

Clay County District Schools

Green Cove Springs, Florida

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Superintendent of Clay County District Schools



Procedures Manual for Library Media Services

~~2022-2023~~ 2023-2024

Including a description of state and district policy regarding selection, funding and allocation of media and library materials.

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INTRODUCTION

Preface

The Library Media Services Procedure Manual is designed to be a guide for library media staff throughout the county. It provides a guideline for school faculty and staff to refer to with questions about the CCSD library services.

The library media procedures manual will be reviewed annually by the School Board.

~~21st Century Library Media Vision/Mission~~

~~The mission of the 21st Century Library Media Center is to provide services, resources, instruction, collaboration, and innovation to empower students and faculty to connect with ideas and information, become informed decision makers, and lifelong, information literate learners.~~

~~As digital devices become accessible to every student, the vision is for the Media Center to be less a room of resources and more the instructional epicenter of the school—an innovation center. The media center will aim to instill the love of independent reading, encourage digital citizenship, and assist teachers and learners to easily access, evaluate, analyze, and ethically use information to solve problems and produce real-life original works that are representative of high performing students as they move through Clay County schools into college, technical school and the workforce.~~

Statutes, Guidelines and Standards

Florida Statute 1006.28 (1) (d)

(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. 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.

[Florida Statutes Online \(Instructional Materials\)](#)

[Florida Department of Library Media Services](#)

~~Ethical Uses and Issues~~

~~Clay County library media specialists know the basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property rights, fair use and copyright regulations, and whom to contact for additional information.~~

~~Library media specialists will be offered annual training by District Library Media updating copyright information and other library media responsibilities. These updates will be communicated through library media specialists meetings and email.~~

Reference to Florida Statutes and School Board Policies

Florida State Statutes may be found at: <http://www.leg.state.fl.us/statutes/>

F.S. Ch. 847.001 6(a,b,c)	Defines "harmful to minors"
9	Defines "nudity"
10(a,b,c)	Defines "obscene"
F.S. Ch. 847.012 3(a,b)	Describes harmful media
F.S. Ch. 1006.28	Duties of the district school board, district school superintendent; and school principal regarding K-12 instructional materials
F.S. Ch. 1006.28 3(d)	Establishment and maintenance of a school library media program in all public schools- training must be provided regarding prohibition against distributing harmful materials to minors
4(b)	Money collected for lost or damaged books; enforcement
F.S. Ch. 1006.34 2(b)	Standards used to determine selection of instructional materials, library books and other reading materials used in schools
F.S. Ch. 1012.01 2(c)	Defines library media specialists
F.S. Ch. 1012.55	Requirements of certification of library media specialist

Clay County School Board Media Services Rule 4.44- IV-69

4.44 MEDIA SERVICES

A. Centers

Media services shall be established and maintained in each school center. In addition, a District Media Center shall be established and maintained for use by all of the schools in the district. (Ref. 1006.28(d))

B. Copyright Infringement

No employee shall duplicate any materials, which are copyrighted or otherwise violate any section of the Copyright Law of the United States. A violation of this policy may result in action against the employee by the Federal Government and/or School Board.

C. The District shall develop a Manual of Procedures for School Media Services, which shall be approved and adopted by the Board.

(F.S. 1006.28(d))(Title #17, U.S. Code)

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:~~

~~I. 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.~~

~~II. 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.~~

~~III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.~~

~~IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.~~

~~V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.~~

~~VI. 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.~~

~~VII. 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.~~

~~Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.~~

~~Inclusion of "age" reaffirmed January 23, 1996.~~

~~** Clay County School Board Policy and Florida Statutes take precedence over any statements made by the American Library Association. Schools need to take into consideration their curriculum as well as the school culture when selecting materials for the collection.~~

LIBRARY MEDIA CENTER MANAGEMENT

Scheduling and Hours

~~Each library media specialist should plan, in cooperation with the principal, a schedule which will provide optimum media services to all patrons. Whenever possible, a flexible access schedule is encouraged with the library media center open to all of the students and other patrons at all times. In addition, schools are encouraged to offer extended media center hours, especially for secondary students.~~

Volunteers and Student Clerks

~~Volunteers and student clerks provide a valuable impact in the day-to-day operations of the media center. Volunteers and student clerks can perform many tasks such as shelving books, assisting students and teachers in finding materials, assist in processing new materials, and other duties as needed. Due to privacy concerns volunteers and student clerks are not permitted to circulate materials using Destiny Library Manager (only library staff or designated school board employees may circulate materials in Destiny.)~~

School Library Media Advisory Committee

It is recommended that a School Library Media Advisory Committee be established. The members of this committee will receive instruction annually by the library media specialist and meet at least twice a year.

This committee may consist of:

- Principal or principal's representative
- Media specialist(s)
- Teachers – at least one per grade level/department
- Parent of a student **at the school and not a District employee (at least two a minimum of one).** ~~or other representatives of the school community~~
- Students (when appropriate).

The School Library Media Advisory Committee's activities may include:

- Assisting with book fairs and other community activities that strengthen or promote the media program
- **Review and make recommendations on challenged media materials and resources.**
- Providing leadership in collaborative teaching
- Promoting resource-based learning
- Soliciting purchasing recommendations from other teachers and students
- Consulting recommended selection tools
- Recommending purchase priorities in light of available funds **using District guidelines**
-

Special Observances

~~National Children's Book Week November 7-13, 2022~~

~~Children's Book Week~~

~~Celebrate Literacy Week, Florida! January 23-27, 2023~~

~~Celebrate Literacy Week, Florida Website~~

~~School Library Month April 2023~~

~~LIBRARY MEDIA CENTER MANAGEMENT~~

~~School Library Month~~

LIBRARY MEDIA INSTRUCTION

Instructional Library Media Standards

Library Media Specialists are professional educators who teach students information literacy and technology skills and partner with teachers on how to integrate these skills into the curriculum. Information literacy standards are embedded in content standards so no separate curriculum exists for the library media program. Additional standard and benchmark information can be accessed from the following sites:

FINDS

Florida's Library Media Research Model, incorporates research skills that are embedded in the Florida Standards and provides a framework for the application of these standards through a sequential research process.

FINDS—Florida Dept. of Education

READS

One of the goals of the school library media program is to provide intellectual and physical access to a broad range of literature and informational reading materials for personal pleasure and curriculum support.

READS—Florida Dept. of Education

GPALMS

GPALMS is an online toolbox of information, vetted resources and interactive tools that helps educators effectively implement teaching standards.

GPALMS

Integrating Literacy and Technology into the Curriculum

Information Literacy is a set of abilities requiring individuals to “recognize the information is needed to have the ability to locate, evaluate and use effectively the needed information.” (Information Literacy Competency Standards for Higher Education. American Library Association. 2006.)

Due to the abundant access of information available to students both in print and digitally it is important for media specialists to teach information literacy skills for successful lifelong learning: The ALA states that an information literate person is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Online Resources

Electronic resources are available through school libraries to provide patrons with educational materials to support research and learning. Resources vary per school library based on the academic needs of the students. Examples of online resources provided are:

- *World Book Online*—Varying platforms for all students K-12
- *Gale Databases*—Jr. High/Sr. High access to school specific databases
- *Florida Electronic Library*—Electronic Resources provided by the Florida Department of State, Division of Library and Information Services

Digital Citizenship and Cyber Safety

Digital Citizenship skills support safe and responsible technology use. These skills are woven throughout the *AASL Standards for the 21st Century Learner* and are not designed to be taught in isolation. It is vital that media specialists incorporate/communicate these skills into their conversations and lessons with students.

LIBRARY MEDIA INSTRUCTION

International Society for Technology in Education (ISTE)

ISTE is a nonprofit organization that focuses on educational technology. It provides professional development and resources to improve teaching, learning and leadership by effective use of technology.

ISTE

21st Century Library Media Programs in Florida's K-12 Schools

School Library Media Programs should use the **ExC³EL** rubric to evaluate the following six components of the library media program:

- Curriculum/Assessment Support
- Resource Management/ Program Administration
- Environment
- Advocacy
- Instruction

The rubric can be found at:

<http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/exc3el-fls-k-12-library-program-evalua.stm>

For additional details about ExC³EL refer to:

<http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/>

Reading in Library Media Program

The Library Media Program contributes to student achievement by providing materials and resources that support the curriculum and through collaboration with other teachers to provide relevant instruction. It provides a collection that supports the standards being taught as well as providing access to books and other materials that motivates students to become lifelong readers.

Florida Reading Award Programs

Florida Teen Reads (FTR)

Florida Teens Read

Florida Teens Read is a list of 15 titles chosen by a committee of media specialists to engage high school students (grades 9-12). The content of the titles represents a variety of interests, topics, view points, cultural perspectives, and genres. Students are encouraged to read at least three of the titles.

In the spring of each year a link will be available on the FAME web page for students to vote for their favorite book. FAME membership is required to access the FTR supplemental materials and to submit votes.

Sunshine State Young Readers Award Program (SSYRA)

SSYRA Website

The SSYRA Program consists of two lists of 15 titles each chosen by a committee of media specialists to engage elementary and middle school students (grades 3-5 and 6-8). The content of the titles represents a variety of interests, topics, view points, cultural perspectives, and genres. The program is designed to encourage students to read independently for pleasure and to read books of various levels.

LIBRARY MEDIA INSTRUCTION

The Library Media Program at each school facilitates the SSYRA Program (3-5) using these suggested basic guidelines:

- Read 1: Receive a SSYRA Bookmark
- Read 3: SSYRA Wall of Fame
- Read 3: Earn a Voter Card for SSYRA Election Day
- Read 10: SSYRA Book Bash
- Read 15: Receive a SSYRA T-shirt

Collaboration

Collaboration is one of the most important strategies used by media specialists to improve the library media program. As an instructional partner, collaboration with teachers and administrators to support student achievement has been proven to be beneficial to the entire school community.

Multi-Media Production/ Jim Harbin Student Media Festival

Library media specialists provide students with the opportunity to express themselves through video production. Some libraries offer TV production through a student generated school news program while other libraries participate in the state Jim Harbin Student Media Festival sponsored by FAME. Each Spring the district recognizes our young filmmakers at the Clay County Student Media Festival. Submitted videos have the opportunity to move onto the Regional and State competition. Finalists of the state competition are recognized at the annual FAME conference.

Jim Harbin Student Media Festival

Use of Audiovisual Materials

Personal User Agreements- Netflix and Disney Plus

The use of personal Netflix and Disney Plus accounts in the classroom is a violation of copyright law. Netflix does not allow school district use of Netflix accounts for education. Netflix has released selected documentaries and movies for educational purposes on the Netflix YouTube channel. At this time Disney does not provide any services for educational use.

Personal User Agreement

Educators bear the responsibility for wise use of audiovisual materials (i.e., videos, DVDs, CDs, etc.). The following guidelines should assist the classroom teacher.

The instructional use of audio visual materials must:

1. Support and be consistent with Clay County School Board education goals, policies and specific course objectives

2. Adhere to copyright laws
3. Reflect best teaching practices based on age appropriateness

LIBRARY MEDIA INSTRUCTION

- ~~Videos in any format, DVD, streaming, downloaded, etc. must be previewed by the teacher before use in the classroom. All use of audiovisual materials, including instructional television, must be documented in lesson plans as part of an instructional objective. Best practices for using videos in any format limit viewing to sections which are relevant to instruction.~~
 - ~~As technology becomes more interchangeable and diverse, concerns regarding copyright violations and misuse increase. One absolute prohibition which must always be kept in mind is that videos and DVDs may not be used for entertainment or recreation unless public performance rights have been purchased from MovieLicensing.com or other licensing company. By copyright law, videos and DVDs labeled "For Home Use Only" cannot even be used for their cultural or intellectual value unless they are specifically related to a teaching activity. They must have a clear cut instructional purpose, be used for face-to-face teaching activities only, and be documented in lesson plans.~~
 - ~~Audiovisual materials that are the property of a teacher or student must be cleared through the School Based Curriculum Council **before** use in the classroom. The clearance is **ONLY** for the one teacher/team requesting it. Once the materials are approved, they may be used indefinitely by that one teacher/team for the purposes originally approved.~~
-
- ~~CCDS policy dictates that at no time may rental videos/DVDs or personal streaming subscriptions (such as Netflix) be used by schools, even if the rental store personnel signs a copyright release. Even the use of a rental video appropriate for instruction would be considered a contract violation.~~
 - ~~Additional media such as music, podcasting, PowerPoint presentations, web pages, etc. should also follow copyright guidelines. Individual teachers must be aware of copyright issues as they use these different types of media. Fair Use is not applicable to podcasting because the purpose is to distribute the unit as a whole new entity via the world wide web.~~

Instructional Video Guidelines

All videos in any format shown in the classroom must be for face-to-face instructional use. Teachers and media specialists must document video use in their lesson plans and must show indicators as to how the video integrates with face-to-face instruction. Videos may not be shown for reward, entertainment, or after school care unless the license specifically addresses those issues. It is recommended that schools purchase licensing such as MovieLicensing U.S.A. The license is for public performance only - not curriculum approval. It does not cover showings where an admission is charged except to cover costs. The Public Performance Site License provided to each school **MUST** be displayed in the library in an easily accessible and visible location.

Elementary: Only G-rated movies may be shown for instructional purposes to elementary students. Teachers of elementary students must submit a School Based Curriculum Council Form to request approval from the Curriculum Council for a waiver for PG rated movies. **No PG movies may be shown in elementary schools without waivers and parental permission specific to each approved video see (Appendix A: Parent/Guardian Permission to View Video).**

Junior High: Only G-rated and PG-rated movies may be shown for instructional purposes to junior high students. Teachers of junior high students must submit a School Based Curriculum Council Form to request approval from the Curriculum Council for a waiver for PG-13 rated movies. **No PG-13 movies may be shown in junior high schools without waivers and parental permission specific to each approved video. (Appendix A: Parent/Guardian Permission to View Video).**

LIBRARY MEDIA INSTRUCTION

High School: G-rated, PG-rated, & PG-13 rated movies may be shown for instructional purposes to high school students. Teachers of high school students must submit a School Based Curriculum Council Form to request approval from the Curriculum Council for a waiver for R rated movies. Specific permission from the Curriculum Council may be granted to a high school class if the video meets curriculum standards. **No R rated movies may be shown in high schools without waivers and parental permission specific to each approved video. (Appendix A: Parent/Guardian Permission to View Video).**

Closed Circuit Television Transmission

~~All videos broadcast through the school closed circuit or media retrieval system must have closed circuit rights. Materials that are part of the school or district library media collections have closed circuit rights for face to face teaching activities unless labeled "No Closed Circuit Rights." It is the responsibility of the media specialist to request these rights when submitting purchase orders.~~

~~At no time should a program be shown through the closed circuit system if closed circuit rights have been denied.~~

~~Broadcast of donated materials is questionable UNLESS permission has been requested from the copyright holders, or the license from MovieLicensing.com has been purchased.~~

~~Audiovisual materials that are the property of a teacher or student must be cleared through the school Leadership Team before use in the classroom. At no time should these materials be shown through the closed circuit system, unless the school has purchased the annual license from MovieLicensing.com.~~

Off-Air Recording of Television Programs

~~Off-air taping refers to taping programs from television. Be sure to adhere to copyright laws governing this procedure.~~

Student Video/Recording Internet Policies

~~Parents have the option to prohibit video recording of their child and/or to prohibit their child's access to the Internet as stated in the Student Code of Conduct and/or Student Handbook.~~

Responsible Use Guidelines-Employees

~~Refer to the current procedures made available by the Information and Technology Department.~~

Responsible Use Guidelines-Employees

Responsible Use Guidelines-Students

~~Refer to the current procedures made available by the Information and Technology Department.~~

Responsible Use Guidelines-Students

LIBRARY MEDIA COLLECTION

Personnel Responsible for Selection

HB 1467 signed by the Governor on March 25, 2022 and becomes effective on July 1, 2022 requires that each material in a school library or assigned school- or grade-level reading list be selected by a certified educational media specialist who holds a valid educational media specialist certificate, regardless of whether the book was purchased, donated, or otherwise made available to the students.

Beginning January 1, 2023, each school district shall provide training to school librarians, and 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.

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.

Budget—Sources of Funding

~~Accurate records should be maintained of all funds budgeted by the county and generated by the school for the library media center. Examples of generated funds are book fairs and lost/damaged book payments. If a book that has been lost and paid for is returned in good condition during the same school year, the money must be refunded to the student.~~

~~Budget decisions are made during comprehensive planning which usually occurs after January 1. These decisions determine budget allocations for the ensuing fiscal year (July 1—June 30). Each spring, the media specialist should prepare a library media comprehensive plan which includes a written justification for each budget item, based on stated objectives, priorities, and identified program needs. This plan should be submitted to the principal, the School Advisory Committee, and the District Media Center identifying budget needs.~~

~~The principal of each school is solely and fully responsible to Clay County District Schools for all budget funds within the school. The bookkeeper is responsible for maintaining the records of document transactions and for directing the principal's attention to any transaction which is unusual or does not conform to the policies and procedures adopted by the Board. The library media specialist is responsible for maintaining the library media center budget, making media center purchases, and ongoing record keeping procedures that reflect allocations, encumbrances, expenditures, and current account balances.~~

~~According to state guidelines, expenditures are categorized under several dimensions, including:~~

— Facility (School) —	=	Cost Center Code
— Fund/Account Group —	=	Usually 0100, but may be different for projects/grants
— Function —	=	6200 is Media;
—	=	Other functions are used for special allocations
— Object —	=	See following pages
— Project —	=	Only used for special funding
— Program —	=	Rarely needed for library media funding;
—	=	Your bookkeeper will have details

FUNCTION: *The action or purpose for which a person or thing is used or exists.*

Function 6200: ~~INSTRUCTIONAL MEDIA SERVICES~~

~~Consists of those activities concerned with the use of all teaching and learning resources, including hardware and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include print and non-print materials.~~

LIBRARY MEDIA COLLECTION

Internal Funds

~~The sole purpose for the existence of internal funds is to promote the general welfare, education, and morale of all students and to finance the activities of School Board sanctioned co-curricular organizations. A well-planned program for internal funds will ultimately enrich the curriculum, provide new learning experience, promote interest in classroom work, and improve morale and discipline. Section 237.02 Florida Statutes and 6A-1.097 State Board of Education Rules designate the responsibility of internal funds to the school boards and directs the boards to adopt written policies governing the receipt and disbursement of funds.~~

~~MIS form BAD 1-3205 Internal Fund Fundraiser Application and Financial Recap must be submitted before each fundraising event occurs.~~

~~These funds should be set up in a sub-account and held in trust as follows:~~

- ~~• Receipts for the internal account may include book fair receipts, charitable donations to support book collections, and other library fundraisers.~~
- ~~• Expenditures may include library equipment, supplies, furniture, repairs, technical services, library promotions, and travel (including registration fees) for conferences not funded by the School Board.~~

~~When district funds are not available to pay for professional training and/or travel, internal funds may be used according to the following procedures:~~

- ~~• Decisions are made by school administration and library media specialist as to whether the library media center trust will reimburse expenses.~~
- ~~• Library media specialist submit an Application for Leave to the appropriate department.~~
- ~~• Proper internal trust fund disbursement procedures are followed to cover expenses, including turning in receipts for registration, accommodations, gas, meals, etc.~~

Comprehensive Plan

Every library media specialist should make plans for the library media center for the upcoming year. A written comprehensive plan is an effective way to show the principal, staff, and School Improvement Committee the needs of your media center.

This plan should include goals, objectives, an action plan, and evaluation. Items which could be included are the addition of networked computers for student/teacher use, maintenance of state standards for library materials, replacement of worn or broken equipment, addition of new technologies, professional development activities, etc.

This plan should be written and shared with the principal before the principal begins planning for the school's budget year. For schools requesting District Media support, February is the target date. One copy of your plan should be discussed with your principal, and one copy should go to the District Instructional Media Services Specialist.

Tips for Successful Planning

- Be realistic. Work with the same basic figures as last year.

- Make sure you fill out the Needs Assessment and return it to the District Media Specialist in February for the District Comprehensive Plan. If you are requesting district help for some expensive items, these items MUST be listed on the Needs Assessment.
- Set an appointment with your principal to discuss your plan when it is completed. Don't just put it down on someone's desk and walk away without talking about it.

The District Instructional Media Services Specialist will calculate an annual book count report for each school in February using Destiny Online. This will show the number of books per student in each library media center and is used for the District Comprehensive Plan. The major function of this report is to ensure that all schools in Clay County meet state standards.

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LIBRARY MEDIA COLLECTION

Collection Development

Leads in the selection, integration, organization and sharing of print and digital resources and tools to support transformational teaching and learning and develop the print and digital curation skills of others.

The library media collection is developed in accordance with the district's educational media materials selection policy and Florida statute 1006.28.

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.

Selection Criteria

Materials should be selected by certified educational media specialist considering recommendations from school community stakeholders and reputable, professionally recognized reviewing periodicals. These materials should support the school's curriculum and contribute to the learning goals of teachers and students. Selections should include a wide variety of materials, both print and non-print.

The material selection procedures for developing library media center collections noted below must be posted on the website for each school within the district.

All library media centers share three basic goals:

- To meet the needs of reader interest
- To support the state academic standards and aligned curriculum
- To support the academic needs of students and faculty

Book and media selections must meet the criteria in s. 1006.40(3)(d):

- Free of pornography and material prohibited under s. 847.012
- Suited to student needs and their ability to comprehend the material presented
- Appropriate for the grade level and age group for which the materials are used or made available

Media considered for purchase are judged on the basis of the following criteria:

- Purpose – overall purpose and its direct relationship to instructional objectives and/or the curriculum
- Reliability – accurate, authentic
- Quality – writing and/or production of merit
- Treatment – clear, comprehensible, skillful, convincing, well-organized
- Technical production – aurally and visually appealing, well-crafted, up-to-date
- Construction – durable, manageable, functional, attractive, well-packaged, safe
- Special features – useful illustrations, photographs, maps, graphics, charts, graphs, documentation, sound, user-friendly
- Possible uses – individual, small and large group instruction, in-depth study

Special considerations may be made for the following:

- Religion – factual media which represent all major religions
- Ideologies – factual information or philosophy which exerts a strong force in society
- Sex education – factual information appropriate for the age group or related to the school curriculum
- Science – factual information about medical and scientific knowledge
- Profanity – use of profanity does not automatically disqualify a selection. Effort is made to exclude media using profanity in a lewd or detrimental manner
- Sex – pornographic, sensational, or titillating material is not included, but the evidence of sexual incidents appearing in the media does not automatically disqualify its use. (Reference Florida State Statute 1006.34 (2) (B).

Approved Novels List – There is not a County Approved Novel List. It is a site by site approval list only once Curriculum Council Forms have been completed. **County wide shared document as school level curriculum councils approve novels. Schools do not need to duplicate the work that another council has already completed and approved.**

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LIBRARY MEDIA COLLECTION

Paperbacks:

Paperback books should be examined critically using the same criteria as outlined above for library books. A balance between hardcover books and paperback books should be maintained; if hardback copies cannot be obtained, paperback books can be substituted. Classroom sets of paperbacks should not be purchased through library funds.

Audiovisual Material Selection

Audiovisual materials may be defined as any non-print material. These different forms of material may be further divided:

- Visual materials including art reproductions, globes, and maps.
- Audio materials including compact disc recordings, playaways, audiobooks, etc.
- Projected visual materials including DVDs.
- Computer software

Audiovisual materials should be judged by the following criteria:

- Authenticity – accurate, impartial, up-to-date
- Appropriateness – vocabulary concepts, date, relationships of media to subject
- Scope – content, concepts, communication
- Interest – credibility, stimulation, imagination, human/sensory appeal
- Organization – logical, balanced
- Technical characteristics – tone, clarity, focus, color, synchronization
- Special features – notes, guides, accompanying material
- Physical characteristics – ease of use, storage, durability

In selecting appropriate audiovisual materials, the library media specialist should consider emerging technologies and strive to keep the formats of newly purchased materials current with these advancements.

Reading Level vs Age Appropriateness

Library materials should not be designated with labels or stickers denoting a reading level because there is no single standard used to determine these levels. The stickers needed to note the level of these various standards cover the title of the book which deters students from finding the book they are looking for. The library is a place for students to explore their interests and find materials they are interested in. Media

specialists need to ensure that students are finding materials that are appropriate for their age as well as meeting their interest needs.

Copyright

Infringement of copyright protection is a violation of federal law. The CCDS complies with all federal copyright laws. **It is the responsibility of each principal and library media specialist to inform the faculty and staff of current copyright laws concerning print and non-print materials.** The library media specialist should document annually how the information has been presented to the school. The library media specialist is not a "copyright policeman." Enforcement of copyright is the administrator's responsibility.

[Copyright and Fair Use Guidelines](#)
[The TEACH Act](#)

Processing Procedures

To provide consistency among all Clay County school library media centers, the library media specialist is responsible for seeing that all print and non-print materials are processed according to county guidelines.

LIBRARY MEDIA COLLECTION

General Processing Information

All library media centers within the Clay County School District are automated using the Follett union database, **Destiny**. There is a **Catalog** component in Destiny which uses local records, Alliance + and Z39.50 sources to locate catalog records.

Library books should be purchased with pre-processing and MARC records. Most books will arrive from the vendor, publisher, or supplier either partially or completely processed, depending on cataloging specifications.

Check-In Procedures for Book Orders:

- Check the packing slip against the contents of the order when it has been received to make sure everything on the packing slip has actually been received and is accurate.
- Check items received off the purchase order.
- Check binding, spine, print, and paging of each book for damage BEFORE processing.
- Notify the bookkeeper of order completion.
- Mark ownership:
 - Stamp inside front cover
 - Stamp center bottom of title page and (optional) "secret" page
 - Do not stamp illustrations and text
 - Be consistent
- Apply barcode and barcode protector to the item IF this was not done by the vendor.
- If you have a security system, install security strips.
- Reinforce paperbacks as needed.
- Reinforce plastic jackets as needed.
- After you have completed steps 1-9, the book is ready to be shelved.

Cataloging Procedures for Vendor Processed Books

Importing MARC records for your new titles is completed by the Library Media Services Department. Once you receive the MARC records for your order email the District Library Media Services Specialist with an email titled MARC IMPORT REQUEST. Be sure to attach the microlif.001 file.

Library Media Services will complete the import and advise the library when finished.

Cataloging Procedures for Adding Copies to an Existing Title

Since the catalog is a District catalog, libraries can add copies to a record found in any other school library. To add a COPY to a District record use the following steps:

- Search the Catalog using the location "Destiny Libraries & Textbooks Clay County, Florida"
- Click on the needed title
- Click Add Copies
- Input your specific copy information including: Barcode, Call Number, Purchase Price, Circulation Type, and any other field you find important
- Save Copies

Cataloging Audiovisual Materials in Destiny

Audiovisual equipment purchased with Library funds may be circulated using Destiny. Copies can be added to current records. If a record cannot be found for a new piece of equipment, email the District Library Media specialist.

New computers/chromebooks need to be added to the Resource side of Destiny by the Instructional Materials Manager (IMA) at your school. Generally, if the purchase price of the item is above \$1000, it needs to be included on the Property list and NOT in Destiny.

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LIBRARY MEDIA COLLECTION

Recommended Prefixes for Call Numbers

**Prefixes with an either/or choice are for materials that are too narrow for a 3 character prefix.*

B or 92*	Biographies
BB	Big Books
920	Biography collections
CF	Computer files
DVD	Digital Versatile Disk or Digital Video Disk
E	Easy books
EBK	Electronic books (eBooks)
EQ	Equipment (<i>specific categories detailed below</i>)
F or FIC*	Fiction
GL	Globes
KIT	Kits (<i>expanded scope includes class sets of books without sound</i>)
MA	Maps
P or PRO*	Professional Library
PB	Paperbacks
R or REF*	Reference
REA	Realia
SC	Story collection
SER	Serials
SR	Sound recordings (<i>cassette and CD mediums</i>)

Equipment Prefixes

EQ Cable	Computer cables (<i>especially HD15 cables, comp and LCD projectors</i>)
EQ Cassette	Cassette players/recorders
EQ CD Player	CD player/cassette player/radio (<i>boombox</i>)
EQ Doc Camera	Document cameras
EQ DVD	DVD players
EQ DVR	DVR (<i>DVD recorders</i>)
EQ eReader	Kindle/eReader/Tablet
EQ Enh Pad	Enhanced Classroom digital pad
EQ iPad	Apple iPads

EQ Laptop ————— Laptop computers
EQ LCD ————— LCD projectors
EQ TV ————— Television

Shelving Books

Library media center collections are directly affected by the way staff and users handle them. Repeated poor handling can quickly wear a new book and transform a worn book into an unusable book that requires costly repair, or replacement. Training library media staff, students, and volunteers to follow the guidelines presented here will help preserve the school library collection.

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LIBRARY MEDIA COLLECTION

Shelving Books of Standard Size:

- Ensure that there is air circulation around the volumes. Don't store books in an enclosed cabinet.
- Shelf volumes a minimum of four inches off the floor to reduce the risk of damage from flooding.
- When possible, use shelves that have a "canopy" on top, as this will deflect water, dust, and some damaging light.
- Stand all volumes upright, resting on their base (or tail). Do not shelve too loosely or too tightly packed. Shelves should be about 60% full.
- Gently push volumes on either side back about an inch and grasp the one you need in the middle of its spine. Grasp the volume by the sides, remove it, and then readjust the bookend.
- Do not pull on the top of the spine, since this will cause tearing and lead to serious damage. Special consideration to not pulling on the top of the spine should be followed when taking the annual inventory.
- Another way is to press your finger down on the textblock a few inches behind the head of the spine and tip the book out, without pulling on the spine itself.
- To replace the volume, loosen the bookend and move the existing volumes aside to create a space. Insert the book, and then readjust the bookend snugly.

Shelving Oversize Volumes:

- Oversize volumes should be shelved on deep shelving and on their tails or flat, never on their fore-edges.
- Avoid shelving short books next to tall books as the latter will not be properly supported.
- Do not allow volumes to protrude into the aisle.
- Support standing volumes with an appropriately sized bookend—one that is tall enough to provide good support and that has a wide profile.
- Remove and replace carefully, using both hands. Remember that many of these volumes are extremely heavy. For additional information see "Shelving Books and Use of Book Trucks" Diane Lunde, Colorado Preservation Alliance.

Book Mending

Book mending should be kept to a minimum however; some books can be easily repaired by the library media specialist. Library media center staff should know how to do minor emergency repairs. Common repairs which can be easily, quickly, and satisfactorily

Inventory/End of Year Procedures

A complete and accurate inventory of all materials and equipment must be taken each school year and recorded. The library media specialist and the media technical assistant, along with library media volunteers, are responsible for conducting this inventory. Clay County District Schools requires an inventory report to be submitted to the District Instructional Media Services Specialist and the local designated school administrator.

Inventories will be started at the beginning of each school year by the District Instructional Media Services Specialist. Libraries may view the status of their yearly inventories using the ADMIN tab of Destiny. School media specialists will need to notify the District Instructional Media Services Specialist of completion of the

inventory in order for it to be finalized. Please ensure that a copy of the inventory is made BEFORE requesting finalization of the inventory.

It is NOT necessary to stop circulating materials during inventory being taken on a computer. If a shelf list inventory is performed; however, circulation of materials must cease during the inventory. No classes should check out materials during the last two weeks of school prior to post planning so that all materials are returned and shelved prior to the last day of post planning. Weeding of outdated and damaged books and materials as well as surveying of damaged and outdated equipment should be done yearly.

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LIBRARY MEDIA COLLECTION

Required by Florida State Statutes, completing an inventory:

- Helps assure appropriate selections by identifying weak areas or gaps in the collection
- Helps assess the extent to which students and teachers are provided a wide variety of resources suitable to different learning styles and curriculum areas
- Helps identify resources that need minor repairs or those that should be discarded (physical condition, outdated or inaccurate materials, duplicate copies)
- Assists Clay County District Schools and the Florida Department of Education in assessing the current status of media collections in the schools and in relating to the legislature the need for financial resources
- Serves as documentation for insurance purposes in case of a disaster.

With Follett Destiny, there are different options for performing automated inventory. Inventory can be performed with the hand-held scanner or with a barcode scanner and a computer on a cart.

All items owned by the school, barcoded with Follett Destiny-compatible barcodes, housed in the library media center or other school location must be inventoried and accounted for.

After completing inventory the Destiny Inventory Report and an Annual Report needs to be completed. ~~**THE NEW FORMAT FOR THE REPORT IS A GOOGLE FORM. DO NOT SUBMIT A HARDCOPY IN THE COUNTY MAIL. SCAN AND EMAIL A COPY OF THE UNACCOUNTED FOR/LOST MATERIALS TO THE DISTRICT MEDIA SERVICES SPECIALIST.**~~

Weeding Overview

Weeding (also known as deselection) is an essential part of collection development; weeding ensures that the library media center materials are current, useful, and accessible. All library media centers are limited by the amount of space available to house materials; weeding is a continuous evaluation of resources intended to remove items that are worn out or no longer useful from the collection. Media centers 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.

It is recommended that the age of the collection be maintained at a rate that is newer than the state average.

1. Log into Destiny to get to Titlewave
2. Click then on "Your Account" button
3. Click Titlewise Analysis

Guidelines to consider:

[SLJ Weeding Criteria](#)

Discard Process/Surveying Equipment

The final decision to discard materials from the library media collection is made by the media specialist. Weeded materials must be physically removed from the library media center collection. The following steps should be taken:

- Remove barcode
- For print material: Black out the call number on the spine and the school stamp on the title page, top of book, or any other area on which the school stamp or other identification exists. Stamp **DISCARD** in several prominent places.
- For non-print material: Remove any identification and indicate that the item is discarded.
- Tabulate statistics on the total number of discards and/or breakdown in Dewey that may be helpful for future purchases.
- Delete the copy from your Destiny copy records.

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LIBRARY MEDIA COLLECTION

Teachers may choose any discarded materials for special classroom collections if the information in the text is accurate. Once teachers have made the selection, students may be given permission to select from the remaining material. Any materials to be discarded should be boxed, marked as discarded library books and placed with discarded textbooks at your school.

[Disposal of Instructional Materials: Florida Statute 1006.41](#)

When a piece of equipment is damaged beyond repair or is outdated and no longer serves a viable purpose in the instructional program, it may be surveyed. Contact the property administrator in your school before you survey equipment.

Censorship

Library media specialists must resist all efforts by groups or individuals to censor library media materials. Challenged materials should be presented to the District Curriculum Council. Materials under question will be held until a decision has been made. A decision to remove materials from the library media center is based on the recommendation of the District Curriculum Council and the final decision of the Superintendent or designee.

School Library and Media Services: Establishment and Maintenance

The district school had the duty and responsibilities to 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. School libraries and media centers are required to meet the following parameters:

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 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. (**see below!) which states that 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.

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.

****Pertinent parts of paragraph (a)2, as it relates to “school libraries” reads as follows; “**

1006.28 (2) DISTRICT SCHOOL BOARD. The district school board

Also has the following specific duties and responsibilities:

(a) Courses of study; adoption

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:

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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...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

CHALLENGED MATERIALS PROCEDURE- RECONSIDERATION OR REVIEW OF INSTRUCTIONAL MATERIALS

The District shall handle complaints regarding the reconsideration of ~~Instructional and Library Materials~~ other than those adopted by the Board pursuant to the Instructional Materials Adoption process ~~set forth on pages 15 through 19 of this Manual, according to the following procedures. When there is a complaint only concerning library materials, the District Library Media Specialist should be notified, and the complaint should be handled as set forth in the Procedures Manual for Library Media Services I.~~ **A Petitioner (a parent or guardian of a child enrolled in the District, an employee of the District, or a resident of CLAY COUNTY), may object to library material by filing the Request for Reconsideration of School Library Materials form (the “Petition”), with the Principal.** ~~Individuals (Complainants) requesting reconsideration of Instructional and Library Materials must complete the Request for Reconsideration or Review of Instructional Materials- [CCDS Specific Material Objection Form 6A-7.0714](#) and file the completed and signed form with the Supervisor of Instructional Resources.~~

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.

A. 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 made in writing on the prescribed form, be signed by the parent or resident, AND include the required contact information based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d).

B. A Petitioner who does not complete and return the form receives no further consideration.

C. The principal will review the objection and should meet with the teacher or parents/resident, or both, in an attempt to resolve the objection. If the objection is not resolved to the objector's satisfaction, the principal shall refer the matter to the School Curriculum Council for review.

~~D.~~ The principal will UPLOAD A copy of the Petition to the _____ Director of _____

E. The Director of _____ will notify the Superintendent of the challenge. In the case of an 847 violation, or if the principal is unsure of a potential violation of 847 the title will be pulled immediately from their school and sent to the Director _____ to make an immediate countywide decision.

F. The challenge to any library material applies only to the individual school where the challenge originated UNTIL A FINAL DECISION IS MADE.

G. During the pendency of a challenge, library material under Petition will not be accessible to students.

H. The terminology "library material" is used in this document to refer to books in the school library, classroom libraries and digital media (including but not limited to videos, DVDs, sound recordings, periodicals, computer software, or other electronic media).

II. The Principal will call a special meeting of the school curriculum council (SCC) unless the regularly scheduled meeting falls within 5 working day of the complaint to address the petition.

A. The Principal or the Library Media Specialist will notify the Director of _____ about the school committee meeting.

B. The principal or Library Media Specialist will request additional copies of the challenged material from the district if needed.

C. Every SCC Committee member will receive a copy of the completed "Request for Reconsideration of School Library Material" and a copy of the instructional and library material to be examined and will read it in its entirety.

D. If there are professional reviews of the material, copies of those will be given to each Committee member.

E. The standards used by the Committee to determine the propriety of the library material will use the challenge form criteria and included consideration: **i. The age of the children who normally could be expected to have access to the instructional and library material. ii. The educational purpose to be served by the instructional and library material. iii. The degree to which the instructional and library material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program. iv. The consideration of the broad, racial, ethnic, socioeconomic, and cultural diversity of the children.**
MAYBE THIS PART OF THE LAW COULD BE SIMPLIFIED

F. The SCC Committee will meet and give their decision to the Principal within the thirty (30) days.

G. The Principal or Library Media Specialist will notify the ~~Director of MTD~~ about the SCC Committee meeting date and time.

H. The Petitioner may be present to make a verbal and/or written statement to the SCC Committee.

I. The SCC Committee will give its recommendation to the Principal on the **COMMITTEE REVIEW FORM. Will be similar to what was used last year, but utilizing the same content as the challenge form for consistency.**

J. The Principal will notify the Petitioner of the recommendation immediately on school letterhead stationery.

K. The Director of _____ will receive a copy of the SCC challenge review form and of the Petitioner notification letter. THE Committee shall take one of the following actions: 1- Keep the challenged title in the collection. 2- Move the title to the parental advisory section. 3- Remove the title from the collection. 4- Move the title to a different level i.e. Elementary to junior high.

L. If the committee recommends that the book be removed, it will be sent to the Director of _____ with the accompanying paperwork.

M. Upon notification, if the petitioner is not in agreement, the district-level curriculum will meet with the objector and attempt to resolve the objection. The objector is further permitted to provide any evidence it desires to the district level curriculum supervisor.

If the complaint is not resolved to the objector's satisfaction as set forth in F.S. 1006.28(2)(a)2. a. and b., the matter may be appealed within fifteen (15) business days of receipt using the appeals process below.

APEALS PROCESS IS THE DISTRICT APPEAL CURRICULUM COUNCIL (DACC)

District Curriculum Council Appeals Process

I. The Petitioner may appeal against the recommendation of the school level curriculum council in writing within ten (10) days of the receipt of the school recommendation.

II. The Director of _____ will organize a meeting of the District Curriculum Council (DACC) within twenty (20) days of receipt of the Petition, unless the timeline is waived by the Petitioner.

A. The DACC for reconsideration shall be comprised of a team consisting of a school-based library media specialist, a curriculum specialist, a principal, a teacher of the appropriate content area, and a school board representative (parent with a student in Clay County Schools) for each district (1-5) appointed by the school board member of the district. All District Curriculum Council for Reconsideration meetings are led by a Meeting Facilitator (Supervisor of Instructional Resources or the District Library Media Specialist). The Meeting Facilitator is an impartial and non-voting member of the Council. They follow the agenda and maintain order during the meeting.

B. The Superintendent shall be an ex-official member of the committee.

C. To participate in the district appeals council, all members must complete training which will be available online. **Watch Media Specialist Training Video so everyone has consistent training that**

D. Participants of the DACC will have access to noticed zoom meetings **COPY THE ½ CENT SALES TAX COMMITTEE LANGUAGE).**

E. The Petitioner will be notified of the time and place of the DACC meeting.

F. The Petitioner will be allowed to make a presentation at the council meeting.

G. The DACC Committee will read and examine the material in its entirety.

H. If there are professional reviews of the material, copies of those will be given to each committee member.

I. The DACC Committee meeting is a public meeting, but personal identifying information shall be redacted without the petitioner's consent.

J. The standards used by the local school committee will apply to the district appeal committee but will be expanded to include the concerns or issues related to all district schools.

Procedures for Hearings

Petitioners will have an adequate and fair opportunity to be heard and present evidence to the hearing officer. The Complainant will have a maximum of 5 minutes to present information to support their complaint during the District Curriculum Council for Reconsideration meeting. After completing his/her presentation, the Complainant may not participate in the discussion among Council members, and may not preside over or participate in the vote regarding their challenge. During the meeting, no new additional challenged materials may be introduced to the Council; a separate reconsideration form must be submitted by the Complainant for any additional challenges.

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.

g. The District Curriculum Council for Reconsideration shall send their recommendations to the Supervisor of Instructional Resource who, within 5 days of receipt, shall forward the recommendation to the Superintendent's Designee for consideration.

H. The Superintendent's Designee shall review the Instructional and Library Material considering the recommendation of the Challenge Oversight Committee and the District Curriculum Council for Reconsideration. IF THERE IS A 5 TO 4 VOTE THAN IT SHALL BE MOVED TO THE PARENTAL ADVISORY SECTION OF THE MEDIA CENTER ERRING ON THE SIDE OF CAUTION (PER STATE MEDIA TRAINING).

Within 10 working days of the committee's report, the Superintendent's Designee shall make the final decision and notify the complainant of the DACC Committee decision in writing and mailed to the Petitioner via certified mail, return receipt requested.

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 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 decision of the Board shall be final.~~

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.

~~The School Board shall be notified of the final decision by the Superintendent's designee, and at the next meeting for which there is sufficient time to provide the public with proper notice pursuant to F.S. 120, shall review the Committee/Superintendent's Designee's decisions as a matter of course. At the time of review by the School Board, the decisions of the Committee and Superintendent's Designee shall carry a presumption that they are correct. The Challenges which have been decided shall be placed on the School Board meeting consent agenda as a single item under which each challenged book title presented for review is listed separately but without elaboration.~~

- ~~● Within seven (7) working days of receiving the complaint, the Supervisor of Instructional Resources will advise the Challenge Oversight Committee, which includes the Supervisor of Instructional Resources, the Chief Academic Officer, and the District Library Media Specialist, and a parent of the request.~~
- ~~● Within a reasonable amount of time, the Challenge Oversight Committee will review each submission. The committee retains the right to do any of the following:~~
 - ~~○ Based upon its own review, recommend immediate and permanent removal of materials that violate s. 847.012, F.S., or other pertinent Florida Statute or are determined to contain content that is obviously pornographic or inappropriate for the grade level or age group for which the material is used; or~~
 - ~~○ Reject or deny and return a complainant's request if (a) the material in question obviously does not meet the aforementioned criteria or violate the aforementioned statutes, (b) is a frivolous complaint, or (c) complains of materials which have been previously reviewed, have been determined to be appropriate for the grade level or age group for which the material is used and upon which approval has been given. This decision is not appealable; the Complainant may resubmit their request for reconsideration in a format which corrects the prior deficiencies (if correctable); or~~
 - ~~○ If a Challenge is not disposed of under either of the two preceding paragraphs, it shall be forwarded to the District Curriculum Council for Reconsideration for review.~~

- ~~Regardless of any interpretation of the three preceding paragraphs to the contrary, a Challenge may be dismissed by the Chief Academic Officer of the district if it is determined by him that the Challenge is frivolous, fails to comply with any provision set forth above, or is a duplicate of a Challenge filed by the same or a different individual~~

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- ~~The District Curriculum Council for Reconsideration shall be comprised of rotating teams with each team consisting of no fewer than 5 persons. Each team shall incorporate any combination of the following: the Chief Academic Officer, the Supervisor of Instructional Resources, the District Library Media Specialist, a school-based Library Media Specialist (mandatory), a curriculum specialist, a principal, a **community member**, and a parent of a student (mandatory) appointed by the Superintendent or the Superintendent's Designee.~~
 - ~~Each District Curriculum Council for Reconsideration team will invite the appropriate curriculum division director as an ex-officio member to its meetings when reconsideration of non-adopted instructional~~

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~~materials is being placed on the agenda. If the decision results in a tie vote, the Superintendent may cast the deciding vote. Additional District Curriculum Council teams may be added at the Superintendent's discretion.~~

- ~~In order to participate in the District Curriculum Council for Reconsideration, all members must complete a training in the method for analyzing and reviewing instructional and library materials.~~
- ~~The District Curriculum Council for Reconsideration will meet within a reasonable amount of time and will submit their decision to the Superintendent.~~
- ~~The challenge to any material reviewed by the District Curriculum Council for Reconsideration shall apply to all schools at which the material is housed. The decision of the Council and Superintendent or his/her designee shall apply to all schools at which the challenged materials are housed.~~
- ~~During the pendency of a challenge under this procedure, the Instructional Material which is the subject of the petition will not be accessible by the students.~~
- ~~Instructional and Library Material as used in this section refers to books, other than textbooks adopted by the district or the state utilized for classroom instruction or made available to students in the school library, or included on a reading list, including digital media, including but not limited to videos, DVDs, periodicals, computer software, or other electronic media.~~
- ~~For those challenges which **only** apply to library or media materials, the books or other media materials which are not immediately and permanently removed by the Challenge Oversight Committee based upon their own review as previously set forth herein, shall NOT be removed from circulation. They shall remain accessible to students subject to the following restrictions:~~
 - ~~(1) The books will be removed from the library shelves and sequestered in an area which can only be accessed by the district librarian/media specialist.~~
 - ~~(2) A list of those books sequestered pursuant to this process shall be maintained by the district librarian/media specialist and is available at each school facility circulation desk.~~
 - ~~(3) Said materials may be checked out by any student upon presentation by the student of a signed permission slip or note or letter to the district librarian/media specialist, which note is signed by a parent of the student and accompanied by a copy of the parent's state identification card or driver's license. The parent's signed consent, which may be submitted electronically, shall grant permission to the district librarian/ media specialist to check out the challenged book or other media materials to his/her named child, and must state that the parent who wrote the note is giving consent for his/her child to check out, read or view the materials, that the parent will counsel the child concerning the material and that the parent is taking responsibility to maintain the book or materials in a safe place where they will not be shared with children or students other than his/her own. Only when the parent has given consent and assumed responsibility for his/her child's use of challenged materials may sequestered books or materials be checked out to the student.~~
- ~~All District Curriculum Council for Reconsideration meetings will use the following agenda to conduct material review meetings:~~

Item	Approximate Time
Welcome and Introductions	2-Minutes
Purpose and Review of Request for Reconsideration	2-Minutes
Complainant Opportunity to Address Committee	5-Minutes
Review Rules as Necessary: S.B. Policy (4.44; 4.45)/State Statute/ ALA Library Bill of Rights	10-Minutes
Review of Contested Materials (Book and Expert Reviews)	15-Minutes
Explanation and Completion of Forms for Materials Under Review	15-20-Minutes
Explanation of Possible Outcomes	2-Minutes
Committee Discussion and Decision	10-15-Minutes
Next Steps/Adjournment	5-Minutes

-
- Times may be extended or shortened by the meeting facilitator acting within their discretion.
- The District Curriculum Council for Reconsideration makes decisions by a majority vote.
- The District Curriculum Council for Reconsideration may include recommendations for an appropriate alternative selection for the materials being requested for reconsideration.

The Complainant may appeal any Final Decisions of the Superintendent's Designee, which are based on the Committee's recommendation or his/her own review, and which Final Decisions are or will be forwarded to the School Board for final approval. The appeal shall proceed as follows:

1. Within ten (10) calendar days of the Superintendent's Designee's decision, the Complainant shall file with the Superintendent's office a one page request for appeal.
2. Upon receipt of the Request for Appeal, the office of the Superintendent will mail a Notice of Board action to the Complainant which states the date of the School Board meeting at which the Final Decision will be considered by the School Board.
3. No later than (15) days before the Meeting at which the appeal is scheduled, the Complainant may serve the Superintendent with a written statement of his position, which document may not exceed two pages of argument, shall be written on 8.5 x 11 inch white paper, using black ink, typed on one side only, double spaced, with 1 inch margins on all sides, is typed in a font that is either 12 point or 14 point, and in a typeface that is either New Times Roman or Arial. Service of the position paper shall be made to the Superintendent's office either by hand delivery or by courier.
4. No later than 10 days before the Meeting at which the appeal is scheduled, the Superintendent's Designee may serve the Complainant with a written position statement, which document shall not exceed two pages of argument, shall be written on 8.5 x 11 inch white paper, using black ink, typed on one side only, double spaced, with 1 inch margins on all sides, typed in a font that is either 12 point or 14 point, and in a typeface that is either New Times Roman or Arial. Service of said paper shall be made to the Complainant either by hand delivery or courier.
5. No later than seven (7) calendar days prior to the scheduled school board meeting, copies of both parties' statements shall be provided to each member of the Board. The School Board shall determine whether they have sufficient information with which to make a decision based solely upon their review of the written statements.
6. If the School Board determines that they are unable to make a decision based solely upon their independent review of the written statements, the Chair shall, upon the request of any individual Board

member, move the consideration of the specific book title or titles to the Discussion agenda where, when that portion of the discussion agenda is brought up for consideration, the Board members may discuss the merits of the written statements, the actions of the Committee and the District Curriculum Council for Reconsideration and the decision of the Superintendent's Designee with regard to the Challenged book or material, after which they shall, without any further involvement or statements from either the Superintendent's Designee or the Challenger, make a final decision to either Overrule or

Approve the Superintendent's Designee's decision, the effects of which decision are set forth in the next paragraph.

- ~~7. If the School Board determines that the written statements are sufficient, the School Board shall determine, based upon the written argument of the parties, whether to Overrule or Approve the Superintendent's Designee's Final Decision. If the decision of the Superintendent's Designee is Approved, the matter is concluded. The decision of the School Board is final. If the Board Overrules the Superintendent's Designee's decision, the matter shall be returned to the District Curriculum council for further consideration.~~
- ~~8. In considering these matters, the School Board shall be sitting as a quasi-judicial body, accordingly, and pursuant to F. S. 286.0114(3)(d), no speakers shall be allowed to address the Board on this matter.~~
- ~~9. All decisions of the School Board are final.~~

Supplemental Materials

Approval of supplemental materials begins at the school level. Each school will have their own form and spreadsheet for the process.

Steps for Requesting Approval of Supplemental Materials

Non-Board approved supplemental materials may include, but not limited to library media materials, novels, videos, video clips, digital curriculum, worksheets, or other print or digital material not included in the district adopted core curriculum. These materials are subject to approval by each school's Curriculum Council. The process for approval is outlined below (see Appendix D: Flow Chart: Steps for Approval of Supplemental Materials):

- ~~1. Staff submits a *School Based Curriculum Council Application* request for supplemental resources (**Forms linked in portal**). The applicant completes the school's online application form which automatically submits to the school administration for their Curriculum Council's consideration. Principal prints the form to share with the Council.~~
- ~~2. School principal convenes the Curriculum Council meeting and completes the school's Curriculum Council process, including approving or denying the application. Administration must complete Section 2 of the application form, as well as update the school's application spreadsheet.~~

LIBRARY MEDIA COLLECTION

- ~~a. The original application form with a record of denial, approval, and/or purchase shall be maintained at the campus and remain accessible to all.~~
- ~~b. A current list of all supplemental materials shall be maintained and made accessible for all.~~
- ~~c. The principal must update the school's application spreadsheet throughout the process.~~
- ~~3. If the material is~~
 - ~~a. A library media material, novel or video (YouTube), the process remains at the school level.~~
 - ~~b. A website or Google app, the administrator must submit a *School Dude* ticket for approval. If the website is a curriculum resource, it must first be approved by IT, then submitted as indicated in Step C below.~~
 - ~~c. A new supplemental curriculum – that is not website-based – the administrator must submit a *Request for District Approval of Supplemental Materials* form to the district.~~
- ~~4. If the request is denied at the school level, the process stops.~~

5. ~~If the approved request requires digital/online access, a website, or a Google app, a *School Dude* ticket must be completed. If the request is denied at the Information and Technology Services level, the process stops. If the request is approved at the Information and Technology Services level:
 - a. ~~And the material is a curriculum resource, a *Request for District Approval of Supplemental Materials* (link in Admin Portal) form must be completed by administration.~~
 - b. ~~And the material is NOT a curriculum resource, the school may proceed with purchase.~~~~
6. ~~Once the form is submitted, the Instructional Resources Department Supervisor will be notified.~~
7. ~~The District Curriculum Council will review, along with additional departments as needed (example: Curriculum, ESE) and notify the school of approval or denial. If the request is denied, the process stops. If the request is approved, the school may proceed with purchase of the material.
 - a. ~~The District Curriculum Council shall be comprised of rotating teams with each team consisting of no fewer than 3 persons. Each team shall incorporate any combination of the following: the Chief Academic Officer, the Chief of Elementary, the Director of Secondary Education, the Supervisor of Instructional Resources, the District Library Media Specialist, a school-based Library Media Specialist, a curriculum specialist, a principal, and when possible, at least one lay member appointed by the Superintendent or the Superintendent's Designee.~~~~
8. ~~The approval form and purchase information shall be added to the current list of the school's supplemental materials, maintained at the campus, and made viewable by all.~~

~~Library Book Access Form~~ **Moved to Library Media Circulation section**

~~This form is available on each school website for use by Parents and Guardians wishing to change their child's access to the school library. This form needs to be completed for EACH child in the family and returned to the child's school library. Once the school media specialist receives the form the parent's requests should be noted through a note placed on the child's Destiny account. Include in the note the date of the request along with the information requested on the form. These parent requests need to be followed. The hard copy of the form should be housed in the library for reference. (see APPENDIX E: Library Book Access Form)~~

~~LIBRARY MEDIA CIRCULATION~~

~~Regular Books~~

~~Length of the loan period and the number of books that may be checked out by an individual borrower should be as flexible and liberal as possible. A one-week loan satisfies most needs at the elementary level. Two to three weeks seems best at secondary level. Some curtailment may be necessary when collections are small and demand is heavy; however, when the collection reaches numerical adequacy, restrictive loan policies should be dropped and replaced with others that more closely match user needs.~~

~~Reference Books~~

~~When the "R" or "Ref" is above a classification number, the book is a reference book. Reference books may be used in the library media center and taken from the library media center for overnight or short-term loans. Books with the "R" or "Ref" designation are shelved together in the library media center's reference area. Reference books should be given a separate loan type to indicate short-term checkout.~~

~~Reserve/Hold Books~~

~~When a student or teacher requests books that are currently in circulation, a hold is placed on the item in the computer. A notice is generated by the computer when the item becomes available.~~

Overdue Books

~~An organized effort should be maintained to expedite the return of overdue books.~~

- ~~● Send notices to students at regular intervals and contact parents by phone as necessary. Use the notes section of Destiny to make a record/log of contact attempts.~~
- ~~● Overdue fines are discouraged. A student may be restricted from additional checkouts until the book is returned, but no longer than 3 weeks. If the student fails to return the book in a reasonable amount of time, the student should be charged for the book as a lost book.~~

Lost and Damaged Books

~~The problem associated with the loss of materials has escalated severely because of the high cost of replacements. For this reason, electronic security systems have been installed in the junior and senior high schools. The following suggestions may help alleviate this problem:~~

- ~~● Allow students to check out anything in the collection to use overnight, even reference and reserve materials.~~
- ~~● Provide multiple copies and variety if funds permit~~
- ~~● Limit the number of access/exit points for the center~~
- ~~● Supervise exits periodically to check that library media materials are properly checked out~~
- ~~● Place additional book returns around the building to provide more accessibility: front lobby, office, outside the library media center door, in the cafeteria, etc.~~

Replacement Cost

Replacement cost is charged to students when books or materials are lost or damaged beyond use (wet or defaced). At no time should a student be restricted from checking out books for a period longer than three weeks. Library media specialists will notify an administrator if a student does not pay for the material in a reasonable length of time. In lieu of payment an administrator or the media specialist may assign library-related community service (i.e. cleaning tables, straightening library, shelving and straightening books). According to Florida Statute:

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

(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.

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LIBRARY MEDIA CIRCULATION

- A numbered receipt must be given for money collected using an official numbered receipt book obtained from the school's bookkeeper.
- Money received for damaged or lost books must be deposited with the bookkeeper daily.
- Money for a lost book must be refunded if the book is still in good condition when returned and is returned during the same school year in which it was paid.
- The barcode of the book being paid for should be written on the receipt for easier identification when refunding money.
- Check with your school bookkeeper for specific procedures for refunding money.

Students withdrawing from school should be cleared by the library media specialist to ensure that all materials are returned and fines are cleared.

ILL PURPOSE

- To provide equal access to library resources for all Clay County patrons
- To expeditiously deliver interlibrary loan resources to participating school library media centers.

ILL Borrowing School Responsibilities

- Requests for interlibrary loans may be transmitted using Destiny.
- Lending of multiple copies and Reference materials is at the discretion of the lending library.
- Resources borrowed on ILL between Clay County schools are the responsibility of the borrowing library media center until received again by the lending library media center.
- Fees or costs associated with damages or loss are the responsibility of the individual patron. Clay County's established lost or damaged book/AV policies are to be followed for books damaged or lost by students. ***If the borrowing student does not pay or is unable to pay, it is the borrowing school's responsibility to pay for the lost or damaged book.
- No fines may be charged for overdue ILLs.
- A maximum loan period of two weeks is recommended for the use of resources. Renewals are permissible only at the discretion of the lending library media center.
- At the end of the year all fines should be cleared and books marked as lost if they haven't been returned. Patrons are responsible for paying for lost materials.

Lending School Responsibilities

- Material sent in response to participating schools' requests will be supplied at no charge.
- One of the following responses should be made to the borrowing library media center before the end of the school day following the request.
 - Provide the requested material or
 - Decline the ILL. This will allow time for the material to be requested from another library media center.
- Although the district supports the lending of all library media resources, print and non-print, the lending library media center has the right of refusal if it conflicts with the curriculum needs of the lending library media center.

Responsibilities of Each School Library

- Check Processing Requests DAILY!
- Respond to Processing Requests DAILY!

Library Book Access Form

This form is available on each school website for use by Parents and Guardians wishing to change their child's access to the school library. This form needs to be completed for EACH child in the family and returned to the child's school library. Once the school media specialist receives the form the parent's requests should be noted through a note placed on the child's Destiny account. Include in the note the date of the request along with the information requested on the form. These parent requests need to be followed. The hard copy of the form should be housed in the library for reference.

THE MEDIA SPECIALISTS HAVE BROUGHT VALID SOLUTIONS TO ME FOR THIS PART

LIBRARY MEDIA PROFESSIONAL DEVELOPMENT

Professional Organizations

NEFLIN: Northeast Florida Library Information Network

NEFLIN is a non-profit, multi-type library cooperative. Established in 1992, [NEFLIN's members](#) include public, academic, school, and special libraries located within our [20 county service area](#). NEFLIN's Headquarters is located in Orange Park. The organization is managed by an executive director and is governed by the 9-member [Board of Directors](#), made up of elected representatives from member libraries.

Through grant funding and membership dues, NEFLIN provides members access to:

- Training and continuing education via inservice workshops and webinars
- Resource sharing
- Equipment/materials loan program
- Research and development
- Partnerships for grant funding
- Leadership opportunities
- Additional services through relationships with other organizations.

For more information, visit the NEFLIN website: <http://www.neflin.org>.

Media specialists and media technical support assistants are encouraged to participate in professional development via NEFLIN. To receive professional development credit, submit an out of county professional development form to Kelly Thiessen.

Florida Power Library Schools Program

Using the ExC³EL evaluation rubric, Florida School Library Media Centers can also apply to become identified as Florida Power Library Schools. For details on how to be designated a Florida Power Library School, go to [FPLS Information](#).

American Association of School Librarians (AASL) is a national organization which is a subgroup of ALA. AASL's mission is to advocate excellence, facilitate change, and develop leaders in the school library media field.

[AASL Position Statements](#)

The American Library Association (ALA) is a national organization of libraries, librarians, library trustees, and other interested persons. The mission of the ALA is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

<http://www.ala.org>

Professional Journals and Resources

- Booklist
- School Library Journal
- Horn Book Magazine
- School Library Connection

Library Media Training

Media specialists and media technology support assistants must register for in-service activities in Elevate WHETHER OR NOT in-service points are desired. (Access via the myoneclay.net portal.)

Points to renew media professional certificates may be acquired through **Component 1-407-001: Information Literacy**. Information on additional components may be obtained from your school's Local In-service Coordinator or the Professional Development Office.

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LIBRARY MEDIA PROFESSIONAL DEVELOPMENT

Attendance at media training meetings is required for media specialists and may be claimed for in-service points. Absences from these training meetings must be approved in advance by the Instructional Media Services Specialist or Supervisor of Instructional Materials.

Philosophy

The library media specialist plays a pivotal role essential to the learning community with four specific responsibilities:

- Teacher
- Instructional Partner
- Information Specialist
- Program Administrator

As **TEACHER**, the library media specialist collaborates with teachers and students to analyze learning and information needs. After locating resources to meet those needs, the library media specialist is involved in individual, small group, or whole class instruction. for:

- Enrichment activities
- Enhancement activities
- Reinforcement activities

As **INSTRUCTIONAL PARTNER**, the library media specialist, working with the entire learning community, takes a leading role in:

- Planning with individual teachers in designing authentic learning tasks
- Planning for the integration of information skills across the curriculum
- Planning for the use of all the library media center resources

As **INFORMATION SPECIALIST**, the library media specialist provides leadership and expertise in:

- Acquiring and evaluating information resources in all formats
- Operating equipment
- Modeling strategies for locating and accessing the resources within the library media center and beyond (e.g. public library).

As **PROGRAM ADMINISTRATOR**, the library media specialist works with the members of the learning community to:

- Define the policies of the school's library media program
- Guide and direct all the activities of the media program
- Manage the budget, staff, facilities, and equipment of the media program
- Evaluate the library media program to ensure its quality

Derived from American Association of School Librarians (AASL) & Association for Educational Communication and Technology (AECT). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

APPENDIX A



Clay County District Schools Parent/Guardian Permission to View Video

Dear Parents and Guardians,

Occasionally, film/videos are used in the classroom to support and expand students' knowledge of a curricular-related topic or concept.

I am notifying you that we will be watching a film/video above _____ rating.

I will be showing the film/video in the classroom on _____.

Class/Subject Area: _____

Film/Video Title: _____

Motion Picture Industry Rating: _____

Curriculum Council Approval Date: _____

Topic under discussion to which movie is relevant:

Instructional Objectives:

Please return the permission slip below by _____

Teacher's Signature _____

Child's Name _____

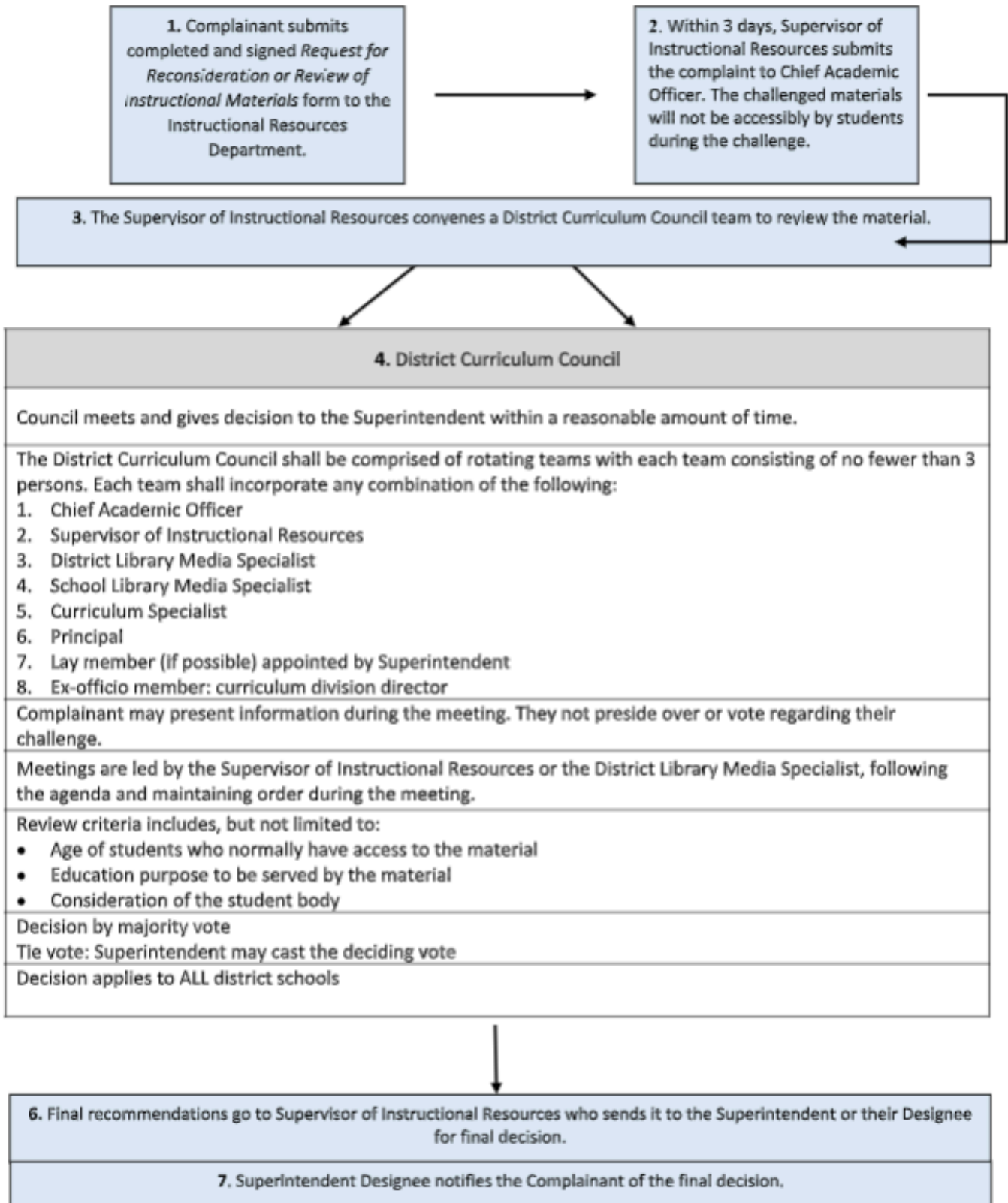
Yes, I give my child permission to view curriculum and school appropriate film/videos related to classroom content and subjects.

No, I do not give my child permission to view curriculum and school appropriate film/videos mentioned in this letter. I understand alternate learning experiences will be provided for my child while the movie is watched.

Signature of Parent or Guardian: _____

Date: _____

CHALLENGED MATERIALS PROCEDURES – RECONSIDERATION OR REVIEW OF INSTRUCTIONAL MATERIALS



~~APPENDIX C~~ **USE Section 1 and 2 from State Form followed by below**

Section 3

- The material is pornographic and prohibited under Section 847.012, F.S.
- The material depicts or describes sexual conduct as defined in Section 847.012, F.S. (Predominately appeals to a prurient, shameful, or morbid interest.
- The material does not meet the above criteria, but is not suited to student needs and their ability to comprehend the material. Check all that apply.
 - Excessive profanity/obscene language that cannot be said on broadcast TV or radio.
 - Horror (Descriptions of pervasive/gruesome behavior arousing feelings of extreme fear, shock, or disgust).
 - Violence (Intense behavior/morbid behavior involving physical force intended to hurt abuse, damage/torture, kill someone).
 - Glorification of weapons.
 - Glorification of suicide, self-harm, or mental illness.
 - Glorification of drug, alcohol, or tobacco use by minors.
 - Unsolicited theories or strategies that are biased, racist, sexist, or could lead to student indoctrination.
 - Gender Theory, medical transition, sexually explicit content beyond LGBTQ relationships. Characters in LGBTQ+ relationships are acceptable.

Section 4. The material is inappropriate for the grade level and age group for which it is used. Identify the portion of the material objected to and why. (You must specify and provide page numbers, sections, or timestamps as appropriate. You may attach additional information that does not fit within this form).

Section 5. For #3 & #4 listed above, is there any value in this material?

Section 6. What is the desired outcome for this material?

- Remove or discontinue use of this material.
- Move to the Parental Advisory Section.

Limit Access to certain grade levels (Check all that apply).

- Elementary Level Grades k-5 Elementary Level Grade 6
- Junior High Grades 7 – 8 High School Grades 9-10
- High School Grades 11-12
- Other

Signature _____

Date Submitted _____



CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

Janice Kerekes, District 1
Mary Bolla, District 2
Beth Clark, District 3
Tina Bullock, District 4
Ashley Gilhousen, District 5

Request for Reconsideration or Review of Instructional Materials

Individual Requesting Review: _____

Phone: _____ Email: _____

Physical Address: _____

City: _____ State: _____ Zip: _____

School: _____ Grade Level: _____ Subject: _____

Check as applicable:

- I represent a special interest group named _____
- I already have a copy of the material
- I will review the material on-site
- I wish to check out the material for a two-week period

Type of Instructional Material:

- Novel
- Textbook
- Workbook
- Symbol
- Video (YouTube, DVD, etc.)
- Other: _____

Title: _____

Author: _____ ISBN: _____

1. What is your interest or reason for this request? _____

2. What is objectionable about the material: specific pages, chapters, language, scenes?
Attach additional information, if necessary. _____

3. What do you believe might be the result of a student using this material? _____

4. For what age group would you recommend this material? _____

5. Is there anything good in this material? _____

6. Would you care to recommend another instructional material in the same format, covering the same subject or content standards? If so, please list the title, author, publisher, and ISBN: _____

Printed name of Complainant: _____

Signature of Complainant: _____

Date: _____

Please submit the completed form and any additional documentation to:

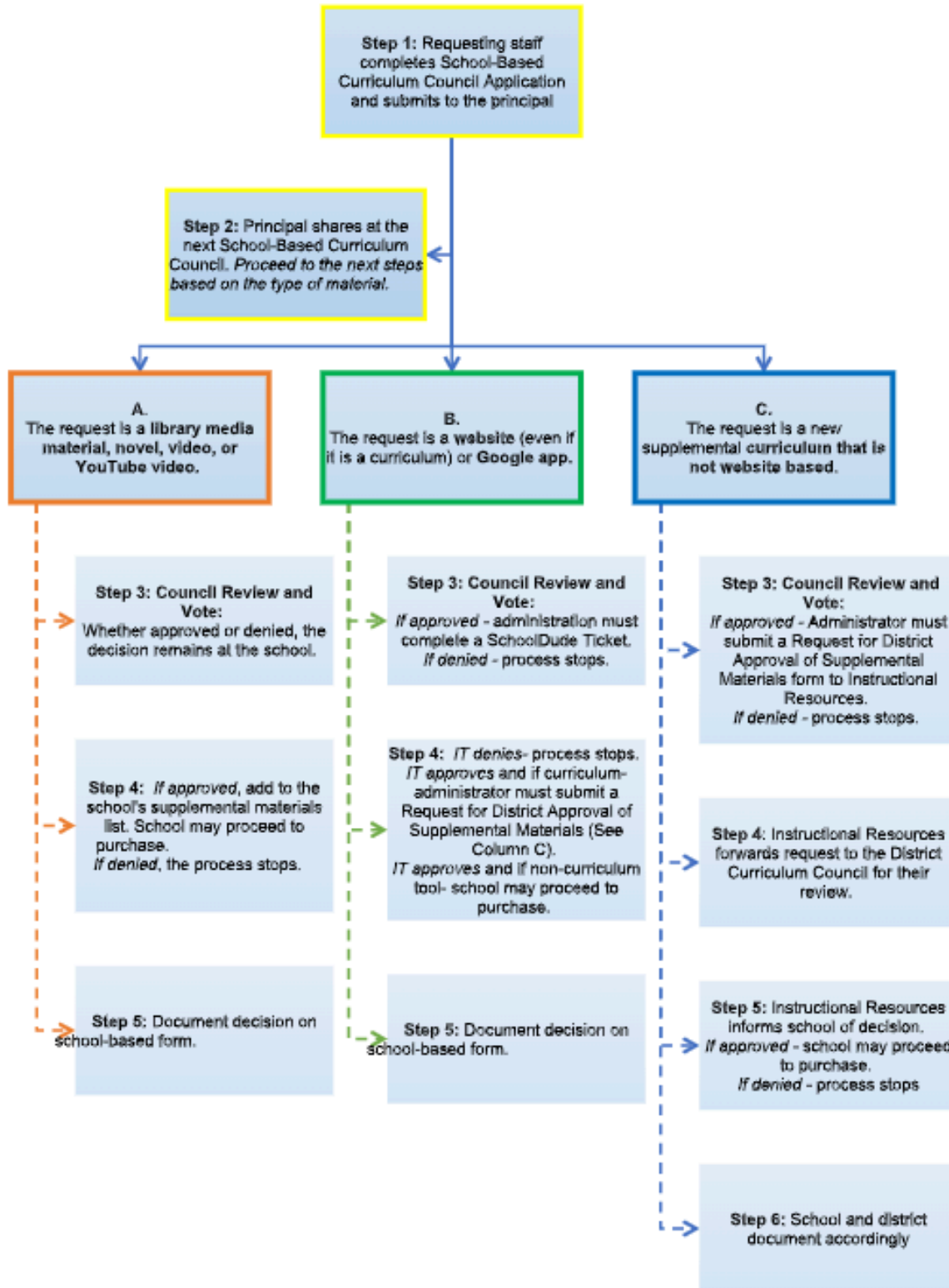
**Clay County District Schools
 Attn: Supervisor of Instructional Resources
 900 Walnut Street
 Green Cove Springs, Florida 32043**

To be completed by Instructional Resources Office Staff:

- Received in Instructional Resources: Date _____ by _____
- Attachments were included with this form. Total number of pages _____
- The form was fully completed and accepted: **Yes/No**. If not, why? _____
- Date Committee convened: _____
- Committee Members: _____

- Outcome: _____
- Notification of Complainant: Date _____ by _____
- Additional information: _____

FLOW CHART: STEPS FOR APPROVAL OF SUPPLEMENTAL MATERIALS





Library Book Access Form

By completing this individualized School Library Access Plan, I understand that I am opting to change the level of access to the school library for my child. Parents and Guardians wishing to change the access to the school library need to complete this form for EACH child in the family.

Student Name: _____

Student Grade: _____

School: _____

Parent(s)/Guardian(s) Name(s): _____

Parent preferred contact (phone or email address): _____

As the parent of _____, I wish to take full responsibility for the materials my child checks out of the school media center during the _____ school year. I understand that it is my parental responsibility to explain these restrictions to my child.

Please select one of the following library access options:

_____ I will send a list of titles/topics/authors that my child cannot access. (Please attach a list.)

_____ I will list the titles/topics/authors for every book my child is allowed to access. (Please attach a List.)

_____ My child will not check out library resources without my permission.

Parent Signature

Date

Please return the completed form to your child's school library.