

Hernando County School District Media Handbook



**HERNANDO
SCHOOL DISTRICT**

Learn it. Love it. Live it.

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Hernando County School District

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Introduction

Vision

To inspire and support the pursuit of individual greatness.

District Mission

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

Media Mission

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

Purpose

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

Goals

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

Media Specialist at the School Level

Librarians/media specialists are staff members responsible for providing school library media services.

They are responsible for evaluating, selecting, curating, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students.

Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where the students may explore more fully classroom subjects that interest them. They can expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media specialist provides a setting where the students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society. The library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

Library media specialists are knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations - particularly those that call upon students to access, evaluate, and use information from multiple sources to learn to think, and to create and apply new knowledge.

A curricular leader and a full participant on the instructional team, the library media specialist constantly updates information and research skills and knowledge in order to work effectively with teachers, administrators, and other staff - both to expand their general understanding of informational issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

Library Media Specialists are currently in best practice informational and literacy skills as well as state and federal statutes regarding information literacy.

Media Specialist at the District Level

District Media Specialists work to support school media specialists and personnel to ensure compliance with state statutes, district policies and procedures regarding media use and materials.

District Media Specialists facilitate and support the school district book challenge process. They are responsible for multiple aspects of the challenge process and preparing the necessary documents to bring the challenge to the School Board for voting.

The District Media Specialists are responsible for the maintenance and updating of the school district OPAC application used by school media centers. District Media Specialists verify the accuracy of information and standardization of the information entered when creating Bib records into the Online Public Access Catalog (OPAC) application.

When necessary, the District Media Specialist will vet and weed material from school media centers who are without a full-time certified Media Specialist. In addition, the DMS will vet new materials prior to purchase and book fairs prior to the start of the fair according to state statutes.

The District Media Specialists are responsible for overseeing the administration and annual renewal of the Florida State Mandated Media Specialist Training (HB 1467, §1006.29(6), §1006.31(2)).

Any additional roles and responsibilities as per HB 1467.

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

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

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

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

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

READS- Florida's K-12 Integrated Library Media Reading Guidelines

READS:

- Read (as a personal activity)
- Explore (characteristics, history, and awards of creative works)
- Analyze (structure and aesthetic features of creative works)
- Develop (a literary-based product)
- Score (reading progress)

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. Library media programs aggressively support reading through a variety of promotional and instructional strategies that are carefully crafted to meet the unique needs of learners at each developmental stage. Additionally, the library instructional and promotional activities are collaboratively planned with classroom teachers so that the concepts and skills taught in the classroom are reinforced, enriching the learning experience.

- [READS - Read Chart](#) (PDF, 28KB)
- [READS - Explore Chart](#) (PDF, 33KB)
- [READS - Analyze Chart](#) (PDF, 28KB)
- [READS - Develop Chart](#) (PDF, 32KB)
- [READS - Scores Chart](#) (PDF, 28KB)
- [READS - 6th Grade Summary](#) (PDF, 28KB)
- [READS - 7th Grade Summary](#) (PDF, 28KB)
- [READS - 8th Grade Summary](#) (PDF, 27KB)
- [READS - 9-10th Grade Summary](#) (PDF, 27KB)
- [READS - 11-12th Grade Summary](#) (PDF, 28KB)

Florida Department of Education

Media Responsibilities

Managing the Collection

Collection Development

Library Collection Development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular school/district.

Goals of Collections Development

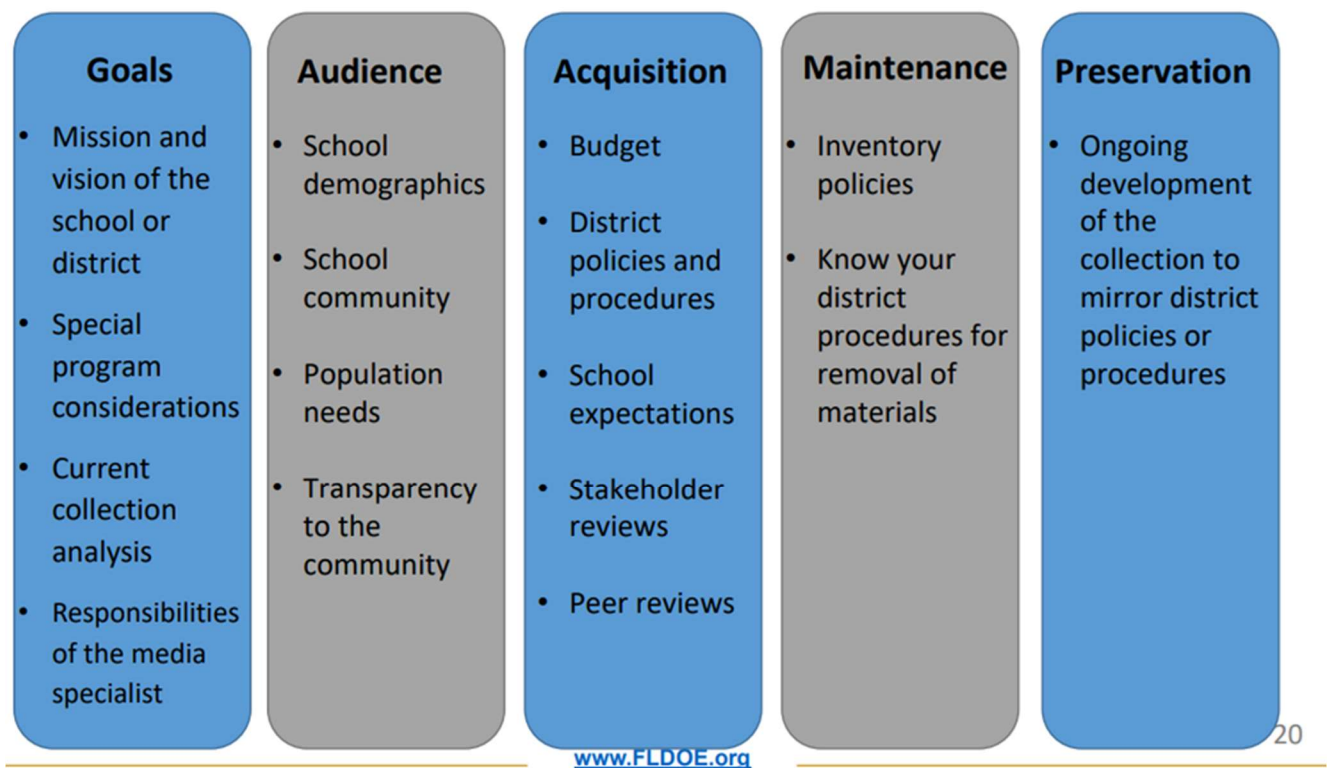
- To provide guidelines for selecting materials for the collection of the library that are balanced.
- Determines the retention, preservation and archiving of materials.
- Describes the process for removal of materials.
- Develop a plan for weeding, inventory, and collection development.

General Collection Selection Criteria

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earns at least 2 favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by Literary professionals or organizations.
- Complies with state statutes, rules, and bill.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
- Demonstrate physical format, appearance, and durability suitable to their intended use.
- Balance cost with need.

FLDOE Collection Development Process

Collection Development Process



Selection of Books

All books must be evaluated and approved according to district policy prior to adding them to the library. At least two positive professional peer reviews are required for a book to be considered for collection adoption. If negative reviews are found, include at least one negative review as well. Crowd-sourced reviews may also be considered. If no reviews are found contact the assigned district media specialist for support.

Each school must select a media book review committee for the purpose of adding books to the media center or Learning Ally. The school book review committee must be given a copy of the peer reviews prior to voting to accept the books for purchase. This process is also required for books that are donated and are being considered for placement in the library. Majority vote is needed for books to be added to the media center collection or placed on an elementary reading list.

Guidelines for Book Collection Development Plan

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

- Generalities (000, 100 & 200) Published in the last five to fifteen years.
- Circulating frequently.
- Social Studies (300 & 900) Retains balance on controversial subjects. Evaluate demand, accuracy, and currency. Maintain local history. Language (400) Keep Basic.
- Science & Technology (500 & 600) Reflects the status of science and technology within the last five years; other areas, 10 years.
- Arts/Recreation (700) Keep a basic collection, especially art history. Keep well-illustrated items. Avoid dated techniques and/or equipment.
- Literature (800) Collection includes a retrospective variety of poetry and other literary genre deemed to have lasting value. Keep a basic collection, especially criticism; discard minor, unassigned writers; check indexes. Collection also includes award winning children's and adult literature.
- Biography: Collection should represent individuals currently influential in science, industry, the arts, social issues, and entertainment/recreation. Keep until demand wanes, unless outstanding in content or style and still used.
- Fiction & Easy: Keep high demand/ evaluate.
- Audiovisual/Computer Software: Weed worn or out-of-date items, keep software up to six years, videocassettes, and DVDs up to five years.

Collection Analysis

Many vendors offer collection analysis for free. It is best practice to analyze your collection prior to making book purchases. Collection analysis should include the average age of the total collection as well as specific call numbers. Collection analysis will allow you to identify the areas where the collection is lacking or overpopulated with books. Book companies such as Follett, Mackin and Perma Bound all offer collection analysis.

Purchasing Procedures

Each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a district employee who holds a valid educational media specialist certificate, and who has documented that they have completed the state approved Library Media and Instructional Materials Training, regardless of whether the book is purchased, donated, or otherwise made available to students. §.1006.28(2) 6 (d) 1-4.

The media specialist will provide for media center collections, including classroom libraries, based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty. They will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

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

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

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

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

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

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

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

Specific purchasing process procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.

It is suggested that the library media specialist maintain a current print and or digital order file ("wish list") that includes student and faculty requests. This file, updated and weeded frequently, is an essential source of student, parent, and stakeholder input. Building and maintaining an

order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.

District Allocation

Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center.

Book Fair Funds

Book fair funds may be used as identified in the initial fundraising application with the school. Books purchased with book fair funds or scholastic dollars must be reviewed by the book purchase review committee prior to purchase. Notes of the approval process must be kept for future reference. (HB. 1467)

Publishers' Catalog and Sales Representatives

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

Book Previews are Prohibited

Media Specialists should not accept vendor shipments of books for review. The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.

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

Lost and Damaged Materials

In a busy library media center, the library media specialist can assume that up to one percent of the total number of library media center materials will be lost or damaged each year. This fact should not restrict the free circulation of materials. However, pupils are responsible for payment of lost or damaged materials, according to School Board Policy 6152.

Student/Parent Responsibility for Lost and Damaged Materials

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

of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

Principal's responsibility to collect money for lost or damaged items

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

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

The library media specialist should develop a plan to be approved by the school principal for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with §1006.28(4) (b).
- Items damaged beyond repair will be considered Damaged and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- Notice of Obligation needs to be entered into the electronic student cumulative file.
- The plan will establish procedures to determine who will collect the money.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper.
- The title and barcode number must be written on the receipt in case the item is later retrieved.
- If the library media specialist is collecting the money, he/she must list all monies received by receipt number and the amount received on the correct form and give them to the bookkeeper at the end of the same day.
- Accurate records of the lost and damaged books must be kept within the OPAC system. An item status record report is available in the circulation system.
- If a student transfers to another school within the district without returning a library media item, the library media specialist should notify the receiving school's library media specialist.

- Every effort should be made to retrieve the items(s) or payment. A block preventing further use of media materials may be placed on the student's record through the circulation system until the material(s) have been returned or reimbursement has been received.
- During the summer, reimbursement needs to be collected where the loss is incurred. A copy of the Monies Collected form should be made for the library media specialist.

Weeding and Discarding Materials

Evaluation of the collection should be an ongoing process by the library media specialist and the instructional staff. This is necessary in order to keep the collection relevant to the changing needs of the curriculum and personal interests of students. Evaluation should include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. (School Board Policy 2520)

The underlying principle of weeding is quality, not quantity utilizing the CREW method. With proper balance of planning, weeding, and purchasing, the collection should meet high standards and meet the needs of the learning community. §1006.28(2) (d) 2. d

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmetho12.pdf>

Regular cleaning of storage closets is necessary to discard instructional materials that are not aligned to current adoptions, benchmarks, or part of state approved interventions.

Discard Procedures for Property

Property such as audio-visual equipment or furniture that cannot be repaired and has exceeded its useful life should be considered obsolete and surplus. Such property must be submitted to the Property Department for disposal. The Property Transaction form ([SO-PC-009](#)) must be completed by the library media specialist and signed by the principal. The form should be forwarded to the Property Department. The surplus equipment will be picked up and disposal will be completed by the Property Department. A copy of the Property Transaction form and the list of media books discarded is to be kept as part of the media center annual records. Media software program maintains records of all discarded materials.

Transfer of Property

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

Discarding Media Center Books

When discarding books from a school's library collection Books need to be removed from the shelf first and then discarded electronically from the cataloging application. See the departmental DISCARD process sheet for instructions on how to discard a book electronically.

DO NOT DELETE any titles from the cataloging application. This will remove all records of the book. Follow the steps listed above and contact District Media if you have any further questions.

All books discarded **MUST** have the barcode REMOVED from the book and the school or district name blackened out. The word DISCARDED must be written or stamped on the inside cover of each book before they send it to the warehouse. Follow the district discard procedure for having items transferred to warehouse.

Use the Property Transfer Form ([SO-PC-009](#)) when discarding weeded or damaged books. When transferring discarded books, a digital copy of the (SO-PC-009) form and the list of books discarded is given to the district media office via an electronic file using the designated method by the department.

Accepting Donations

The library media specialist should always strive to maintain good public relations with members of the community and to be tactful in dealing with well-meaning residents who are cleaning out closets and bookshelves. The district will only accept donations of new materials that are currently in the media collection. Any new titles will be approved by a district committee comprised of media specialist, parent, and district supervisor.

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

Organizing the Collection

General policies:

- Each school shall maintain an online public access catalog. (OPAC)
- All library materials in the school library media center shall be organized, catalogued, and housed for easy accessibility to students and faculty.

- Library materials shall be prepared for use as soon as possible after they have been received.
- When original cataloging is necessary, the library media specialist shall consult the district media specialist on decisions regarding classification numbers, choice and form or main entry and subject headings.
- Media personnel shall be trained to process print and non-print materials.

Processing Books

Books which are ordered from a state bid vendor may become fully processed, if the library media specialist so desires. If requested, plastic covers and barcode labels are provided and can be attached. The vendor may supply MARC records.

The following tasks are necessary in preparing a book for circulation:

- Stamp with school ownership identification stamp.
- Attach labels where necessary. (Barcode, call number or letters [on the spine], reading program...)
- Follow district labeling configurations.
- The catalog application will auto generate barcodes for the school.

Interlibrary Lending

District Sharing: Media personnel may contact other media personnel within the district to secure books or instructional materials available at different locations. Only state trained, Certified Media Specialist may approve the transfer of media books and instructional materials as these must be evaluated for age and grade level appropriateness for the new school site.

Inventory

DO NOT DELETE discarded items from the library inventory program unless instructed to by District Media. Prior to deletion a discarded item report must be run and digitally submitted to District Media.

A physical count of the book collection is accomplished via a computerized inventory, following the directions given for the library circulation system. Inventory dates will be announced bi-annually. Inventory will be started in the fall to capture as many books as possible.

Inventory is an essential part of maintaining the collection.

ALL classroom libraries (PreK-5) must be vetted by a certified library media specialist who has completed the Florida State Library Media and Instructional Materials Training. Procedures for

this process can be found on the district media Teams page and will adhere to all FDOE guidance.

Public Relations/Marketing

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

Media Beginning of the Year

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

Beginning Circulation Procedures

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

- Check equipment to assure operability.
- Check in any materials returned over the summer.
- Print overdue book or fines lists.
- Other activities as necessary.

End of Year Procedures

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

Complete an inventory of all available resources.

- Submit an electronic report from the cataloging application. DISCARD items that have been missing for two complete years after consulting with District Media. Submit an electronic report of all discarded materials.
- Run report of the year's collection statistics and file an electronic copy.
- Download and save/share a list of overdue books and/or fines. Notices of obligation must be prepared and entered into Skyward. Provide this information to the appropriate people in the school.
- Download and save/share reports that are relevant to the school site.
- Report Title 1 purchases to Director of Federal Programs.

Book Fairs

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

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

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

- Get approval to hold a book fair from school administration. Contact a book fair vendor and schedule start and end dates. See that the book fair dates are placed on the school calendar.
- Notify Supervisor of Literacy Intervention and Elementary Academic programs of the dates of your fair, the vendor you are using and if you are in need of a Media Specialist to vet the book selection.
- Books that are currently in a book challenge, under objection, or have been removed by the Hernando County School board may not be sold at the book fair. po 2522, §1006.28
- The school principal is responsible for making sure the Book Fair has been vetted by a FLDOE trained Media Specialist.
- If you have not completed the Florida State mandated media training for vetting books you will need to request a district Media Specialist to come and vet your book fair books prior to opening the book fair to any students or parents. District Media will remove from the fair any copies that fall under the above challenge criteria. Those books are to be boxed and not sold. They are to be sent back to the vendor when the book fair ends.

Classroom Library Vetting

As required by H.B.1069 school media specialists are expected to coordinate with their school administration to ensure a plan is made for time to vet classroom libraries. Any Media Specialists who are vetting classroom libraries must complete the annual Florida State Media Training prior to vetting. The application used to document vetted classrooms will be identified and access given to school Media Specialists. Posting of classroom library lists will be coordinated through the district PR office.

Public Records and Data Requests

Occasionally a request is made for public records regarding the policies and procedures of the school media center, book purchases, books that are discarded, or circulation of books. It is

expected that accurate media center records will be kept for this purpose. Records that are expected to be kept include: invoices, purchase requests, donations received, book approval requests, property transfer form (SO-PC-009) with a list of all books discarded. Media personnel can store these reports in their school's channel in the Media Teams page.

State Literacy Week

School media centers may organize and participate in celebrations that honor, inform, celebrate, and educate about various literary, cultural, and historically recognized literacy themes. The state literacy week, which is celebrated each January requires each school to fill out the participation form. Each school media center is encouraged to participate in the activities for this week.

Reading Encouragement Programs

Many schools like to encourage pleasure reading by offering reading incentive programs. Participating in these programs is voluntary. Below is a list of a few of the current programs that are being used.

- Book Taco
- Accelerated Reader (AR)
- Sunshine State Young Readers Awards (SSYRA)
- Pizza Hut Book It
- Chuck-E-Cheese
- Barnes and Noble
- Books a Million

E-Books and Students with Accommodations

E-books and book reading programs such as Learning Ally are encouraged to be used by students who have reading difficulties. Students with accommodations are allowed to use those accommodations when participating in reading encouragement programs. E-books require the same vetting as other library books.

Professional Organizations

There are many organizations available to library media specialists that provide opportunities for professional growth. Participation in these organizations is a personal choice.

Interactive technology and Smart Education (ITSE)

The ITSE standards provide the competencies for learning, teaching, and leading with technology, and are a comprehensive road map for effective use of technology in schools worldwide.

Florida Literacy Association

FLA is a professional organization comprised of educators and literacy experts striving to equip all teachers with tools to improve reading and literacy in all classrooms. As a statewide organization, FLA's goal is to inspire all teachers with our annual conference and local councils.

Florida Library Association

The Florida Library Association serves to inform members of statewide issues and service development for all Florida libraries. The association partners with other state and national organizations relevant to libraries. They work closely with the information industry, facilitating productive links with the library community.

Florida Association for Media in Education (FAME)

This state organization works for the improvement of school media programs statewide through workshops, and conferences. They encourage professional growth, and the support of legislation vital to the interests of educational media.

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

The American Library Association (ALA) is open to all librarians working in all types of libraries and at all levels. Membership in the parent organization includes membership in a type-of-library division. For school media personnel, this division would be the American Association of School Librarians (AASL).

Policies, Statutes, and Rules

District policies and procedures are in place to establish rules and procedures creating standards of quality for learning and safety, as well as expectations and accountability. Policies provide direction and set parameters to help support and sustain the educational needs of the students.

Classroom instructional materials, school libraries, classroom libraries and reading lists are governed in accordance with school board policies, state statutes, and department of education rules, and work processes.

School Board Policies

School board policies that relate directly to the school library media center are listed below. It is the responsibility of school district to know and abide by school board policies.

[School Board Policy 2520](#) Selection and Adoption of Instructional Materials

[School Board Policy 2521](#) Instructional Materials Program

[School Board Policy 2522](#) Challenges to Adoption or Use of Instructional, Library or Reading List Materials

[School Board Policy 2531](#) Copyrighted Works

[School Board Policy 6152](#) Student Fees, Fines, Charges

Florida State Statutes

Florida State statutes are laws that school districts must follow when governing and facilitating student learning. Many statutes spell out what a school district may or may not do when facilitating the education of the district's students. Some statutes apply to specific parts of education and safety while others limit. Statutes change from year to year with new ones being created, some being repealed and some amended. The following are statutes that affect instructional materials school libraries and reading lists in the school district.

[H.B. 1069](#)

The bill includes provisions designed to protect children in public schools. The bill includes requirements for age-appropriate and developmentally appropriate instruction for all students in prekindergarten through grade 12. The bill:

- Includes requirements for specific terminology and instruction related to health and reproductive education in schools and requires that all materials used for such instruction be approved by the Department of Education.
- Extends the prohibition on classroom instruction on sexual orientation or gender identity to prekindergarten through grade 8.

The bill enhances the process for transparency and review of library and classroom materials available to students in public schools and the process for parents to limit student access to materials and make objections to materials. The bill requires the suspension of materials alleged

to contain pornography or obscene depictions of sexual conduct, as identified in current law, pending resolution of an objection to the material. A district school board must also discontinue the use of any material the board does not allow a parent to read aloud.

The bill requires that meetings of committees to resolve objections must be noticed and open to the public and provides an appeals process through a special magistrate.

F.S. 1006.28

This statute deals with the duties of the school board, district school superintendent; and school principal regarding K-12 instructional materials. The requirement of a school district instructional materials review process. School Library Media Specialist must complete training before reviewing and selecting age-appropriate materials and library resources.

F.S. 847.012

Harmful materials: sale or distribution to minors or using minors in production prohibited; penalty.

F.S. 847.001

Definitions of terms used in chapter §847.012.

F.S. 1003.42

Required instruction

F.S. 1006.29

Each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

F.S. 1006.31

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

F.S. 1006.34 (2)(b)

Powers and duties of the Commissioner and the Department in selecting and adopting instructional materials.

F.S. 1006.40

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

F.S. 1014.04

Parental rights to direct the education and care of his or her minor child.

Florida Department of Education Administrative Rules

Administrative Rules are administrative laws that concern the powers and procedures of government agencies. Including the rules and administrative decisions that agencies issue. Rules are enforced by the agency that makes them. The Florida Department of Education Rules start with a number six.

Rule 6A.-7.0713

Describes the process and format for the school district elementary schools to post materials maintained in elementary school media centers and materials found on a school or grade-level reading list in a searchable format.

Rule 6A.-7.7014

Provides school districts with the format for reporting materials that were subject to an objection by a parent of resident of the county during the previous school year. Reporting also includes materials removed and the reason.

Rule 6A.-7.0715

Certifications and Plans for Instructional Materials and Library Media.

Instructional Materials Program

Criteria for Selection of Educational Materials

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

Collections must:

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

Criteria for Selection of Library Materials Section §1006.40(3)(d),

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

- Free of Pornography and material prohibited under §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 and made available.

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

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution.

Copyrighted Materials

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

Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.

The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.

Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.

Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the district by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.

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

It is best to assume that the material is copyrighted unless it states otherwise.

This also includes copyrighted material on websites.

Appendix

- A. [Specific Material Objection Template](#)
- B. Collection Development Criteria
- C. [Textbook Transfer Infographic](#)
- D. [Ordering and Receiving Procedures Infographic](#)
- E. [Book Purchasing Form](#)
- F. [Property Transfer Form](#)

Collection Development Criteria

Based on the state training, collection development is an ongoing process, requiring both the acquisition of new materials, as well as continually “vetting” the collection to ensure its accuracy and relevance. The following guidelines are used by the active, school media specialists to fulfill state requirements, as well as the needs of the school and students. Collection development must be planned and supported with analysis of the overall collection with special consideration to age of material, condition, usage, school initiatives, and curriculum.

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

Some questions to consider:

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