

HERNANDO COUNTY SCHOOL DISTRICT

MEDIA HANDBOOK



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TABLE OF CONTENTS

Section I Introduction

- A. District Mission
- B. Mission
- C. Purpose
- D. Goals
- E. Roles and Responsibilities
- F. Information Literacy Standards
- G. American Library Association Library Bill of Rights

Section II Policies and Guidelines

- A. Florida Statutes
- B. Instructional Materials Program
- C. Educational Media Materials Selection
- D. Challenges to Adoption or Use of Instructional, Library or Reading List Materials
- E. Copyrighted Materials

Section III Managing the Collection

- A. Collection Development
- B. Purchasing Procedures
- C. Lost and Damaged Materials
- D. Weeding and Discarding Materials
- E. Accepting Donations
- F. Organizing the Collection
- G. Interlibrary Lending
- H. Inventory

Section IV Media Activities

- A. Public Relations/Marketing
- B. Media Availability
- C. Book Fair Procedures
- D. State and National Library Celebrations
- E. Sunshine State Young Readers Award (SSYRA) Guidelines
- F. Professional Organizations

Section V Appendix

- A. Request for Reconsideration of Media Materials/Instructional Materials (Revised)
- B. Recommendation of Media Review Committee for Reconsideration of Media Materials (Revised)
- C. Collection Development Criteria
- D. Organizational Flow Charts – with Media Personnel
- E. Organizational Flow Charts – w/o Media Personnel
- F. Property Transfer Form [SO-PC-009 Property Transfer Form \(hcsb.k12.fl.us\)](#)

MEDIA HANDBOOK

Section I INTRODUCTION

A. District Mission

The Hernando County School District collaborates with parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

B. Mission

The mission of the Hernando County School District library media centers is to provide a broad range of educational material to enrich and support the curriculum and to meet the needs of individual students and teachers.

C. Purpose

1. Encourage and support the love of reading and learning.
2. Increase access to provide excellence in the library media centers' resources, facilities, and services.
3. Enrich and support the curriculum.
4. Meet the needs of individual students and teachers.
5. Impact the instructional program for students by strengthening the teaching/learning process through staff development, curriculum integration, and information literacy.
6. Build community connections among school library media centers, public libraries and other sources of information.
7. Stimulate student, parent, school, and community partnerships.

D. Goals

1. To expose our students to a wide variety of literature and literature-based activities that will encourage them to become lifelong readers for learning and pleasure.
2. To provide print and non-print materials in all formats that support the curriculum of our schools and that meet the instructional and individual information needs of our students.
3. To inspire students and staff to become effective users of ideas and information.
4. To create and maintain a trusting and caring environment.

E. Roles and Responsibilities

1. Media Specialist at the School Level

1012.01(2)(c) F.S. Librarians/media specialists - Librarians/media specialists are staff members responsible for providing school library media services. These employees are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study. The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where the students may explore more fully classroom subjects that interest them. They can expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where the students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

As a teacher, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations - particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff - both to expand their general understanding of informational issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

2. Media Specialist at the District Level

District Media Specialists (DMS) will assist District Personnel as well as School Media Personnel through the entire textbook adoption process. This includes but is not limited to: Inventory, Processing, Cataloging, and Distribution of materials at all school sites.

Arrival of New Materials- As textbook/library materials arrive at school sites without Media Personnel on staff – District Media Specialists (DMS) are contacted by schools to help assist with verifying delivery, processing/cataloging of materials and distribution of materials to teachers and students.

Out of Adoption Materials – At school sites with no Media Personnel on staff – DMS are contacted by school sites to help assist with deletion of out of adoption materials from collections, preparing materials for transfer, and coordinating with district warehouse for transfer.

School Media Personnel – DMS will assist ALL school-based media personnel as needed throughout the course of the school year.

Curating list of books removed from school sites due to objections to materials used in classrooms, made available in school library, or included on a reading list (1006.28(2) F.S.).

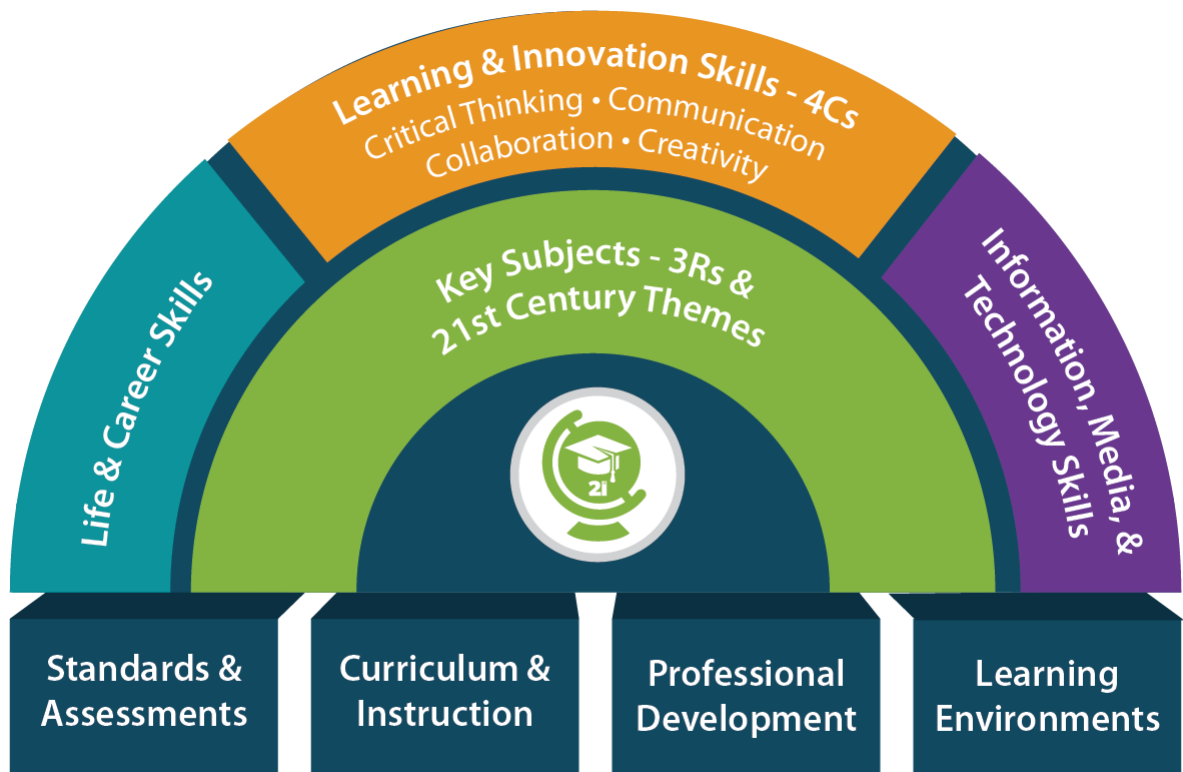
Dual Enrollment – DMS will assist with the organization, collating, cataloging and distribution of materials to students at a Dual Enrollment site(s).

State Mandated Media Training HB 1467, s. 1006.29(6), s. 1006.31(2),

Any additional roles and responsibilities as per HB 1467.

F. Information Literacy Standards

Framework for 21st Century Learning



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https://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf

AASL Standards Framework for Learners



AASL Standards Framework for Learners

| SHARED FOUNDATIONS AND KEY COMMITMENTS | | | | | | |
|--|--|---|--|---|--|---|
| DOMAINS AND COMPETENCIES | I. INQUIRE | II. INCLUDE | III. COLLABORATE | IV. CURATE | V. EXPLORE | VI. ENGAGE |
| | Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. | Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. | Work effectively with others to broaden perspectives and work toward common goals. | Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. | Discover and innovate in a growth mindset developed through experience and reflection. | Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. |
| A. THINK | Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. | Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community. | Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction. | Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use. | Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth. | Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. |
| B. CREATE | Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. | Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. | Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. | Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. | Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making. | Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately. |
| C. SHARE | Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. | Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. | Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes. | Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites. | Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem. | Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience. |
| D. GROW | Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. | Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community. | Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility. | Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate. | Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth. | Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. |

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Florida Standards

<https://www.fldoe.org/academics/standards/>
www.cpalms.org/Public/search/Standard

G. American Library Association Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

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.
7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

www.ala.org/advocacy/intfreedom/librarybill

Section II

POLICIES AND GUIDELINES

A. Florida Statutes

847.012-F.S. - Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty.

1. As used in this section, "knowingly" means having the general knowledge of reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both:
 - (a) The character and content of any material described herein which is reasonably susceptible of examination by the defendant, and
2. The age of the minor; A person's ignorance of a minor's age, a minor's misrepresentation of his or her age, a bona fide belief of a minor's age, or a minor's consent may not be raised as a defense in a prosecution for a violation of this section.
3. A person may not knowingly sell, rent, or loan for monetary consideration to a minor:
 - (a) Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors, or
 - (b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording which contains any matter defined in s. 847.001, explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.
4. A person may not knowingly use a minor in the production of any material described in subsection (3), regardless of whether the material is intended for distribution to minors or actually distributed to minors.
5. An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3). As used in this subsection the term "school property" means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or non-public. This subsection does not apply to the distribution or posting of school-approved instructional materials that by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school volunteers, educational support employees, or managers as those terms are defined in s. 1012.01.
6. Any person violating any provision of this section is guilty of a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.
7. Every act, thing, or transaction forbidden by this section constitutes a separate offense and is punishable as such.

8. (a) The circuit court has jurisdiction to enjoin a violation of this section upon complaint filed by the state attorney in the name of the state upon the relation of such state attorney.
- (b) After the filing of such a complaint, the judge to whom it is presented may grant an order restraining the person complained of until final hearing or further order of the court. Whenever the relator state attorney requests a judge of such court to set a hearing upon an application for a restraining order, the judge shall set the hearing for a time within 3 days after the making of the request. The order may not be made unless the judge is satisfied that sufficient notice of the application therefor [sic] has been given to the party restrained of the time when and place where the application for the restraining order is to be made.
- (c) The person sought to be enjoined is entitled to a trial of the issues within 1 day after joinder of issue, and a decision shall be rendered by the court within 2 days after the conclusion of the trial.
- (d) If a final decree of injunction is entered, it must contain a provision directing the defendant having the possession, custody, or control of the materials, matters, articles, or things affected by the injunction to surrender the same to the sheriff and requiring the sheriff to seize and destroy the same. The sheriff shall file a certificate of her or his compliance.
- (e) In any action brought as provided in this section, a bond or undertaking may not be required of the state or the state attorney before the issuance of a restraining order provided for by paragraph (b), and the state or the state attorney may not be held liable for costs or for damages sustained by reason of the restraining order in any case where a final decree is rendered in favor of the person sought to be enjoined.
- (f) Every person who has possession, custody, or control of, or otherwise deals with, any of the materials, matters, articles, or things described in this section, after the service upon her or him of a summons and complaint in an action for injunction brought under this section, is chargeable with knowledge of the contents and character thereof.
9. The several sheriffs and state attorneys shall vigorously enforce this section within their respective jurisdictions.
10. This section does not apply to the exhibition of motion pictures, shows, presentations, or other representations regulated under s. 847.013. **847.0133** F.S. - A person may not knowingly sell, rent, loan, give away, distribute, transmit, or show any obscene material to a minor. For purposes of this section "obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter of any such character which may or may not require mechanical or other means to be transmuted into auditory, visual, or sensory representations of such character, or any article or instrument for obscene use, or purporting to be for obscene use or purpose. The term

"obscene" shall have the same meaning as set forth in s. 847.001. (847.01 is a 3-page document that defines obscenity)

1003.42 Required Instruction

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school wide character building and veteran awareness initiative meets the requirements of paragraph (t).

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- (b) No race is inherently superior to another race.
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.

(1) DEFINITIONS. —

(a) As used in this section, the term:

- 1. "Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.
- 2. "Instructional materials" has the same meaning as in s. 1006.29(2).
- (b) As used in this section and s. 1006.283, the term "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

(c) As used in this section and ss. 1006.283, 1006.32, 1006.35, 1006.37, 1006.38, 1006.40, and 1006.42, the term “purchase” includes purchase, lease, license, and acquire.

(2) DISTRICT SCHOOL BOARD. —The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:

(a) *Courses of study; adoption.* —Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the stateadopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available.

2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:

a. An instructional material does not meet the criteria of s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. 1006.283(2)(b)8., 9., and 11.

b. Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

3. Each district school board must establish a process by which the parent of a publicschool student or a resident of the county may contest the district school board’s adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district’s website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3) (d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each

petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.

4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.

(b) *Instructional materials.* —Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.* —Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

1. Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district.

The procedures must:

a. Require that book selections meet the criteria in s. 1006.40(3) (d).

b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.

c. Provide library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2.

3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

(e) *Public participation.* —Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:

1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2) (b) 8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and ¹provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.
3. Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:
 - a. Each material for which the school district received an objection pursuant to subparagraph (a) 2. for the school year and the specific objections thereto.
 - b. Each material that was removed or discontinued as a result of an objection.
 - c. The grade level and course for which a removed or discontinued material was used, as applicable.

The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

(3) DISTRICT SCHOOL SUPERINTENDENT. —

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

(4) SCHOOL PRINCIPAL. —The school principal has the following duties for the management and care of materials at the school:

- (a) *Proper use of instructional materials.* —The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.
- (b) *Money collected for lost or damaged instructional materials; enforcement.* — The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.
- (c) *Sale of instructional materials.* —The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.
- (d) *Disposition of funds.* —All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.
- (e) *Accounting for instructional materials.* —Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.
- (f) *Selection of library media center materials.* —School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.

1006.29 State Instructional Materials and Reviewers

- (5) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.
- (6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that

all school librarians and media specialists employed by the district have completed the online training program.

1006.31 Duties of the Department of Education and School District Instructional Materials Reviewer

2) EVALUATION OF INSTRUCTIONAL MATERIALS. —To use the selection criteria listed in s. 1006.34(2) (b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s.847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

- (a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.
- (b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.
- (c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.
- (d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).

1006.34 (2) (b) Powers and Duties of the Commissioner and the Department in Selecting and Adopting Instructional Materials

In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:

- 1. The age of the students who normally could be expected to have access to the material.
- 2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as

provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.

3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.

4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

1006.40 Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for:

1. The purchase of library and reference books and nonprint materials.
2. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.
3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(d) Any materials purchased pursuant to this section must be:

1. Free of pornography and material prohibited under s. 847.012.
2. Suited to student needs and their ability to comprehend the material presented.

3. Appropriate for the grade level and age group for which the materials are used or made available.
- (4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:
 - (a) Maximize student use of the district-approved instructional materials.
 - (b) Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by s. 1003.42, which satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.
- (5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.
- (6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.
- (7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list. However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

1014.04 Parental rights-

- (1) All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, including, but not limited to, all of the following rights of a parent of a minor child in this state:
 - (a) The right to direct the education and care of his or her minor child.

B. Instructional Materials Program

INSTRUCTIONAL MATERIALS PROGRAM (School Board Policy 2521)

The School Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and

to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school. Instructional materials used in the District shall be consistent with the District goals and objectives and the course descriptions established by the State Board of Education and the State standards provided for in F.S. 1003.41.

State law requires the Board to provide adequate instructional materials free of charge to students who are enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's IEP. Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

The Board hereby establishes an instructional materials program that includes the review, recommendation, adoption, and purchase of instructional materials. The program shall be implemented in accordance with the terms of this policy and administrative procedures adopted in accordance herewith. The program shall comply with all applicable provisions of F.S. Chapter 1006, Part I, F. Instructional Materials for K-12 Public Education.

The Superintendent shall certify to the Florida Department of Education (FLDOE) by March 31st of each year that all instructional materials for core courses used by the District are aligned with applicable State standards. A list of the core instructional materials that will be used or purchased for use by the District shall be included in the certification.

Selection, Duties, and Qualifications of Reviewers, Review of Instructional Materials, Recommendations of Reviewers, and Selection of Instructional Materials by Reviewer

The Board may employ or contract with one (1) or more instructional materials reviewers, one (1) or more of whom must be a parent with a child in a District public school. The qualifications of the instructional materials reviewer shall be set forth in the Board-approved job description for the position, or, alternatively, in the contract for services. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of District students.

The duties of an instructional materials reviewer are:

A. Procedures

To adhere to prescribed procedures for evaluating instructional materials submitted by publishers and manufacturers in each adoption.

B. Review, Recommendations, and Selection of Instructional Materials by Reviewer

1. Reviewers shall utilize the selection criteria set forth in State law, including F.S. 1006.34(2) (b) and recommend for adoption only those instructional materials aligned with State standards provided for in F.S. 1003.41.
2. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under F.S. 847.12, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:
 - a. include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles and the role and contributions of the entrepreneur and labor in the total development of this State and the United States;
 - b. include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances;
 - c. include materials that encourage thrift, fire prevention, and humane treatment of people and animals;
 - d. require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain that Declaration of Independence and the Constitution of the United States;

A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.

3. In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:
 - a. the age of the students who normally could be expected to have access to the material;
 - b. the educational purpose to be served by the material;

In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the State and Board performance standards provided for in F.S. 1001.03(1) and which include the instructional objectives

contained within the curriculum frameworks approved by rule of the State Board of Education.

- c. the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal instructional program;
- d. the consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this State.

4. Any instructional material containing pornography or otherwise prohibited by F.S. 847.012 may not be used or made available within any public school.

After a thorough study of all data submitted on each instructional material, the reviewer shall submit an electronic report to the Superintendent for presentation to the Board. The report shall be in substantially the same format as the form used by the FLDOE. All instructional materials recommended by a reviewer shall be accompanied by a statement from the reviewer that the materials align with State standards pursuant to F.S. 1003.41 and the requirements of F.S. 1006.31.

Certification of the Accuracy of Instructional Materials

In addition to relying on statements of publishers or manufacturers of instructional materials, the reviewer may, with the approval, and subject to the direction of the Superintendent, conduct or cause to be conducted an independent investigation to determine the accuracy of State-adopted instructional materials.

When errors in Board-adopted materials are confirmed, the publisher of the materials shall provide to each district school board that has purchased the materials the corrections in a format approved by the department.

The Board may remove materials from the list of Board-adopted materials if it finds that the content is in error and the publisher refuses to correct the error when notified by the Board.

The Board may remove materials from the list of Board-adopted materials at the request of the publisher if, in its opinion, there is no material impact on the State's education goals.

Affidavit of Instructional Materials Reviewer

Before commencing their duties, a District instructional materials reviewer shall execute an affidavit which substantially includes the following requirements of F.S. 1006.30:

- A. The reviewer will faithfully discharge the duties imposed upon them.
- B. The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.
- C. The reviewer is in no way connected with the distribution of the instructional materials.

- D. The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
- E. The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or their agent or anyone interest in, or intending to bias their his/her judgment in any way in, the selection of any materials to be adopted.
- F. The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during their his/her review of the instructional materials submitted for adoption.

Board Adoption of Instructional Materials

After receipt from the Superintendent of a reviewer's electronic report and recommendation, the Board shall publish a notice indicating the date, time, and location of an open public hearing to address the recommended instructional materials. The public shall have an opportunity to provide public comment at the public hearing.

Following the public hearing, the Board shall publish notice indicating the date, time, and location of an open public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the Board instructional materials review process pursuant to this policy. This public meeting will be held on a different date than the public hearing. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Notice of the public hearing and public meeting identified herein shall specifically identify which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review. The hearing must allow the parent of a District student or a resident of the county to proffer evidence that a recommended instructional material does not meet the criteria provided in F.S. 1006.31(2), taking into consideration course expectations based on the District's comprehensive plan for student progression under F.S. 1008.25(2) and course descriptions in the course code directory.

For purposes of this policy, "resident" means a resident of the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied by them him/her as their his/her residence, or has established a domicile in Florida pursuant to F.S. 222.17.

At least twenty (20) calendar days before the Board hearing and public meeting, the Board shall make available online to the public through the District's website all student editions of the recommended instructional materials. In making these materials available, District staff shall implement reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.

Publication on Website

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a District employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess student interest in the subject(s) presented and the ability of students to comprehend the material presented. Books selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal or Supervisor of Literacy, Intervention & Elementary Academic Programs of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards, out-of-date content, or status following a parent's or community member's objection.

The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.

Access

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

Each elementary school will publish on its website, in a searchable format, a list of all materials maintained in the school library media center which can be checked out or used by a student or required as part of a school or grade-level reading list.

The format must:

- A. identify the type of material maintained in the library media center by category, such as books, eBooks, periodicals, and videos;
- B. list, at a minimum, the following information:
 - 1. The title and author for books and e-books;
 - 2. The name or title for periodicals and videos; and,
 - 3. The title for any other material maintained in the media center.
- C. Books and e-books must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

Purchase of Instructional Materials, Including Advertising and Bidding

Beginning on or before May 15th of any year in which an instructional materials adoption is to be initiated, the District shall advertise in a local newspaper of general circulation four (4) weeks preceding the date on which the bids shall be received, that at a certain designated time, not later than June 15th, sealed bids or proposals to be deposited with the District will be received from publishers or manufacturers for the furnishing of instructional materials proposed to be adopted as listed in the advertisement beginning April 1st following the adoption.

The advertisement shall state that each bidder shall furnish electronic sample copies of all instructional materials submitted, at a time designated by the District, which copies shall be identical with the copies approved and accepted by State instructional materials reviewers, and with the copies furnished to the District and Superintendent.

The advertisement shall state that a contract covering the adoption of the instructional materials shall be for a definite term. The advertisement shall fix the time within which the required contract must be executed and shall state that the District reserves the right to reject any or all bids.

The advertisement shall give information regarding digital specifications that have been adopted by the Board, including minimum format requirements that will enable electronic and digital content to be accessed through the District's local instructional improvement system and a variety of mobile, electronic, and digital devices. Beginning with specifications released in 2014, the digital specifications shall include requiring the capability for searching by State standards and site and student-level licensing. Such digital format specifications shall be

appropriate for the interoperability of the content. The Board will not adopt specifications that require the instructional materials to include specific references to State mandated testing and State academic standards and benchmarks at the point of student use.

The bids submitted shall be for furnishing the designated materials in accordance with specifications of the District. The bid shall state the lowest wholesale price at which the materials will be furnished, at the time the adoption period provided in the contract begins. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Each publisher or manufacturer of instructional materials who submits a bid under this part is required to deposit with the District such sum of money or certified check as may be determined by the District, the amount to be not less than \$500 and not more than \$2,500, according to the number of instructional materials covered by the bid, which deposit shall be forfeited to the Board and placed in the (General Revenue Fund) General Fund if the bidder making the deposit fails or refuses to execute the contract and bond within thirty (30) days after receipt of the contract in case their bid or proposal is accepted. The District shall, upon determining that the deposit is correct and proper, deposit the funds in an interest bearing trust account and issue an official receipt.

Sample copies of all instructional materials that have been made the bases of contracts under this policy shall upon request for the purpose of public inspection, be made available by the publisher to the Department of Education and the Superintendent from the State list upon request for the purpose of public inspection.

Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Review Cycle for Instructional Materials by Subject Area

By April 15th of each school year, the instructional material reviewer shall review all instructional materials and evaluate the content for alignment with applicable State Standards. The reviewer shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewer. The reviewer shall rate the material on the instructional usability of the resources.

Compliance with F.S. 1006.32, Relating to Prohibited Acts

In accordance with State law, this policy strictly prohibits any individual or the Board from engaging in any of the prohibited acts set forth in F.S. 1006.32.

Parental Notification of Access to Student's Instructional Materials and Access to Materials and Books in District Libraries

The District shall notify parents through the District's website and in writing annually of their ability to access their children's instructional materials through the District's local instructional improvement system. The notification shall encourage parents to access the local instructional improvement system.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

Maximization of Student Use of District-approved Instructional Materials

In order to maximize student use of authorized instructional materials, the Board shall: A. purchase current instructional materials to provide each student with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12;

B. by the 2015-2016 fiscal year, use at least fifty percent (50%) of the annual allocation for the purchase of digital or electronic instructional materials included on the State-adopted list, except as otherwise authorized by law or rules of the State Board of Education;

C. use up to 100% of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and up to seventy-five percent (75%) of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the State-adopted list, which shall be used for the purchase of instructional materials or other items having intellectual content which assist in the instruction of a subject or course.

These items may be available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, replacements for items which were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools.

The Superintendent shall implement procedures that will assure the maximum use by the students of the authorized instructional materials.

Required Curriculum

Nothing in this policy shall limit or remove the responsibility of the Board to include in its curriculum the required instruction specified in State law including, but not limited to, the following:

- A. The history of the United States; the history of the Holocaust.
- B. The history of African Americans.
- C. The study of Hispanic contributions to the United States.
- D. The study of women's contributions to the United States.
- E. The nature and importance of free enterprise to the United States economy.
- F. The elementary principles of agriculture; and kindness to animals.

Publisher and Manufacturer Duties, Responsibilities, and Requirements

In accordance with State law, all publishers and manufacturers of instructional materials, and their representatives, must comply with the requirements of F.S. 1006.38. These requirements include, but are not limited to, the following:

- A. Electronically deliver fully developed sample copies of all instructional materials upon which bids are based to the department pursuant to procedures adopted by the State Board of Education.
- B. Submit, at a time designated in F.S. 1006.33, the following information:
 - 1. Detailed specifications of the physical characteristics of the instructional materials, including any software or technological tools required for use by the District, school, teachers, or students. The publisher or manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.
 - 2. Evidence that the publisher or manufacturer has provided materials that address the performance standards provided for in F.S. 1001.03(1) and that can be accessed through the District's digital classrooms plan and a variety of electronic, digital, and mobile devices.
 - 3. Evidence that the instructional materials include specific reference to Statewide standards in the teacher's manual and incorporate such standards into chapter tests or the assessments.
- C. Make available for purchase by the Board any diagnostic, criterion-referenced, or other tests that they may develop.
- D. Furnish the instructional materials offered by them at a price in the State which, including all costs of electronic transmission, may not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.
- E. Reduce automatically the price of the instructional materials to the Board to the extent that reductions are made elsewhere in the United States.
- F. Provide any instructional materials free of charge in the State to the same extent as they are provided free of charge to any state or school district in the United States.
- G. Guarantee that all copies of any instructional materials sold in this State will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up-to date as may be required by the department.

- H. Agree that any supplementary material developed at the District or State level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.
- I. Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the State.
- J. Maintain or contract with a depository in the State.
- K. For the core subject areas specified in F.S. 1006.40(2), maintain in the depository for the first three (3) years of the contract an inventory of instructional materials sufficient to receive and fill orders.
- L. For the core subject areas specified in F.S. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.
- M. Accurately and fully disclose only the names of those persons who actually authored the instructional materials.
- N. Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the Board for the reproduction of instructional materials and supplementary materials in Braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials.

Assessment and Collection of Fees

The Board shall not assess and collect fees from publishers participating in the instructional materials approval process.

The amount of fees assessed and collected shall be posted on the District's website and reported to the Florida Department of Education. The fees shall not exceed the actual cost of the review process, and the fees shall not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes.

The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of the District's instructional staff is absent from the employee's assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with F.S. 112.061 for actual service in meetings.

Instructional materials that have been reviewed by the District instructional materials reviewers and approved must have been determined to align with all applicable State standards pursuant to F.S. 1003.41 and the requirements in F.S. 1006.31. The Superintendent shall annually certify to the FLDOE that all instructional materials for core courses used by the District are aligned with all applicable State standards.

A list of all approved instructional materials shall be maintained by the Superintendent and made available for the use of the instructional staff.

Fees Charged to Parents

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping, plus ten percent (10%).

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

Free School-Related Instructional Materials

Free instructional materials may be accepted for classroom and school purposes under conditions that meet all the following criteria:

- A. Educational films should contain a minimum amount of commercial advertising.
- B. The advertising feature of the materials should be minimized.
- C. The materials should fill a legitimate purpose of the school curriculum.
- D. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.

Equipment or Instructional Materials Vendors

The principal may permit vendors to demonstrate and show only that equipment and instructional materials which can be used to improve the instructional program, and which are under consideration for purchase by the school.

Public Inspection of Sample Copies of Instructional Materials

In addition to the requirements for public inspection of sample copies of instructional materials required by this policy, the Board shall make available for public inspection sample copies of all instructional materials that have been purchased by the Board. Members of the public seeking to inspect these materials shall contact the Directors of Elementary and Secondary Curriculum.

The process to challenge and/or object to the adoption of instructional materials is set forth in Policy 2520.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who score below a level 3 in the preceding year's Statewide English Language Arts Assessment (ELA) or having a substantial reading deficiency. The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall coordinate with each charter school it sponsors for the purposes of identifying eligible students, notifying parents, coordinating book deliveries, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative.

The Statewide ELA is not the sole determiner of promotion. Additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and schools in identifying the reading level of the student. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school begin collecting evidence for a portfolio. © Neola 2022 Legal F.S. 119.071 F.S. 1001.215 F.S. 1002.22 F.S. 1003.41 F.S. 1003.485 F.S. 1006.28 F.S. 1006.28 through 1006.42 F.S. 1008.22 F.S. 1008.25(5) (a) F.S. 1008.25(5) (c) F.S. 1014.05 F.A.C. 6A-6.03028 34 C.F.R. Part 300.

C. Educational Media Materials Selection

1. Criteria for Selection of Educational Materials

Excerpts below are from Florida's state mandated media specialist training:

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Criteria for Selection of Library Materials Section 1006.40(3)(d), F.S.

All materials in a school library or included on a reading list must be:

1. Free of Pornography and material prohibited under s. 847.012, F.S.
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used and made available.

Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:

- Student ability to comprehend material.
 - The degree to which the material will be explained/supplemented by classroom instruction.
 - The educational purpose of the material.
 - The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
 - Age and grade level of students
 - Maturity of students
 - Err on the side of caution Section 1006.34(2) (b), F.S.
1. The age of the students who normally could be expected to have access to the material.
 2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.
 3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
 4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.

Section 1006.28(2) (d) 2. F.S.

- a. Require that book selections meet the criteria in s. 1006.40(3)(d).
- b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.
- c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.
- d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state

academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2.

Statute 847.012

Full statute:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0800-0899/0847/Sections/0847.012.html

- Materials Prohibited by Section 847.012, F.S. An adult may not knowingly distribute to a minor on school property:
- Any picture...or visual representation of a person or a portion of a human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.
- Any book, pamphlet, magazine [or] printed matter...that contains...explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.

The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes 847.001

"Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

- (a) predominantly appeals to a prurient, shameful, or morbid interest
- (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and
- (c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

2. Selection and Adoption of Instructional Materials (School Board Policy 2520)

The School Board adopts courses of study pursuant to State Law and Policy 2220. When adopting courses of study, State Law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal Law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

As required by State Law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course description established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption of instructional materials that addresses the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F. S. 286.011. A committee convened for such purposes must include parents of District students.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open publicly noticed meeting following the meeting at which the instructional materials are adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Publication on Website

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in are commended or assigned school or grade level reading list must be selected and approved by a District employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or gradelevel reading list.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in Kindergarten through Grade 12 will have a major tool of instruction in core courses - subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and materials prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

In any year in which the total instructional materials allocation for District has not been expended or obligated prior to June 30th the unobligated amount shall be carried forward and added to the next year's allocation.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students shall be responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss

may result in the suspension of the student from participation in extra-curricular activities, or the debt may be satisfied by the student performing community service activities at the school as determined by the school principal.

Any student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.

Cost of materials may be charged for materials use in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

Free School-Related Instructional Materials

Free instructional materials may be accepted for classroom and school purposes under conditions that meet all the following criteria:

- A. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.
- B. The materials should fill a legitimate purpose of the school curriculum.
- C. The advertising feature of the materials should be minimized.
- D. Educational films should contain a minimum amount of commercial advertising.

Equipment or Instructional Materials Vendors

The principal may permit vendors to demonstrate and show only that equipment and instructional materials which can be used to improve the instructional program and which are under consideration for purchase by the school.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who are reading below grade level and to improve the literacy skills of students in K-12. The District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. The District must participate in the initiative by partnering with local nonprofit organizations and raising

awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall coordinate with each charter school it sponsors for the purposes of identifying eligible students, notifying parents, coordinating book deliveries, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative.

3. Challenges to Adoption or Use of Instructional, Library, or Reading List Materials (School Board Policy 2522)

The following individuals may contest the adoption of a specific instructional material, or object to the use of specific material used in a classroom, made available in a school library, or included on a reading list:

- A. parent of a student in the district; and
- B. resident of the county.

For purposes of this policy, "parent" means a parent of a student enrolled in the District's schools. "Resident" means a person residing in the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied by them as their residence, or has established a domicile in Florida pursuant to F.S. 222.17.

Contest of School Board's Adoption

Filing a Petition

A parent or resident must file a petition with the Board within thirty (30) calendar days after the Board's adoption of specific instructional material, on a form provided by the Board. The petition form shall be publicly available by visiting any school in person or by accessing the link on the Board's website. The petition must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3) (d).

Timeframe for Hearing

When the thirty (30) calendar day period following Board adoption of the instructional material in question has expired, the Board will conduct at least one (1) open public hearing before an unbiased and qualified hearing officer for all timely petitions received.

Hearing Officers

Hearing officers are not employees or agents of the District with the exception of any agreement entered into for purposes of conducting the hearings set forth herein. Hearing officers shall be selected annually by the Board from a list of candidates provided by the Superintendent.

Procedures for Hearings

Petitioners will have an adequate and fair opportunity to be heard and present evidence to the hearing officer. Hearings shall be conducted as follows:

- A. The petitioner may make an opening statement.
- B. The District's representative may make an opening statement.
- C. The petitioner may present evidence (including documents and testimony from witnesses) that instructional material does not meet the criteria of F.S. 1006.31(2) or 1006.40(3) (d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2) (b) 8., 9., and 11.
- D. The District representative may present evidence (including documents and testimony from witnesses) that the instructional material does meet the criteria of F.S. 1006.31(2) or 1006.40(3) (d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2) (b) 8., 9., and 11.
- E. The petitioner may make a closing statement.
- F. The District representative may make a closing statement.

Within fourteen (14) days of the date of the hearing, the hearing officer shall submit a recommended order to the Board. The Board shall consider the recommended order and enter a final order at a publicly noticed Board meeting. If the petitioner proves that the instructional material does not meet the criteria required under F.S. 1006.28, or contains prohibited material under that statute, the material shall be removed in accordance with Florida law. The Board's decision is final and not subject to further petition or review.

Hearings under this policy are not subject to the provisions of F.S. Chapter 120.

Objections to Material Used in Classrooms, Made Available in School Library, or Included on a Reading List

Parents and residents of the county may object to the use of a specific instructional material in the classroom, made available in a school library, or included on a reading list, based on the criteria set forth in F.S. 1006.28(2) (a) 2. or F.S. 1014.05(1) (c).

All challenges under this policy shall be addressed as follows:

- A. The complaint is to be addressed to the School Principal, in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material challenged;
 5. sections challenged, by page and item;
 6. whether the challenged material contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.
- B. Upon receipt of the information, the Principal may after advising the Assistant Superintendent of Teaching and Learning of the complaint, and upon the Assistant Superintendent's approval, appoint a review committee which will consist of one (1) or more instructional staff members including Media Specialist, District Official, Curriculum Member, Principal, Teacher; Community Member; a parent of a student enrolled in the school district; one (1) or more lay persons knowledgeable in the area.
- C. The committee, in evaluating the questioned material, shall be guided by the following criteria: the appropriateness of the material for the age and maturity level of the students with whom it is being used, the accuracy of the material, the objectivity of the material, the use being made of the material.
- D. The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.
- E. The committee's recommendation shall be reported to the Superintendent in writing within fifteen (15) business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.
- F. The Board will review the case, including all evidence proffered by the complainant, during a publicly noticed Board meeting. The Board shall announce during the meeting whether the challenged material meets the requirements of this Policy. The complainant shall submit any additional evidence for the Board's consideration no later than fourteen (14) days before the meeting at which the Board will consider the challenge.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some.

Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

The Board shall discontinue use of any material challenged under this policy if it contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.

The decision of the Board shall be final.

E. Copyrighted Materials

The District shall abide by all provisions of the copyright laws.

1. Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.
2. The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.
3. Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.
4. Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.
5. Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the District by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.

Documents cannot be copied unless permission from the copyright holder is given.

**It is best to assume that the material is copyrighted unless it states otherwise.
This also includes copyrighted material on websites.**

School Board Policy 2531 - Copyrighted Works

The School Board directs its staff and students to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff and students must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff and students abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative procedures regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted material on the Board's website.

Because the District hosts a website and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the District's liability relating to material/information residing, at the direction of a user, on its system or network, the Communication and Government Relations Department will serve as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the District's web site. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.

The agent shall be responsible for investigating and responding to any complaints.

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Legal

17 U.S.C. 101 et seq.

Section III

MANAGING THE COLLECTION

A. Collection Development

1. Research Findings

“Collection development impacts learners, teachers, and curriculum in so many ways. School librarians carefully select materials to complement and support the curricular needs of the many content and ancillary areas taught in the various grade levels. The school library materials purchased offer teachers an opportunity to broaden and deepen the lessons and units taught. School library materials gathered by teachers for units are used to pique learners’ interests and expand their learning experiences. Learners also access the variety of fiction available for pleasure reading, a critical step in building life-long readers.”

“Why COLLECTION DEVELOPMENT is Important” by Liz Phillippi and Becky Calzada 2022

2. Evaluation Criteria

A. Library media specialists shall evaluate educational materials and media by the following guidelines:

- (1) Educational Significance (Material is valuable for an individual course of study.)
- (2) Appropriateness (Material is geared to the age, maturity, interest, and learning levels of students for whom it is intended.)
- (3) Accuracy (Nonfiction information is correct, recent and objective.)
- (4) Literary Merit (Fiction has a noteworthy plot, setting, characterization, style, and theme.)
- (5) Scope (Content is covered adequately to achieve its intended purpose.)
- (6) Authority (The author, editor, or producer has a superior reputation for producing materials of this nature.)
- (7) Special Features (Item has maps, charts, graphs, glossaries, and/or other learning aids that are unique or valuable.)
- (8) Translation Integrity (Material translated from one language to another maintains the stylistic characteristics of the original.)
- (9) Arrangements (Concepts are presented in a logical sequence and in a way that assures learning.)
- (10) Treatment (Typeset, visual style, and/or medium captures and holds the student's attention.)
- (11) Technical Quality (Sound is clear and audible; visuals project clearly.)

- (12) Aesthetic Quality (Material is superior to similar items in attractiveness and presentation of content.)
- (13) Potential Demand (Item has particular timeliness or popular appeal.)
- (14) Durability (Material has the potential for frequent use or is of a nature that it will be considered consumable.)

B. Educational materials and media must also be evaluated for biasfree content. There are five areas in which bias is evidenced.

- (1) Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women, and people from a variety of social classes.)
- (2) Stereotyping and Characterization (Assignment of traditional and rigid roles or attributes to a group.)
- (3) Historical Distortions and Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
- (4) Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on sex, race, ethnicity, disability, age, and class.)
- (5) Inaccurate and Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)

3. Evaluating Library Selection

All materials should be evaluated prior to purchase. Whenever possible, materials should be examined directly. When this is not possible, the library media specialist should consult professional evaluation sources to select print and non-print resources. **A variety of selection aids should be used by every school library media specialist.**

4. Guidelines for Evaluating Library Book Collections

Evaluating a book collection involves subjective, professional decisions to determine the value of an item in terms of curriculum, student and teacher needs, demand, and replacement capability. In general, a book may be considered "current" if it meets the following criteria:

Generalities (000, 100 & 200) Published in the last five to fifteen years. Circulates frequently.

Social Studies (300 & 900) Retains balance on controversial subjects. Evaluate demand, accuracy and currency. Maintain local history.

Language (400) Keep Basic.

Science & Technology (500 & 600) Reflects the status of science and technology within the last five years; other areas, 10 years.

Arts/Recreation (700) Keep a basic collection, especially art history. Keep well illustrated items. Avoid dated techniques and/or equipment.

Literature (800) Collection includes a retrospective variety of poetry and other literary genre deemed to have lasting value. Keep a basic collection, especially criticism; discard minor, unassigned writers; check indexes.
Collection also includes award winning children's and adult literature.

Biography: Collection should represent individuals currently influential in science, industry, the arts, social issues, and entertainment/recreation. Keep until demand wanes, unless outstanding in content or style and still used.

Fiction & Easy: Keep high demand/ evaluate.

Audiovisual/Computer Software: Weed worn or out-of-date items, keep software up to six years, videocassettes, and DVDs up to five years.

B. Purchasing Procedures

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a District employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or gradelevel reading list.

1. Purchasing procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.
2. It is suggested that the library media specialist maintain a current print and non-print order file ("wish list") that includes faculty and student requests. This file, updated and weeded frequently, is an essential planning device. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.
3. Funding sources:
 - a. State Media
State Media dollars must be used to purchase "items have intellectual content which assist in the instruction of a subject or course." (See F.S. 1006.40(4))
 - b. District allocation
Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center.
 - c. Internal funds
4. Publishers' catalog and sales representatives:

The reviews and evaluations found in publishers' catalogs are useful to check current prices but **NOT** as a substitute for standard selection aids.

Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.

Book previews are prohibited.

Media Specialists should not accept vendor shipments of books for review.

The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.

Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.

C. Lost and Damaged Materials

In a busy library media center, the library media specialist can assume that up to one percent of the total number of library media center materials will be lost or damaged each year. This fact should not restrict the free circulation of materials. However, pupils are responsible for payment of lost or damaged materials.

1. Student/Parent responsibility for lost and damaged materials -

All instructional materials are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

2. Principal's responsibilities to collect money for lost or damaged items - The principal/designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute to collect payment for lost or damaged materials.

F.S. 1006.28(4)(b) (2011) The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the textbook

money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal (*or designee*) may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal.

3. The library media specialist should develop a plan to be approved by the school principal for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:
 - a. The plan must be consistent with F.S. 1006.28(4) (b)
 - b. Items damaged beyond repair should be considered lost and may be discarded following the correct procedures for discarding.
 - c. A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
 - d. Notice of Obligation needs to be entered into the electronic student cumulative file.
 - e. The plan should establish procedures determining who will collect the money.
 - f. An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper.

It is recommended that the title, call number, and barcode number be written on the receipt in case the item is later retrieved.

- g. If the library media specialist is collecting the money, he/she should list all monies received by receipt number and the amount received on the correct form and give to the bookkeeper at the end of the same day.
 - h. Accurate records of the lost and damaged books must be kept. An item status record report is available in the circulation system.
 - i. If a student transfers to another school within the district without returning a library media item, the library media specialist should notify the receiving school's library media specialist.
 - j. Every effort should be made to retrieve the items(s) or payment. A block preventing further use of media materials may be placed on the student's record through the circulation system until the material(s) have been returned or reimbursement has been received. ·
 - k. During the summer, reimbursement needs to be collected where the loss incurred. A copy of the Monies Collected form should be made for the library media specialist.

D. Weeding and Discarding Materials

Evaluation of the collection should be an ongoing process by the library media specialist and the instructional staff. This is necessary in order to keep the collection relevant to the changing needs of the curriculum and personal interests of students.

Evaluation should include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. (School Board Policy 2520)

The underlying principle of weeding is quality, not quantity. With proper balance of planning, weeding, and purchasing, the collection should meet high standards and meet the needs of the learning community.

Section 1006.28(2) (d) 2. d., F.S. states that districts must adopt procedures that provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, and out-of-date content.

You may wish to use the following questions as guidance for making removal or discontinuance decisions:

- Is the content outdated?
- Has the book circulated in the last few years?
- Are the materials age-appropriate- for the school community?
- Does the book include information that is biased, racist or sexist?
- Is the book irrelevant to the needs and interests of students and staff?
- Has a subsequent edition of the book been added? Or is there a better book that should be obtained instead?
- Are there multiple copies of the book available and do they circulate?
- Is it materials available in an online database?
- Is the book physically damaged, beyond repair or poor quality?

Discard procedures for property

Property such as audio-visual equipment or furniture that cannot be repaired and has exceeded its useful life should be considered obsolete and surplus. Such property must be submitted to the Property Department for disposal. The Property Transaction form (SO-PC-009) must be completed by the library media specialist and signed by the principal. The form should be forwarded to the Property Department. The surplus equipment will be picked up and disposal will be completed by the Property Department.

Transfer of property

The principal is the custodian of all property and equipment at the school. When it has been determined that a piece of equipment is not needed at the school where the property is located but the property may still be useful, the property may be transferred to another school site. The Property Transaction form (SO-PC-009) may be completed, and unwanted/workable equipment may be routed to another school site providing an agreement has been made by the sending and receiving principals. Other unwanted/workable equipment may be routed to the warehouse.

Discard procedures for books

When discarding books from a school's library collection the following steps must be taken to ensure that all materials are accurately accounted for.

In Alexandria there is an option to check out a book into "Discard Mode."

When you click on "Discard Mode" you will have three options-

Damaged

Weeded

Custom (with description)

Use the **Damaged** option if the book has been damaged beyond repair.

Use the **Weeded** option if weeding books based on Section 1006.28 (2) (d) 2d F.S. (listed above)

Use the **Custom** option if there has been a Formal Book Challenge and the decision of the School Board is to pull that book. List that reason as "Formal Book Challenge."

If you have a book that you believe needs further review – check the book out to System Administrator (use #10) and make sure that the book(s) is inaccessible to students. Consult with District Media for further instructions.

Do not delete any titles from Alexandria. Follow the steps listed above and contact District Media if you have any further questions.

Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. A list of the books must be attached to the form. Send a copy of the Transfer Form with the attached list to District Media.

E. Accepting Donations

The library media specialist should always strive to maintain good public relations with members of the community and to be tactful in dealing with well-meaning residents who are cleaning out closets and bookshelves. If materials are accepted, a letter thanking the donor should be sent. However, under no circumstances should the library media specialist attach a dollar value to the donation. A simple statement of the number of books or items is sufficient. All materials and equipment should be accepted with the following understandings

1. Materials meet the same standards of selection as those applied to original purchases.
2. Materials are of real value to the instructional program of the school with a purpose to education rather than to promote sales.
3. Materials can be integrated into the general library collection and do not need special housing.
4. The library media center staff may dispose of the gift at their discretion.

****All donated materials must be vetted by an active certified library media specialist***

F. Organizing the Collection

1. General policies:
 - a. Each school shall maintain an online public access catalog. (OPAC)
 - b. All materials in the school library media center shall be organized, catalogued, and housed for easy accessibility to students and faculty.
 - c. Books and non-print materials shall be catalogued according to *AngloAmerican Cataloging Rules* current edition.
 - d. All materials may be classified according to the *Dewey Decimal Classification* system or site based according to students' needs.
 - e. Subject headings are selected from Sears List of Subject Headings (current edition). *The Library of Congress Subject Headings* (current edition) may be used as a reference.
 - f. Materials shall be prepared for use as soon as possible after they have been received.
 - g. When original cataloging is necessary, the library media specialist shall make all decisions regarding classification numbers, choice and form or main entry and subject headings.
 - h. Media personnel shall be trained to process print and non-print materials.
2. Processing material:
 - a. Books which are ordered from a state bid vendor may come fully processed, if the library media specialist so desires. If requested, plastic covers and barcode labels are provided and can be attached. The vendor may supply MARC records.
 - b. The following tasks are necessary in preparing a book for circulation:
 - (1) Stamp with ownership identification stamp.
 - (2) Attach labels where necessary.
 - (3) Enter MARC records for each item.
3. Barcode Protocol: **14-digit barcode protocol**
 - 4 digits- school#+ 0 (i.e., **1230**)
 - 2 digits-collection if you want to use as the 5th and 6th digit (i.e., 123010) 8 digits - identifying number - starting with 7000 (i.e., 12301070002345)

Collection Numbers - if you choose to use (This refers to the 2 digit #) 10- Library
30-AV (software)

- 40 - Equipment (does not connect to computer)
- 50 - Family Resource Center/Title I
- 60 - Professional
- 70 -Technology (connected to computer; media center inventory) 75
- Technology (technology department inventory)

G. Interlibrary Lending

District Sharing: Media personnel should contact other media personnel in other schools in the District.

H. Inventory

Before beginning the inventory process, make sure the library media center collection (books, AV materials equipment, textbooks) is ready. All books don't have to be returned, but it is easier to have as many returned as possible. Weeding, repairing, cleaning, and relocating are commonly associated with inventory. Delete discarded items from the library inventory program when instructed to by District Media.

A physical count of the book collection is accomplished via a computerized inventory, following the directions given for the library circulation system.

Librarians have estimated that an inventory takes at least four weeks of uninterrupted work for a collection of 20,000 items. This estimate will be used when deciding how much time will be needed to do the inventory for the media center.

Per state mandate Rule 6A-7.0714 FAC s. 1006.28(2) (d) 1, F.S. all classroom libraries will be vetted and scanned by an active certified library media specialist to be posted on each school's website.

Section IV MEDIA ACTIVITIES

A. Public Relations/Marketing

Promoting library media services for students and teachers needs to be an objective for all Hernando County library media specialists. One method of achieving this goal is to provide pamphlets or handbooks outlining the usage and services of the library media centers.

B. Media Availability

1. Opening and Closing Dates

The specific date to open the library media center is determined by the school-based administration. Every effort must be made, however, to allow adequate time to prepare the library media center for student and staff use at the beginning of the school year.

2. Beginning Circulation Procedures

Library media specialists must develop the procedures for circulation. The decisions must be made in cooperation with the school administration and instructional staff. The following are suggested guidelines to be considered.

- a. Begin by turning on the computers and testing to identify problems. If a problem is identified, contact the school's technology coordinator.
- b. Be sure that all items have been checked in correctly.
- c. Print a list of overdue books and/or fines to be given to the appropriate persons responsible for dissemination to students.
- d. Updating the circulation system
 - (1) Set the school calendar in the system
 - (2) Clear all information from the system that will not be needed for the current year.
 - (3) Update the patron's list. Library Media Specialists will have access to write and pull necessary reports from Skyward to create and regularly update the patron list for their school. Other Media personnel will request these reports from their data entry or TIS.

3. Closing Procedures

The library media specialist must discuss the closing of the library media center with the school's administration. Together they will agree on the appropriate date for closing. Consideration must be given to the time needed to complete the final inventory of materials. The following are suggested guidelines to be considered when planning a closing date.

- a. Complete an inventory of all available resources.
 - (1) Prepare a list of all missing items.
 - (2) Delete items that have been missing for two complete years after consulting with District Media.
 - (3) Capture the year's collection statistics.
- b. Print a list of overdue books and/or fines. Notices of obligation must be prepared and entered into Skyward. Provide this information to the appropriate people in the school.
- c. Print any reports that are relevant to the school site.
- d. The graduating class must be removed from the system. This may be done at the end of the school year, or it may be a part of the opening procedures.

C. Book Fair Procedures

Many schools conduct one or more school-wide book fairs each year as fundraising events.

To run a school-wide book fair requires considerable advance planning, but the details of if and when the event is run, its duration, and scheduling are at the discretion of the individual library media specialist.

A short list of steps for holding a book fair would include the following:

1. Get approval to hold a book fair from school administration. Contact a book fair vendor and schedule start and end dates. See that the book fair dates are placed on the school calendar.
2. Line up parent volunteers to help with the fair, i.e., maintain the shelves and displays, assist student, teacher and parent purchasers.
3. Schedule and advertise a preview event for parents prior to the start of the Book Fair.
4. Learn to use the cash register and obtain a starting bank. A common amount is \$50.00 in small bills and coins. Keep track of inventory and reorder popular items so as not to run out.
5. Make an accurate accounting of each day's intake and complete a Monies Collected form, plus any other paperwork required by the school bookkeeper. Deposit all receipts daily with the bookkeeper.
6. At the close of the book fair, pack up the materials for pickup and complete the accounting forms for the book fair company. Get direction from the school bookkeeper about how and when to submit a Request for Purchase Order and/or a Check Requisition to send a check to the book fair company for the sales amount less your profit.

D. State and National Library Celebrations

Throughout the school year, school media centers may organize and participate in celebrations that honor, inform, celebrate, and educate about various literary, cultural, and historically recognized events. These celebrations can be a sitebased decision.

E. Sunshine State Young Readers Award (SSYRA) Guidelines

The Sunshine State Young Reader's Awards are presented annually to the authors of the books voted as most outstanding by students in grades three through eight in participating Florida schools. The presentation of the awards, sponsored by the Florida Association for Media in Education (FAME) and the School Library Media Services Office of the Florida Department of Education, culminates each year's statewide reading motivation program designed to introduce children and young people to noteworthy literature.

1. Purpose of the Award Program

The purposes of the Sunshine State Young Reader's Award program are the following:

- a. To encourage students to read for personal satisfaction.
- b. To help students in understanding, relating to, and enjoying life through experiences with literature.
- c. To help students become discriminating readers in their personal selection of books.
- d. To develop an awareness of outstanding literature for children and young people.
- e. To encourage cooperation among administrators, library media specialists, and teachers in broadening reading experiences.
- f. To give recognition to those who write books for children and young people.

2. Overview of Award Program

The award program is administered by the FAME Sunshine State Young Reader's Award Committee. The committee seeks nominations of outstanding works of literature for children and young people from school library media specialists to comprise the reading lists for each school year. Teachers and students may make nominations through their library media specialists. All nominations received by the committee are given consideration. All books are read by persons involved in the selection process, and the final lists are compiled. The **Master List of Titles for Grades K-2**, **Master List of Titles for Grades 3-5** and the **Master List of Titles for Grades 6-8** include 15 titles each.

Florida public schools and interested non-public schools are given an opportunity to participate in the award program. Students in participating schools are encouraged to include some of the titles from the appropriate master list in their

reading experiences during the school year. At a designated time, each spring, eligible students vote for their favorite book from the master list for their grade level. Votes from the statewide balloting are compiled to determine the winners of the Sunshine State Young Reader's Award.

3. Criteria for School Participation and Voting

Any school in Florida with students enrolled in grades three through eight that agree to meet the following requirements may participate in the award program:

- a. Provide through the library media center a minimum of twelve titles from the appropriate **Master List of Titles**.
- b. Develop classroom or library media center procedures for determining each child's eligibility to vote.
- c. Provide an opportunity for eligible students who have read, or have heard read, at least three of the program titles to cast their votes at the appropriate time.
- d. Tally the total votes cast in the school by grades and report the results online by the deadline date.
- e. Plan, in cooperation with teachers, some reading motivation activities during the year to acquaint students with the award program and the reading opportunities provided.

4. Awards

The authors who receive the highest number of votes in each grade category K2, 3-5 and 6-8, in the statewide balloting by students eligible to vote will be declared the winners of the Sunshine State Young Reader's Award for the year. The authors of the winning books will be invited to the annual conference of the Florida Association for Media in Education to receive award recognition and bookends engraved with the award seal. The books receiving the second and third highest number of votes will be recognized as Honor Books. All schools that participate in the award program will receive a certificate of appreciation and seals to attach to the award-winning books.

F. Professional Organizations

Library media specialists are encouraged to participate in professional media associations. Professional organizations provide stimulating opportunities for professional growth.

1. Florida Association for Media in Education (FAME)

This state organization sponsors an educational media conference each fall attended by media personnel from the entire state and features outstanding professional development opportunities. The organization works for the improvement of school media programs statewide through workshops, the

encouragement of professional growth, and the support of legislation vital to the interests of educational media.

2. American Library Association/American Association of School Librarians (ALA/AASL)

The American Library Association (ALA) is open to all librarians working in all types of centers and at all levels. Membership in the parent organization includes membership in a type-of-library division. For school media personnel, this division would be the American Association of School Librarians (AASL). Journals published by the parent organization and its divisions serve to keep the school media specialist aware of developments in the profession and offer a channel of professional communication.

3. The International Society for Technology in Education (ISTE) ISTE is a nonprofit organization for educators and education leaders committed to empowering connected learners in a connected world. Home to the ISTE Conference and Expo and the widely adopted ISTE Standards for learning, teaching, and leading in the digital age, the association represents more than 100,000 professionals worldwide.

Section V

APPENDIX

- A. Request for Reconsideration of Media Materials/Instructional Materials (revised)
- B. Recommendation of Media Review Committee for Reconsideration of Media Materials (revised)
- C. Collection Development Criteria
- D. Organizational Flow Charts – with Media Personnel
- E. Organizational Flow Charts – w/o Media Personnel
- F. Property Transfer Form (Link Only) [SO-PC-009 Property Transfer Form \(hcsb.k12.fl.us\)](https://hcsb.k12.fl.us/so-pc-009)

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed. Please type or print.

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? _____

Request Initiated by (first and last name) _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ Email (optional) _____

Date of Request: _____ Author: _____

Title: _____

Publisher, Date of Publication/Production, Type of Media:

School(s) in which item is used: _____

What first prompted your concern?

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary)

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes _____ No _____

If yes, where? Name and date of publication: _____

Complainant's Signature _____ Date _____

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
Recommendation of Media Review Committee for Reconsideration of Media Materials

Instructions: The Media Review Committee will complete this form within 15 business days following the formation of the committee. Once complete, the Supervisor of Literacy, Intervention, and Elementary Programs, who will bring it forth to the Assistant Superintendent of Teaching and Learning, who in turn will bring it to the Superintendent.

School _____ Date _____

Material for Reconsideration

Title: _____

Author: _____

Committee's Response and Recommendation Regarding Challenged Material

Signatures of Media Review Committee Members and Titles

| | |
|-------|-------|
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Principal's Signature _____ Date _____

Collection Development Criteria

Based on the state training, collection development is an ongoing process, requiring both the acquisition of new materials, as well as continually “vetting” the collection to ensure its accuracy and relevance. The following guidelines are used by the active, school media specialists to fulfill state requirements, as well as the needs of the school and students.

*All new books purchased must be approved by an active, school media specialist, as well as reviewed by the Media Review Committee.

Some questions to consider:

1. Does the material help create a balanced collection of fiction, nonfiction, and the inclusion of opposing viewpoints?
2. Does the material help address the specific population of the school and/district?
3. Are the curriculum needs of the teachers and students being met?
4. Are readers’ interests taken into consideration?
5. Are the materials age-appropriate for the school community?
6. Does the material include information that is biased, racist, or sexist?
7. Is the book irrelevant to the needs and interests of students and staff?
8. Has a subsequent edition of the book been added or is there a better book that should be obtained instead?
9. Is it free of pornography and material prohibited under s. 847.012?
10. Is the material suited to student needs and their ability to comprehend the material presented?
11. Is it appropriate for the grade level and age group for which the materials are used or made available?
12. Is the content outdated?
13. Has the book circulated in the last few years? (Vetting Current Collection)
14. Are there multiple copies of the book available and do they circulate? (Vetting Current Collection)
15. Is the book physically damaged beyond repair or poor quality? (Vetting Current Collection)

Organizational Flow Chart if there is Media Personnel in the Media Center

1. Custodians or whoever accepts deliveries verifies shipments received.
2. Bookkeeper /Custodian will let School Media Personnel know of delivery of materials.
3. Materials are delivered to Media Center or staging area.
4. School Media Personnel verify contents against the packing slip.
 - a. If there is an issue:
 - i. School Media Personnel contacts the Florida School Book Depository regarding discrepancy. Creates discrepancy report with the FSBD.
 - ii. School Media Personnel then delivers packing slip and discrepancy report to school bookkeeper.
 - b. If there is no issue:
 - i. School Media Personnel delivers packing slip to bookkeeper.
5. School Media Personnel processes delivery materials, which includes:
 - a. Sorts books
 - b. Barcode titles that are not consumables
 - c. Enters barcodes into Textbook Tracker
 - d. Checkout titles, as appropriate to school personnel
 - e. Delivers titles to appropriate personnel
 - f. House surplus materials in storage location.
6. If more materials are needed due to an increase in student population, contact the DMS or post in Media Personnel icon (email)
7. District Library Media Specialist will contact District Administration as needed.

Organizational Flow Chart if there is NO Media Personnel in the Media Center

1. Custodians or whoever accepts deliveries verifies shipments received
 2. Whoever handles textbooks contacts District Media Specialists once shipment verified
 3. Textbooks are delivered to the media center or a staging area to sort.
 4. District Media Specialist verifies the contents of the delivery against the packing slip a. If there is an issue:
 - i. District Media Specialist contacts the Florida Textbook Depository re: discrepancy
 - ii. District Media Specialist then delivers packing slip and discrepancy report to school bookkeeper.
 - b. IF there is no issue:
 - i. District Media Specialist delivers packing slip to bookkeeper 5.
- District Media Specialist processes deliver, which includes:
- a. sorts books
 - b. barcodes titles that are not consumable
 - c. enters titles into Textbook Tracker
 - d. Checkout titles, as appropriate to personnel
 - e. delivers titles to appropriate personnel
 - f. houses surplus in school.
6. If more materials are needed due to an increase in student population, contact DLMS or post in Media Personnel email.
 7. District Media Specialist will contact District Administration, as needed.