



## PISD GUIDE TO SCHOOL LIBRARY SELECTION SPRING 2025

### STEP 1: CONFIRM ADDING THE MATERIAL TO THE COLLECTION WOULD SUPPORT

#### DISTRICT COLLECTION GOALS

1. Present multiple viewpoints related to controversial issues.
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

### STEP 2: CONFIRM ADDING THE MATERIAL TO THE COLLECTION WOULD SUPPORT

#### STATE COLLECTION GOALS

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. 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; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

### STEP 3: CONFIRM THE MATERIAL IS NOT IN VIOLATION OF PENAL CODE, PERVASIVELY VULGAR, OR EDUCATIONALLY UNSUITABLE

Library materials shall not include "harmful material" as defined by Penal Code 43.24(a)(2); "obscene" material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in Board of Education v. Pico; or any other material legally prohibited from inclusion in a public school library.

"Obscene" as defined by Penal Code means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes
  - a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
  - b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; AND
3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

"Harmful material" as defined by Penal Code means material whose dominant theme taken as a whole:

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; AND
3. Is utterly without redeeming social value for minors.



## STEP 4: EVALUATE ACCORDING TO THE TYPE OF MATERIAL AND REQUIREMENTS SPECIFIED

(See the [Collection Development Standards Evaluative Criteria List](#) for a key to the color and numeric coding. )

A library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. During the evaluative process, **consider the age groups, grade levels, and access to library materials by all students on a campus.**

<a href="#">Fiction (All Level)</a>	<a href="#">Manga (Secondary)</a>	<a href="#">Nonfiction (All Level)</a>	
<a href="#">Items in Other Languages</a>	<a href="#">Items Originally Published before 1970</a>	<a href="#">Professional Books</a>	<a href="#">eBooks &amp; eAudiobooks</a>

FICTION (All Level)	2	3	4	5
<p>1. All <a href="#">professional library reviews</a> located for an item should be read when making selection decisions.</p> <ul style="list-style-type: none"><li>All items must meet professional library review, award list, and/or review requirements in one of the combinations below.<ul style="list-style-type: none"><li>2 positive reviews from Tier 1 professional library review journals</li><li>1 review from Tier 1 professional review source and inclusion on a specified award list (awards lists may not be used to determine level placement)</li><li>1 review from a Tier 1 professional library review source and one from a Tier 2 source</li><li>2 reviews from Tier 2 professional review sources and inclusion on a specified award list (awards lists may not be used to determine level placement)</li><li>1 positive review from Tier 1 or 2 and <a href="#">consultation</a> with and approval by a district selection committee of librarians with a collective view on inclusion in the collections for students at that level</li><li>An <a href="#">extensive review of the text of item</a> and <a href="#">consultation</a> with and approval by a district selection committee of librarians with a collective view on inclusion in the collections for students at that level</li><li>Board books designed for EC/PK - 1 review from Tier 1 or 2</li></ul></li></ul> <div><p><b>Tier 1 Professional Library Review Sources:</b> Booklist, Bulletin of the Center for Children's Books, Horn Book, School Library Journal, Library Media Connection, &amp; VOYA (VOYA is out of print but may be used for older items)</p><p><b>Tier 2 Professional Library Review Sources:</b> Kirkus, Publishers Weekly, or Library Journal</p><p><b>Specified Texas and National Award Lists:</b> 2X2, Bluebonnet, Little Maverick, Lone Star, Maverick, Tayshas, Pura Belpre, Caldecott, Coretta Scott King, Geisel, Michael L. Printz, Newbery</p></div> <ul style="list-style-type: none"><li>The review(s) must favorably address the quality of the work. Use of language, character and plot development, illustrations and photographs, reader engagement and readability, and technical qualities all speak to literary or artistic value and merit.</li><li>The review must include at least one of the grade levels/ages served (or a level below) in order to meet this criteria, with the exception of early childhood campuses which may purchase books with reviews including birth through 1st grade.</li><li>If reviews contain identical age recommendations that span multiple levels (ex. 5th-8th grade), additional scrutiny is required. In these cases, research and the text of the review should be used to determine the target audience.</li><li>If professional reviews differ as to recommended age level ranges, the oldest age/grade level range should be used as the target audience unless approved by the appropriate level specific district library selection committee. For example, if one review is for</li></ul>				



grades 4-5 and another is for grades 6-8, use 6-8 as the target audience.

Recommended audiences of grades 10 & up are best suited to senior high and should not be purchased at the HS level.

- YA may only be purchased at secondary campuses. Middle school librarians should give special consideration to the maturity level and age range recommendations before purchasing YA.
- Unless approved by a district library selection committee, AD may only be purchased at schools with 12th grade students.
- Series books written for lower elementary and “middle grades” (generally 4th-6th grade) may be formulaic or literary in nature. Characteristics of formulaic fiction generally include utilization of the same overarching plot and text structure from book to book. Characters typically age very little and do not grow significantly in maturity from book to book. The content does not become more complex as the series progresses. Formulaic fiction is predictable. Examples include **Magic Tree House** and **Arthur**. In series books that are considered literary fiction, the characters, plot, and content are not predictable. **Harry Potter** is an example of a literary fiction series. Harry evolves throughout the books, the story becomes darker, and the characters and plot become more complex. If professional reviews cannot be located reviews for specific titles within a formulaic series, reviews from another book/books in the series will suffice.

2. Selection should take into account 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. Considerations for overall fit within the existing school library collection may include, but are not limited to, the following:
  - a. A book containing controversial issues must either provide balanced viewpoints on the issue or be part of a group of materials (several books, digital content, or a combination) that when taken as a whole provides balance and multiple viewpoints.
  - b. The collection should take into account students' varied interests.
  - c. The collection should provide a wide range of background information that will enable them to think critically.
  - d. The collection should provide inclusivity (race, religion, ethnicity, culture, geographic origin, background, race, gender, neurodiversity, physical ability, etc.) and multiple viewpoints.
  - e. Special attention should be given to materials that reflect the unique population of the school.
  - f. The collection should provide multiple reading levels appropriate to the students served.
  - g. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.
  - h. Potential support of the school curriculum and degree of student appeal.

### MANGA (Secondary)

2

3

Preliminarily publisher-specific rating scales are used to determine the intended audience for the content. Items marked as Mature, 18+, Adult, or with the words “explicit content” should not be purchased. Books marked for older teens or 16+ may only be considered at schools serving 11th-12th grade students. The following manga types are not permitted: Ecchi, Harem, Hentai, Josei, Redikomi, Seinen.

1. Librarian conducts an **extensive review** of the material.
2. Librarian submits title, author, series name (if applicable), and review of the work to the district's Manga Selection Committee for **consultation**. The Manga Selection Committee (a group of librarians) will meet to determine whether or not the item should be eligible for purchase.

### NONFICTION (All Level)

2

4

5

1. All **professional library reviews** located for an item should be read when making selection



decisions.

- All items must meet professional library review, award list, and/or library selection committee requirements in one of the combinations below.
  - 1 positive review from a Tier 1 professional library review journal
  - 2 positive reviews from Tier 2 professional library review sources
  - 1 positive review from a Tier 2 professional library review journal and inclusion on a specified award list (award lists may not be used to determine level placement)
  - Consultation with and approval by a district selection committee of librarians with a collective view on inclusion in the collections for students at that level

**Tier 1 Professional Library Review Sources:** Booklist, Bulletin of the Center for Children's Books, Horn Book, School Library Journal, Library Media Connection, & VOYA (VOYA is out of print but may be used for older items)

**Tier 2 Professional Library Review Sources:** Kirkus, Publishers Weekly, or Library Journal

**Specified Texas and National Award Lists:** 2X2, Bluebonnet, Little Maverick, Lone Star, Maverick, Tayshas, Texas Topaz, Pura Belpre, Caldecott, Coretta Scott King, Geisel, Newbery

- The review(s) should favorably address the quality of the work. Use of language, structure, illustrations and photographs, reader engagement and readability, and technical qualities all speak to literary or artistic value and merit. The review must include at least one of the grade levels/ages served (or a level below) in order to meet this criteria, with the exception of early childhood campuses which may purchase books with reviews including birth through 1st grade.
- If reviews contain identical age recommendations that span multiple levels (ex. 5th-8th grade), additional scrutiny is required. In these cases, research and the text of the review should be used to determine the target audience.
- If professional reviews differ as to recommended age level ranges, the oldest age/grade level range should be used as the target audience unless approved by the appropriate level specific district library selection committee. For example, if one review is for grades 4-5 and another is for grades 6-8, use 6-8 as the target audience.
- YA may only be purchased at secondary campuses. Middle school librarians should give special consideration to the maturity level and age range recommendations before purchasing YA.
- AD may not be purchased at EC-middle school.
- Nonfiction series books written for EC-middle school may be formulaic in nature. Characteristics of formulaic nonfiction consistent text and graphical features, structure, and readability throughout the series. The content does not vary in complexity. Formulaic nonfiction series often center around a general topic (animals, biomes, military, etc.), with each book in the series focusing on a different aspect of the topic (ex. A Biomes series might include separate books for Grassland, Tundra, Forest, etc.) Formulaic nonfiction is predictable. If a review for a specific title within the formulaic series cannot be located, a review from another book/books in the series will suffice.

2. Selection should take into account 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. Considerations for overall fit within the existing school library collection may include, but are not limited to, the following:

- a. A book containing controversial issues must either provide balanced viewpoints on the issue or be part of a group of materials (several books, digital content, or a combination) that when taken as a whole provides balance and multiple viewpoints.
- b. The collection should take into account students' varied interests.
- c. The collection should provide a wide range of background information that will enable them to think critically.
- d. The collection should provide inclusivity (race, religion, ethnicity, culture, geographic origin, background, race, gender, neurodiversity, physical ability, etc.) and multiple viewpoints.



- e. Special attention should be given to materials that reflect the unique population of the school.
- f. The collection should provide multiple reading levels appropriate to the students served.
- g. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.
- h. Potential support of the school curriculum and degree of student appeal.

#### ITEMS IN OTHER LANGUAGES

Based on type of material. (If professional reviews cannot be found for a specific translation, a book may still be purchased if the English language version meets all evaluation criteria.)

#### ITEMS ORIGINALLY PUBLISHED BEFORE 1970

2

4

Professional reviews for books considered part of the “literary canon” and religious or historical texts may not be available, especially those published before 1970. Librarians should take into account whether or not these items are in the public domain and degree of student appeal when considering these materials. Librarians must use at least 2 of the following to determine whether or not an item meets selection criteria.

1. Consultation with and approval by a district selection committee of librarians with a collective view on inclusion in the collections for students at that level
2. Context of the library material, including overall fit within the existing collection and support of district curriculum.

#### PROFESSIONAL BOOKS

2

3

5

Professional books that are not specific to a grade level and/or subject and are designed for short term use by staff may be considered for inclusion in Professional collections. Librarians must use at least 2 of the following to determine whether or not an item meets selection criteria and provide documentation on how the material meets selection criteria.

1. Consultation with district teachers and library staff.
2. Extensive review of the library material.
3. Reviews of the library material from sources such as 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.

#### EBOOKS & EAUDIOBOOKS

Ebooks and audiobooks are purchased centrally and provisioned by level. The same evaluative criteria used for print books are used for individually purchased audiobooks and ebooks. In the event a review is not available for the audio and/or digital version of a book, the print book review would be used.

A database of digital content that is sold as a bundle (ex. Tumblebooks, World Book) is evaluated as a whole package.



## Collection Development Standards Evaluative Criteria List

The TSLAC ***School Library Programs: Collection Development Standards***, as seen in [13 TAC 4.2](#), EFB (Legal), and EFB (Local), specify that the evaluation of library materials must include at least 2 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 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; or
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.

The alignment between the TSLAC evaluative criteria and Step 4 of this guide, *Evaluate According to the Type of Material and Requirements Specified*, is represented by color coded numbers within Step 4.