Board Work Session
Thursday, November 5, 2026 6:00 PM

Boardroom of the Mark Henry, Ed.D.
Administration Building
11440 Matzke Road
Cypress, Texas 77429

Agenda

Notice of this meeting was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building on November 2, 2026, at 7:30 a.m.

MEETING OPENING

1. **Call to Order**
2. **Invocation and Pledge of Allegiance**
3. **District's Vision and Mission Statement**
4. **Recognitions and Awards Announcements**

4.A. The Superintendent will make remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provide information regarding district and community events or items of interest.

MEETING AGENDA

5. **PUBLIC COMMENTS**

5.A. **Agenda Comments**

Per BED (Local), patrons may address the Board during any Board Meeting under Agenda Comments regarding items listed on the agenda for that meeting. Individuals must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item listed for that meeting on the district website. This electronic speaker form must be completed in its entirety. Agenda Comments will generally be heard before each agenda item to be discussed or considered by the Board unless rearranged by the Board President. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

5.B. **CITIZEN PARTICIPATION**

Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the “Register to Speak” link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written

comments to the Board.

CITIZEN PARTICIPATION WILL BE HEARD AT THE REGULAR BOARD MEETING ON MONDAY, NOVEMBER 9, 2026.

6. **REPORTS**
   - 6.A. The administration will provide a report on formative assessment data.
   - 6.B. The administration will give an updated report on student screen time monitoring.
7. **CONSENT AGENDA**
   - 7.A. The Board will consider approving the minutes of the October 19, 2026, Regular Board Meeting.
   - 7.B. The Board will consider approving the budget amendments for the period of July 1, 2026 through September 30, 2026.
   - 7.C. The Board will consider approving the DEIC's recommendation for the 2027-2028 instructional calendar.
   - 7.D. The Board will consider approving the district and campus improvement plans for the 2026-2027 school year.
   - 7.E. The Board will consider approving the local improvement plans for the 2026-2027 school year.
   - 7.F. The Board will consider approving on second reading the additions, revisions, or deletions to district policies:
     - 7.F.1. EHAC (Local) - Basic Instructional Program: Required Instruction Secondary (Revise)
   - 7.G. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.
     - 7.G.1. Certificate Lifecycle Management (CLM) and Public Key Infrastructure (PKI) Quote
     - 7.G.2. CFISD Enterprise Infrastructure Observability and Monitoring Platform Quote
     - 7.G.3. Marketing Services
     - 7.G.4. Student Transportation Management Software Renewal
   - 7.H. The Board will consider granting a fill easement to the Harris County Improvement District No. 14.
   - 7.I. The Board will consider granting temporary construction easements to the North Harris County Regional Water Authority (NHCRWA).
8. **NON-CONSENT AGENDA**
   - 8.A. The Board will consider approving the District's 2026 Annual Comprehensive Financial Report and accept the auditors' report on the district's general-purpose financial statements for the fiscal year ended June 30, 2026.
   - 8.B. The Board will consider approving on first reading the additions, revisions, or deletions to district policies:
     - 8.B.1. CW (Local) - Naming Facilities (Revise)
     - 8.B.2. EFB (Local) - Instructional Resources: Library Materials (Revise)
   - 8.C. The Board will consider approving a request for a Texas Education Agency Low-Attendance Day Waiver for Swenke Elementary School.
   - 8.D. The Board will consider making a determination that good cause did not exist as required by law to Katie Heavens, Michael Roskey, Tory Garcia, Tierra Clayton,

Kevin Holguin, Myrna Sloan, and Christina Thompson to resign their respective employment contracts. [This item may be discussed in closed session.]

8.E. The district will consider a Level III appeal (J. Doster) of a Level II decision. [This item may be discussed in closed session.]

8.F. The Board will consider a Level III discipline appeal (A. Bridges) of a Level II decision. [This item may be discussed in closed session.]

8.G. The Board will consider a Level III discipline appeal (L. Grant) of a Level II decision. [This item may be discussed in closed session.]

8.H. The district will consider a Level IV appeal (M. Anthony) of a Level III decision. [This item may be discussed in closed session.]

9. **BOARD COMMENTS**

Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

10. **CLOSED SESSION**

If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.

10.A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.

10.B. Section 551.071	10.C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws.
10.D. Section 551.072	10.E. For the purpose of discussing the purchase, exchange, lease or value of real property.
10.F. Section 551.073	10.G. For the purpose of considering a negotiated contract for a prospective gift or donation.
10.H. Section 551.074	10.I. For the purpose of considering the appointment, employment, evaluation,

	reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.
10.J. Section 551.076	10.K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
10.L. Section 551.0821	10.M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed.
10.N. Section 551.082	10.O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
10.P. Section 551.083	10.Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code.
10.R. Section 551.084	10.S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

11. **ADJOURNMENT**

Grades 6-8	Campuses must offer the following courses for students.
Enrollment in Fine Arts	Students in grade 6 are required to take a minimum of one semester of fine arts.
Assignment to Required Reading Course	Students scoring below the District cut-off score on the state-mandated assessment in reading shall enroll in a reading course during grade 7 and/or grade 8.
Assignment to Additional Academic Courses	Students in grades 6-8 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Required Computer Literacy	Students in grades 7 and 8 are taught the TEKS for the required computer literacy course through integrated instruction in language arts, math, science, and social studies.
Required Physical Education	Students in middle school are required to take two semesters of physical education in grade 6 and at least three semesters of physical education in grades 7 and 8.
Local Elective Courses	Students in grades 6-8 may enroll in only one locally developed course each semester.
Provision for SDI – Dyslexia	Students who require Specially Designed Instruction (SDI) for Dyslexia in 6th grade may delay completion of the fine arts course or physical education until 7th grade. Students who delay the physical education course must take 4 semesters of physical education in grades 7 and 8.
Grades 9-12	Campuses must offer the following courses for students.
Assignment to Additional Academic Courses	Students in grades 9-12 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Assignment to Required Reading Courses	Students in grades 9-12 who fail the previous year's state reading assessment may be required to enroll in the appropriate level of reading.
Requirement for Independent Study in English	Ninth-grade students enrolled in a District high school are required to take one-half credit in Independent Study in English.
Olympic-Caliber Training Programs	The District shall allow qualified private or commercially sponsored physical activity classes to substitute both for required physical education units in grades 6-8 and for physical education graduation credits in grades 9-12. [See EIF]

Students involved in one of these programs shall be encouraged to participate in their own school's athletic program during the semester when UIL competitions are held.

Program Qualifying Criteria (Category 1)

To qualify for substitution, private or commercially sponsored physical activity classes must meet these criteria for Category 1 programs, as stipulated by the Texas Education Agency:

1. Provide training and/or competition opportunities that exceeds the District's physical education curricular requirements and that has the potential to develop Olympic-caliber performers.
2. Provide for student participation for a minimum of 15 clock hours per week of highly intense, professional, supervised training in a program certified by the Superintendent to be of exceptional quality.
3. Receive approval from the off-campus physical education department.

Rules and Procedures Governing Student Participation

Each student must submit an application for approval by the established deadlines.

Each student must receive approval for participation in a program that meets the Category 1 criteria and that has been approved by the off-campus physical education department.

Each program must be approved by the Board and have appropriate paperwork submitted to the Commissioner of Education prior to the semester the program is to be offered.

The parent must grant permission for a student to substitute participation in a private or commercially sponsored training program for physical education.

The coach in special training programs must:

1. Provide the District with the information required on the approval applications;
2. Assume responsibility for attendance accounting;
3. Assign grades for each grading period;
4. Notify the school and the off-campus P.E.(OCPE) department if a student drops out of the program;
5. Submit required records/reports on time; and
6. Instruct students in the grade-level appropriate health Texas Essential Knowledge and Skills.

Grades 6-8 Middle school

1. Students shall receive a numerical grade on their report cards. The coach shall send this grade, along with the grading period attendance accounting, to the OCPE department. Report cards shall read “Off-campus P. E.”; the course shall be assigned a special computer number.
2. The grade for this activity shall not affect honor roll standing.
3. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
4. Students who drop out of the program during the semester shall be placed in a physical education class. If students drop out at the semester, they may be placed in physical education or an appropriate elective (eighth-graders).
5. Students may miss only one period during the school day.

Grades 9-12 High School

1. Students shall receive numerical grades on their report cards for participation in the training program. The coach shall send this grade, along with the grading period attendance accounting, to the OCPE department. Report cards shall read “Off-campus P.E.”; the course shall be assigned a special computer number.
2. The grade for this activity shall not affect honor roll standing. The semester grades shall count in students’ grade point averages and shall be included in the calculation of the total number of grade points for determining class rank.
3. Olympic-caliber training courses shall be weighted as L-level credit.
4. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
5. Students who drop out of the program during the semester shall be placed in a physical education class. If students drop out at the semester, they may be placed in physical education or in an appropriate elective.
6. Students may earn two to four state-approved credits and/or two local credits if they remain in the program for four years.
7. They may miss only one period during the school day.

Field Trips

Criteria for Obtaining Approval

The only students allowed to participate in off-campus physical education field trips are students with prior approval for the field trip and current enrollment in off-campus physical education.

Students failing one or more courses shall not be approved to participate in the field trip.

Field trips should not be scheduled during District- or state-mandated testing periods. Under no circumstances shall a field trip be scheduled on the day or evening immediately preceding the day on which the state-mandated test is scheduled.

The District shall not schedule, nor permit students to participate in, an extracurricular activity or a public performance that would require, permit, or allow a student to be absent from class in any course more than 10 times during the school year. The District may adopt policies that permit distribution of the 10 absences during the school year for the purpose of participation in extracurricular activities.

Procedures for Obtaining Trip Approval

Coaches proposing off-campus physical education field trips must complete a field trip request, providing all the necessary details of the proposal, and obtain the signature of the principal.

All field trip requests must be submitted two weeks prior to the date of the proposed trip.

Grades 6-8	Campuses must offer the following courses for students.
Enrollment in Fine Arts	Students in grade 6 are required to take a minimum of one semester of fine arts.
Assignment to Required Reading Course	Students scoring below the District cut-off score on the state-mandated assessment in reading shall enroll in a reading course during grade 7 and/or grade 8.
Assignment to Additional Academic Courses	Students in grades 6-8 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Required Computer Literacy	Students in grades 7 and 8 are taught the TEKS for the required computer literacy course through integrated instruction in language arts, math, science, and social studies.
Required Physical Education	Students in middle school are required to take two semesters of physical education in grade 6 and at least three semesters of physical education in grades 7 and 8.
Local Elective Courses	Students in grades 6-8 may enroll in only one locally developed course each semester.
Provision for SDI – Dyslexia	Students who require Specially Designed Instruction (SDI) for Dyslexia in 6th grade may delay completion of the fine arts course or physical education until 7th grade. Students who delay the physical education course must take 4 semesters of physical education in grades 7 and 8.
Grades 9-12	Campuses must offer the following courses for students.
Assignment to Additional Academic Courses	Students in grades 9-12 who fail any portion of the state assessment may be required to enroll in specific academic courses designed for acceleration/remediation/intervention.
Assignment to Required Reading Courses	Students in grades 9-12 who fail the previous year's state reading assessment may be required to enroll in the appropriate level of reading.
Requirement for Independent Study in English	Ninth-grade students enrolled in a District high school are required to take one-half credit in Independent Study in English.
Olympic-Caliber Training Programs	The District shall allow qualified private or commercially sponsored physical activity classes to substitute both for required physical education units in grades 6-8 and for physical education graduation credits in grades 9-12. [See EIF]

Students involved in one of these programs shall be encouraged to participate in their own school's athletic program during the semester when UIL competitions are held.

Program Qualifying Criteria (Category 1)

To qualify for substitution, private or commercially sponsored physical activity classes must meet these criteria for Category 1 programs, as stipulated by the Texas Education Agency:

1. Provide training and/or competition opportunities that exceeds the District's physical education curricular requirements and that has the potential to develop Olympic-caliber performers.
2. Provide for student participation for a minimum of 15 clock hours per week of highly intense, professional, supervised training in a program certified by the Superintendent to be of exceptional quality.
3. Receive approval from the off-campus physical education department.

Rules and Procedures Governing Student Participation

Each student must submit an application for approval by the established deadlines.

Each student must receive approval for participation in a program that meets the Category 1 criteria and that has been approved by the off-campus physical education department.

Each program must be approved by the Board and have appropriate paperwork submitted to the Commissioner of Education prior to the semester the program is to be offered.

The parent must grant permission for a student to substitute participation in a private or commercially sponsored training program for physical education.

The coach in special training programs must:

1. Provide the District with the information required on the approval applications;
2. Assume responsibility for attendance accounting;
3. Assign grades for each grading period;
4. Notify the school and the off-campus P.E.(OCPE) department if a student drops out of the program;
5. Submit required records/reports on time; and
6. Instruct students in the grade-level appropriate health Texas Essential Knowledge and Skills.

Grades 6-8 Middle school

1. Students shall receive a numerical grade on their report cards. The coach shall send this grade, along with the grading period attendance accounting, to the OCPE department. Report cards shall read "Off-campus P. E."; the course shall be assigned a special computer number.
2. The grade for this activity shall not affect honor roll standing.
3. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
4. Students who drop out of the program during the semester shall be placed in a physical education class. If students drop out at the semester, they may be placed in physical education or an appropriate elective (eighth-graders).
5. Students may miss only one period during the school day.

Grades 9-12 High School

1. Students shall receive numerical grades on their report cards for participation in the training program. The coach shall send this grade, along with the grading period attendance accounting, to the OCPE department. Report cards shall read "Off-campus P.E."; the course shall be assigned a special computer number.
2. The grade for this activity shall not affect honor roll standing. The semester grades shall count in students' grade point averages and shall be included in the calculation of the total number of grade points for determining class rank.
3. Olympic-caliber training courses shall be weighted as L-level credit.
4. Both the coach and the students must assume responsibility for notifying the school and OCPE department if a student drops out of the program.
5. Students who drop out of the program during the semester shall be placed in a physical education class. If students drop out at the semester, they may be placed in physical education or in an appropriate elective.
6. Students may earn two to four state-approved credits and/or two local credits if they remain in the program for four years.
7. They may miss only one period during the school day.

Field Trips

Criteria for Obtaining Approval

The only students allowed to participate in off-campus physical education field trips are students with prior approval for the field trip and current enrollment in off-campus physical education.

Students failing one or more courses shall not be approved to participate in the field trip.

Field trips should not be scheduled during District- or state-mandated testing periods. Under no circumstances shall a field trip be scheduled on the day or evening immediately preceding the day on which the state-mandated test is scheduled.

The District shall not schedule, nor permit students to participate in, an extracurricular activity or a public performance that would require, permit, or allow a student to be absent from class in any course more than 10 times during the school year. The District may adopt policies that permit distribution of the 10 absences during the school year for the purpose of participation in extracurricular activities.

Procedures for Obtaining Trip Approval

Coaches proposing off-campus physical education field trips must complete a field trip request, providing all the necessary details of the proposal, and obtain the signature of the principal.

All field trip requests must be submitted two weeks prior to the date of the proposed trip.

Naming

The responsibility for naming any facility, ~~or separate structure~~including exterior and interior spaces at an existing ~~facility~~campus, rests with the Board~~.~~ of Trustees.

Examples of campus exterior spaces include campus athletic fields and facilities.

Examples of campus interior spaces include gymnasiums, libraries, theaters, cafeteria/commons areas, band halls, and choir rooms.

An existing identifiable non-campus facility shall not be fragmented by renaming portions of that facility except in the case of a naming rights contract to benefit the District.

~~A~~As of the adoption date of this policy, any existing facility or portion thereof that has been officially named by action of the Board~~, as of the adoption date of this policy~~ or is subject to a contract approved by the Board of Trustees that includes naming rights, shall be grandfathered and not bound by the provisions of this policy.

Campus Naming Guidelines

The following guidelines apply when naming a new campus:

1. A high school name shall reflect the geographic area in which the campus is located, such as Bridgeland, Langham Creek, or Jersey Village.
2. An elementary or middle school campus shall be named in honor of a former District professional educator or support staff member who has retired or otherwise separated from the District in good standing. Eligible individuals include administrators, teachers, paraprofessionals, and support and operations employees.
3. A proposed name shall honor an individual who has made significant contributions to Cypress-Fairbanks ISD. Consideration shall include the individual's length of association with the District and the scope of the individual's districtwide impact.
4. Each naming recommendation shall be submitted to the Chief of Staff with a supporting narrative. The District shall retain all recommendations permanently.
5. When a new campus is to be named, the Superintendent shall present the Board of Trustees with all recommendations received and a final recommendation for the Board's consideration.

Campus Interior and Exterior Space Naming Guidelines

The following guidelines apply when naming an interior or exterior space on a campus:

1. A space shall be named in honor of a former campus professional educator or support staff member who has retired or otherwise separated from the District in good standing. Eligible individuals include administrators, teachers, paraprofessionals, and support and operations employees.
2. A proposed name shall honor an individual who has made a significant contribution to the campus or a campus program. Consideration shall include the individual's length of association with the campus or program and the scope of the individual's impact.
3. Each naming recommendation shall be submitted to the campus principal with a supporting narrative for initial review.
4. Naming proposals may be submitted at any time during the year.
5. If the campus principal grants initial approval, the principal shall convene a campus committee to conduct further review and assessment.
6. The campus committee shall include, at a minimum:
    a. Campus representatives, including the principal and relevant campus staff members;
    b. Community members, including parents, who are knowledgeable about the campus or program and its history; and
    c. One member of the Superintendent's executive cabinet.
7. If the campus committee reaches consensus to approve the proposal, the recommendation shall be submitted to the Superintendent for review.
8. The Superintendent shall determine whether to forward the recommendation to the Board of Trustees.

Dedication Plaque

Dedication plaques for interior/exterior spaces shall be placed on a standardized plaque as determined by the Facilities Department and affixed to the interior/exterior area.

The cost of the dedication plaque and mounting for interior/exterior areas is the responsibility of the campus.

NAMING FACILITIES

Naming

The responsibility for naming any facility, including exterior and interior spaces at an existing campus, rests with the Board of Trustees.

Examples of campus exterior spaces include campus athletic fields and facilities.

Examples of campus interior spaces include gymnasiums, libraries, theaters, cafeteria/commons areas, band halls, and choir rooms.

An existing identifiable non-campus facility shall not be fragmented by renaming portions of that facility except in the case of a naming rights contract to benefit the District.

As of the adoption date of this policy, any existing facility or portion thereof that has been officially named by action of the Board or is subject to a contract approved by the Board of Trustees that includes naming rights, shall be grandfathered and not bound by the provisions of this policy.

Campus Naming Guidelines

The following guidelines apply when naming a new campus:

1. A high school name shall reflect the geographic area in which the campus is located, such as Bridgeland, Langham Creek, or Jersey Village.
2. An elementary or middle school campus shall be named in honor of a former District professional educator or support staff member who has retired or otherwise separated from the District in good standing. Eligible individuals include administrators, teachers, paraprofessionals, and support and operations employees.
3. A proposed name shall honor an individual who has made significant contributions to Cypress-Fairbanks ISD. Consideration shall include the individual's length of association with the District and the scope of the individual's districtwide impact.
4. Each naming recommendation shall be submitted to the Chief of Staff with a supporting narrative. The District shall retain all recommendations permanently.
5. When a new campus is to be named, the Superintendent shall present the Board of Trustees with all recommendations received and a final recommendation for the Board's consideration.

Campus Interior and Exterior Space Naming Guidelines

The following guidelines apply when naming an interior or exterior space on a campus:

1. A space shall be named in honor of a former campus professional educator or support staff member who has retired or otherwise separated from the District in good standing. Eligible individuals include administrators, teachers, paraprofessionals, and support and operations employees.
2. A proposed name shall honor an individual who has made a significant contribution to the campus or a campus program. Consideration shall include the individual's length of association with the campus or program and the scope of the individual's impact.
3. Each naming recommendation shall be submitted to the campus principal with a supporting narrative for initial review.
4. Naming proposals may be submitted at any time during the year.
5. If the campus principal grants initial approval, the principal shall convene a campus committee to conduct further review and assessment.
6. The campus committee shall include, at a minimum:
    a. Campus representatives, including the principal and relevant campus staff members;
    b. Community members, including parents, who are knowledgeable about the campus or program and its history; and
    c. One member of the Superintendent's executive cabinet.
7. If the campus committee reaches consensus to approve the proposal, the recommendation shall be submitted to the Superintendent for review.
8. The Superintendent shall determine whether to forward the recommendation to the Board of Trustees.

Dedication Plaque

Dedication plaques for interior/exterior spaces shall be placed on a standardized plaque as determined by the Facilities Department and affixed to the interior/exterior area.

The cost of the dedication plaque and mounting for interior/exterior areas is the responsibility of the campus.

Note: For information related to the selection of instructional materials, see EFA(LEGAL) and EFA(LOCAL).

The purpose of this policy is to outline the processes and standards by which a school library acquires, maintains, and withdraws library materials as defined by Education Code 33.020(3).

The oversight and ultimate responsibility for the review, inclusion, and final reconsideration of library materials is vested in the Board. The Superintendent shall ensure that library materials are selected in accordance with this policy established and approved by the Board as well as with the administrative regulations established by the Superintendent.

In this policy, “library materials” may include printed and electronic library acquisitions and other ancillary or supplementary materials in a school district’s library catalog. The policy applies to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access. While instructional materials and library materials are both considered instructional resources, they are not the same, and the term library materials should not be used interchangeably with instructional materials for the purpose of this policy.

“Parent” as used in this policy includes a parent or legal guardian standing in the parental relationship to a student.

Objectives

In accordance with state and local guidelines, the purpose of library collections is to enrich and support:

1. The state and local curriculum; and
2. Self-selected reading and voluntary inquiry.

School libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information and learning tools for the entire school community. School library collections may be used for formal or informal teaching and learning purposes, and should:

- Support student achievement,
- Present varying levels of difficulty,
- Demonstrate literary merit,
- Provide a wide range of background information that enables students to make intelligent decisions in their daily lives,

- Represent diverse viewpoints and cultures appropriate to each campus to ensure their campus collections embody the unique backgrounds of the student population, and
- Include materials of high interest to encourage student reading and learning for pleasure.

Parental Involvement and Access

School libraries are essential and must be safe and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from key stakeholders, including parents and community members. Each campus shall communicate to parents how to access policies relating to school libraries and library materials; provide parents access to library materials and resources; and inform the school community of opportunities for students, parents, educators, and community members to provide feedback on library materials and services.

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials.

The District shall allow efficient parental access to the District libraries and online catalogs and post this policy and its implementing regulation along with a link to each campus and their library materials on the District's website. A parent who wishes to access their child's school library should submit a request to the principal. The principal or designated staff member shall work with the parent to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services. Parents may view their own student's library material selection(s), including titles, authors, genres, and return dates, through the District's online library management system.

Parents may also elect to restrict their own student's ability to check out or access library materials in accordance with administrative regulation. The Superintendent shall develop procedures that permit a parent to submit the request to restrict in at least one of the methods permitted by law.

Protection from Inappropriate Material

School library materials, including materials available on display, in classroom libraries, online catalogs, ~~and~~ library mobile applications, and any other library catalog a student may access shall not include:

1. "Harmful material" as defined by Education Code 33.020 and Penal Code 43.24;

2. “Indecent content” as defined by Education Code 33.020;
3. “Obscene” material as defined by Penal Code 43.21(a)(1);
4. “Sexually explicit material” as defined by Education Code 33.021(a);
5. “Profane content” as defined by Education Code 33.020;
6. “Pervasively vulgar” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
7. “Educationally unsuitable” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
8. Material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or
9. Any material legally prohibited from inclusion in a public school library.

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Library materials determined by the Texas Education Agency (TEA) to contain sexually relevant material as defined by Education Code 35.001(3) require parent permission to reserve, check out, or otherwise use outside the school library.

Collection Development Standards

Library materials in the library collection shall be chosen in accordance with state law. This policy shall be reviewed at least once every three (3) years and updated as needed. The Texas State Library and Archives Commission standards for school library collection development shall serve as the primary basis for developing and implementing the District’s library collection development standards. Library materials included in a campus collection should be categorized into one of the District’s identified book collections prior to inclusion in the collection. For administrative efficiency, the District shall identify its collections using the publishing industry’s standard collection titles of juvenile, young adult, and adult collections as defined in administrative regulation.

In the selection and acquisition of library materials and services, the District-level library supervisor and individuals designated by that supervisor, such as State Board for Educator Certification (SBEC) certified campus librarians, shall ensure that the materials and services comply with the mandatory collection development standards adopted by the Texas State Library and Archives Commission and consider the voluntary standards for school library services adopted by the Texas State Library and Archives Commission. The selection and determination of library materials should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

In addition, the evaluation and selection of collection material should consider at least two (2) of the following standards:

1. Consideration of recommendations from students, 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 collection 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 the existing school library collection, and potential support of the school curriculum; or
5. Consideration of the 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 for school-aged readers, library science field experts, and highly acclaimed author and literacy expert recommendations.

Additional Standards for Fiction and Literary Non-Fiction

In addition to the collection standards stated above, prior to any fiction or literary non-fiction material being selected for inclusion in the Young Adult or Adult Collections, a library material shall have been read or reviewed and recommended for inclusion by the District-level library supervisor, a campus librarian, or individuals designated by the District-level library supervisor.

Acquisition and Procurement Procedures

Library materials that are newly acquired by donation or being considered for a new purchase by the District shall be posted on the District's website for at least thirty (30) days prior to the material being considered and approved by the Board for acquisition or purchase. Each Board member may propose changes to the proposed library materials before the Board takes action on the list. The Board shall either approve or reject the library materials that have been proposed for acquisition by donation or purchase at the first meeting on or after the expiration of the thirty (30) day posting of the library materials. This procedure does not apply to library materials currently in the District library catalog at the same level that are replacing lost or damaged materials or adding additional copies of a material. Approval of the Acquisition List encompasses all ISBN's associated with the listed materials.

Grade Span Access by Collection

The District shall ensure that the methods by which a student accesses library materials, including digital material, allows the student to only access grade-appropriate content ~~and/or content authorized by parent permission~~.

The District-level library supervisor and individuals designated by that supervisor, such as SBEC certified campus librarians, shall apply access levels to library materials in the library collections by consulting professional reviews and/or recommendations from District librarians or individuals designated by the District-level library supervisor. Access levels shall be applied in accordance with administrative regulation and the following collection levels are available at campuses (content appropriate for the grade levels at that campus) as follows:

Grade Span	~~Content Access~~Collection Levels
Prekindergarten-grade 5	Juvenile~~,~~ (Primary), Juvenile (Older Elementary) Young Adult* (Elementary)
~~Grade 6~~	~~Juvenile, Young Adult*, Adult*~~
Grade~~s~~ ~~7~~6-8	Juvenile (Middle School), Young Adult~~, Adult*~~ (Middle School), Adult (Middle School)
Grades 9-12	Juvenile (High School), Young Adult~~, Adult*~~ (High School), Adult (High School)

Deleted Cells

Deleted Cells

~~*~~**Parental** ~~permission is required~~**Rights to Opt-Out**

Parents may submit a list of specific library materials to which they wish to restrict their child's access and/or parents may restrict access to entire content collections in their child's grade span.

Parent Consideration

District staff may assist a student in selecting library material for choice reading; however, the ultimate determination of appropriateness and access to library materials for a student remains with that student's parent. Parents are encouraged to communicate with the campus librarian and their student's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

Challenged Resources

A parent of a District student, a District student who is 18 years of age or older, an individual employee in the District, or any District resident may challenge a library material maintained in the District's library collection on the basis that the library material fails to meet the standards set forth in this policy or the designated collection level for the library material is incorrect.

Guiding Principles

The following principles shall guide the Board, staff, and reconsideration committees in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, even though the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for library materials set out in this policy.
2. Access to a challenged material shall be restricted during the formal reconsideration process.
3. The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use.
4. Library materials may not be removed based solely on the ideas contained in the material, or the personal background of the author or characters in the material. [EFB(LEGAL)]

Informal Reconsideration Required

Any objection or challenge to a library material must first be made through the informal reconsideration review process at the campus where the material is located. When a campus receives an objection or challenge to the appropriateness of a library material or its collection level, the campus librarian and a campus administrator shall try to resolve the matter informally. The librarian and administrator shall confer with the complainant regarding the specific concerns of the library material or assigned collection level.

If the complainant's concerns are not resolved through the informal process, the administrator shall refer the complainant to this policy and the required form to request a formal reconsideration of the library material on the District's website.

Formal Reconsideration

Reconsideration Committee

If the complainant is dissatisfied with the informal reconsideration review, the complainant may choose to request a formal reconsideration. A complainant must make any formal challenge to a library material on the TEA form posted on the District's website. A complainant shall submit the completed and signed form to the District-level library supervisor. Upon receipt of the form, the District-level library supervisor shall notify the campus principal and librarian at every campus where the library material is located of

the challenge and shall provide a copy of the form to the Superintendent and the Board.

The District-level library supervisor shall appoint a reconsideration committee to hear the formal reconsideration request. The reconsideration committee should generally include a campus librarian, administrator, and parent from each campus or campus feeder pattern where the challenged material is located but may include fewer representatives if at multiple campuses and determined appropriate by the District-level library supervisor. The committee may also include other members such as District-level staff, secondary-level students, and any other appropriate individuals determined by the District-level library supervisor.

Any member of the reconsideration committee must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety within forty-five (45) school days of formation of the reconsideration committee or as soon thereafter as reasonably possible given the length or complexity of the challenged resource or the number of pending reconsideration requests being considered. If the committee requires time beyond forty-five (45) school days because of the number of pending requests or the length or complexity of the challenged resources, the District-level library supervisor shall notify the complainant of the progress of the review and the estimated time period needed for the reconsideration committee to complete the review. However, notwithstanding the above, no review period shall take longer than ninety (90) calendar days after the date the request for reconsideration is received.

Once the review is completed, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be part of the library collection or assigned collection level. The committee shall prepare a written determination of its findings within ten (10) school days of the reconsideration committee meeting. The Board, the Superintendent, and the complainant shall receive copies of the determination.

Appeal

The decision of the reconsideration committee may be appealed to the Board by the individual who submitted the challenge. The individual must provide the notice of appeal in accordance with

administrative regulation. The Board shall hear the appeal and render a decision in accordance with the timelines established in law. When considering an appeal, the Board shall consider the factors in Education Code 33.027(f) within the timelines established by law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as a classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Alternate Sources of Library Materials

The District shall accept gifts and donations to a campus library with the understanding that the library materials and monies to purchase library materials must be in accordance with District policy and the selection criteria noted above. [See CDC] Classroom library materials created or maintained to enhance the instructional program or for voluntary inquiry or self-selected reading by students shall be done in accordance with the selection criteria noted above.

Deselection of Library Materials

Campus library collections shall be evaluated periodically to appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. The Superintendent shall ensure administrative procedures are established for regular maintenance of the campus library collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Note: For information related to the selection of instructional materials, see EFA(LEGAL) and EFA(LOCAL).

The purpose of this policy is to outline the processes and standards by which a school library acquires, maintains, and withdraws library materials as defined by Education Code 33.020(3).

The oversight and ultimate responsibility for the review, inclusion, and final reconsideration of library materials is vested in the Board. The Superintendent shall ensure that library materials are selected in accordance with this policy established and approved by the Board as well as with the administrative regulations established by the Superintendent.

In this policy, “library materials” may include printed and electronic library acquisitions and other ancillary or supplementary materials in a school district’s library catalog. The policy applies to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access. While instructional materials and library materials are both considered instructional resources, they are not the same, and the term library materials should not be used interchangeably with instructional materials for the purpose of this policy.

“Parent” as used in this policy includes a parent or legal guardian standing in the parental relationship to a student.

Objectives

In accordance with state and local guidelines, the purpose of library collections is to enrich and support:

1. The state and local curriculum; and
2. Self-selected reading and voluntary inquiry.

School libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information and learning tools for the entire school community. School library collections may be used for formal or informal teaching and learning purposes, and should:

- Support student achievement,
- Present varying levels of difficulty,
- Demonstrate literary merit,
- Provide a wide range of background information that enables students to make intelligent decisions in their daily lives,

- Represent diverse viewpoints and cultures appropriate to each campus to ensure their campus collections embody the unique backgrounds of the student population, and
- Include materials of high interest to encourage student reading and learning for pleasure.

Parental Involvement and Access

School libraries are essential and must be safe and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from key stakeholders, including parents and community members. Each campus shall communicate to parents how to access policies relating to school libraries and library materials; provide parents access to library materials and resources; and inform the school community of opportunities for students, parents, educators, and community members to provide feedback on library materials and services.

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials.

The District shall allow efficient parental access to the District libraries and online catalogs and post this policy and its implementing regulation along with a link to each campus and their library materials on the District's website. A parent who wishes to access their child's school library should submit a request to the principal. The principal or designated staff member shall work with the parent to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services. Parents may view their own student's library material selection(s), including titles, authors, genres, and return dates, through the District's online library management system.

Parents may also elect to restrict their own student's ability to check out or access library materials in accordance with administrative regulation. The Superintendent shall develop procedures that permit a parent to submit the request to restrict in at least one of the methods permitted by law.

Protection from Inappropriate Material

School library materials, including materials available on display, in classroom libraries, online catalogs, ~~and~~ library mobile applications, and any other library catalog a student may access shall not include:

1. "Harmful material" as defined by Education Code 33.020 and Penal Code 43.24;

2. “Indecent content” as defined by Education Code 33.020;
3. “Obscene” material as defined by Penal Code 43.21(a)(1);
4. “Sexually explicit material” as defined by Education Code 33.021(a);
5. “Profane content” as defined by Education Code 33.020;
6. “Pervasively vulgar” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
7. “Educationally unsuitable” material as referenced by the U.S. Supreme Court in *Board of Education v. Pico* and determined by administrative regulation;
8. Material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or
9. Any material legally prohibited from inclusion in a public school library.

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Library materials determined by the Texas Education Agency (TEA) to contain sexually relevant material as defined by Education Code 35.001(3) require parent permission to reserve, check out, or otherwise use outside the school library.

Collection Development Standards

Library materials in the library collection shall be chosen in accordance with state law. This policy shall be reviewed at least once every three (3) years and updated as needed. The Texas State Library and Archives Commission standards for school library collection development shall serve as the primary basis for developing and implementing the District’s library collection development standards. Library materials included in a campus collection should be categorized into one of the District’s identified book collections prior to inclusion in the collection. For administrative efficiency, the District shall identify its collections using the publishing industry’s standard collection titles of juvenile, young adult, and adult collections as defined in administrative regulation.

In the selection and acquisition of library materials and services, the District-level library supervisor and individuals designated by that supervisor, such as State Board for Educator Certification (SBEC) certified campus librarians, shall ensure that the materials and services comply with the mandatory collection development standards adopted by the Texas State Library and Archives Commission and consider the voluntary standards for school library services adopted by the Texas State Library and Archives Commission. The selection and determination of library materials should:

1. Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

In addition, the evaluation and selection of collection material should consider at least two (2) of the following standards:

1. Consideration of recommendations from students, 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 collection 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 the existing school library collection, and potential support of the school curriculum; or
5. Consideration of the 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 for school-aged readers, library science field experts, and highly acclaimed author and literacy expert recommendations.

Additional Standards for Fiction and Literary Non-Fiction

In addition to the collection standards stated above, prior to any fiction or literary non-fiction material being selected for inclusion in the Young Adult or Adult Collections, a library material shall have been read or reviewed and recommended for inclusion by the District-level library supervisor, a campus librarian, or individuals designated by the District-level library supervisor.

Acquisition and Procurement Procedures

Library materials that are newly acquired by donation or being considered for a new purchase by the District shall be posted on the District's website for at least thirty (30) days prior to the material being considered and approved by the Board for acquisition or purchase. Each Board member may propose changes to the proposed library materials before the Board takes action on the list. The Board shall either approve or reject the library materials that have been proposed for acquisition by donation or purchase at the first meeting on or after the expiration of the thirty (30) day posting of the library materials. This procedure does not apply to library materials currently in the District library catalog at the same level that are replacing lost or damaged materials or adding additional copies of a material. Approval of the Acquisition List encompasses all ISBN's associated with the listed materials.

Grade Span Access by Collection

The District shall ensure that the methods by which a student accesses library materials, including digital material, allows the student to only access grade-appropriate content.

The District-level library supervisor and individuals designated by that supervisor, such as SBEC certified campus librarians, shall apply access levels to library materials in the library collections by consulting professional reviews and/or recommendations from District librarians or individuals designated by the District-level library supervisor. Access levels shall be applied in accordance with administrative regulation and the following collection levels are available at campuses (content appropriate for the grade levels at that campus) as follows:

Grade Span	Collection Levels
Prekindergarten-grade 5	Juvenile (Primary), Juvenile (Older Elementary) Young Adult (Elementary)

Grade Span	Collection Levels
Grade 6-8	Juvenile (Middle School), Young Adult (Middle School), Adult (Middle School)
Grades 9-12	Juvenile (High School), Young Adult (High School), Adult (High School)

Parental Rights to Opt-Out

Parents may submit a list of specific library materials to which they wish to restrict their child's access and/or parents may restrict access to entire content collections in their child's grade span.

Parent Consideration

District staff may assist a student in selecting library material for choice reading; however, the ultimate determination of appropriateness and access to library materials for a student remains with that student's parent. Parents are encouraged to communicate with the campus librarian and their student's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

Challenged Resources

A parent of a District student, a District student who is 18 years of age or older, an individual employee in the District, or any District resident may challenge a library material maintained in the District's library collection on the basis that the library material fails to meet the standards set forth in this policy or the designated collection level for the library material is incorrect.

Guiding Principles

The following principles shall guide the Board, staff, and reconsideration committees in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, even though the professional staff and the Board followed the proper

procedure and adhered to the objectives and criteria for library materials set out in this policy.

2. Access to a challenged material shall be restricted during the formal reconsideration process.

3. The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use.

4. Library materials may not be removed based solely on the ideas contained in the material, or the personal background of the author or characters in the material. [EFB(LEGAL)]

Informal Reconsideration Required

Any objection or challenge to a library material must first be made through the informal reconsideration review process at the campus where the material is located. When a campus receives an objection or challenge to the appropriateness of a library material or its collection level, the campus librarian and a campus administrator shall try to resolve the matter informally. The librarian and administrator shall confer with the complainant regarding the specific concerns of the library material or assigned collection level.

If the complainant's concerns are not resolved through the informal process, the administrator shall refer the complainant to this policy and the required form to request a formal reconsideration of the library material on the District's website.

Formal Reconsideration

Reconsideration Committee

If the complainant is dissatisfied with the informal reconsideration review, the complainant may choose to request a formal reconsideration. A complainant must make any formal challenge to a library material on the TEA form posted on the District's website. A complainant shall submit the completed and signed form to the District-level library supervisor. Upon receipt of the form, the District-level library supervisor shall notify the campus principal and librarian at every campus where the library material is located of the challenge and shall provide a copy of the form to the Superintendent and the Board.

The District-level library supervisor shall appoint a reconsideration committee to hear the formal reconsideration request. The reconsideration committee should generally include a campus librarian, administrator, and parent from each campus or campus feeder pattern where the challenged material is located but may include fewer representatives if at multiple campuses and

determined appropriate by the District-level library supervisor. The committee may also include other members such as District-level staff, secondary-level students, and any other appropriate individuals determined by the District-level library supervisor.

Any member of the reconsideration committee must comply with the meeting requirements under Education Code 33.025(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety within forty-five (45) school days of formation of the reconsideration committee or as soon thereafter as reasonably possible given the length or complexity of the challenged resource or the number of pending reconsideration requests being considered. If the committee requires time beyond forty-five (45) school days because of the number of pending requests or the length or complexity of the challenged resources, the District-level library supervisor shall notify the complainant of the progress of the review and the estimated time period needed for the reconsideration committee to complete the review. However, notwithstanding the above, no review period shall take longer than ninety (90) calendar days after the date the request for reconsideration is received.

Once the review is completed, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be part of the library collection or assigned collection level. The committee shall prepare a written determination of its findings within ten (10) school days of the reconsideration committee meeting. The Board, the Superintendent, and the complainant shall receive copies of the determination.

Appeal

The decision of the reconsideration committee may be appealed to the Board by the individual who submitted the challenge. The individual must provide the notice of appeal in accordance with administrative regulation. The Board shall hear the appeal and render a decision in accordance with the timelines established in law. When considering an appeal, the Board shall consider the factors in Education Code 33.027(f) within the timelines established by law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as a classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Alternate Sources of Library Materials

The District shall accept gifts and donations to a campus library with the understanding that the library materials and monies to purchase library materials must be in accordance with District policy and the selection criteria noted above. [See CDC] Classroom library materials created or maintained to enhance the instructional program or for voluntary inquiry or self-selected reading by students shall be done in accordance with the selection criteria noted above.

Deselection of Library Materials

Campus library collections shall be evaluated periodically to appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. The Superintendent shall ensure administrative procedures are established for regular maintenance of the campus library collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]