required Curriculum), while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis;
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world;
5. Meet the high standards of quality in educational significance, readability, authenticity, artistic quality, and/or literary style; and
6. Factors influencing selection are the needs of the school based on the curriculum; needs of the faculty; the needs of the students based on the student's background, reading abilities, and the availability of leisure reading materials outside the school; requests from faculty and students; current TEA guidelines; and the size of the budget.

RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Robstown ISD is supporting professional quality school library services by ensuring a professional librarian certified by the State Board for Educator Certification trained on proper collection development standards is responsible for the selection and acquisition of library materials.

Library materials at each school are selected cooperatively by the librarian in consultation with the school community and with consideration of parent/guardian recommendations. Professionally recognized reviewing periodicals, standard catalogs, and other selection guides are used by the library media specialist to guide them in their selection.

The identification of library collection needs within Robstown ISD will be an ongoing, systematic process involving collaboration among the District Librarian, campus librarians, teachers, administrators, and students. The following methods will be used to assess and identify the library collection needs for each campus:

1. **Curricular Alignment:** Library collections will be regularly evaluated to ensure they align with the district's curriculum and educational goals. Input from teachers and academic departments will be solicited to identify specific subject areas, topics, and resources that support current and future instructional needs.
2. **Student Feedback:** Student interests, preferences, and reading levels will be considered in the collection development process. This will be achieved through surveys, focus groups, and informal feedback gathered from students, helping to ensure the library collections reflect diverse student needs and engagement.
3. **Library Use Data:** Circulation statistics, usage trends, and resource requests will be reviewed to identify gaps in the collection and areas of high demand. These data points will help prioritize acquisitions to meet the most pressing needs.
4. **Professional Recommendations:** Librarians will rely on reputable professional sources such as book reviews, educational journals, publisher lists, and recommendations from professional organizations to stay informed about emerging educational trends, new materials, and best practices in collection development. *See Appendix E for a list of reputable selection guides used.*
5. **Collaboration with Educators:** Ongoing communication with teachers, department heads, and administrators will help identify the evolving needs of classroom instruction. Library collections will be adjusted based on subject area requirements, curriculum changes, and the incorporation of new learning strategies.
6. **Equity and Inclusion:** A conscious effort will be made to identify and address gaps in representation, ensuring that the library collections are inclusive and reflect the diversity of the student body, both in terms of culture, background, and learning styles.

COMMUNICATIONS AND INPUT

Robstown ISD libraries value transparency, and library services are designed to enable individuals to find the information they seek.

The Robstown ISD online catalogs are publicly available on the district's website and each campus's website. Catalog records include information about titles and where they can be accessed.

The Robstown ISD's library program seeks to partner with parents by:

- Providing the district's current collection development policy on the district's website and each campus website.
- Offering effective communication opportunities and making information about access to the district and campus school library policies available on the district's website, each campus website, and paper copies available in each campus library.

The Robstown ISD's library program will offer the following ways for students, parents, educators, and community members to offer feedback on library materials and services:

- Online Input Forms

COMPLIANCE REQUIREMENTS

The Robstown ISD's policy complies with all applicable local, state, and federal laws and regulations, including:

- Recognizing that parents are the primary decision-makers regarding their student's access to library material;
- Prohibiting the possession, acquisition, and purchase of harmful material, as defined by Penal Code, §43.24, library material rated sexually explicit material by the selling library material vendor under Education Code, §35.002, or library material that is pervasively vulgar or educationally unsuitable as referenced in *Pico v. Board of Education*, 457 U.S. 853 (1982);
- Recognizing that obscene content is not protected by the First Amendment to the United States Constitution;
- Prohibiting the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material.

PROCEDURES FOR EVALUATION AND SELECTION

Robstown ISD library staff are delegated the responsibility to evaluate and select library materials.

Robstown ISD library staff will evaluate materials to meet the collection purpose and goals, as stated in the Collection Purpose and Goals section. When evaluating potential items for the library collection, library staff must consider local priorities and school district standards as a framework. Library staff must evaluate materials to ensure that library materials are age-appropriate and suitable to the intended campus and students. Library staff will consider the distinct age groups, grade levels, and possible access to materials by all students within a campus.

Evaluation of materials will include at least two of the following:

1. Consideration of recommendations from parents, guardians, and local community members;
2. Consultation with the school district's educators and library staff and/or consultation with library staff of similarly situated school districts and their collections and collection development policies;
3. An extensive review of the text of the item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum;
5. Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations;
6. Consideration of the material's representation of diverse perspectives, cultures, and/or experiences; or
7. Consideration of material addressing a frequently requested topic or popular genre among students.

PROCEDURES FOR ACQUISITION

Robstown ISD library staff will seek to acquire materials for the library collection that meet all of the policy goals and are selected through the selection and evaluation criteria described in the district's approved policy. The purchasing of these selected materials will comply with all applicable local and state requirements in the purchase of library materials.

The LMC welcomes gift books and other materials provided that they meet the same standards of selection as purchased materials. The gift and/or donation may be disposed of at the discretion of the library media specialist.

PROCEDURES FOR DESELECTION (WEEDING)

Deselection or weeding is the removal of materials that are worn out, do not fit the needs of the campus anymore, or are obsolete. This is an ongoing process to ensure an up-to-date, accurate, and reliable collection. The Robstown ISD library staff will adhere as closely as possible to the Texas State Library Standards on collection development and weeding.

The following materials may be weeded:

- Out-of-date or incorrect information
- Worn out or badly damaged
- Unpopular or unused
- Mediocre or poor quality
- Does not fit the collection purpose and goals

Curriculum materials (ex: dictionaries, textbooks, and supplementary texts) are not to be counted or housed as part of the Robstown ISD library collection with the exception of dual credit textbooks at the secondary level.

RECONSIDERATION OF MATERIALS

The Robstown ISD provides a means for any parent or legal guardian of a student currently enrolled in the school district or employee of the school district to request the reconsideration of a specific item in their school district's library catalog.

The following principles shall act as guidelines in responding to reconsideration requests for specific items in the school district's library catalog:

1. Any parent of a district student or a district employee may request reconsideration of a library item used in the district's educational program based on appropriateness.
2. A parent's ability to exercise control over reading, listening, or viewing materials extends only to his or her children.
3. When library materials are challenged, the principles of the freedom to read, listen, and view must be defended as well. *See Appendix B for the definition of Intellectual Freedom*
4. Materials being requested for reconsideration shall not be removed or its use restricted during the reconsideration process.

5. The major criterion for the final decision on the challenged material is the appropriateness of the material for its intended educational use. No challenged material shall be removed solely because of the ideas expressed therein.

INFORMAL OBJECTION

The school receiving a complaint about the appropriateness of an instructional material should try to resolve the matter informally:

1. The principal or library media specialist shall explain the school's selection process and the criteria for selection.
2. The principal or library media specialist shall explain the role the questioned material plays in the education program, its intended educational usefulness, and any additional information regarding its use.
3. If the censor wishes to make a formal reconsideration request, he/she must complete the *Request for Reconsideration of Library Materials (See Appendix C)* form.

FORMAL OBJECTION

All formal objections to library materials shall be made on the *Request for Reconsideration of Library Materials* form found on the district website and each campus website. (See Appendix C) A new reconsideration form must be completed for each library material being challenged.

This form(s) shall be completed and signed by the concerned party and filed with the principal of the campus where the reconsidered material is housed. The campus principal will ensure that the form at the time of submission is distributed to the superintendent, campus librarian, district librarian, and school board.

Upon receipt of the request, the principal shall appoint a 5-member reconsideration committee consisting of the following:

- District Librarian;
- Curriculum Director (or equivalent);
- a member of the campus administration;
- Certified Staff,

which shall, within three weeks, review the challenged material(s) using the *Reevaluation of Materials Checklist Form (See Appendix D)* and determine whether it conforms to the principles of selection set out in this policy.

Once the reconsideration team has made its final determination on the challenged material(s), the campus principal will contact the concerned party and inform them of the final determination. The decision of the reconsideration committee is binding for the affected school.

APPEALS

The concerned party may appeal any decision of the reconsideration committee to the School Board by filing a written request with the Superintendent within seven days of the reconsideration committee's decision. The request for a Board hearing shall contain a copy of the original complaint, the reconsideration committee's report, and the dates of conferences with the principal.

The superintendent shall review these records and submit them to the Board for its consideration along with any administrative recommendation. The Board shall hear the complaint within 30 days after the written request is filed with the Superintendent and shall give its written response within 15 days following the hearing.

Materials that have gone through the reconsideration process and remain in the collection may not be reconsidered within two calendar years of the final decision.

ACCESS TO COLLECTION

The Robstown ISD library hours of operation will be from 8:00 am to 4:00 pm. The library hours may be extended due to student or staff needs.

Robstown ISD district library staff will assist parents and guardians in their efforts to understand, guide, and support their child's use of school library materials as much as feasibly possible.

Parents and guardians may access the district's online school library catalog through the Robstown ISD district website or each Robstown ISD campus website.

POLICY IMPLEMENTATION AND UPDATES

The Robstown ISD School Board is ultimately responsible for the operations of the district's school library programs and must approve the collections development policy. The authority for implementing the approved policy is delegated by the superintendent to the professional library personnel of the district for the selection of district library materials in compliance with the approved policy. The Robstown ISD's collection development policy will be reviewed every three years and updated as necessary.

The Robstown ISD is responsible for ensuring district school libraries implement and adhere to these collection development standards.

Date of Draft: December 2024

Date of School Board Adoption:

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 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 which 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.

Intellectual Freedom

The following statements are based on the Association for Educational Communications and Technology Intellectual Freedom statement as 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 the parent(s) of that child.
- 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 within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Robstown Independent School District

REQUESTER INFORMATION

Requester Full Name: _____

Requester's Student Name or Affiliation to School if part of District Staff: _____

Requester's address: _____

Requester's Phone Number: _____

Requester's Email: _____

Preferred means of communication: Phone or Email

INFORMATION ABOUT THE MATERIAL BEING REQUESTED FOR RECONSIDERATION

Campus the material resides on: _____

Title of the Material: _____

Author: _____

Date of Publication: _____

Date Request is Being Made: _____

PLEASE ANSWER THE FOLLOWING QUESTIONS WITH AS MUCH SPECIFIC INFORMATION AS POSSIBLE

1. **What brought this material to your attention?**

2. **Did you read, view, or hear the entire book?** If not, please do so before completing and submitting this form. _____ YES _____ NO

3. **What specific concerns do you have about this material?** Please be specific by citing page numbers, sections, etc... You may use a separate sheet of paper if needed.

4. **What do you feel might be the result of using this material?**

5. **Are there any good points about this material?**

6. What action(s) are you requesting happen with this material?
- ☐ Removal of the material (Please answer question #7)
 - ☐ Moving the material to a different grade level/campus (Please answer question #8)
 - ☐ Limiting Access to the material (Please answer questions #9)
7. If this material is removed, in its place what material of equal quality would you recommend that could convey as valuable a picture and perspective of the subject treated?
8. What grade level/campus would you recommend this material be moved to? Why do you feel this is more of an appropriate place for this material?
9. How do you suggest the access to the material be limited?

Please turn this form into the campus principal where the challenged material resides at. Once a decision has been reached by the Reconsideration Committee someone will be in contact with you.

Requester Signature

Date

Campus Principal Name

Date Form Received

CHECKLIST FOR RECONSIDERATION OF LIBRARY MATERIALS

(For use by the committee reviewing the written request)

ROBSTOWN INDEPENDENT SCHOOL DISTRICT

Date Reviewed:

Type of resource:

Title:

Author:

Copyright date:

1. Purpose:

a. What is the overall purpose of the material or resource?

b. Is the purpose accomplished: []Yes []No

2. Authenticity:

a. Is the author or presenter competent and qualified in the field? [] Yes [] No

c. Is the material or resource up-to-date and current? []Yes []No

d. Are information sources well documented either in the resource or in the guides?

[]Yes []No []Not Applicable

3. Appropriateness:

a. Does the resource promote the educational goals and objectives of the curriculum of the school district? []Yes []No

b. Is it appropriate to the level of instruction intended? []Yes []No

c. Are the illustrations appropriate to the subjects and age levels? []Yes []No []NA

4. Content:

a. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity? []Yes []No

b. Does it present information not otherwise available? []Yes []No

c. Does it give a new or different dimension or direction to its subject than others available? []Yes []No

5. Review/Evaluations:

a. Does this title or resource appear in one or more reputable selection aides? See Appendix E for list of reputable selection aides.

[]Yes []No

** If the answer is "yes," please list titles of selection aids.*

Additional Comments:

Decision made by the committee:

[] Return the material to the shelf for regular circulation

[] Place the material on restricted circulation

[] Discard the material

Signature and Position of review committee

Date:

List of Reputable Selection Aides

Title of Journal or Website	Description
American Library Association	Best Book and Notable book lists
<i>Book Links: Connecting Books, Libraries and Classrooms</i>	A magazine for anyone interested in connecting children with high quality books
<i>Booklist</i>	A review in Booklist constitutes a recommendation for purchase. Each issue covers 5 areas: forthcoming titles, adult books, books for youth, non-print and reference books
<i>Bulletin of the Center for Children's Books</i>	Highly regarded children's review source which includes annotations, grade level, range of quality, books of quality and non-recommended titles
<i>C-Span Booknotes</i>	First chapters of books features on C-Span's /Booknotes and programs (secondary and adult)
Children's Literature Web Guide	Best site for children's and young adult literature and an excellent selection tool
Follett-Titlepeek/Titlewave	Various reviews from professional sources
<i>Horn Book Magazine</i>	Premier journal on children's literature containing in-depth reviews of the newest books available for children and young adults

<i>Kirkus</i>	<i>Kirkus</i> reviews fiction, non-fiction, children's and young adult books. Reviews are crafted by specialists selected for their knowledge and expertise in a particular field.
<i>Kliatt</i>	Insightful reviews on paperbacks, hardcover fiction, audio books and educational software (secondary and professional resources)
<i>New York Times Book Review</i>	Reviews best books, scholarly works, literary fiction, bad books by famous authors, and good books by first time novelists, children's books, and pop culture. It is especially useful for high school level.
<i>Publisher's Weekly</i>	Regular issues in specific subject areas (children's books, religion, etc.
<i>School Library Journal</i>	Concisely written and evaluative reviews featuring articles, checklist of inexpensive pamphlets, posters, and other useful information for school librarians