

# Clay County District Schools

Green Cove Springs, Florida

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Superintendent of Clay County District Schools



## Procedures Manual for Library Media Services

2021-2022

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

### Clay County District Schools Board Members:

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# Table of Contents

## INTRODUCTION

### Preface

21st Century Library Media/Vision Statues, Guidelines and Standards	3
------------------------------------------------------------------------	---

### Ethical Uses and Issues

### Quick Reference to FLorida State Statutes and School Board Policies

### Library Bill of Rights

3

## LIBRARY MEDIA CENTER MANAGEMENT

### Scheduling and Hours

### Volunteers and Student Clerks

### School Library Media Advisory Committee

### Special Observances

Library Media Center Scheduling and Hours	3
Access to Resources	3
Copyright Policies	4
The TEACH Act	4
Supplemental Materials	4
District Curriculum Council Form	4
School Based Curriculum Council Form	4
Use of Audiovisual Materials	5
Instructional Video Guidelines	5
Closed Circuit Television Transmission	6
Off-Air Recording of Television Programs	6
School Library Media Advisory Committee	7
Student Video/Recording Internet Policies	7
Employee Technology Policies	7

## LIBRARY MEDIA INSTRUCTION

### Instructional Library Media Standards

### FINDS

### READS

### CPALMS

7

### Integrating Literacy and Technology into the Curriculum

### Online Resources

8

### Digital Citizenship and Cyber Safety

8

### International Society for Technology in Education (ISTE)

9

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

9

### Reading in Library Media Program

9

Florida Reading Award Programs

[Florida Teens Read](#)

[Sunshine State Young Reader Award Program](#)

[Collaboration](#)

[Multi-Media Production/ Jim Harbin Student Media Festival](#)

[Use of Audiovisual Materials](#)

[Personal User Agreements- Disney and Netflix](#)

[Instructional Video Guidelines](#)

[Closed Circuit Television Transmission](#)

[Off-Air Recording of Television Programs](#)

[Student Video/Recording Internet Policies](#)

[Responsible Use Guidelines- Employees](#)

[Responsible Use Guidelines- Students](#)

9

~~Important Library Event Dates~~

9

**LIBRARY MEDIA COLLECTION**

[Personnel Responsible for Selection](#)

[Budget](#)

[Sources of Funding](#)

[Internal Funds](#)

[Comprehensive Plan](#)

[Tips for Successful Planning](#)

Collection Development

11

Selection [Criteria](#)

11

Audiovisual Material Selection

[Reading Level vs Age Appropriateness](#)

[Copyright Policy](#)

12

Processing Policy

12

General Processing Information

Check-In Procedures for Book Orders

Cataloging Procedures for Vendor Processed Books

[Cataloging Procedures for Adding Copies to an Existing Title](#)

Cataloging Audiovisual Materials in Destiny

Recommended Prefixes for Call Numbers

18

Equipment Prefixes

[Shelving Books](#)

[Book Mending](#)

[Inventory/End-of-Year Procedures](#)

[Weeding Overview](#)

[Discard Process/Surveying Equipment](#)

Censorship Policy

18

Challenged Materials Procedure- Reconsideration or Review of Instructional Materials

19

~~Inventory Policy~~

[Supplemental Materials](#)

[District Curriculum Council](#)

[School Based Curriculum Council](#)

19

## LIBRARY MEDIA CIRCULATION

Regular Books	21
Reference Books	21
Reserve/Hold Books	21
Overdue Books	21
Lost and Damaged Books	21
Replacement Cost	21
Weeding Overview	22
Discarding Process	22
ILL Policies and Purpose	23
ILL Responsibilities	23
Lending School Responsibilities	23
Responsibilities of Each School	
<a href="#">Library Media Access Form</a>	23

## LIBRARY MEDIA FINANCIAL MANAGEMENT

Budget	24
Internal Funds	24
Comprehensive Plan	25
Tips for Successful Planning	25

## LIBRARY MEDIA PROFESSIONAL DEVELOPMENT

Evaluation	26
NEFLIN	26
Florida Power-Library Schools Program	26
Library Media Training	26

## LIBRARY MEDIA PROFESSIONAL DEVELOPMENT

### [Professional Organizations](#)

#### [NEFLIN](#)

#### [Florida Power-Library Schools Program](#)

#### [American Association of School Librarians](#)

#### [American Library Association](#)

### [Professional Journals and Resources](#)

#### [Library Media Training](#)

#### [Philosophy](#)

AASL: Position on Flexible Scheduling	27
ALA Intellectual Freedom Statement	27
ALA Code of Ethics	27
Interpretation of the Library Bill of Rights	27
AASL Statement on Confidentiality of Library Records	27

APPENDICESAppendices A-E**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.

**21<sup>st</sup> Century Library Media Vision/Mission**

The mission of the 21<sup>st</sup> 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.

### Quick 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.

70

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**

### **Library Media Center 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.

### **Access to Resources**

~~It is considered a student's right to check out library books upon enrolling in a school. Permission is not required from parents or teachers for a student to check out print materials; therefore, schools should not send out "LETTERS OF PERMISSION" for library media privileges to be established. Acceptable Use Policy for Use of Networks and Telecommunications is included in the *Student Code of Conduct*.~~

~~Major barriers between students and resources are discouraged. Such barriers include: imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; and charging fees for information in certain formats (i.e. DVDs).~~

### **Copyright Policies-**

~~Infringement of copyright protection is a violation of federal law. The CGDS 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 for Teachers](#)

### **The TEACH Act**

~~The TEACH Act became law in late 2002. Its purpose is to increase the rights of educators. It is important that educators understand and follow copyright laws and guidelines. Familiarity with the Teach Act is important for educators.~~

~~Please refer to the following website for explanation and frequently asked questions concerning The Teach Act:~~

~~<http://www.copyright.gov/docs/regstat031301.html>~~

### **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(s).

This committee may consist of:

- Principal or principal's representative
- Media specialist(s)
- Teachers – at least one per grade level/department
- Parents (at least two) or other representatives of the school community
- Students (when appropriate).

This committee should meet at least twice a year.

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
- 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

### **Special Observances**

~~**Banned Books Week- September 18- 24, 2022**~~

~~Banned Books Week~~

**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**

[School Library Month](#)

**National Poetry Month- April 2023**

[Poetry Month Information](#)

## **LIBRARY MEDIA INSTRUCTION**

### **Instructional Library Media and 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.

~~American Association of School Libraries~~

~~Designed to empower leaders to transform teaching and learning, the *National School Library Standards* enable personalization for every learner.~~

~~[National School Library Standards](#)~~

### **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](#)

### **CPALMS**

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

[CPALMS](#)

## **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.

## **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 **ExC<sup>3</sup>EL** 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.stml>

For additional details about ExC<sup>3</sup>EL 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.

Online resources for SSYRA are password protected and only available to FAME members.

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

~~National Literacy Events~~ **MOVE TO**

Below are recommended sites to assist with Literature based instruction:

- [American Library Association](#)
- [Caldecott Award](#)
- [Newbery Award](#)
- [Coretta Scott King Award](#)

~~Banned Books Week- September 26- October 2, 2021~~

[Banned Books Week](#)

~~National Children's Book Week- November 8-14, 2021~~

[Children's Book Week](#)

~~School Library Month- April 2022~~

[School Library Month](#)

~~National Poetry Month- April 2022~~

[Poetry Month Information](#)

## **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.

- A. 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 and
- 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.** ([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](#)).

**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. (<https://www.ncta.com/cableimpacts>)

### **School Library Media Advisory Committee ~~Moved to~~**

~~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(s).~~

~~This committee may consist of:~~

- ~~● Principal or principal's representative~~
- ~~● Media specialist(s)~~
- ~~● Teachers — at least one per grade level/department~~
- ~~● Parents (at least two) or other representatives of the school community~~
- ~~● Students (when appropriate).~~

~~This committee should meet at least twice a year.~~

~~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~~
- ~~● 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~~

### **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.

### **Employee Technology Policies**

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

~~[Employee Technology Policy](#)~~

~~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.

## 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, ~~but before April 1 of each year.~~ 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; <i>Other functions are used for special allocations</i>
Object	=	See following pages
Project	=	Only used for special funding
Program	=	Rarely needed for library media funding; <i>Your bookkeeper will have details</i>

**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.

## 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.

### **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 the ~~library media specialist~~ certified educational media specialist considering recommendations from ~~students and faculty~~ 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 ~~four~~ three basic goals:

- To meet the needs of students and teachers for curriculum-related materials of reader interest
- To fulfill students' interests for recreational reading To support the state academic standards and aligned curriculum
- To provide teachers with professional information To support the academic needs of students and faculty
- To provide access to electronic resources.

Book 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 233.165)
- 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.

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 versus 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 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 for Teachers

### The TEACH Act

## Processing Policy 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.

## 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 whenever possible.** 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 complete the "Import MARC Records Request" form being sure to attach the microlif.001 file.**

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

MARC records for your new books may be sent in one of two ways:

- Online download
- E-mailed to you
- To Import MARC records:
  - Go to **Catalog** in **Destiny** and click on **Import Titles**. You will have several choices on the next screen which are the automatic defaults. You can just leave them as they are. If you have an **ENTIRE** order of **reference books** or **professional books**, change the circulation type drop-down menu to that particular circulation type. **Regular** should be the default.
  - Locate your new MARC records and preview them. If your MARC records are in your email, you will need to save them to your desktop and **Browse** for your desktop files. The file should be "**Microlif.001**."
  - Click on **Preview** to take a look at your copy records **BEFORE** you import them. If you see problems, make a note of them so that you can correct them after you import the file.
- After the records have been previewed, click on **Import** to import them into your Destiny collection.
- Go to **Back Office/Job Manager** in Destiny, and click on the **View** link for your import; you will **ALWAYS** have a report of some kind about your import. Unless your import fails, don't worry about this report.
- If you have **REFERENCE** or **PROFESSIONAL** books, call up the copies for these books and change the call number, if necessary. Make a new spine label for these books. See Call Number table on page 30.
- Apply the spine labels and the label protectors.
- Stamp the library name as outlined in **Cataloging Procedures**.
- Tape book jackets and reinforce paperbacks if not done by the vendor.
- If there is a security system, insert security strips.
- Let the teachers know about the new books.
- Display the new books and invite students to check them out.

## Cataloging Procedures for Adding Copies to an Existing Title

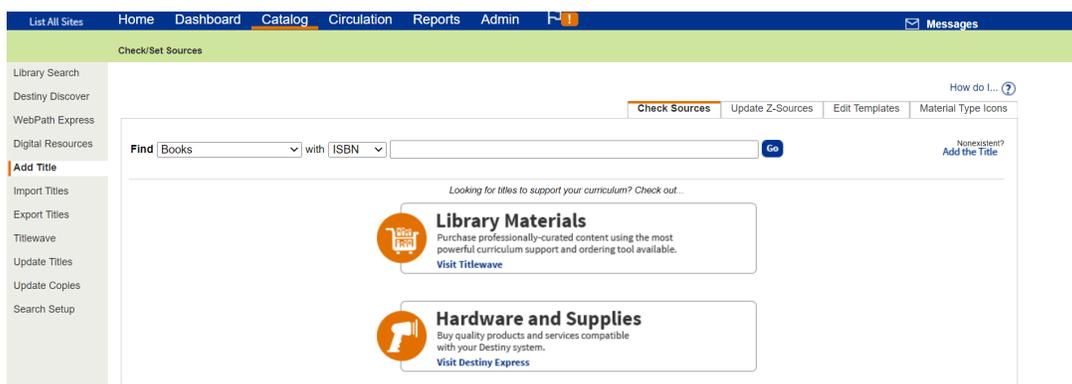
Since the catalog is a District catalog, libraries can add copies to a record found in any other school library. To add a COPY to a District record use the following steps:

- 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

## Appendix

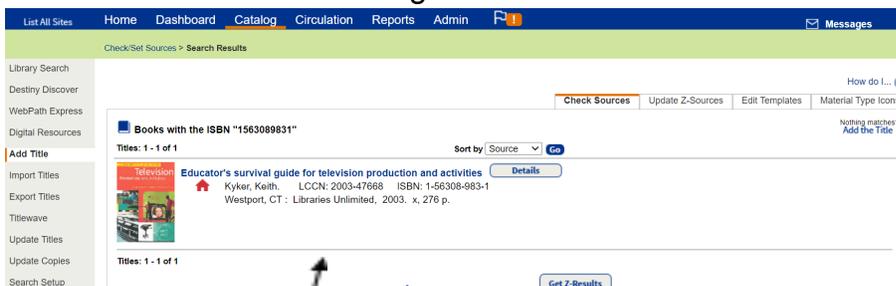
## ~~Cataloging Procedures for Unprocessed Books~~

- ~~● Follow general **Check-in Procedures** if books were ordered without processing.~~
- ~~● In **Destiny/Catalog**, choose **Add Title** from the menu.~~



- ~~● There are several different ways to search for a record for your book. The **drop-down menu** lets you choose Title, Author, Library of Congress Control Number, International Standard Book Number, or International Standard Serials Number (rarely used & only for magazines and journals). Begin your search using ISBN. Click on “Go!” to search for your record.~~

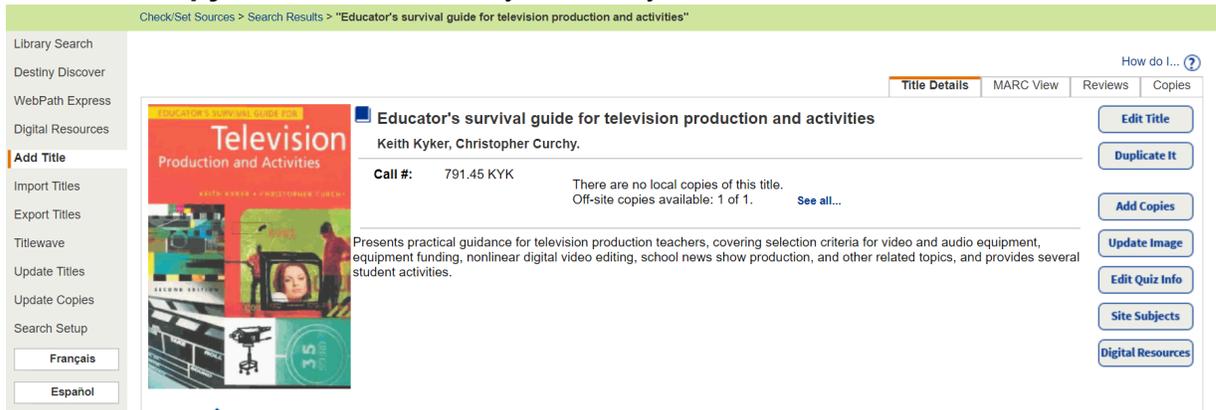
- ~~● Here are the results searching for ISBN 1563089831:~~



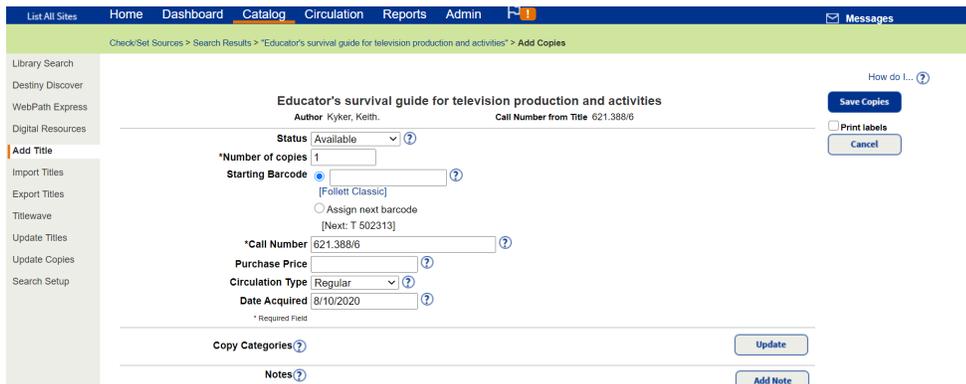
The **red schoolhouse** indicates that there is already a record for this book in Clay County's

~~Destiny database. ALWAYS USE THE CLAY COUNTY RECORD IF ONE IS AVAILABLE.  
Click on **Details** to view the record.~~

~~Click on **Add Copy** to add this book to your library media center:~~

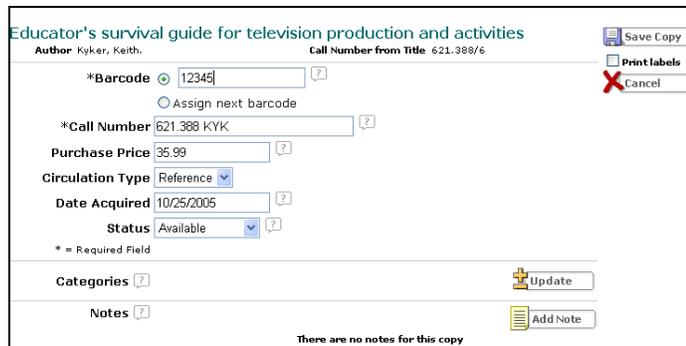


~~Add the book's **barcode**. ALWAYS CHECK THE CALL NUMBER TO MAKE SURE IT IS CORRECT. THERE SHOULD BE NO SLASH, AND IT SHOULD EXTEND NO MORE THAN 3 PLACES BEYOND THE DECIMAL POINT (except in secondary libraries). The correct call number is 621.388 KYK.~~



~~Now add the **price** and change the **circulation type** if the book is reference or professional.~~

~~After everything has been added to the copy, click on **Save Copy**; the book is now in the library media center's collection and ready to be checked out.~~



- If a title is not in Clay County's Destiny database, **Alliance +**, a Follett database containing thousands of catalog records, probably will have the record. **Alliance +** records are denoted with the blue **A+**. Click on **Details** to look at the record:

**A celebration of sisters** [Details](#)

**A+** LCCN: 98-194640 ISBN: 0-8362-3633-5  
 Kansas City [Mo.] : Andrews McMeel, 1997. 127 p. :

Click on **Add Copy**:

**A+** This record is from Alliance Plus Online Title Details MARC View

**A celebration of sisters** Save Title  
 edited by Mary Carnahan ; illustrated by Antonia Manda. Add Copy

Show More Publication Info

---

**Publication Info**

**Published** Kansas City [Mo.] : Andrews McMeel, c1997.  
**Format** 127 p. : col. ill. ; 58 mm.  
**LCCN** 98-194640  
**ISBN** 0-8362-3633-5

Top

- After adding copy information for the book, click on **Save Copy**. It is now ready for checkout.
- If Destiny cannot find a title record in Clay County or in Alliance+, it searches **Z39.50** sources; these sources are databases such as The Library of Congress, Canada Ami, National Libraries of Scotland and Wales, etc. A find is designated by this symbol:

**Scarecrow** [Details](#)

Johnstone, Michael, 1945-  
**Wales** London : Madcap, 1997.

This search is VERY slow, so be patient. If the title is found in a Z39.50 source, adding a copy is done exactly the same way as the previous two copies were done.

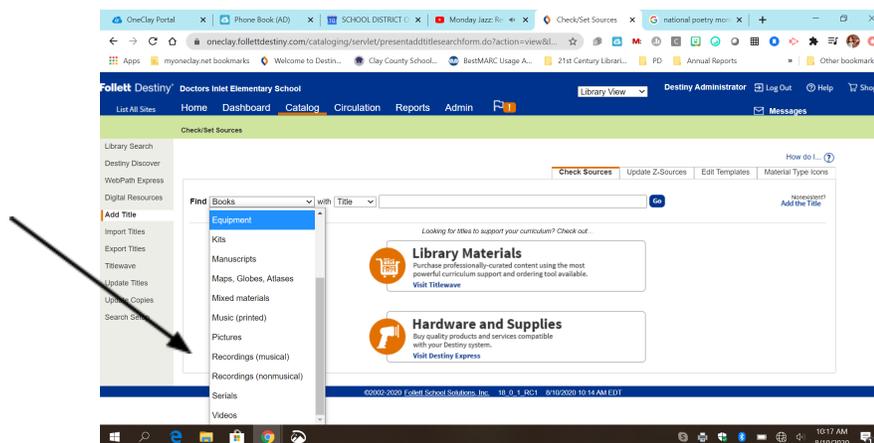
- IF A TITLE RECORD ABSOLUTELY CANNOT BE FOUND IN CLAY COUNTY, ALLIANCE+, OR Z39.50 SOURCES, **after you have searched by Title and by ISBN and/or LCCN, ONLY then can you submit for original cataloging. Please complete a "New MARC Record" form found in the Google Classroom.**

## Cataloging Audiovisual Materials in Destiny

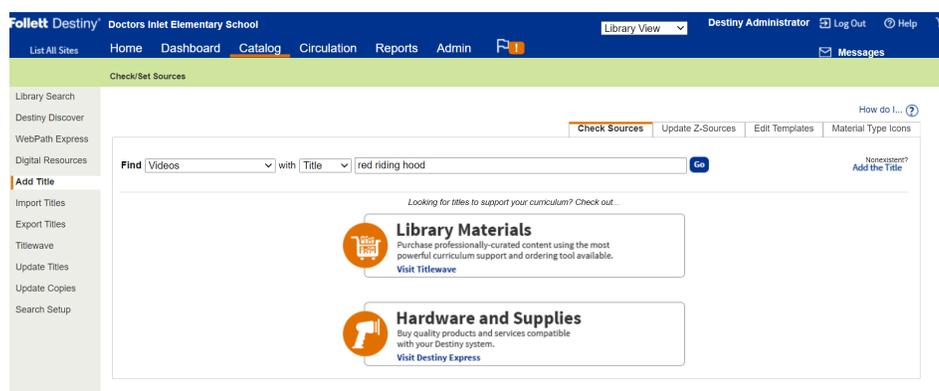
Audiovisual equipment purchased with Library funds may be circulated using Destiny. Copies can be added to current records. If a record cannot be found for a new piece of equipment, email the District Library Media specialist.

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.

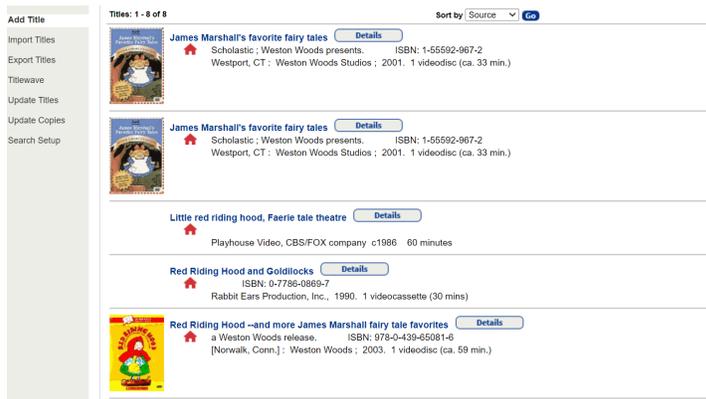
- ~~Preview, stamp school name, and barcode the AV materials for inventory control.~~
- ~~Go to **Destiny/Catalog** and click on **Add Title**.~~
- ~~On the drop-down menu, choose the **type** of AV material you are processing:~~



- ~~Because AV materials often do not have ISBNs and have no LCCNs, search by **Title** for your material if there is no ISBN.~~



- ~~There can be many different versions of AV materials, as well as duplicate titles. Be very careful that the title records are correct when adding AV materials:~~



- ~~To add a title record or copy, follow the procedures listed above for adding books.~~

## 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.

### 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 Policy ~~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.

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.

~~The schedule chosen for inventorying materials will depend on the circumstances in each individual library media center. Inventory can be performed throughout the year or performed any time of year. This process can take place while materials are being circulated.~~

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 INSTRUCTIONAL 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.

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 ~~school Leadership Team/Curriculum Council~~ **District Curriculum Council**. Materials under question will ~~remain in use~~ **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 ~~school Leadership Team/~~ **District** Curriculum Council and the final decision

of the Superintendent or designee. More information can be found at: <http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/>

### **District Curriculum Council Form**

The principal and the school-based leadership team may reference the [District Supplemental Resources Page](#) to identify if or where other supplemental materials are currently used throughout the district. A completed [District Curriculum Council Form](#) will be submitted to the Instructional Resources Department for approval. A current list of all supplemental materials shall be maintained at the campus and made viewable by all instructional and support personnel.

### **School Based Curriculum Council Form**

The principal and the school-based leadership team have the authority to approve supplemental materials such as novels or audiovisual materials not part of the adopted curriculum owned by a teacher or student. A completed [School Based Curriculum Council Form](#) will be completed at the site level to note approval of the material. This form **DOES NOT** need to be approved by the Instructional Resources Department as it is a school based decision. A current list of all school based supplemental materials shall be maintained at the campus and made viewable by all instructional and support personnel.

### **Challenged Materials Procedure- Reconsideration or Review of Instructional Materials**

When there is a complaint about library materials the library media specialist should be notified, but the school administrator and the school's Leadership Team and/or Curriculum Council should handle the complaint according to following procedures:

- Individuals wishing to review materials or wishing to have materials reconsidered must complete [MIS Form ISS-2-2501 Request for Reconsideration or Review of Instructional Materials](#).
- The administrator returns completed form to the Supervisor of Instructional Resources who will advise Assistant Superintendent for Instruction of the request. Assistant Superintendent forwards the request to the appropriate department.
- The Superintendent/Designee directs that School/District Leadership Team to convene. The Leadership Team will consist of no fewer than three (3) persons, with at least one-half teachers and, when possible, one lay member. The Council will invite the appropriate curriculum division director as an ex-officio member to its meetings when reconsideration of non-adopted instructional materials is being placed on the agenda.
- The School/District Leadership Team reviews each request and examines the materials for reconsideration taking into consideration what is in a student's best interest regarding his educational success.
- The School/District Leadership Team makes decisions by a majority vote. The Leadership Team forwards recommendations to the Superintendent/Designee for consideration. The recommendations will include the following criteria as they relate to the designated grade level of the materials being reconsidered:
  - Content
  - Presentation
  - Learning

The Leadership Team may also include recommendations for an appropriate alternative selection for the materials being requested for reconsideration.

- ~~The Superintendent/Designee reviews the non-adopted instructional materials considering the recommendation of the School/District Leadership Team. Superintendent may elect to convene additional Councils.~~
- ~~The Superintendent/Designee notifies the administrator and the individual(s) about the final decision.~~
- ~~If the School/District Leadership Team recommends an alternative selection, the individual may request this selection for the student.~~
- ~~The individual may appeal the Superintendent's decision to the School Board for reconsideration and advisement.~~

### **Challenged Materials Procedure- Reconsideration or Review of Instructional Materials**

When there is a complaint about library materials the library media specialist should be notified, but the District Curriculum Council handles the complaint using the guidelines below.

The District Curriculum Council should handle complaints regarding the reconsideration of Instructional and Library Materials according to the following procedures. When there is a complaint about library materials the District Library Media Specialist should be notified.

- Individuals (Complainant) requesting reconsideration of Instructional and Library Materials must complete the Request for Reconsideration or Review of Instructional Materials and submit the completed and signed form to the Supervisor of Instructional Resources.
- Within 3 working days of receiving the complaint, the Supervisor of Instructional Resources will advise the Chief Academic Officer and the District Library Media Specialist of the request. The Supervisor of Instructional Resources will then notify the District Curriculum Council of the challenge.
- 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 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.
- Each District Curriculum Council team will invite the appropriate curriculum division director as an ex-officio member to its meetings when reconsideration of non-adopted instructional 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, all members must complete a training in the method for analyzing and reviewing instructional and library materials.
- The District Curriculum Council will meet within a reasonable amount of time and give their decision to the Superintendent.
- The challenge to any material reviewed by the District Curriculum Council applies to all schools.
- During the pendency of a challenge under this procedure, the Instructional and Library Material, which is the subject of the petition, will not be accessible by the students.
  - Instructional and Library Material as used in this document refers to books, other than textbooks adopted by the district or the state utilized for classroom instruction or in the school library, digital media including but not limited to videos, DVDs, periodicals, computer software, or other electronic media.
- The Complainant will have 5 minutes to present information to support their complaint during the District Curriculum Council meeting; however, they may not preside over or vote regarding their challenge. During the meeting, no new additional materials may be introduced to the Council; a separate reconsideration form must be submitted by the Complainant.

- All District Curriculum Council 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.
- All District Curriculum Council meetings will use the following agenda to conduct material review meetings:

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

- The District Curriculum Council makes decisions by a majority vote.
- The District Curriculum Council may include recommendations for an appropriate alternative selection for the materials being requested for reconsideration.
- The District Curriculum Council sends their recommendations to the Supervisor of Instructional Resource who forwards the recommendation to the Superintendent or the Superintendent's Designee for consideration.
- The Superintendent or the Superintendent's Designee reviews the Instructional and Library Material considering the recommendation of the District Curriculum Council.
- The Superintendent or the Superintendent's Designee notifies the Council and the Complainant about the final decision.
- The complainant may appeal the Superintendent's decision to the School Board for reconsideration and advisement within 10 days of the decision.

### **Supplemental Materials**

~~At the school level, the principal (or designee) is responsible for allocating funds for the purchase of any supplemental materials not covered by the Instructional Resources Department. It is also the responsibility of the principal (or designee) to convene a school-based leadership team to review data, identify deficits, select appropriate supplemental resources, and outline the implementation process for these materials.~~

### **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 E: Flow Chart: Steps for Approval of Supplemental Materials).

1. Staff submits a *School Based Curriculum Council Application* request for supplemental resources. 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.
  - 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 materials, 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 Instructional Resources Department 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.
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**

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. **APPENDIX B: 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.

- 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 Policies and 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.

## **LIBRARY MEDIA PROFESSIONAL DEVELOPMENT**

Ongoing professional development for media specialists is needed to meet the needs of the school community. Media specialists should have the opportunity to develop future ready librarian skills, implementing new technology, providing new resources, and working with teachers and administrators through collaboration. Clay County library media specialist are held quarterly to discuss relevant information.

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.

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.

## Evaluation

~~Media Specialists and Media Technology Support Assistants are evaluated according to the current county instrument (CAS). For additional information, see the administrators at your school.~~

## 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 ExC<sup>3</sup>EL 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.

<http://www.ala.org/ala/aasl>

**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

### [AASL Position Statements](#)

~~[AASL: Position Statement on Flexible Scheduling](#)~~

~~[ALA Intellectual Freedom Statement](#)~~

~~[ALA Code of Ethics](#)~~

~~[Interpretation of the Library Bill of Rights](#)~~

~~[AASL Statement on Confidentiality of Library Records](#)~~

## 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.

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 ~~Technology~~ **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 \_\_\_\_\_

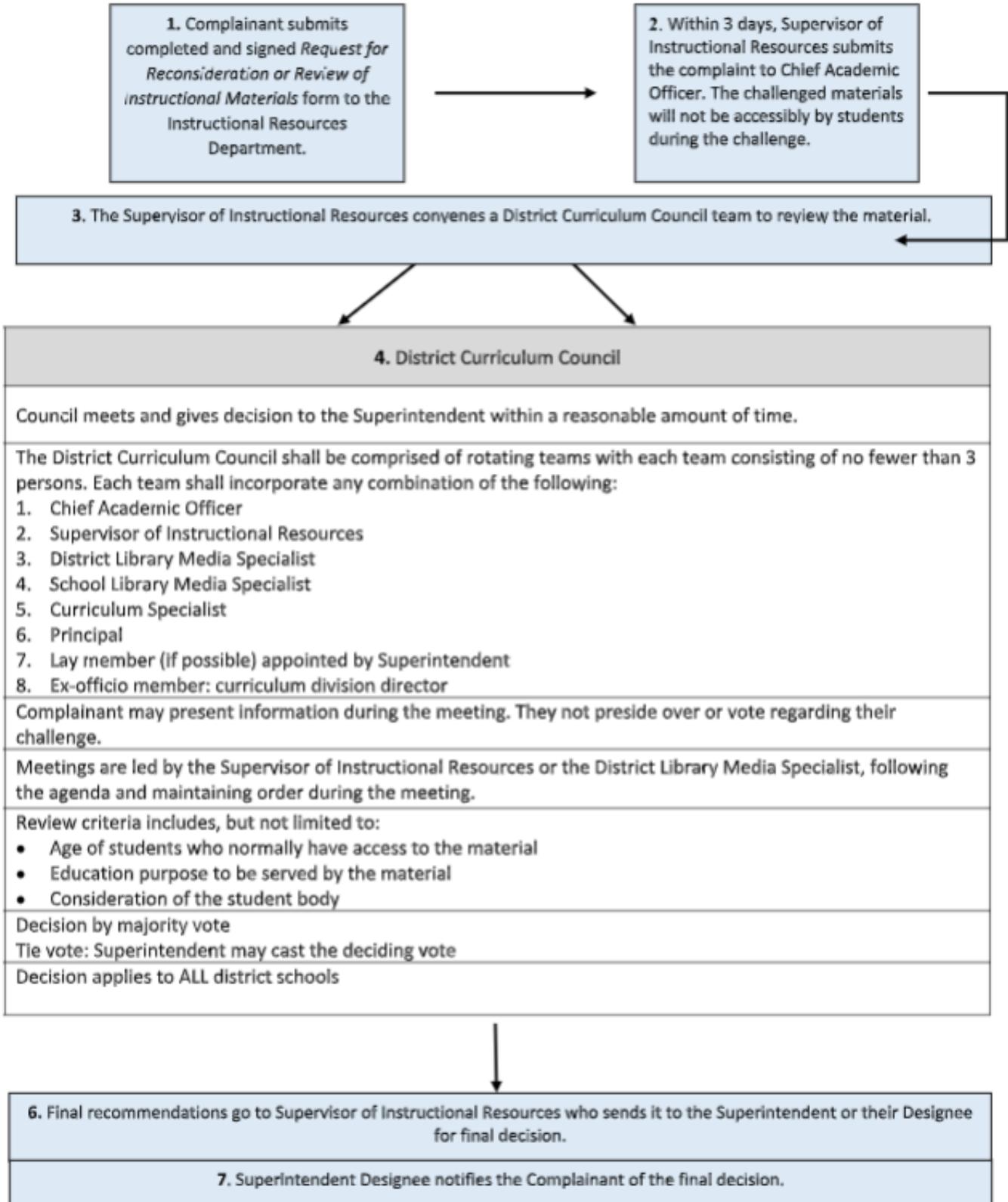
**Yes**, I give my child permission to view curriculum and school appropriate film/videos related to classroom content and subjects.

**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**





**CLAY COUNTY DISTRICT SCHOOLS**

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W [oneclay.net](http://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 Gillhouse, 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? \_\_\_\_\_

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

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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: \_\_\_\_\_

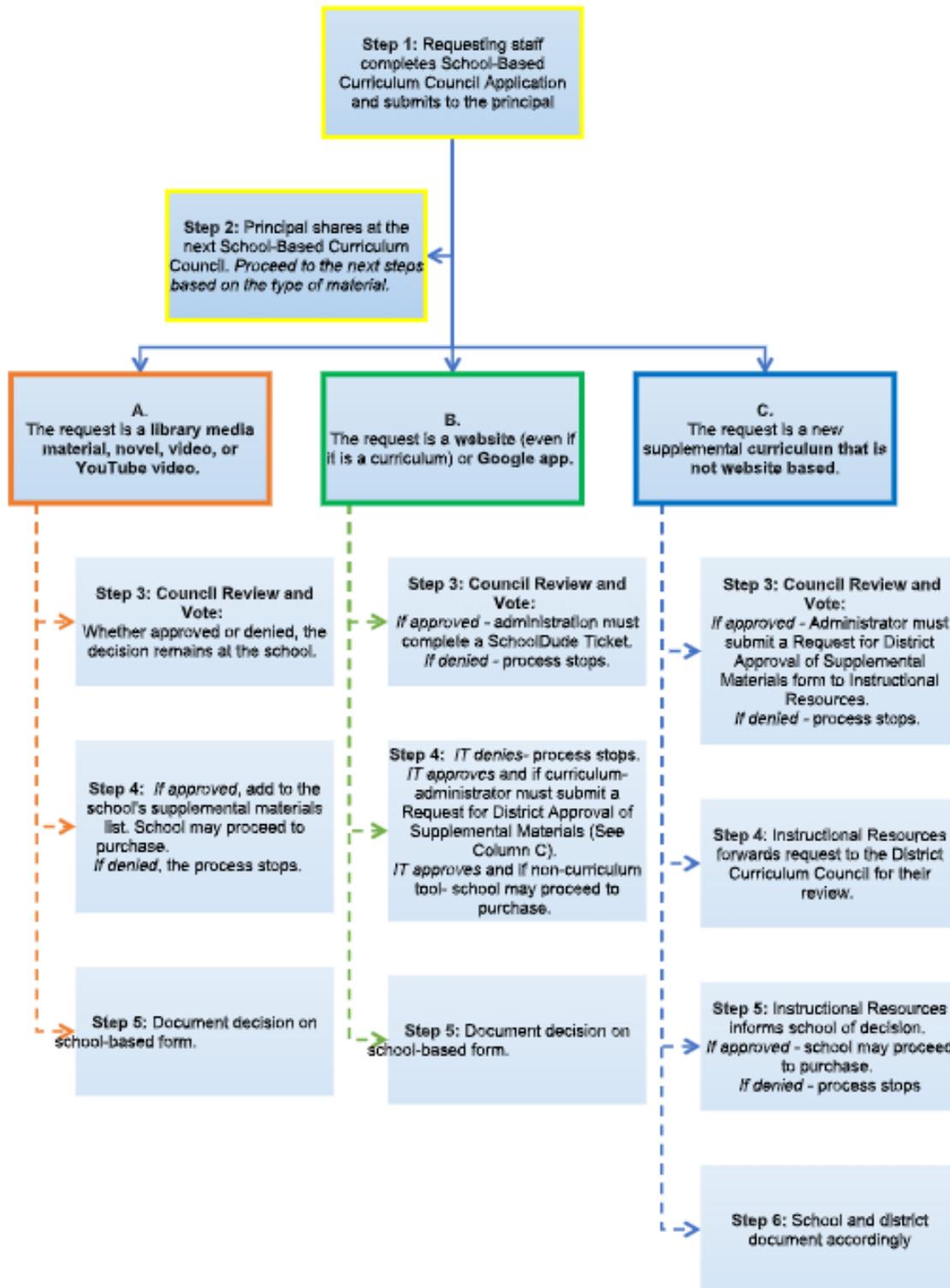
**Please submit the completed form and any additional documentation to:**

**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 Media Services

Clay County District Schools

## 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.**

