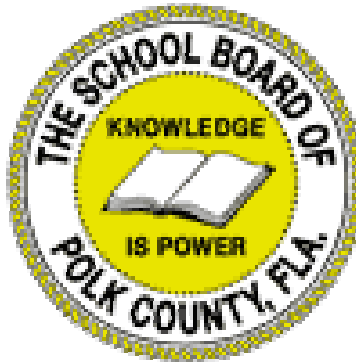


**Selection Policy and Procedure Handbook  
For  
School Educational Library Media**

Including Procedures for Examining and  
Challenging Library Media Materials



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**The School Board of Polk County**

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Gail F. McKinzie  
Superintendent of Schools

**School Board**

Frank J. O'Reilly  
District 1

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District 4

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District 7

School Board Adopted 2006

## **DISTRICT COMMITTEE**

### **ADMINISTRATORS:**

Sherrie Nickell, Ed.D., Associate Superintendent of Learning

Abdu Taguri, Assistant Superintendent of Information Systems and Technology

David Lewis, Senior Director for High Schools

Brenda Kearse, Senior Director for Middle Schools

Debra Edmiston, Senior Director for Elementary Schools

### **COORDINATORS:**

Katie Jane Shytle, Senior Curriculum Coordinator for Secondary Education

Linda Vendur, Senior Curriculum Coordinator for Elementary Language Arts

Jacqueline W. Rose, Senior Coordinator for District Library Media Services

### **MEDIA SPECIALISTS:**

Caroline Devine, Associate District Library Media Specialist Resource Teacher/Trainer

Shirlie James, President of Polk Educational Media Association

Mary Youmans, member of Polk Educational Media Association

### **ENGLISH TEACHERS:**

Diane Conley, President of Polk County Council of Teachers of English

Lynn Fite, English Teacher, Lakeland Senior High School

### **COMMUNITY REPRESENTATIVES:**

Linda Chancey, Bartow Public Library

Jeannine McCarter, Lakeland Public Library

## **SCHOOL LIBRARY MEDIA COMMITTEE**

The principal, in cooperation with the library media specialist, should name the local School Library Media Committee for each school year no later than the second week after the teachers have returned to school. This committee may be named in June of the preceding school year. It is imperative this committee be established prior to any challenge.

This committee shall consist of at least nine people, but no more than fifteen. The members of this committee will receive instruction annually by the library media specialist(s), who will clearly apprise them of their roles should the school receive a request to examine any school educational media. Upon completion of this in-service, each committee member shall sign verification of having received this instruction. (See Appendix A) A copy of this signed form is to be sent to District Library Media Services no later than October 1st of each school year. Schools will be sent two letters reminding them of the due date. The second letter will be from the superintendent to the principal.

This committee should consist of:

1. Principal or principal's representative
2. Library Media specialist(s)
3. Teachers (at least two) - Secondary should have a Language Arts teacher
4. Parents (at least two; one may be a member of the school community)
5. Students when appropriate (grades 6-12 only)

This committee will hear all requests for examination of school educational media (both print and non-print).



## **POLK COUNTY PUBLIC SCHOOLS**



### **MISSION**

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

### **VISION**

In accomplishing this Mission, we envision that students in the Polk County Public Schools will effectively

- read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- be self-directed in creating personal purpose and vision, setting priorities, choosing ethical actions and creating their own knowledge;
- cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- understand and use social organizations and technological systems; design, monitor, improve, and correct performance within a system; and create viable products.

These desired student outcomes and practices would be fostered and nurtured in schools and classrooms with an environment in which

- adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy and equitable, where students are recognized as unique individuals capable of learning and independent thinking;
- adults use varied and reliable teaching and evaluating procedures through relevant curricula;
- adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience;
- adults engage in professional growth and training activities to effect continuous improvement in the system;
- students are guided in their total physical, mental, and emotional development through activities which are student-centered, and which focus on positive expectations, and which encourage intrinsic motivation.

## **PHILOSOPHY OF SELECTION AND USE FOR SCHOOL'S LIBRARY MEDIA CENTER**

Selection of media for the media center is a continuous and cooperative process among administrators, staff, library media specialists, students, and parents. Teachers, especially, should actively participate in this ongoing process and meet regularly with library media specialists in planning and deciding upon selections that reflect the reading ability, maturity level, interests, and curricular and individual needs of the students and staff members. Media selected should be consistent with the educational goals of the district, have aesthetic, literary, or social value, and represent a pluralistic society. While perspectives from a variety of persons and sources in selecting media are encouraged, the library media specialist knows the holdings of the center and has the responsibility to maintain a balanced collection. The library media specialists may also catalog and inventory all media ordered by the school, excluding textbooks, regardless of the originator of the order.

In order to implement, enrich, and support the educational programs of the school and community, the media center should provide maximum access to its materials for use in school and at home. The library media specialists should assist in the development of reading skills, literary taste, discrimination in choice of materials, and instruction in the use of information in all formats, as well as conveying to the students the strengths, limitations, and uses of each medium. In addition, the media center should contribute to the development of the social, intellectual, and moral development of the students.

The media center is only as effective as its usefulness. A center which is accessible to all and which has a wide variety of general and specific materials of print and non-print resources will encourage students to pursue inquiry, develop individual interests, enhance knowledge, and become life long learners. Finally, schools are encouraged to have a collection development plan that addresses their personal needs and includes such specific steps as school/community analysis, policy development, selection acquisition, weeding, and evaluation.

## **SCHOOL LIBRARY BILL OF RIGHTS**

School libraries are concerned with generating an understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

3. To provide a background of information that will enable pupils to make intelligent judgments in their daily lives;
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

### **OBJECTIVES FOR SELECTING MEDIA**

The primary objective of each school's media program is to enrich, extend, and support the instructional program of the school. The school media program makes available a wide range of media on varying levels of difficulty with a diversity of appeals compatible with the different needs, interests, and viewpoints of students and teachers.

In addition to supporting the School Library Bill of Rights, the responsibility of the school media program is as follows:

1. Media shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
2. Media shall be evaluated for their strengths rather than rejected for their weaknesses.
3. Specific curriculum objectives may be achieved by providing biased or slanted media.
4. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity, and science.
5. Acceptance of gifts of media shall meet the same selection criteria and procedures as purchased media. The same persons having the responsibility for acquisitions will determine their acceptance, along with the understanding of their use or disposition.

Selection is a continuing process which shall include the removal of media no longer appropriate and the replacement of lost and worn materials still of educational value.

## **CRITERIA FOR SELECTING SCHOOL MEDIA**

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**

1. Religion - factual media that represent all major religions.
2. Ideologies - factual information or philosophy that exerts a strong force in society.
3. Sex education - factual information appropriate for the age group or related to the school curriculum.
4. Science - factual information about medical and scientific knowledge.
5. Profanity - use of profanity does not automatically disqualify a selection. Effort is made to exclude media using profanity in a lewd or detrimental manner.
6. 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)

Effort should be made to keep the media current and comprehensive, and shall include media that reflect rapidly developing instructional technologies. The responsibility for selection of school library books and materials shall rest with the certified school library media specialist.

All Health, Substance Abuse, and Violence Prevention lessons in middle and high school, including Life Management and Family Dynamics, have a specified Board-approved curriculum. Any additional materials requested to support or enhance these lessons must have approval from the Curriculum Review Committee at the Mark Wilcox Center. This includes any on-air broadcast recordings.

Videos on topics related to Human Sexuality, HIV/AIDS, Teenage Pregnancy, STD's, Substance Abuse, and Violence Prevention shall have a label placed on the video that states: This video must be previewed by the classroom teacher,

enhance the curriculum, and be compliant with Critical Issues in order to be viewed in the classroom. Contact the Mark Wilcox Center for further information.

## **PROCEDURES FOR SELECTION, MAINTENANCE, USE AND EVALUATION OF LIBRARY MEDIA**

The school library media specialist, in collaboration with teachers, administrators, and the school media advisory committee will:

1. Arrange, when possible, for firsthand examination of items to be purchased.
2. Use recommended, professionally prepared selection aids when firsthand examination of materials is not possible (See Appendix N).
3. Evaluate carefully any costly sets of media and items to be subscription only as specifically needed.
4. Limit the purchase of duplicates to media that is **not** used extensively.
5. Evaluate gift items by standard selection criteria, and upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria
6. Purchase replacements for worn, damaged, or missing media basic to the collection.
7. Weed continuously from the collection worn, obsolete, and inoperable items. Emphasis should be on educationally useful items – quality not quantity.
8. Coordinate all cable television, off-air broadcasting, and satellite television reception through the school media center. Each school should determine a procedure for documenting copyright information needed, to include but not be limited to:
  - a. person requesting
  - b. date copied
  - c. period of copyright duration
9. Coordinate or establish procedures for documenting copyright, license, and use of all materials purchased, borrowed, rented, or created, to include but not be limited to:
  - a. number of computers that can access software
  - b. identification of computers, which will access software

## PROCEDURES FOR CLASSROOM SELECTION

From

Approved Reading List Grades 6-8, 9-12

(Revised January, 1994)

### The teacher must:

1. Read the book prior to assignment to determine value and suitability, utilizing criteria for selection of classroom books (see Appendix L).
2. Send home, at the beginning of the year to parent(s) and/or guardian(s), a letter that does the following:
  - a. lists books selected from the district's approved list to be read in class.\*
  - b. requires signature of parent(s) and/or guardian(s) if there is an objection to a selected book.
3. Introduce book to students, explaining:
  - a. selection rationale
  - b. possible objections
4. Present standardized requirements for completing an assignment if an alternate choice becomes necessary. Alternate choices must:
  - a. meet the same objectives of original assignment.
  - b. meet same relevant and challenging levels of original assignment.
  - c. be comparable in length and difficulty to original assignment

### Prior to choosing a book:

1. English department must articulate reading selections.
2. Teacher must select from the agreed upon departmental reading list, taken from the district's approved reading list.
3. Teacher must approve the selection of an alternate book from the district's approved reading list should an objection be made.
4. Administration must be aware of the books selected to be studied and must read selections before disapproving of them.

\* Should a teacher wish to study a book **not** on the district's approved list, he/she must receive administrative approval. If the principal does not wish to make a decision on the book, he/she may appeal to the Senior Coordinator for Language Arts.

- Should a teacher wish to add a title to the district's approved list, he/she should use the form on Appendix N and wait for approval before allowing the use of the book.

BOARD ADOPTED 1994

## **POLK COUNTY VIDEO and DVD USAGE POLICY**

Each school bears the responsibility for implementing the proper use of videos and DVDs. If used properly, these materials can be valuable educational resources. Failure to follow the Polk County Video and DVD Policy may result in disciplinary action, which may include possible termination or legal action.

### **Prior to showing a video/DVD:**

1. **ALWAYS PREVIEW FIRST.**
  2. Verify the rating of the item you intend to show. NO "R" rated videos/DVDs are appropriate for classroom use. These are forbidden from being shown under any circumstances. The use of "PG13" videos/DVDs at the elementary level is not permitted. It is mandatory that parental approval be given before viewing "PG" videos/DVDs at the elementary level. Likewise the usage of PG13 videos/DVDs at the middle school level requires parental permission. Get a parental permission form from your library media specialist (see Appendix J).
  3. Document in your lesson plan how the video/DVD directly supports your curriculum-based lesson.
  4. If a staff member intends to rent a video/DVD from a local establishment, Section 110 (1) of the copyright law dictates that these videos/DVDs may only be shown for educational purposes in a face-to-face setting, not broadcast over the closed-circuit television system. They may not be shown for entertainment, filler, motivation, or reward, etc. This also applies to employee or student owned videos/DVDs. Any educator who rents a video/DVD for school use must fill out the "Request to Use Rental Video In Classroom" form. This form requires administrative approval, and is available from your library media specialist (see Appendix K).
  5. If a school has not purchased public performance rights for videos/DVDS, no videos or DVDs may be shown over closed-circuit television systems
  6. A broadcast TV program may be recorded off-air from local stations only and retained by the school for 45 calendar days. It may only be used once and repeated once with each class by an individual teacher during the first ten (10) consecutive school days during the 45-day calendar retention period. At the end of the 45 days, it must be erased.
- Pay services such as out-of-town stations, HBO, Disney, etc., do not fall under these guidelines. Don't bring videos recorded from these services or "R" rated videos on school property.

**FURTHER RECOMMENDATIONS TO CONSIDER:**

1. Limit the student viewing time of videos/DVDs. It is **not** necessary to show the entire video/DVD to support your curriculum needs.
2. Be very selective of the content. Videos must be appropriate, relevant, of educational value, and on the students' level
3. Parents and teachers often have videos they want to share with the students. Be sure these videos meet all the above criteria.
4. Please consult the Cable in the Classroom programming guide for specific information on the retention of certain educational programs. The website is <http://www.ciconline.com>.

**BOARD ADOPTED SEPTEMBER 2004**

## **CRITERIA FOR DISCARDING/RETAINING MEDIA**

Every school should have a policy regarding weeding and discarding media so that the collection may be kept pertinent, effective, and appropriate to the school's needs. The library media specialist has the major responsibility with teacher involvement in questionable or content cases. Resources used in selection of media, curriculum guides, district reading lists, etc. should be consulted to determine which media are still recommended. The needs of the particular school and the professional opinion of the as to the value of the materials are of utmost importance.

### **In discarding materials, the following should be considered:**

1. Media unused over a period of five to seven years.
2. Media unattractive because of format, small print, dilapidated covers, loose pages, using out-of-date operating systems, or with information no longer appropriate, especially in such fields as science, social sciences, or technology.
3. Mediocre or inappropriate media of low standard which do not meet the selection criteria of the district or school policy.
4. Media outside the developmental needs of the school community.
5. Textbooks and other media not useful for reference.
6. Magazines no longer of any value for reference or class use.
7. Media that is no longer relevant to curriculum and student interest.

### Criteria for media **not** to be removed may include:

1. Classics, except when a more attractive format is available.
2. Local and state history, unless collected by another agency and available for interlibrary loan.
3. Major publications of the school, unless another department is responsible for the school's archives.
4. Items incorrectly classified or poorly promoted that might circulate under changed circumstances.

## **SCHOOL ARCHIVES**

Each school media center shall provide an area to house the school archives. While the principal may assign the responsibility for obtaining and organizing to other personnel, the library media specialist is requested by the Board to assist the principal in maintaining these school records for future generations.

These archives may include scrapbooks, pictures, videos, written histories, and other records that provide a history of the school.

**IF SCHOOL MATERIAL IS CHALLENGED  
SCHOOL PERSONNEL SHOULD:**

1. Be positive, professional and calm.
2. Recognize the sincerity of a complaint.
3. Do not remove disputed media when a complaint is made.
4. Attempt to resolve the complaint informally at the time it is received.
5. Explain the established complaint procedure and supply the examination request form.
6. Implement the established review procedures as soon as a written request for review is filed.
7. Follow the board-established procedures throughout the entire process.
8. Maintain complete written records of all communication about the complaint.
9. Adhere strictly to the established procedures.
10. Call District Library Media Services for assistance (647-4711/4714).

## PROCEDURE FOR EXAMINATION OF MEDIA

This school district's policy for the selection of school media states that any parent, guardian, student with parental consent, or employee of the district may formally challenge instructional media used in the district's educational program. This policy further allows those persons in the school and the school community who are not directly involved in the selection of media to make their opinions known. The focus of the examination procedure is to provide an open forum for making an informed decision. School personnel are expected to be courteous and advise the complainant to arrange a conference with the principal.

### PROCEDURE

1. It is the complainant's responsibility to arrange a conference with the principal. At this conference, the principal invites the complainant to file his/her objections on the Request for Examination Form. (See Appendix B) This form is available at school, district office and online at <http://www.polk-fl.net/mediaservices>. Assistance in completing the form will be available upon request.
2. Should the complainant not complete and return the board adopted form, no further consideration is mandated.
3. Upon receipt of the signed Request for Examination Form, the principal will notify the Senior Director that such a review is being conducted.

District Library Media Services will assist with recommended lists, locating additional copies of media and reviews upon request. The questioned media is not to be withdrawn from use during the period of examination.

4. The principal requests review of the challenged media by the School. (See Appendix A) This committee must meet and reach a decision within two (2) weeks.

When a textbook or other curricular material is being reexamined, the principal should make certain that the appropriate grade/content area is represented at the meeting. All members of the School Library Media Committee shall participate.

5. The principal will notify the Senior Director and the complainant of the meeting's date and time. The complainants shall be allowed to attend **as observers only**. (See Appendix C) If addressed by the committee, the complainant(s) may respond only to stated questions.
6. Communication with the press and other interested members of the community should be through the principal or the principal's representative
7. Each member of the School Library Media Committee will be provided with a copy of the media, reviews, checklists, and any departmental procedures for selection. (See Appendix H, and Appendix L) Each member will read, view, or listen to the media in its entirety and consider the extent to which the media supports the curriculum and meets the selection criteria. Each member then fills out his/her individual checklist prior to the scheduled committee meeting.

8. The principal, or his designee, will convene the meeting of the School Library Media Committee.

The committee will follow the board-adopted agenda (Appendix G). Minutes of the meeting will be taken. The vote by the committee must be by oral roll call or by signed ballot. (See Appendix I.)

9. The committee's recommendation for the treatment of the media will apply to the local school only.
10. The principal or his designee shall convey the decision of the committee to the Senior Director, the complainant, and Senior Coordinator for Library Media Services immediately by telephone and in writing, and shall forward all pertinent documentation to the Senior Director's office with a copy to Library Media Services. (See Appendixes F and I)
11. The principal or his designee notifies the complainant of the committee's decision (Appendix E) if the complainant is unable to attend the School Media Review Committee meeting.
12. If the complainant wishes for an appeal, the principal notifies the Senior Director and the Senior Coordinator for Library Media Services.

**EXAMINATION OF CHALLENGED MATERIALS  
SCHOOL MEDIA REVIEW  
TIME LINE**

School Days 1-4	<p>Principal receives the completed form for “Request for Examination of Media” from the complainant. (Appendix B)</p> <p>Principal reads the School Board Policy for “Challenge of School Media.” Principal notifies the Senior Director and Senior Coordinator of Library Media Services.</p> <p>Principal requests reviews from the Library Media Services Department for challenged book/materials.</p> <p>Principal schedules a meeting of the School Library Media Committee. (Appendix A)</p> <p>Principal writes a letter to the complainant(s) and Senior Director advising where and when the meeting will be held and inviting them to attend. (Appendix C) The complainant does not need to attend but must be allowed to attend.</p> <p>Principal writes a letter to committee members scheduling them to attend the meeting and explaining the procedure they will follow. (Appendix D) Be sure to include the following:</p> <p style="padding-left: 40px;">Procedures for Examination of Media (Pages 13-14) Checklist (Appendix H) Reviews – may be held for meeting Book/Material – if there are enough copies for each person. (If not, explain in the letter how they will be provided.)</p>
School Days 5-14	<p>Committee members read the book or view the media and complete the checklist.</p> <p>Principal prepares the agenda (Appendix G) and ballots (Appendix I).</p> <p>The meeting is held, and a vote is taken on the examined media.</p>
School Day 15	<p>Principal notifies the Senior Director and Senior Coordinator of Library Media Services of the committee’s decision. (Appendix F)</p> <p>Principal notifies the complainant(s) of the committee’s decision. (Appendix E)</p> <p>Principal notifies the Senior Director and the Senior Coordinator of Library Media Services if appeal is being requested.</p>

## **DISTRICT APPEAL PROCESS**

If the original complainant, library media specialist, teacher, student, or other personnel directly affected by the committee's decision wishes to appeal, the principal will refer the matter to the Senior Director.

The superintendent or the superintendent's designated representative, not members of the committee, will then convene and serve as the Chairman of the District Media Review Committee. This committee is representative of the total school district and will include the following:

1. Senior Director supervising the school bringing the challenge
2. Senior Coordinator for Library Media Services
3. Senior Curriculum Coordinator (representative of content area)
4. A teacher from the appropriate content area and level - Secondary should have a Language Arts teacher
5. County Intellectual Freedom Representative for the Polk Educational Media Association
6. Three (3) parents - (one SAC committee member from the school bringing challenge, two SAC committee members representing the same grade division in the district)
7. One School Board member from the respective area.

The District Media Review Committee follows the same procedures as outlined for the School Library Media Committee (page 15). The decision by this committee shall determine if the media is to be used by the local school.

The Chairman of the District Review Committee and/or the Associate Superintendent of Learning shall immediately convey to the superintendent by telephone and in writing the decision of the committee and forward all pertinent documentation to the Senior Director's office and a copy to Library Media Services. (See Appendix F)

Should the complainant be unable to attend the District Review Committee meeting, the superintendent or superintendent designee shall notify the complainant(s) in writing of the decision of the District Review Committee. (See Appendix E)

The superintendent shall present the report of the District Media Review Committee to the School Board.

**APPEAL PROCESS  
DISTRICT MEDIA REVIEW COMMITTEE  
TIME LINE**

School Days 1-4	<p>Senior Director receives the request for an appeal and appoints his designee.</p> <p>Senior Director designee reads the School Board Policy for “Procedure for Examination of Media.”</p> <p>Senior Director asks the District Library Media Services staff to find reviews of the media.</p> <p>Senior Director schedules a meeting of the District Media Review Committee. Senior Director writes a letter to the complainant(s) advising where and when the meeting will be held and inviting them to attend. (Appendix C) The complainant does not need to attend but must be allowed to attend.</p> <p>Senior Director writes a letter to committee members asking them to attend the meeting and explaining the procedure they will follow. (Appendix E) Be sure to include the following:</p> <p style="padding-left: 40px;">Procedure for Examination of Media (page Checklist (Appendix H) Reviews – if there are any Book/Material – if there are enough copies for each person. (If not, explain in the letter how they will be provided.)</p>
School Days 5-14	<p>Committee members read the book or view the media and complete the checklist. Senior Director prepares the agenda (Appendix G) and ballots (Appendix I).</p> <p>The meeting is held, and a vote is taken on the examined media.</p>
School Day 15	<p>The superintendent’s designee notifies the superintendent (and the appropriate supervisor) of the committee’s decision. (Appendix F)</p> <p>The superintendent or superintendent’s designee shall notify the complainant(s) in writing of the decision of the District Review Committee (Appendix E) if the complainant is unable to attend the District Review Committee meeting.</p> <p>The superintendent shall present the report of the District Review Committee to the School Board.</p>

# APPENDIXES

## Letter

## Item

- A. School Library Media Committee Verification Form**
- B. Request for Examination of Media**
- C. Invitation to Complainant**
- D. Committee Members' Notification Letter**
- E. Notification of Decision Letter to Complainant**
- F. Notification Letter of Decision to Superintendent**
- G. Agenda for Examination Request**
- H. Checklist for Media Evaluation**
- I. Ballot**
- J. Parent Permission Form for Viewing PG/PG13**
- K. Request to Use Rental Video in Classroom**
- L. Criteria for Classroom Selection**
- M. Request for Additions to Classroom Approved Reading List**
- N. Bibliography**

## Appendix A

### School Library Media Committee Verification Form

August 20\_\_ to June 20\_\_

This committee shall consist of at least nine people, but not more than fifteen. Upon completion of in-service on the Selection and Procedure Handbook for School Educational Media, each committee member shall sign verification of having received this instruction.

School Name: \_\_\_\_\_

Signature of Principal or Assistant Principal of Curriculum (Middle or High):

\_\_\_\_\_

Signature of Library Media Specialist(s):

\_\_\_\_\_  
\_\_\_\_\_

Signature of Teachers (at least two - at least one Language Arts teacher):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures of Parents or Community Representatives (at least two):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures of Students (when appropriate: grades 6-12):

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

In-serviced by: \_\_\_\_\_

## Appendix B

### REQUEST FOR EXAMINATION OF MEDIA

(Please fill in all applicable information.)

**Books - Before bringing a challenge to a book found at your location, the complainant must read the book in its entirety before the principal can complete paper work.**

**Audiovisual materials - An audio/visual item must be viewed or listened to in its entirety before paperwork can be completed and accepted by the principal.**

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher or Producer (if known) \_\_\_\_\_

Date of Publication or Production \_\_\_\_\_

Type of Media (book, video) \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

School in which item is used \_\_\_\_\_

**Have you read, viewed, or listened to this material in its entirety?**

\_\_\_ **yes** \_\_\_ **no**

1. What first prompted your concern? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(If you need additional space, please attach pages to this form and sign your name to each additional page.)

2. To what in the material do you object? (Please be specific; cite pages, frames, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you believe is the theme or purpose of this material? \_\_\_\_\_  
\_\_\_\_\_

4. Why do you believe this material is inappropriate for school use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do you perceive any value in the use of this material? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Would you recommend this media for another age? \_\_\_\_\_ yes \_\_\_\_\_ no  
If so, what age or grade? \_\_\_\_\_

7. In its place, would you care to recommend other material that would accomplish the objective intended in the original medium? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

(Please return completed form to the school principal.)

## Appendix C

(PLEASE USE SCHOOL LETTERHEAD)

Date

Mrs. Mary Jones  
100 Central Avenue  
Bartow, Florida 33830

Dear Mrs. Jones:

I have received your request for examination of (type of material), title, by author. The district policy for examination of media allows me to convene the School Library Media Committee for this purpose.

I have called a meeting of the School Library Media Committee for date at time in the \_\_\_\_\_ . You are invited to attend this meeting as an interested observer.

In compliance with district policy, each committee member will read, view, or listen to the media and complete Checklist for Library Media Committee's Evaluation of School Media. The committee will then determine if the media will be retained in the school and will report the decision to me.

If you have any questions about this meeting, please contact me at school phone number.

Sincerely,

Principal

cc: Senior Director  
Senior Coordinator of Library Media Services

## Appendix D

(PLEASE USE SCHOOL LETTERHEAD)

Date

*Inside Address of Committee Members*

Dear \_\_\_\_\_:

A request has been submitted for the examination of title, by author, at school name.

The district policy for examination of material instructs me to convene the School Library Media Committee. The meeting will be held on date at time in the place.

As a committee member, you will need to read, listen, and/or view this material and complete the attached checklist before we meet. As you work through the checklist, you may find some questions which do not apply to this medium; mark these "N.A." for not applicable. You may find some questions which you cannot answer; mark these D.K. for don't know. Enclosed are copies of the "Examination of Media" policy along with the aforementioned materials.

Thank you for serving on this very important committee.

Sincerely,

Principal

## Appendix E

(PLEASE USE SCHOOL LETTERHEAD)

Date

*Inside Address*

Dear \_\_\_\_\_:

On date committee met, the School Library Media Committee met regarding title, by author. The committee voted to (retain/remove) title (in/from) school name.

I am enclosing a copy of the agenda, which lists the committee members. I am sorry that you were unable to attend the meeting.

We appreciate your concern, and we hope you will continue to support our goal of providing quality education for all children.

Sincerely,

Principal

cc: Senior Director  
Senior Coordinator of Library Media Services

## Appendix F

### SAMPLE LETTER TO SUPERINTENDENT

(PLEASE USE SCHOOL LETTERHEAD)

Date

#### MEMORANDUM

**TO:** \_\_\_\_\_, Superintendent  
\_\_\_\_\_, Senior Director  
\_\_\_\_\_, Senior Coordinator, Library Media Services

**FROM:** (*Principal's Name*) \_\_\_\_\_

**SUBJECT:** School Library Media Committee Decision

On   date  , the School Library Media Committee met and voted to (retain/remove) *the*  
  type of media  ,   title  ,   school name  .

A copy of the agenda, which lists the committee members, checklists and ballots, is enclosed.

The complainant(s) has been notified of the committee's decision.

# Appendix G

## AGENDA School Library Media Committee in Session for Examination Request

Title of Material: \_\_\_\_\_

Date of Committee Meeting: \_\_\_\_\_

Introductions of Committee Members (Name)

Review of Procedure and Committee Expectations (Name)  
District's Appeal Policy/Procedure  
Purpose and Charge to Committee

Ground Rules for Committee (Name)

Compilation of Examination Checklists (Name)

(Two committee members can do this while the committee reads the Examination Request Form.)

Review of Concerns (Name)  
Individual Study of Concerns  
Questions/Responses by Committee Members

(Sufficient time and discussion should be provided to ensure all members feel they understand the concerns of the complainant.)

Review of Literary Criticisms (Name)  
Individual Study of Any Additional Literary Reviews  
Questions/Responses by Committee Members

Responses from Committee (Name)  
Each an Opportunity to Speak  
Each on a Voluntary Basis

Vote by Signed Ballot or Roll Call (Name)

## Appendix H

Directions: Please fill out before meeting:

### CHECKLIST FOR LIBRARY MEDIA COMMITTEE'S EVALUATION OF SCHOOL MEDIA

Title \_\_\_\_\_

Author \_\_\_\_\_

If the question does not apply to the media under consideration, please write NA for not applicable.

1. What is the overall purpose, theme, or message of this material? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Is the purpose accomplished? \_\_\_\_\_ yes \_\_\_\_\_ no
3. This medium is suitable for:  
\_\_\_\_\_ Pre-K                      \_\_\_\_\_ 4-6                      \_\_\_\_\_ 10-12  
\_\_\_\_\_ K-3                              \_\_\_\_\_ 7-9                              \_\_\_\_\_ Adult
4. Will the reading, listening, or viewing of this material result in more compassionate understanding of human beings? \_\_\_\_\_ yes \_\_\_\_\_ no  
How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Does it offer an opportunity to understand and appreciate better the aspirations, achievements, and problems of different cultures and/or minority groups without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? \_\_\_\_\_ yes \_\_\_\_\_ no  
How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Are questionable elements of this media an integral part of a worthwhile theme or message?  
\_\_\_\_\_ yes \_\_\_\_\_ no  
Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Does this material give a new dimension or direction to its subject?  
\_\_\_\_\_ yes \_\_\_\_\_ no
8. Does this material support and promote the educational goals and objectives of the Polk County Public Schools? \_\_\_\_\_ yes \_\_\_\_\_ no

9. Are concepts presented appropriate to the ability and maturity of the potential reader?

\_\_\_\_\_ yes    \_\_\_\_\_ no

Why not? \_\_\_\_\_

\_\_\_\_\_

10. Does this material make a significant contribution to the history of ideas? \_\_\_\_\_

\_\_\_\_\_

11. The factual information is:

current \_\_\_\_\_ yes    \_\_\_\_\_ no

accurate \_\_\_\_\_ yes    \_\_\_\_\_ no

12. Does this material present information not otherwise available?

\_\_\_\_\_ yes    \_\_\_\_\_ no

13. Are the illustrations:

appropriate and in good taste \_\_\_\_\_ yes    \_\_\_\_\_ no

realistic in relation to the story \_\_\_\_\_ yes    \_\_\_\_\_ no

appropriate to the students' developmental age \_\_\_\_\_ yes    \_\_\_\_\_ no

14. Is the material well written or well produced? \_\_\_\_\_ yes    \_\_\_\_\_ no

15. Is the material offensive in any way because of:

\_\_\_\_\_ language    other \_\_\_\_\_

\_\_\_\_\_ violence

\_\_\_\_\_ cruelty

\_\_\_\_\_ brutality

\_\_\_\_\_ sexual behavior

\_\_\_\_\_ prurient behavior

\_\_\_\_\_ aberrant behavior

\_\_\_\_\_ religion

\_\_\_\_\_ way characters are presented

\_\_\_\_\_ offensive to any groups

Please explain fully. If additional space is needed, please attach pages to this form.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

**Appendix I**

**BALLOT**

Date:

School Name: \_\_\_\_\_

\_\_\_\_\_ I vote to retain TITLE

\_\_\_\_\_ I vote to remove TITLE

\_\_\_\_\_  
Signature of Committee Member

**Appendix J**

**Name of Elementary School  
Polk County Schools**

To Whom It May Concern:

\_\_\_\_\_ **has** my permission to view the movie,

Name of student

\_\_\_\_\_  
Movie Title

As a parent/guardian, I acknowledge that I am aware the movie carries a **PG** rating. I also understand that this movie is for instructional purposes tied to curriculum objectives.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

\*\*\*\*\*

**Name of Middle School  
Polk County Schools**

To Whom It May Concern:

\_\_\_\_\_ **does not** have my permission to view the movie,

Name of student

\_\_\_\_\_  
Movie Title

As a parent/guardian, I acknowledge that I am aware the movie carries a **PG-13** rating. I also understand that this movie is for instructional purposes tied to curriculum objectives.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

**Appendix K**

**Request to Use Rental Video In Classroom**

**To:**  
Date: \_\_\_\_\_  
Rental Store: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

**From:**  
School/District \_\_\_\_\_  
Telephone #: \_\_\_\_\_  
Person Making Request \_\_\_\_\_  
Title: \_\_\_\_\_

We hereby request permission to view the following, copyrighted video program(s) in the classroom **for instructional purposes only**. The programs will be used face-to-face with students within the classroom.

Title \_\_\_\_\_  
Title \_\_\_\_\_  
Title \_\_\_\_\_  
Title \_\_\_\_\_

\_\_\_\_\_  
Principal's signature

\*\*\*\*\*

**VENDOR REPLY:**

\_\_\_\_\_ Permission has been granted.

\_\_\_\_\_ Permission has been denied.

Details/Restrictions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix L**

### **APPROVED READING LIST FOR GRADES 6-8, 9-12 CRITERIA FOR SELECTION OF CLASSROOM BOOKS**

1. The book is a work of literary merit which represents a common genre, a literary period, and/or a noted author.
2. The book is well-written.
3. The book is on reputable lists for recommended reading, such as Newberry, American Library Association, NCTE.
4. The book deals with contemporary and/or universal problems and issues.
5. The book encourages respect, compassion, and love for one's fellow man.
6. The book celebrates the worth and dignity of the individual.
7. The book shows fundamental truths and conditions of humanity.
8. The book is appropriate for the maturity level of the students.
9. The book is selected for its total effect.

# Appendix M

Request for Addition  
To  
Approved Reading List

Author \_\_\_\_\_

Title \_\_\_\_\_

Literary Merit:

Reputable Sources:

Submitted by \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Return this form to the Language Arts Senior Coordinator, District Office.

## BIBLIOGRAPHY OF SELECTION SOURCES

### Elementary School Collections

**Children's Catalog.** 18th ed. New York: H. W. Wilson, 2001. ISBN 0-8242-1009-3  
Includes annual paperbound supplements published 2002 through 2005. Also available as an online subscription product. Grades 1-8

**The Elementary School Library Collection: A Guide to Books and Other Media.** 22nd ed.  
Williamsport, Pa.: Brodart, 2000. ISBN 087272123X. Homa, Linda L., Ann L. Schreck, and  
Maureen Hoebener, eds. Final edition of the previously biennial resource. Grades PreK-6

### Middle/Junior High School Collections

**Middle and Junior High School Library Catalog.** 8th ed. New York: H. W. Wilson, 2000. ISBN 0-8242-0996-6  
Includes annual paperbound supplements published 2001 through 2004. Also available as an online subscription product.

### Senior High School Collections

**Senior High School Library Catalog.** 16th ed. New York: H. W. Wilson, 2002.  
ISBN 0-8242-1008-5  
Includes annual paperbound supplements published 2003 through 2006. Also available as an online subscription product. Grades 9-12

**Best Books for Young Teen Readers.** Gillespie, John T. New Providence, N.J.: R.R. Bowker, 2000.  
ISBN 0-8352-4264-1  
Grades 7-10

**Books for You: An Annotated Booklist for Senior High Students.** Beers, Kylene, and Teri Lesesne, eds. Urbana, Ill.: National Council of Teachers of English, 2001. ISBN 0-8141-0372-3  
Nearly 1400 recent titles, grouped into 40 thematic chapters, for young adult readers looking for an exciting romance or mystery or guidance on anything from caring for a pet to choosing a college.  
Grades 9-12

The above sources are considered authoritative.

## ADDITIONAL SOURCES FOR SELECTION

The American Association of School Librarians (AASL) has compiled guidelines and selection sources to insure quality collections for school library media centers. If you would like further information, please refer to the AASL publication, Selection Materials for School Library Media Centers. The titles are listed below.

### **Big Book of Library Grant Money, 2004-2005: Profiles of Private and Corporate Foundations and Direct Corporate Givers Receptive to Library Grant Proposals**

The Big Book of Library Grant Money, 2004-2005: Profiles of Private and Corporate Foundations and Direct Corporate Givers Receptive to Library Grant Proposals (Big Book of Library Grant Money), The Taft Group (Other Contributor)

Publisher: American Library Association

ISBN: 0838908748 Edition: Paperback; 2003-11-01

### **Concise AACR2 Fourth Edition through the 2004 Update**

Prepared by Michael Gorman, published jointly by the American Library Association (ALA), the Canadian Library Association (CLA), and the Chartered Institute of Library and Information Professionals (CILIP)

Price: \$40.00, Member Price: \$36.00, 208 pages ISBN: 0-8389-3548-6 © 2004

### **Coretta Scott King Awards 1970-2004**

**Edited by Henrietta M. Smith, Coretta Scott King Book Awards Committee, and Ethnic and Multicultural Information Exchange Round Table**

Price: \$35.00, Member Price: \$31.50, 176 pages ISBN: 0-8389-3540-0 © 2004

### **The Cybrarian's Manual 2** Pat Ensor, ed.

Publisher: Chicago : American Library Association, c2000.

ISBN: 0838907776 DDC: 25.04 LCC: Z674.75 Edition: (pbk. : alk. paper)

Notes: Rev. ed. of: The Cybrarian's Manual. 1997.

### **DVD Demystified Third Edition** Jim Taylor

Publisher: McGraw-Hill/TAB Electronics

ISBN: 0071423966 Edition: Paperback; 2005-02 Amazon \$32.97

### **Exploring Science in the Library**

Exploring science in the library: resources and activities for young people  
edited by Maria Sosa and Tracy Gath

Publisher: Chicago : American Library Association, 2000.

ISBN: 0838907687 DDC: 27.8222 LCC: Z675. Edition: (electronic bk.)

### **Hit List for Children 2 Frequently Challenged Books**

Beverly C. Becker and Susan M. Stan for the Office for Intellectual Freedom (OIF)

Price: \$25.00, Member Price: \$22.50 65 pages ISBN: 0-8389-0830-6 © 2002

### **Hit List for Young Adults 2 Frequently Challenged Books**

Teri S. Lesesne and Rosemary Chance for the Young Adult Library Services Association (YALSA)

Price: \$25.00, Member Price: \$22.50 62 pages ISBN: 0-8389-0835-7 © 2002

**The "How to" Grants Manual: Successful Grant Seeking Techniques for Obtaining Public and Private Grants.** David G. Bauer, Publisher: Westport, CT : Praeger, 2003.  
ISBN: 0275980707 DDC: 658.15224 LCC: HG177 Edition: (alk. paper) Amazon \$42.50

**The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books.**

2002 ed. Chicago: American Library Association, 2002. ISBN 0-8389-3528-1  
Available from the ALA Online Store at <http://alastore.ala.org> or call 866-SHOP ALA (866-746-7252).

**More Novels and Plays**

More novels and plays: Thirty creative teaching guides for grades six through twelve  
Janet E. Worthington, Albert B. Somers  
Publisher: Englewood, Colo. : Teacher Ideas Press, 2000.  
ISBN: 0585301808 DDC: 820.900071273 LCC: PS41  
Edition: (electronic bk.) :\$27.00  
**Notes:** Both this vol. and its companion vol. Novels and plays (published 1997) constitute a rev. ed. of: Candles and Mirrors. 1984.

**Science through Children's Literature**

Science through children's literature an integrated approach  
Carol M. Butzow and John W. Butzow; illustrated by Hannah L. Ben-Zvi  
Publisher: Englewood, Colo. : Teacher Ideas press, c2000.  
ISBN: 0585252459 Edition: (electronic bk.)

**More Social Studies Through Children's Literature**

More social studies through children's literature an integrated approach  
Anthony D. Fredericks  
Publisher: Boulder, Colo. : netLibrary, 2001.  
ISBN: 0585327432 DDC: 372.83044 LCC: LB1584 Edition: (electronic bk.)

**Television Production Handbook 9th Edition**

Herbert Zetl San Francisco State University  
Published by Wadsworth Publishing CB 2006  
ISBN/ISSN: 0-534-64727-8  
List Price: \$108.95, Your Price: \$98.06

**Television Production : A Classroom Approach, 2nd edition, CD-ROM**

Keith Kyker, Christopher Curchy  
Publisher: Libraries Unlimited Electronic  
ISBN: 1591582679 Edition: CD-ROM; 2004-09-30

**Television Production Today, Student Edition**

Mark Biezak, Publisher: Glencoe/McGraw-Hill  
ISBN: 0844250821 Edition: Hardcover; 2001-02-12

**Video Hounds Golden Movie Retriever**, Paperback: 1447 pages  
Publisher: Gale Group (August 1, 2001)  
Language: English

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Children's Literature in Education. Human Sciences Press, Inc.

Computers in Libraries. Thomas H. Hogan.

Educational Technology. Educational Technology Publications.

Florida Media Quarterly. Available on line.

Knowledge Quest. Journal of the American Association of School Literature.

Language Arts. National Council of Teachers of English.

Library Hi Tech. MCB University Press.

Library Journal. R.R. Bowker.

Library Resources and Technical Services. ALA Association for Library Collections and Technical Services.

Library Talk. Linworth Publishing.

Media and Methods. North American Publishing Company.

The School Librarian's Workshop. Library Learning Resources, Inc.

School Library Journal. R.R. Bowker.

School Library Media Activities Monthly. LMS Associates.

Science Books and Films. American Association for the Advancement of Science.

Smart Computing. Sandhills Publishing.

VOYA--Voices of Youth Advocates. Scarecrow Press--division of Grolier Publishing.

**Many of these resources are available in the Polk County Library for preview before ordering if desired.**