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# WAKULLA COUNTY SCHOOLS

**2021-2022**

**LIBRARY MEDIA  
HANDBOOK**



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# FOREWORD



**Providing a rigorous and appropriate education that  
results in success for all students.**

The purpose of this handbook is to serve as a practical tool in the operation of the Wakulla County school library media centers. The library media handbook will be reviewed annually and updated as needed.

## **WAKULLA COUNTY SCHOOL DISTRICT'S LIBRARY MEDIA SUPERVISORS**

Sunny Chancy	Assistant Superintendent
Holly Harden	Dean of Curriculum
Krista Sharin	Coordinator of Special Programs

## **WAKULLA COUNTY SCHOOL DISTRICT'S LIBRARY MEDIA SPECIALISTS**

Suze Turpyn	Media Specialist, Crawfordville Elementary School
Leilania Nichols	Media Paraprofessional, Medart Elementary School
Katie Hart	Media Specialist, Riversink Elementary School
Katelynn Coleman	Media Specialist, Shadeville Elementary School
Jennifer Thaxton	Media Specialist, Riversprings Middle School
Sandy Byars	Media Specialist, Wakulla Middle School
Victoria Pope	Media Specialist, Wakulla High School

## PHILOSOPHY

Wakulla County's School Library Media Centers implement, enrich, and support the educational program of Wakulla County Schools through school library media services which reflect the educational philosophy and goals of the individual school as well as the Wakulla County School District.

The library media center should be the hub around which other activities revolve and a vital instrument for educational excellence within Wakulla County.

It is the responsibility of the library media specialist to:

- work enthusiastically with students, making obvious at all times a love of learning and inspiring each child to fulfill his or her potential as an individual;
- work closely with the teachers, supplementing or complementing work done in the classroom;
- be aware of any special student needs as indicated by other instructional personnel, guidance counselors, or school psychologists;
- work with the principal in budgeting, planning, and assessing curriculum needs to supplement classroom materials with books and technology to create a well-balanced media center;
- adhere to district and state level policies and statutes.

In Wakulla Library Media Centers, students are encouraged to practice critical thinking and are provided unrestricted access to information and ideas in accordance with the Wakulla County School Board Acceptable Use policy. Library media centers are dynamic and integral components of the educational process and are involved in teaching and learning. The library media centers provide use of materials, equipment, technology, and information to students, teachers, administrators, and others in order to facilitate communication and to promote lifelong learning and decision-making.

# QUICK REFERENCE TO FLORIDA STATE STATUTES AND SCHOOL BOARD POLICIES

Florida State Statutes may be found at: <http://www.flsenate.gov/Laws/Statutes/2010/Title48/#Title48>

F.S. Ch. 847.001 6(a,b,c)	Defines “harmful to minors”
9	Defines “nudity”
10(a,b,c)	Defines “obscene”
F.S. Ch. 847.012 2(a,b)	Defines harmful media
F.S. Ch. 1001.03	Describes materials that are unlawful to use in a school library media center or a school classroom
F.S. Ch. 1006.28 1(d)	Establishment and maintenance of a school library media program in all public schools
3(b)	Money collected for lost or damaged books; enforcement
F.S. Ch. 1006.34 2(b)	Standards used to determine selection of instructional materials, library books and other reading material used in schools
F.S. Ch. 1012.01 2(c)	Defines library media specialists
F.S. Ch. 1012.55	Requirements of certification of library media specialist

Wakulla County School Board Policies can be found at: <https://go.boarddocs.com/fl/wcsb/Board.nsf/goto>

<a href="#">WCSB Policy 3.52</a>	Copyrighted Materials
<a href="#">WCSB Policy 3.80</a>	School Volunteers
<a href="#">WCSB Policy 4.20</a>	Annual District instructional materials allocation; lost or damaged books
<a href="#">WCSB Policy 4.22</a>	Describes objectives and lists criteria for the selection of materials
<a href="#">WCSB Policy 4.30</a>	Challenged Materials
<a href="#">WCSB Policy 7.77</a>	Inventories and Property Records

# LIBRARY MEDIA CENTER MANAGEMENT

## The School Library Media Specialist

The goal of the school library media specialist is to facilitate the teaching-learning process by providing an environment in which a variety of media is effectively utilized in an atmosphere which promotes inquiry, creativity, self-direction and communication of information and ideas.

The complete job description for a media specialist can be found in Appendix B or accessed at:

<https://www.wakullaschooldistrict.org/theme/files/Human%20Resources/64MediaSpecialist.pdf>

School library media specialists are evaluated annually by their school-based administrator according to the process defined in the Wakulla Instructional Evaluation System. The Media Specialist Annual Evaluation Rubric can be found in Appendix C or accessed at:

<https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/Teacher%20evaluation%20handbook%202020-21-2.pdf>

In adherence to 1006.28(2)(d), F.S., school districts must provide training to school librarians and media specialists regarding the prohibition against distributing harmful material to minors under s. 847.012, F.S., and applicable case law, and best practices for providing students access to age-appropriate materials and library resources.

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## Hours of Operation

Hours of operation shall be established by the school administration for faculty and students. If hours of operation are times other than school hours, this must be approved by school administration.

## Schedules

- The high school library media center is accessible to all patrons at all times during the hours of operation unless closed for the purposes of statewide testing. It is open for circulation, research, and other services provided by the library media center.
- The middle school library media centers are accessible through their teacher cohorts and must be scheduled through the media specialist.

- The elementary school library media centers are accessible during scheduled special area and alternative times must be scheduled through the media specialist.
- Special events in the library are scheduled through the library media specialist.

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## **Volunteer Policy**

All library media center volunteers must follow the volunteer policies outlined in [Wakulla School Board Policy 3.80](#) . All volunteers must complete an application and be school board approved each year.

The Wakulla County 2021-2022 Volunteer Handbook can be accessed [here](#).

Any volunteer interested in assisting in the library media center please fill out the Wakulla County [Volunteer Application](#).

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## Confidentiality of Library Records

School library media specialists are required to be cautious when sharing information regarding privacy rights of library users. School library media specialists are urged to respect the rights of children and youth by adhering to [Wakulla School Board Policy 5.70](#) and Florida Statute 1002.22 regarding the confidentiality of student records.

**1002.22** Education records and reports of K-12 students; rights of parents and students; notification; penalty.—

(1) DEFINITIONS.—As used in this section, the term:

(a) “Agency” means any board, agency, or other entity that provides administrative control or direction of or performs services for public elementary or secondary schools, centers, or other institutions as defined in this chapter.

(b) “Institution” means any public school, center, institution, or other entity that is part of Florida’s education system under s. 1000.04(2), (4), and (5).

(2) RIGHTS OF STUDENTS AND PARENTS.—The rights of students and their parents with respect to education records created, maintained, or used by public educational institutions and agencies shall be protected in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, the implementing regulations issued pursuant thereto, and this section. In order to maintain the eligibility of public educational institutions and agencies to receive federal funds and participate in federal programs, the State Board of Education shall comply with the FERPA after the board has evaluated and determined that the FERPA is consistent with the following principles:

(a) Students and their parents shall have the right to access their education records, including the right to inspect and review those records.

(b) Students and their parents shall have the right to waive their access to their education records in certain circumstances.

(c) Students and their parents shall have the right to challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights.

(d) Students and their parents shall have the right of privacy with respect to such records and reports.

(e) Students and their parents shall receive annual notice of their rights with respect to education records.

(3) DUTIES AND RESPONSIBILITIES.—The State Board of Education shall:

(a) Adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(b) Monitor the FERPA and notify the Legislature of any significant change to the requirements of the FERPA or other major changes in federal law which may impact this section.

(c) Advise the Legislature of any change in the FERPA which may create a need for an exemption to the requirements of s. 24(a), Art. I of the State Constitution.

(4) PENALTY.—If any official or employee of an institution refuses to comply with this section, the aggrieved parent or student has an immediate right to bring an action in circuit court to enforce his or her rights by injunction. Any aggrieved parent or student who receives injunctive relief may be awarded attorney fees and court costs.

(5) APPLICABILITY TO RECORDS OF DEFUNCT INSTITUTIONS.—This section applies to student records that any nonpublic educational institution that is no longer operating has deposited with the district school superintendent in the county where the nonpublic educational institution was located.



## Circulation Systems

- District library media services provides all school library media centers with Destiny automated circulation system.
- Destiny tracks circulation of all types of print and non-print materials and equipment for various reporting options. System upgrades occur as necessary through our Follett-hosted service.
- Circulation systems should be set up to send weekly overdue notice emails to teachers and students.
- Reports (overdues, fines, lost resources, etc) should be ran in a timely manner for monitoring circulation.
- Fines are not assessed on overdue books, only on lost or damaged resources.
- Library materials should be inventoried through Destiny on a yearly basis.
- A Titlewave Analysis must be ran at minimum once a year, preferably after completing an inventory.

## Weeding Guidelines

The process of carefully weeding the collection in a school media center is an ongoing process intended to ensure a quality, current, and usable collection. The media specialist should enlist the aid of teachers in the various subject areas when deciding which media to withdraw.

### A. Factors to Consider in Deciding to Withdraw Media

- **Physical Qualities** – Media too badly worn to be repaired, books with extremely fine print, yellowed paper, and media with an overall unattractive appearance should be withdrawn.
- **Suitability of Subject Matter** – Media that is either too mature or too juvenile for the students served by the collection should be removed and offered elsewhere.
- **Date Range** – Factual media, particularly in the sciences and social sciences, which have outdated information or inaccurate information should be withdrawn. It is not the purpose of the school media center to collect outdated materials for historical preservation.
- **Reliability of Information** – Media may be of recent date and still not be authentic. Checking the collection against standard lists and having teachers in special fields screen materials which are not on the lists will aid in detecting inferior titles.

- **Circulation of Media** – Materials which remain inactive on the shelves for a period of time, tend to deteriorate physically almost as much as if they were used. Every effort should be made to circulate the material before weeding it from the collection.
- **Availability** – It is not always desirable to withdraw worn materials which are out-of-print and no longer available. The curricular necessity for the material will help determine when to maintain older materials.
- **Textbooks** – The media center is not a depository for textbooks. Old sets of readers, science books, etc., should be withdrawn unless they are of use for reference material. State textbooks furnished to the students should not be stored in the media center. The media specialist does not assume the responsibility of the Textbook Manager for distribution of instructional materials.

## **B. Guidelines for Discard**

- Unused, inactive
- Out dated (recommended if 15 years or older, except for history books and Classics)
- Does not align with the curriculum
- Worn out
- Inaccurate, misleading
- Inappropriate for the school population

## **C. Weeding Resources**

Multiple guides for collection age limits exist. Examples include the following, which may be consulted when determining which materials should be weeded.

- [Texas State Library and Archive Commission: CREW](#)
- Follett Titlewave's Collection Management
- Common Sense Media

## **D. Weeding Follow-up**

Once materials have been identified for removal, they must be deaccessioned and physically removed from the collection.

1. Remove records from the computerized catalog and track as 'weeded'.
2. Remove or blackout associated barcode.

3. Refer to page 12 of the *Instructional Materials Handbook* for guidelines regarding disposal of instructional materials. The same guidelines apply to media materials. Options include: directing them to teachers for classroom use; cannibalizing the materials for various instructional activities; giving them to students for individual use; recycling the materials.

## Copyright Guidelines

It is the ethical responsibility of all school employees to strictly adhere to copyright guidelines and policies, such as [Wakulla School Board Policy 3.52](#) regarding copyright material.

**1. Definition:** Copyright is protection given by law to authors of original works, regardless of format.

**2. Law:** Federal law makes it illegal to duplicate copyrighted materials by electronic or other means, in whole or in part, without the express authorization of the holder of the copyright, except for certain exempt purposes. With the amendments to the copyright law, all materials are protected by copyright from their inception unless specifically labeled as being in the public domain.

**3. Employee Responsibility:** While employees are encouraged to enrich the learning process by making proper use of supplementary materials, it is the responsibility of each employee to abide by the requirements of the copyright laws. In no circumstance shall it be necessary for employees to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for violations of the copyright law by its employees. The district requires that all employees remain accountable in practice to the copyright laws.

**4. Penalties:** Severe penalties may be imposed for unauthorized copying or use of audio visual or printed materials and software, unless the copying or use conforms to the 'fair use' (<http://www.copyright.gov/fls/fl102.html>) doctrine. Willful infringement of the laws could result in legal and/or disciplinary action.

**5. Liability:** Liability may include fines and/or imprisonment.

**6. Help:** Any employee who is uncertain as to whether reproducing or using materials is permissible under the law should contact the school media specialist.

## FAIR USE Guidelines

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies. This right is subject to certain limitations found in sections 107 through 118 of the copyright law (title 17, U. S. Code). One of the more important limitations is the doctrine of “fair use.” The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair.

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for, or value of, the copyrighted work

The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author’s observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported.”

Copyright protects the particular way authors have expressed themselves. It does not extend to any ideas, systems, or factual information conveyed in a work.

The safest course is to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, you should consider avoiding the use of copyrighted material unless you are confident that the doctrine of fair use would apply to the situation. The Copyright Office can neither determine whether a particular use may be considered fair nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, Reviewed June 2012 U.S. Copyright Office <http://www.copyright.gov/fls/fl102.html>

Note: The copying or use of videos for whole-group viewing is not allowed by copyright laws unless the video has been purchased for such viewing.

Fair use guidelines DO NOT preempt or supersede license agreements and contractual obligations.

All employees are required to err on the side of caution when in doubt about the use or copying of copyrighted materials.

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## **Video and Film Productions**

### **Videotaping Students**

A signed Permission to Publish release form, which is part of the initial student enrollment packet, is required for each student being photographed or videotaped during classroom activities and/or fieldtrips. Form verification can be made by contacting your school's Registrar.

### **Teacher Requested Videos**

Teachers often request videos to enhance teaching units. Teachers are to adhere to copyright laws and school policies concerning viewing of videos. All media selections must adhere to Florida Statutes and School Board Policy.

If the video is not included in the district-approved curriculum, a Request for Use of Educational Media from Outside Sources form must be submitted to the school principal.

Teachers must have a Parent Permission Form on file to show any film rated above G (elementary); PG (middle); or PG-13 (high) in their class.

Teachers must preview all videos before showing and can legally show copyrighted entertainment movies, without risking copyright infringement, due to the school's purchase of a Public Performance Site License from SWANK Movie Licensing USA. For a copy of this license, see the school library media specialist.



**Request for Use of Educational Media from Outside Sources in in Appendix E.**

**Permission to View Film/Video Form is on Appendix F.**

# SELECTION, PURCHASING & EVALUATION OF MATERIALS

## Selection of Materials

The primary objective of the school library media program is to implement, enrich, and support the educational program of the school. It is the responsibility of the media specialist to facilitate the process of providing a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view as required by state standards. The inclusion of any item in a collection does not necessarily mean that the School Board or the school advocates or endorses the contents of that item.

The Wakulla County School Board is legally responsible for the operation of schools. The responsibility for the selection of school library media center materials is delegated by the Board to the school media specialists with approval for purchase by the principals. Final approval is required from the Superintendent for Wakulla County Schools.

The library media collection is developed in accordance with the district's [Educational Media Materials Selection Policy \(4.22\)](#) and [Florida Statute 1006.28](#). **All materials must comply with the following criteria:** Florida Statutes 1006.34, 847.001, 847.012, 847.0133.

**1006.34** Powers and duties of the commissioner and the department in selecting and adopting instructional materials.—

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

1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the state and district school board performance standards provided for in s. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.

**F.S. 847.001** Definitions

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

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

**F.S. 847.012** Prohibition of sale or other distribution of harmful materials to persons under 18 years of age (no videos, visual representation, image of a person or portion of the human body which depicts nudity or sexual conduct...and which is harmful to minors; no book, printed material or sound recording which contains matter as defined in statute 847.001 and which is harmful to minors)

**F.S. 847.0133** Protection of minors; prohibition of certain acts in connection with obscenity; penalty.—

(1) A person may not knowingly sell, rent, loan, give away, distribute, transmit, or show any obscene material to a minor. For purposes of this section "obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter of any such character which may or may not require mechanical or other means to be transmuted into auditory, visual, or sensory representations of such character, or any article or instrument for obscene use, or purporting to be for obscene use or purpose. The term "obscene" has the same meaning as set forth in s. 847.001.

(2) As used in this section "knowingly" has the same meaning set forth in s. 847.012(1). A "minor" is any person under the age of 18 years.

(3) A violation of the provisions of this section constitutes a felony of the third degree, punishable as provided in s. 775.082 or s. 775.083.



## Purchasing of Materials

One responsibility of the library media specialist is to determine the priorities for purchase, selecting those items that most positively impact student achievement and meet the needs of the school community.

The library media categorical funds are intended for a specific purpose – the purchase of library media resources to be checked out by students and teachers through the school library. Specifically, library media materials include those items normally purchased under Function 6200 (Instructional Media Resources). Per section s.1006.40(4), Florida Statutes (F.S.), these items include library books, reference materials, audiovisual and electronic media, and periodical and/or information database subscriptions. The description under s. 1006.40(4), F.S., does not include equipment purchases or supplies.

Additionally, materials acquired with these funds must be cataloged and inventoried as part of the library media collection. Any funds not expended at the end of the year may be carried forward to be used for the same purpose in the subsequent fiscal year. The fiscal year is from July 1 to June 30.

### **Fund Sources:**

Multiple funding sources can be used for library media purchases. Ultimately, it is the school administrator who is responsible for providing financial resources for purchasing items for the library media program. It is the library media specialist's responsibility to advocate for the program by making the needs known.

School-Based Allocations: The district allocates state funds for media purchases to each school based the school's FTE (Full Time Equivalency). The allocation of funds for media center use is a school-based decision with consideration of district curriculum requirements.

Internal Funds: Internal funds are comprised of monies collected from fines\*, donations, book fairs, etc. All monies must be handled in accordance with procedures outlined in [Wakulla School Board Internal Funds Policy 7.32+](#).

\*Fines: Charging fines for overdue materials is a school-based decision.

Federal and State Grants: Federal and State grants are handled in a special manner. See your bookkeeper for specific details.

### ***Purchasing Procedures:***

#### List of Current Vendors:

Follett Titlewave

Amazon

Junior Library Guild Annual Subscription

#### Consideration File:

Each Library Media Specialist maintains a consideration file that includes requests from faculty, students, and administrators. Library resource consideration comes from vendor reviews, professionally prepared selection aids, annual book lists and/or awards. This file is helpful in placing future orders.

#### Purchase Orders:

Requests for purchase orders are initiated at the school level and approved by the Dean of Instruction. The purchase order will identify the specific items to be delivered, price, and quantity. In addition to the purchase order, the Library Materials Purchase Review form will also be submitted. Completed purchase orders are given to the appropriate school personnel for processing and ordering. When the order is received, the order will be verified and signed via the packing slip. The original packing slip will be given to the school bookkeeper. The Library Media Specialist will keep a copy of the packing slip and Library Materials Purchase Review form for their records.

#### Preprocessed Books:

Ordering preprocessed books (and paying more for each book) saves considerable time for the Library Media Specialist and staff. Automated processing services vary from vendor to vendor, but may include MARC records, barcode label, spine labels or stamping, and Accelerated Reader labels.

\*Since the purchasing procedures may vary from site-to-site, the media specialist should meet with the school principal and bookkeeper to become familiar with school procedures and expectations.

#### Guidelines:

- Compare prices to assure the best use of limited resources.

- Call the vendor to verify the current price, model numbers and to determine any additional costs (shipping, processing, etc.)
- If purchasing equipment, check on warranty availability and compatibility requirements. All technology equipment and software must be pre-approved through the district Technology Department and the Instructional Services Department to assure infrastructure and curricular compatibility.
- Check received shipments immediately, and notify the school bookkeeper of shipment status. Verify receipt of materials with the school bookkeeper to assure proper processing of invoices.
- Maintain a purchasing file containing necessary receipts and documentation and a running balance on the budget.
- Maintain a wish list of items to be purchased as funding becomes available. Teachers should have input into the wish list.

**The Library Materials Pre-Purchase Review Form in can be found in Appendix G.**

**See Florida Statute 1006.40 in Appendix B.**

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## **Evaluation of Materials**

The School Board believes that the selection, challenge, and removal of instructional materials are within its jurisdiction in accordance with appropriate statutory and constitutional law. Despite the care taken to select appropriate and valuable materials, objections to a selection may be made. Library media specialists and school administrators must adhere to the procedures specified in [Wakulla School Board Policy 4.30](#) and the forms in this selection.

In all cases where materials being used in a school are challenged, they should be challenged at the level where the materials are being used and referred to the Superintendent and Board only if the citizen is not satisfied with the handling at the local level.

Materials being questioned shall NOT be removed from use until the following informal and/or formal grievance procedures have been completed.

**The Objections to Library Media Materials Form can be found in Appendix H.**

**The Library Material Committee Review Form can be found in Appendix I.**

# LIBRARY MEDIA RESOURCES

## Library Media Center Resources

[Florida Department of Education Library Media Services](#) mission is to support district library media supervisors and other stakeholders; ensuring that school librarians create and maintain quality library programs that foster the love of reading and the effective use of ideas and information by both students and faculty.

[Florida Department of Education School Library Month](#) in April.

[American Library Association](#) mission is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. They sponsor a variety of school promotions:

- [Banned Books Week](#) in September.
- [National Teen Read Week](#) in October (new theme annually).

[FAME](#) believes in, and supports, the development of leaders within the association and within our schools by offering the following promotions:

- [Sunshine State Young Reader's Award Program](#)
- [Florida Teens Read](#)

### [AR Book Finder](#)

**The selection of a book or text by a national or state organization does not guarantee its appropriateness for the students in the school. Community norms and developmental appropriateness must be considered as well as the criteria for selection and state law.**

## **Library Media Specialist Professional Resources**

FAME - [www.floridamedia.org](http://www.floridamedia.org)

Florida Library Association - [www.flalib.org](http://www.flalib.org)

American Library Association - [www.ala.org](http://www.ala.org)

American Association of School Librarians - [www.aasl.org/ala/mgrps/divs/aasl/index.cfm](http://www.aasl.org/ala/mgrps/divs/aasl/index.cfm)

# APPENDICES

- A. Library Bill of Rights
- B. Florida Statute 1006.40
- C. Media Specialist Job Description
- D. Media Specialist Evaluation
- E. Request for Use of Educational Media from Outside Source
- F. Permission to View Film/Video Form
- G. Library Materials Pre-Purchase Review Form
- H. Objections to Library Media Materials Form
- I. Library Materials Committee Review Form

# APPENDIX A

## LIBRARY BILL OF RIGHTS

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. **Materials should not be excluded because of the origin, background, or views of those contributing to their creation. \*\***
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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Adopted June 18, 1948. Amended February 2, 1961, June 28, 1967, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

Library Bill of Rights ALA web copyright statement and release: <http://www.ala.org/copyright>

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

## APPENDIX B

### **Florida Statute 1006.40— Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books:**

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

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

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

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

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

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

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

1. Free of pornography and material prohibited under s. [847.012](#).
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used or made available.



(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(a) Maximize student use of the district-approved instructional materials.

(b) Provide a process for public review of, public comment on, and the adoption of instructional materials that satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.

(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.

(6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list. However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

# APPENDIX C

## SCHOOL DISTRICT OF WAKULLA COUNTY

### MEDIA SPECIALIST

#### JOB DESCRIPTION

#### QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Florida as an Educational Media Specialist.
- (3) Satisfactory criminal background checks and drug screening.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of current research in regard to the effective operation of a modern media center. Ability to organize and operate a media center that is the information center for the school and a center for life-long learning. Ability to communicate well in both written and oral forms with students, peers, administrators, and others. Knowledge and skill in the use and care of audiovisual equipment and in the use and care of computers and other current technologies. Ability to select, organize, maintain and catalog a wide variety of print materials. Knowledge of and skill in the use of a variety of computer software. Ability to select appropriate types and levels of materials for instructional and recreational purposes. Ability to manage the budget for the Media Center as assigned. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn.

#### REPORTS TO:

Principal

#### JOB GOAL

To facilitate the teaching-learning process by providing an environment in which a variety of media is effectively utilized in an atmosphere which promotes inquiry, creativity, self-direction and communication of information and ideas.

#### SUPERVISES:

N/A

## PERFORMANCE RESPONSIBILITIES:

### Planning/Preparation

- \*(1) Identify, select, or develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs.
- \*(2) Select library and other instructional support materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
- \*(3) Use local, regional, state and national guidelines in planning for media collections and services.
- \*(4) Plan for the acquisition of materials and equipment which support the School Improvement Plan goals and which are necessary to support the media needs of students and staff.
- \*(5) Coordinate student use of library media center during the school day with school policy and procedure.
- \*(6) Participate in overall school curriculum planning and development.

### Classroom Management

- \*(7) Develop schedules and organize resources to allow easy access to information and services.
- \*(8) Create an inviting, attractive, safe atmosphere conducive to learning.
- \*(9) Provide an atmosphere conducive to individual inquiry, research, study, and relaxation.
- \*(10) Establish and publicize standards for acceptable student behavior.
- \*(11) Develop a system of records which will provide an appropriate database for evaluating the use and distribution of the media collection and supporting materials.
- \*(12) Provide instruction on safety procedures and proper handling of materials and equipment.
- \*(13) Manage student conduct in a positive manner.
- \*(14) Promote student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- \*(15) Arrange the physical environment to facilitate access to resources and learning activities.
- \*(16) Develop and implement policies and procedures necessary for the efficient and effective operation of the media center.
- \*(17) Administer media center budget based on program goals and objectives.
- \*(18) Maintain complete and accurate records as required by law, District policy, and administrative regulations.

- \*(19) Coordinate the selection and acquisition process for media resources and equipment.
- \*(20) Use accepted criteria and procedures for acquiring, retaining, and deleting materials in the media center.
- \*(21) Provide for the use, maintenance, repair, and inventory of all media center materials and equipment.
- \*(22) Provide for use of current technologies.
- \*(23) Ensure accessibility to resources.

### **Assessment/Evaluation**

- \*(24) Identify and apply criteria appropriate for evaluating materials and equipment for varying student populations and needs.
- \*(25) Evaluate the efficiency and effectiveness of the media program.
- \*(26) Use evaluation results to improve media services.
- \*(27) Assist with responsibilities for school testing program by proctoring and scheduling space and by handling all test materials in a confidential and secure manner.
- \*(28) Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact media materials

### **Direct Instruction**

- \*(29) Foster mutual respect between students and adults.
- \*(30) Accept and value students from various cultures.
- \*(31) Communicate with students in a positive manner.
- \*(32) Instruct, assign, and supervise support staff and volunteers.
- \*(33) Encourage the use of on-line reference tools, the Internet, and computer sources.
- \*(34) Develop an effective public relations program to promote media resources and programs.
- \*(35) Comply with copyright laws and inform faculty and students of the laws and their application to educational institutions.
- \*(36) Teach library media skills in collaboration with teachers to support classroom instruction.
- \*(37) Use a variety of instructional strategies to address different learning styles and ability levels of students.
- \*(38) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds and special needs.
- \*(39) Provide instruction in use of resources, services, and equipment.
- \*(40) Assist students and staff in the use and production of media.
- \*(41) Provide reference assistance for students and faculty.
- \*(42) Assist students and faculty in identifying, locating, and interpreting information and resources housed in the media center and outside the physical boundaries of the school.
- \*(43) Demonstrate knowledge and understanding of a broad curriculum base.
- \*(44) Apply principles of learning and effective teaching in instructional delivery.

- \*(45) Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities.
- \*(46) Use appropriate materials, technology, and resources to help meet learning needs of all students.
- \*(47) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

## **Technology**

- \*(48) Use technology resources effectively.
- \*(49) Use appropriate technology in instructional delivery.
- \*(50) Use technology to establish an atmosphere of active learning.
- \*(51) Provide students with opportunities to use technology to gather and share information with others.
- \*(52) Facilitate student access to the use of electronic resources.
- \*(53) Explore and evaluate new technologies and their educational impact.
- \*(54) Use technology to review student assessment data.
- \*(55) Use technology for administrative tasks.
- \*(56) Assist classroom teachers with the effective use of technology.

## **Collaboration**

- \*(57) Plan with teachers and instructional leaders to develop curriculum and integrate media/information skills into the school program.
- \*(58) Participate in grade level, team, or department meetings as needed.
- \*(59) Collaborate with teachers to support instructional goals and objectives.
- \*(60) Assist teachers in selecting the best medium for instructional activities.
- \*(61) Work with other faculty to identify creative uses of resources.
- \*(62) Maintain contact with other library, education, and information agencies.

\*(63) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

## **Professional Learning**

- \*(64) Encourage and train faculty to incorporate library media resources into curriculum.
- \*(65) Keep abreast of standards, guidelines, emerging practices, and innovations in library media programs and practices.
- \*(66) Develop, maintain, and promote a collection of current professional resources for administrators and teachers.
- \*(67) Provide faculty training on the use of media resources and equipment.
- \*(68) Inform faculty and administration about policies and procedures for handling challenges to instructional and library materials.
- \*(69) Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media.

- \*(70) Conduct a personal assessment periodically to determine professional growth needs.
- \*(71) Participate in school data collection of input on principal's performance assessment program.

### **Professional Responsibilities**

- \*(72) Perform and fulfill professional responsibilities.
- \*(73) Demonstrate attention to punctuality, attendance, records, and reports.
- \*(74) Perform assigned duties.
- \*(75) Maintain confidentiality of student and other professional information.
- \*(76) Exercise appropriate professional judgment.
- \*(77) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- \*(78) Support and participate in school improvement initiatives, services, and programs.
- \*(79) Contribute to the overall mission of the school by supporting various school committees, programs, and services such as PTO/PTA, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.
- (80) Perform other incidental tasks consistent with the goals and objectives of this position.

### **Student Growth and Achievement**

- \*(81) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

\*Essential Performance Responsibilities

### **PHYSICAL REQUIREMENTS:**

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

Job Description Supplement No. 04

### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

# APPENDIX D

## CERTIFIED EMPLOYEE ANNUAL EVALUATION COVER SHEET

Name \_\_\_\_\_ Position **MEDIA SPECIALIST** Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator			
_____			
_____			
Comments of the Evaluatee			
_____			
_____			
Information from parents was collected and analyzed in the preparation of this report.		Yes	No
This Evaluation has been discussed with me.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____	_____	_____	_____
Signature of Evaluator	Date	Signature of Evaluatee	Date

OVERALL RATING: HE E N U **Signature does not necessarily indicate agreement with this Evaluation.**

Media Specialist Evaluation Form – Rev. 2015-16

Required signatures: Evaluator and Evaluatee

Provide a copy to the Evaluatee and forward the original to Human Resources.

## Media Specialist Summative Evaluation Score Sheet

Name:		Employee ID#:	
Position:	Assignment:		
Evaluator:		Date:	

### Scoring Key:

HE (Highly Effective) = 4    E (Effective) = 3    NI/D (Needs Imp. Developing) = 2    U (Unsatisfactory) = 1

Domain A: Planning & Preparation	Rating Scores			
	HE	E	NI/D	U
A-a. Demonstrates knowledge of literature and current trends in library/media practice and information. [FEAPs (a)1.a.; (a)3.e.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-b. Demonstrates knowledge of the school's program and student information needs within that program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-c. Establishes goals for the library/media program appropriate to the setting and the students served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-d. Demonstrates knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-e. Plans the library/media program and integrates with the overall school program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-f. Develops a plan to evaluate the library/media program.				
TOTAL (Add the practice rating scores in Domain A ÷ 6, then multiply by 10 = <input style="width: 50px;" type="text"/> )				
<i>Domain A Section Comments:</i>				



Domain B: The Environment	Rating Scores			
	HE	E	NI/D	U
B-a. Creates an environment of respect and rapport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-b. Establishes a culture for investigation and love of literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-c. Establishes and maintains library procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-d. Manages student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-5. Organizes physical space to enable smooth flow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain B ÷ 5, then multiply by 15 = <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px; vertical-align: middle;"></span>				
<i>Domain B Section Comments:</i>				

Media Specialist Evaluation Form – Rev. 2015-16

Required signatures: Evaluator and Evaluatee

Provide a copy to the Evaluatee and forward the original to Human Resources.

Domain C: Delivery of Service	Rating Scores			
	HE	E	NI/D	U
C-a. Maintains and extends the library collection in accordance with the school's needs and within budget limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-b. Collaborates with teachers in the design of instructional units and lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-c. Engages students in enjoying literature and in learning information skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-d. Assists students and teachers in the use of technology in the library/media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-e. Demonstrates flexibility and responsiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain C ÷ 5, then multiply by 15 = <span style="background-color: #cccccc; display: inline-block; width: 40px; height: 15px; vertical-align: middle;"></span> )				
<i>Domain C Section Comments:</i>				

Media Specialist Evaluation Form – Rev. 2015-16

Required signatures: Evaluator and Evaluatee

Provide a copy to the Evaluatee and forward the original to Human Resources.

Domain D: Professional Responsibilities	Rating Scores			
	HE	E	NI/D	U
D-a. Reflects on practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-b. Prepares and submits reports and budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-c. Communicates with the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-d. Participates in a professional community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-e. Engages in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-f. Shows professionalism.				
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain D ÷ 6, then multiply by 10 =				
<i>Domain D Section Comments:</i>				

## Media Specialist Evaluation Total Score

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1	
<b>Domain A Score</b>	
<b>Domain B Score</b>	
<b>Domain C Score</b>	
<b>Domain D Score</b>	
<b>SUB TOTAL</b>	
175-200	<i>Highly Effective [HE]</i>
125-174	<i>Effective [E]</i>
75-124	<i>Need Improvement/Developing [NI/D]</i>
< 75	<i>Unsatisfactory [U]</i>
<b>Scoring Key</b>	<b>HE= 4, E=3, NI/D = 2, U = 1</b>
<b>EVALUATION RUBRIC SCORE (57%)</b>	
<b>OPTIONAL: DELIBERATE PRACTICE (10%)</b>	
<b>STUDENT GROWTH &amp; ACHIEVEMENT (33%)</b>	
<b>OVERALL EVALUATION</b>	

OVERALL SCORING for the EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]

---

*Highly Effective*

*Effective*

*Needs Imp.  
Developing*

*Unsatisfactory*

---

OVERALL EVALUATION	Performance Level Rating
3.5 - 4.00	<i>Highly Effective</i>
2.5 - 3.4	<i>Effective</i>
1.5 - 2.4	<i>Need Improvement/Developing</i>
< 1.5	<i>Unsatisfactory</i>



## Wakulla County School District

### Request for Use of Educational Media from Outside Sources

Requested By: \_\_\_\_\_  
 Course/Subject: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Title of educational media to be used: \_\_\_\_\_  
 Author/Producer: \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

Videotape   
  Software   
  Book   
  Audio  
 Other (specify) \_\_\_\_\_

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Have you previewed this media in its entirety?
<input type="checkbox"/>	<input type="checkbox"/>	Is this educational media to be used for planned face-to-face instructional activities directly related to course and curriculum?
<input type="checkbox"/>	<input type="checkbox"/>	Lesson Plan(s) attached?
<input type="checkbox"/>	<input type="checkbox"/>	Does this educational media adhere to the selection criteria outlined in the: <ul style="list-style-type: none"> <li>• <a href="#">Florida Statutes (1006.34); (847.001); (847.012); (847.0133)?</a></li> <li>• <a href="#">Wakulla County District School Board Policy (4.22)?</a></li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	Is this media rated above G (elementary); PG (middle); PG-13 (high)? If yes, complete the parental permission form for PG or PG13 rated media.
<input type="checkbox"/>	<input type="checkbox"/>	Is any part of the instructional material controversial? If so, cite controversial part and give explanation (use back of form).

Signatures of Teacher/Personnel evaluating and recommending use of this material:

Teacher Signature	Date	Teacher Signature	Date
		<input type="checkbox"/> Recommend	<input type="checkbox"/> Do Not Recommend
Library Media Specialist Signature	Date		
		<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved
Administrator Signature (Required)	Date		

ORIGINAL – PRINCIPAL

COPY – REQUESTING TEACHER(S)

COPY – INSTRUCTIONAL SERVICES (D.O.)



# Wakulla County School District

## Permission to View Film/Video

Dear Parents and Guardians,

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

I am notifying you that we will be watching a film/video in class above the **G** rating.

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

Class/Subject Area: \_\_\_\_\_

Film/Video Title: \_\_\_\_\_

Motion Picture Industry Rating: \_\_\_\_\_

Topic under discussion to which movie is relevant:  
\_\_\_\_\_  
\_\_\_\_\_

Instructional objectives:  
\_\_\_\_\_  
\_\_\_\_\_

Please return the permission slip below by \_\_\_\_\_.

Teacher's Signature \_\_\_\_\_

Child's Name \_\_\_\_\_

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

Signature of Parent or Guardian: \_\_\_\_\_

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



**Library Materials Pre-Purchase Review Form**

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

School Year: \_\_\_\_\_

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

No Review Necessary \_\_\_\_\_

Book Title	Author	Media Specialist Review	Secondary Review	Returned/Sealed-upward	Book Shelved

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Media Specialist/Designee: \_\_\_\_\_

Signature

Date

District Instructional Services: \_\_\_\_\_

Signature

Date





WAKULLA COUNTY SCHOOL DISTRICT  
LIBRARY MEDIA SERVICES

**Objections to Library Media Materials**

For use by a parent, emancipated student, or resident of the county who is challenging library media materials. Check the appropriate box if you are objecting as a parent/guardian or as a resident of this county.

- Parent/Guardian
- County Resident

If as a resident, check any applicable boxes.

- I have maintained a residence in Florida for the past year.
- I have purchased, leased, or acquired a home occupied by me as my residence.
- I have established a domicile in Florida.

School #	School Name	Date
Author	Title	

- Hardcover Book
- Paperback Book
- DVD
- eBook
- Film
- Other \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request Initiated By		Phone Number	
Street Address	City	State	Zip Code

**Publisher (if known)**

Did you read/review this material?  Yes  No For what age group would you recommend this material? \_\_\_\_\_

To what do you object and why? *(be specific and provide page numbers)*

What do you believe is the function of this material? What are its strengths?

What would you like the school to do about this material?

In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

\_\_\_\_\_

*Print Name of Objecting Party/Resident*

\_\_\_\_\_

*Signature of Objecting Party/Resident*

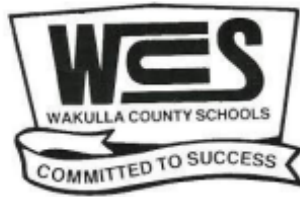
\_\_\_\_\_

*Date*

**ORIGINAL - Principal**

**COPY- Objecting Party**

**COPY - Instructional Materials (District Office)**



## Library Materials Committee Review Form

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

Author: \_\_\_\_\_

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

### Purpose

What is the purpose, theme or message of the material? How well does this author(s)/producer/composer accomplish this purpose?

\_\_\_\_\_

\_\_\_\_\_

What genre would the material fall under? \_\_\_\_\_

YES NO

- Is it suitable for lower elementary (K-2)?
- Is it suitable for upper elementary (3-5)?
- Is it suitable for middle school (6-8)?
- Is it suitable for high school (9-12)?
- Will reading and/or viewing and/or listening to this material result in a more compassionate understanding of human beings?
- Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people?
- Are any questionable elements of the story an integral part of the material?

### Content

YES NO

- Does the material give a realistic picture of life during that time period?
- When factual information is part of the story, is it presented accurately?
- Does the bias detract from the usefulness of the material?
- Are concepts presented appropriate to the reading ability of the potential reader?
- Are concepts presented appropriate to the maturity of the potential reader?
- Do characters speak in a language true to the period or of the country in which they live?

YES NO

- Does the material offend in some special way the sensibilities of any group?
- Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?
- Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for young adults?
- If there is use of offensive language, is it appropriate to the purpose of the text for children?
- If there is use of offensive language, is it appropriate to the purpose of the text for young adults?
- Is the material well-written or produced?
- Does the material have any literary/artistic merit?
- Are the illustrations appropriate and in good taste?
- Do any of the illustrations contain nudity?

**Reviews**

Does the material appear on any reputable lists or garnered any awards?  YES  NO

If YES, please provide the titles of the list(s)/award(s) and the year received:

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---

Does this title appear in one or more reputable selection aids?  YES  NO

If YES, please list titles of selection aids:

---

---

Additional Comments:

---

---

---

---

Recommendation for treatment of material is:

Keep material in circulation.  Remove material from circulation.  Move material to a different age group.

---

---

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Printed Name of Reviewer

Signature of Reviewer

Date