

Hendry County School District



Library Media Services Procedures

Table of Contents

1.0 Mission Statement	4
2.0 Goals	4
3.0 Collection Development	5
3.1 Selection	5
3.1.1 Selection criteria	5
Review Sources	6
Recommended Lists (not limited to these)	6
3.1.2 Selection Procedures	6
3.2 Maintenance of the Collection	7
3.2.1 Evaluation of Current Collection	7
Checklists - Yearly	7
Curriculum Bibliographies - Yearly	7
Collection Mapping - Yearly	8
Circulation Studies - Yearly	8
User Opinion Studies - Semesters	8
Shelf-Availability Studies - Yearly	8
Community Studies - Beginning of school year	9
3.2.2 Collection Diversity	9
3.2.3 Planning for an Ethical, Legal and Diverse Collection	9
3.2.4 Evaluation Results	10
3.2.5 Collection Standards	10
3.2.6 Weeding	10
3.2.1 Weeding Guidelines	11
3.2.7 Discarding Materials	11
3.3 Inventory	12
3.3.1 Inventory procedures	12
3.3.2 Records	12
4.0 Challenges	12
4.1 Challenges Procedures:	13
4.2 Reviewing Challenges	13

5.0 Budget	14
6.0 Circulation	14
6.1 Check-In and Check-out	14
Procedures	15
Student	15
Staff	15
6.2 Overdue	15
6.3 Lost/Damaged	15
7.0 Collection Promotion	16
7.1 Options for Collection Promotion	16
Appendix A: Library Bill of Rights	18
Appendix B: Freedom to Read Statement	19
Appendix C : CREW Formulas and Guidelines by Class	22
Crew Formula	22
CREW Guidelines by Dewey Class	23
000 (Generalities)	23
100 (Philosophy and Psychology)	24
200 (Religion and Mythology)	25
300 (Social Sciences)	25
400 (Language)	28
500 (Natural Sciences)	28
600 (Technology, Applied Sciences)	30
700 (The Arts)	31
800 (Literature)	33
900 (History and Geography)	33
B or 92 and 920 (Biography)	34
F (Fiction)	34
Graphic Novels	34
Periodicals (Also Newspapers)	35
Government Documents	35
Nonprint (Audiovisual) Media	35

Film Formats	35
Audio Formats	36
Local History	36
CREW Guidelines for the Children's Collection	37
E (Easy Readers/Picture Books)	37
JF (Juvenile Fiction)	37
Appendix D - HCSB7310	38
Appendix E - HCSB9130	40
Appendix F - Specific Material Objection Form	42

1.0 Mission Statement

The Hendry County School District (HCSD) through its professional staff is committed to teaching and learning by providing a collection and services that meet the curricular and personal needs of students. All patrons shall have the right to access information in accordance with the First Amendment of the US Constitution, the ALA's *Library Bill of Rights* (Appendix A), and *Freedom to Read Statement* (Appendix B). This will be done by ensuring resources can be found in various formats with varying levels of difficulty and cover a variety of topics that provide a global perspective and promote diversity.

This Library Collection Development Procedures is a statement of principles and guidelines used by the media center in its selection, acquisition, evaluation, deselection, and maintenance of library media materials. Collection development and management refers to the process of building and maintaining the library's entire materials collection, in print, non-print, audio visual and electronic formats so that they are available to every student at the time of need to support and enrich the student's educational experience.

The collection development process includes the formulation of policy and procedures, budget, allocations, needs assessment, selection, collection maintenance and evaluation, selection and resource sharing.

2.0 Goals

HCSD Library Media Services will use the Florida State Department of Education K-12 Library Program Evaluation Tool, ExC3EL, as a guideline for developing and maintaining a quality library program that enhances and supports the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies, cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

[FLDOE ExC3EL Document](https://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/exc3el-fls-k-12-library-program-evalua.shtml)

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

The goals of HCSD library:

- Enhances student achievement through a systematically, collaboratively planned instructional program
- Enhances student achievement by supporting all facets of the instructional program
- Provides appropriate, accurate and current resources in all formats to meet the needs of learning community
- Provide an inviting, accessible and stimulating environment for individual and groups that share resources across the learning community
- Promote and advocate for media services and initiatives throughout the learning community

3.0 Collection Development

Collection development is the selection, acquisition, evaluation, deselection and maintenance of library materials. It is the process of building and maintaining the library's entire materials collection, in print, non-print, audio visual and electronic formats so that they are available to every student at the time of need to support the student's educational experience.

The process includes formulation of policy and procedures, budget, allocations, needs assessment, selection, collection maintenance and evaluation, deselection and resource sharing.

The primary purpose of the library's collection development efforts is to build a current collection that supports the needs of the school community and maintains the collection for size, average age and access.

The library collections will:

- Provide high quality resources and materials in various formats that will support and enrich the school's learning environment
- Provide materials that represent a variety of views (*religious, cultural, ethnic, and social*) while supporting a global perspective and promoting diversity.
- Encourage students to develop critical thinking and analysis skills by providing materials that present multiple viewpoints of controversial topics.
- Provide resources and services that encourage literary appreciation and the development of information technology skills.

3.1 Selection

A certified Library Media Specialist on behalf of the HCSD will work with teaching staff and other patrons through a committee to develop and maintain the collection. Book selection will meet the criteria outlined in FS.1006.40 (3) (d)

3.1.1 Selection criteria

Resources chosen to be added to the collection should meet the following criteria:

- Current and contain accurate up-to-date information
- Created by a reputable author, producer, or publisher
- Free from pornography and material prohibited under FS.847.012
- Suited to students interests and appropriate for the grade level and age group
- Support state academic standards and aligned curriculum
- Align with student and faculty academic needs
- Have favorable reviews from credible review sources (see Review Sources)
- Material will be of good technical quality and in a suitable format for learners
- Encourage student learning, creativity, and research
- Represent fair and unbiased presentations of information
- Cover multiple viewpoints from various cultural and societal groups
- Help fill gaps within the current collection due to aged or worn books, new information, and high demand

Review Sources

The following review sources will be used to determine the quality of materials for the selection process:

- AASA Science Books and Films
- American Film & Video Association Evaluations
- Booklist
- Bulletin of the Center for Children's Books
- Horn Book
- Kirkus Reviews
- School Library Journal

Recommended Lists (not limited to these)

The following lists will be used to guide selection decisions

- Bibliographies from current curriculum and supplements
- American Historical Fiction
- Basic Book Collection for Elementary Grades
- The Best in Children's Books
- Children and Books
- Children's Catalog
- Elementary School Library Collection
- European Historical Fiction and Biography
- Guide to Sources in Educational Media
- Junior High School Catalog
- Reference Books for School Libraries
- Subject Guide to Children's Books in Print
- Subject Index to Books for Intermediate Grades
- Subject Index to Books for Primary Grades
- Westinghouse Learning Directory

3.1.2 Selection Procedures

Selection is an ongoing process that should include how to remove materials no longer appropriate and how to replace lost and worn materials still of educational value.

1. Before selecting new materials staff will evaluate the current collection against curricular bibliographies, current recommended list, circulation records and requests from staff and students.
2. Any gifted or sponsored material shall be judged by the selection criteria; it will not be accepted unless it is unbiased and meets the goals and objectives of the library.
3. Reviews for proposed materials will be gathered from the list of review sites listed in this policy manual.
4. A list of requested materials will be provided to the Library Media Administrator using the **Book Selection Request Spreadsheet**. (This sheet is available electronically from the Library Media Administrator or the media specialist. The list should contain:
 - a. Title

- b. Author
 - c. Publisher
 - d. Intended Grade Level
 - e. Current Reviews (at least two)
5. The final selection of materials for the library shall be made by a certified Library Media Specialist.
 6. Once approved the listed materials can be purchased.

3.2 Maintenance of the Collection

The Library Media Specialist oversees the ongoing maintenance of the collection evaluation and discarding of materials. Teachers, administrators and other staff assist in the re-evaluation and systematic deleting of materials and equipment to ensure that the collection remains responsive to user needs, the changing learning environment and advancing technology.

The library staff shall teach staff and students the safest ways to handle materials and encourage them to do so. The library staff will also oversee basic maintenance of the library for cleanliness and for the following items:

Books and Print Media

- Repair torn pages or reinsert missing ones
- Erase or remove scribbling and other marks
- Tape and repair binding
- Reattach labels and barcodes

Equipment

- Student Chromebooks - follow district Student Chromebook Repair Protocols
- Staff devices - maintain inventory

3.2.1 Evaluation of Current Collection

Evaluation of the collection will be performed by a certified Library Media Specialist, in accordance with Florida statutes, with assistance from other Library staff and input from teachers and students through needs assessments. To mitigate potential pitfalls of only using one type of collection evaluation tool the collection shall be evaluated using multiple methods.

Different parts of the collection evaluation shall take place throughout the year.

Checklists - Yearly

Start at the beginning of the year with the goal of an emphasis map being completed each year, if not more frequently. Compare the collection against current checklists for quality books for children and young adults, some examples are:

- [ALA Best Fiction for Young Adults](#)
- [ALA Notable Children's Books](#)

Curriculum Bibliographies - Yearly

Comparing the collection against curriculum bibliographies and reference lists may take place after curriculums are purchased or during summer curriculum planning meetings with teaching staff.

Compare collection with current curriculum bibliographies and update based on changes or new curriculums are introduced.

- Find alternate materials if those suggested by the bibliographies are out of print.

Collection Mapping - Yearly

Start at the beginning of the year with the goal of an emphasis map being completed each year, if not more frequently.

Using Follett's Destiny software, a curriculum map will be made using the Dewey System as an organizational tool. Results will determine:

- Number of books in each category
- Age
- Enough materials to match curriculum needs

After the collection map is completed choose one category of the Dewey system for emphasis mapping and weeding.

In years where the category is larger than others, the time required to create the collection map, weed out and update materials may be more time and labor intensive.

Circulation Studies - Yearly

Circulation studies will be used to determine which books get used frequently by students or time periods where certain types of books are more popular. The results of the study can also indicate which books should be weeded from the collection, however it may need to be determined if they are frequently used in house.

User Opinion Studies - Semesters

Surveys will take place at the end of each semester to provide users with several chances to visit the library and provide thoughts about the collection and overall usefulness of the library.

A simple user opinion survey will be provided to staff and students. These surveys produced in a digital format can be used to determine how the collection is meeting user needs

Shelf-Availability Studies - Yearly

Shelf-availability studies will continue throughout the year. A shelf-availability study will be conducted throughout the year to determine materials that users are looking for. A list of materials frequently searched for can indicate where materials or multiple copies of them need to be purchased to keep up with user needs and interests.

Community Studies - Beginning of school year

The analysis of the community and the student population should take place as early as possible in the school year, so collections can be adjusted as needed.

The library shall use the following sources for data on local needs:

- Census Data
 - Ethnicity
 - Age
 - Socio Economic Status
 - Etc....
- Local Government Data
- School District Data
 - ELL
 - Assessment Scores
 - Demographics
 - Etc.

3.2.2 Collection Diversity

To ensure the collection is diverse, data from the collection map, and government and school data may be used to determine if the diversity of the collection matches that of the population.

Data may also need to be collected on specific subcategories of the Dewey systems to ensure various cultures and thoughts are represented.

On different issues the collection should be objective and provide information for both sides of an argument. Not only should there be resources for each side, but the resources should be of equal quality (reading level, graphics, digital vs. non-digital, etc....).

The collection should be checked for imbalances when new materials are ordered and during collection mapping procedures.

3.2.3 Planning for an Ethical, Legal and Diverse Collection

The library collections should allow students to have the following intellectual rights reserved:

- Freedom of Expressions
- Freedom of Non-expression
- Freedom of Access
- Free Exercise of Religion
- Distinction of Child from Adult

To ensure that these rights are not inhibited, the collection should provide a variety of materials students can choose from and in a variety of formats that are appropriate for the age and reading abilities of the population.

Student circulation records should also be protected to ensure their rights are not affected by other's ideals. The library will practice selection and not censorship of materials. Selection is the process of choosing among materials versus censorship where materials are purposefully excluded. With selection materials with various ideas and values are available but only those of higher quality are selected for inclusion in the library collection.

The library collection can also be used to provide digital access to online information sources. Materials should be selected that also allow students with disabilities to access the information. This may include materials in various formats or can be used with assistive technologies.

3.2.4 Evaluation Results

The results of the student surveys, shelf-availability and circulation studies will be shared with students, and building and district level staff. For older students this may help them understand how decisions on purchasing materials are made, and help teachers realize what books may be popular at different age ranges or among different groups.

This data will be provided through pamphlets and digital media. This data along with collection mapping data and data gathered from the national and local government along with district demographics can be used to determine where the collection may not be meeting the needs of the population and may provide data needed to request additional funding or apply for grants to update or increase the library's collection.

Along with the data already collected a ROI (Return of Investment) study may be beneficial in showing the community the value of the library system. This data could also be used to request additional funding, grants, or even positions, and could be displayed for the community through digital mediums and physical reports (newspaper, BOE report, etc....).

3.2.5 Collection Standards

	Minimum Quantity Standard (books per student)	Minimum Quality Standards (years from current calendar date)
Outstanding	20	15
Advancing	15	18
Developing	10	20
Entering	<10	20

3.2.6 Weeding

The Library Media Specialist will also have the responsibility to weed the collection by following the guidelines set forth by the district, including responsibly discarding materials SB 1300 (2) (d).F

Weeding materials from the library maintains a diverse and high-quality collection. Weeding materials can also be referred to as unselecting materials. The basic reasons items are removed from the collection are:

- Does not meet criteria in listed in [3.1.1 Selection Criteria](#)
- Poor condition and appearance
- Poor circulation record
- Older item or outdated information

- Duplicate copies of a title no longer in demand
- Topics that are no longer of interest to patrons

Items shall NOT be removed from the collection without meeting these guidelines or required as result of a challenge committee decision.

3.2.1 Weeding Guidelines

The CREW methodology will be used to help weed materials. Materials will be continually reviewed for weeding.

MUSTIE is an acronym used by the CREW method and the CREW formula can be used to determine which items should be weeded.

A rule of thumb held by many library professionals is that about 5% of the collection be weeded every year. This allows for turnover of the collection every twenty years.

MUSTIE stands for the following:

- M – Misleading
- U – Ugly
- S – Superseded
- T – Trivial
- I – Irrelevant
- E – Elsewhere

The basic CREW formula is the following:

- Years since copyright / years without circulation / MUSTIE

A CREW formula chart can be found in the (Appendix E). If the years since the copyright date or since the item was checked out are greater than what is listed on the chart, the item will be weeded from the collection.

More information on CREW Methodology can be found at

<https://www.tsl.texas.gov/ld/pubs/crew/index.html>

3.2.7 Discarding Materials

Items that have been selected for weeding will be discarded according to HCSB policy 7310 (Appendix D). The following guidelines will be applied.

1. Removing the item from the digital catalog
2. Removing barcodes for the item.
3. Items weeded because of duplicate copies may be sent to other buildings in the district.
4. Materials in good repair can be donated to local libraries or made available to students.
5. Items in poor condition shall be sent to be recycled when possible.
6. If an item is in poor condition and cannot be recycled it shall be boxed up for disposal.
 - a. Complete a Request for Disposal of Instructional Materials Form.
 - b. Send to Warehouse

3.3 Inventory

The library staff shall complete an annual inventory and turn in the results to the building principal and district.

In order to not affect patrons' usage of the school library an inventory of the collection shall be taken after the deadlines to return materials have passed. Deadline to return materials should be set to effectively allow for the annual inventory and maintenance of the collection.

3.3.1 Inventory procedures

- All collection items are returned to their proper locations.
- Each item's barcode shall be scanned.
- If an item needs repair, then it shall be temporarily removed from the collection.
- Items in incorrect locations shall be moved to the correct location and scanned to ensure they are included on the inventory.
- Collection items that need repair shall be fixed, scanned for inventory and moved back to the collection.
- Information about missing items shall be sent to staff to try and best locate as much of the collection as possible.
- Any materials that are found will be inventoried and placed back with collection materials.
- Staff and student devices shall follow district check in procedures and shall be checked for mechanical issues and missing pieces.
- Devices shall be stored in a manner and place indicated by the Technology Department.

3.3.2 Records

Records of the library collection and equipment shall be kept on a secure hosted server in case of an event that would cause damage, for example flooding or fire. These records shall be updated each quarter as necessary to reflect the changes in the collection. The record of the collection itself shall come from the following systems

- Library Materials - Follett's Destiny software
- Technology Equipment -Frontline Asset Management

In accordance with HB 1467 (3) Each elementary school must publish on it's website in a searchable format a list of all materials maintained in the school's library media center or required as part of a book list used in the classroom.

Annually produce a record of challenged materials in accordance with HB1467 (3) (e).

4.0 Challenges

While the Media Center recognizes the right of any individuals to challenge available materials, no duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a review committee, in accordance with HCSD Board Policy 9130 - Public Complaint. (Appendix E)

Pending the outcome of the challenge, however, access to questioned materials can be denied to the child (or children) of the parents making the challenge, if they so desire. The material in question may or may not be withdrawn from use pending the committee's recommendation to the Superintendent.

4.1 Challenges Procedures:

1. Challenges are to be addressed to the Principal in writing using the **Request for Reconsideration of Instructional or Library Resources Form** (Appendix F)
2. If the written request has not been received by the principal within two weeks, from initial contact then it shall be considered closed.
3. Upon receipt of the information the Principal shall appoint a review committee. This committee shall consist of:
 - Curriculum Director
 - Library Media Administrator
 - Principal from school involved
 - Library media specialist from school involved
 - Teacher from school involved
 - Parent representative from school involved
4. The committee shall meet to discuss the materials and shall prepare a report containing its recommendations. (See Reviewing Challenges)
5. The committee's recommendation shall be reported to the Superintendent in writing within ten (10) business days following the formation of the committee.
6. The principal shall notify the complainant in writing of the committee's recommendation.
7. If the complainant is still not satisfied they may ask the Superintendent to present an appeal to the School Board which shall make the final determination on the issue.
8. The Board may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

4.2 Reviewing Challenges

When evaluating the challenged material, the committee shall be guided by the following:

- The principles of the freedom to learn and to read and base the decision on these broad principles rather than on defense of individual materials.
- Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.
- Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.
- Appropriateness of the material for the age and maturity level of the students with whom it is being used
- Accuracy of the materials
- Objectivity of the material

5.0 Budget

The library budget is determined at the district level and in accordance with F.S. 1006.40. Funds are directed to each school based on percentages of student population. Some items included in the collection are purchased using Title 1 funds and may or may not be available for student check out. Items included in the collection but purchased with 21st Century grants are solely for the 21st Century club's use.

Each year the Library Media Specialist shall create a library budget/request and submit it to both the Building Principal and Curriculum Director

The Follett catalog and collection services along with Discovery Education and World Book Subscriptions are paid for at the district level and are not included in the building library's budget.

Library Media budget:

- Periodicals
- New Books (Fiction & Non-Fiction)
- Electronic Media
- Technology equipment (E-Readers, etc....)
- Subscriptions to online materials not purchased at the district level
- Collection Replacement (lost or damaged)

School Budget:

- Consumable supplies for use and upkeep of the library (Office supplies, Lamination, book repair, etc....)
- Furnishings

6.0 Circulation

6.1 Check-In and Check-out

Students will be allowed to have books for a specified amount of time according to the table below:

The following table shows the **maximum** number of books a student can have at one time during the length of checkout allowed. The Media Specialist can adjust the limit of books for an individual student if necessary.

Grade Level	# of Books (Max)	Length of checkout
PreK	No limit	2 weeks
K-2	3 books	2 weeks
3-5	6 books	2 weeks
6-8	3 books	2 weeks
9-12	3 books	2 weeks

Procedures

Student

Students should have a District issued ID card with a barcode to check in or out books. School sites should develop policies and procedures specific to their library programs.

Staff

Staff will not be limited on the number of items they can check out at one time, or the amount of time an item can be checked out. An exception to this would be if another staff member has requested the resource, then the expectation would be that the staff member returns the material within a reasonable time frame. Staff members will also be allowed to check out technology equipment and other items that are traditionally off limits to the student population.

6.2 Overdue

It is the policy of the library not to charge fines for overdue resources as this may lead to lower circulation rates for fear of being fined. Instead the student will be limited by the number of resources that they can check out until they check the item back in. Essentially, the overdue resource would just continue to be counted towards their checkout limit. If a student decides that they would like to report an overdue item missing, then guidelines from the Lost/Damaged section will be followed.

6.3 Lost/Damaged

Library patrons will be held responsible for any lost or damaged beyond repair materials. For books the patron will be responsible for paying a portion of the cost to replace the material based upon the item's age.

Library Materials

New Books (less than 1 year)	80%
1-2 Years	60%
2-3 Years	40%
>3 years and up to 10 years	20%
>10 years	10%

Chromebooks:

Full Replacement Value	\$250
Screen Replacement	\$50
Keyboard Replacement	\$55
Charger Replacement	\$30

*** In special and limited circumstances these fees may be waived. This would be determined by the Library Media Specialist and Principal, and any complaints about fees for lost/damaged resources should be brought to them.*

7.0 Collection Promotion

It is important for the Library to promote the collection. This not only ensures that the collection is being used but also helps students and staff foster new ideas and identify interests they may not have known about.

To promote the collection the Library Media Specialist will conduct several forms of promoting materials to both staff and students.

7.1 Options for Collection Promotion

The following is a list of options to choose from. This list is not exhaustive and Media Specialists can incorporate other ideas that promote the schools' learning environment and encourage recreational reading.

- Digital Signage
- Curate a website for the library
 - Blog with e-newsletters
 - Sections for:
 - Introducing new books
 - Technology tips
 - Web Resources
- Create a social media presence
- Bulletin Boards showing new books or for specific times of the year/events.
 - Example: Read Across America, Seasonal Events/Holidays, etc...
- Book/Material collections displayed in certain areas. Examples:
 - New books on top of short shelving
 - Materials on a current event or popular media on display together on a shelf or table (Books displayed as movies come out, President books displayed during elections, etc...)
- Work with teachers to provide materials that match current content being learned that students may find interesting and want to know more about.
 - Example: If learning about space the teacher or Library Media Specialist can show a few books or websites about that topic either in the classroom or next time they visit the library.
- Provide with a "I'm currently reading" Or "My favorite book of all time" poster next to their classroom doors for students to see.
- Have students create video book trailers/reviews
 - Attach to the back inside cover of books using QR codes or play videos on library tv system
- Setup opportunities for authors to visit or connect digitally to speak with classes
- Provide space for and help contribute to student clubs;
 - Book, Coding, E-Sports, Maker clubs, etc....
- Invite local celebrities (community members) to talk about and read their favorite books
- Attend planning sessions and provide ideas for resources that matches content
- Introduce or promote resources (new or old) at staff meetings (PD books, Technology resources, etc...)
- Ask staff for resource recommendations and send out updates when recommended resources are acquired

- Before each semester starts hold a staff brunch during their workday where they can browse new books and resources
- Provide staff with a monthly e-newsletter including:
 - What's new in the library
 - Upcoming events
 - Past and current student projects
- Host open collaborative sessions for exploring new technology or digging into a curriculum or professional development resource (like a mini Edcamp)

8.0 Training

Beginning January 1, 2023, Media Specialists, school Librarians, and other personnel involved in the selection of District library materials must complete a training program to be developed by the FDOE. This training program will be available online for such personnel and for those involved in the selection of materials on a reading list. The training must help personnel comply with the requirements of Section 1006.31(2), F.S., which establishes the general standards reviewers must use when evaluating instructional materials, such as making sure the material is accurate, objective, balanced, noninflammatory, current, and free of pornography. Superintendents will then certify annually by July 1 that all Media Specialists and Librarians have completed the training.

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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

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

Inclusion of "age" reaffirmed January 23, 1996.

"Library Bill of Rights", American Library Association, June 30, 2006.

<http://www.ala.org/advocacy/intfreedom/librarybill> (Accessed September 24, 2019)

Document ID: 669fd6a3-8939-3e54-7577-996a0a3f8952

Appendix B: Freedom to Read Statement

A Joint Statement by:

American Library Association

Association of American Publishers

<https://www.ala.org/advocacy/intfreedom/freedomreadstatement>

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently arise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*
Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.
2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*
Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.
3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*
No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.
4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*
To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.
5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*
The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.
6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or*

tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

"The Freedom to Read Statement", American Library Association, July 26, 2006.

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement> (Accessed September 24, 2019)

Document ID: aaac95d4-2988-0024-6573-10a5ce6b21b2

Appendix C : CREW Formulas and Guidelines by Class

<https://www.tsl.texas.gov/ld/pubs/crew/index.html>

Crew Formula

Years since copyright / years without circulation / MUSTIE

Overview Chart of CREW Formulas

Dewey Class	CREW Formula	Dewey Class	CREW Formula
000		610	5/3/MUSTIE
004	3/X/MUSTIE	629	X/2/MUSTIE
010	10/3/MUSTIE	630	5/3/MUSTIE
020	10/3/MUSTIE	635	10/3/MUSTIE
030	5/X/MUSTIE	636	5/2/MUSTIE
Other 000s	5/X/MUSTIE	640	5/3/MUSTIE
101	15/5/MUSTIE	649	5/3/MUSTIE
133	10/3/MUSTIE	670	10/3/MUSTIE
150	10/3/MUSTIE		
160	10/3/MUSTIE	700	
170	10/3/MUSTIE	709	X/3/MUSTIE
		720	X/3/MUSTIE
200	10/3/MUSTIE or 5/3/MUSTIE	737	5/3/MUSTIE
		740	X/3/MUSTIE
306	5/2/MUSTIE	770	5/3/MUSTIE
310	2/X/MUSTIE	791	10/2/MUSTIE
320	5/3/MUSTIE	793 - 796	10/3/MUSTIE
323	5/3/MUSTIE		
330	3/3/MUSTIE	800	X/3/MUSTIE
340	5/2/MUSTIE		
350	5/3/MUSTIE	910	3/2/MUSTIE
360	5/3/MUSTIE	Personal Travel Narratives	5/2/MUSTIE
370	10/3/MUSTIE	930 - 999	10/3/MUSTIE
390 - 394	10/3/MUSTIE	92, 920 or B	X/3/MUSTIE
395	5/3/MUSTIE		
398	X/3/MUSTIE	F (Fiction)	X/2/MUSTIE
		Graphic Novels	X/1/MUSTIE
400	10/3/MUSTIE	E (Easy Readers/ Picture Books)	X/2/MUSTIE
		JF (Juvenile Fiction)	X/2/MUSTIE
500	5/3/MUSTIE	YA Fiction (Teen Fiction)	3/2/MUSTIE
507	10/3/MUSTIE	J and YA Non-fiction	Use adult criteria (and review children's general criteria)
510	10/3/MUSTIE		
520	5/3/MUSTIE	Periodicals/ Newspapers	3/X/X
550	X/3/MUSTIE	Government Documents	3/2/X
560	5/2/MUSTIE	Local History	X/X/X
570	7/3/MUSTIE		
580	10/3/MUSTIE	Nonprint	WORST
		Film Formats	2/1/WORST
		Audio Formats	X/2/X

CREW Guidelines by Dewey Class

In all cases, weeding decisions are ultimately based on the professional judgments of the certified media specialist responsible for the selection of materials. While the CREW formula may be used as a guide in making weeding decisions, these guidelines can and should be adjusted to meet the needs of the specific library. Feel free to substitute numbers that reflect the library's mission and goals. For example, a library that focuses on popular materials as a major part of its mission may need to discard fiction books and entertainment media after a shorter period without use in order to keep the collection very up-to-date.

Carefully consider all the factors involved in the weeding process, rather than automatically discarding an item with an older copyright date.

000 (Generalities)

This is a very broad category and often requires cross weeding with other Dewey areas. For example, books on running a consulting business may be classified in 001 (knowledge) or in 650 (management).

004 (Computers) 3/X/MUSTIE

Works on computers are seldom useful after three years. Works on hardware and software have an even shorter life span (1-2 years), but may be kept on hand longer if there is strong community demand. Weed based on community interests and prevailing computer applications used locally. Retain manuals for software packages (Microsoft Word, Excel, etc.) at least one release back to accommodate people who didn't update their software immediately.

Series like the 'Dummies' and 'Idiot's Guide' are more useful to general computer users than in-depth tomes. Discard thick books with few illustrations in favor of slimmer volumes with color illustrations and screen images. Programming languages revolve more slowly and may be retained longer, up to ten years, if the language is still used. Consider what courses are offered at local community colleges and universities.

010 (Bibliography) 10/3/MUSTIE

Bibliographies and reader's advisory tools maintain their usefulness as long as the items indexed remain relevant. Many of these items will be in the reference collection, but older editions may be moved to the circulating collection. In the circulating collection, consider discarding if not used within three years. Discard most bibliographies ten years from the date of copyright or when superseded by a new edition unless the bibliography remains well used either in-house or through circulation.

020 (Library Science) 10/3/MUSTIE

Discard all that do not conform to current, acceptable practice. Also weed previous editions of library science textbooks and titles that deal with obsolete services and material types or outdated library technology.

030 (General Encyclopedias) 5/X/MUSTIE

The most current encyclopedia is probably the one available online through TexShare or through your state's shared database resources, if applicable. For print encyclopedias, keep the most current one in the reference collection, moving older editions to circulate. Stagger replacement sets over a three to five year period. Older sets may be sold or circulated, but withdraw circulating sets once the copyright is more than eight years old.

Except for trivia books, which may be kept indefinitely or until no longer considered useful or interesting. Books of oddities, controversial knowledge, and the unexplained, including books on UFOS, should be weeded based on interest and MUSTIE factors more than copyright date. Quotation books (080) may be kept as long as they are useful, replacing or adding new titles to maintain currency. Directories for writers (Guide to Literary Agents or The Writer's Market, for example) should be kept no longer than two years as information becomes dated quickly.

100 (Philosophy and Psychology)

This category focuses on philosophy, psychology, parapsychology, ethics, and logic. Some topics won't date quickly but others, like paranormal phenomena, may be trivial or focus on quickly fading fads.

101 (Philosophy) 15/5/MUSTIE

Most philosophy books do not become outdated and low circulation may be of limited value in weeding decisions. Weed based on interest and use, but maintain a range of titles that explore Western and Asian philosophies. Remove scholarly treatments that have limited use unless they are part of a local community college or university curriculum. Weed books that explain philosophies and introductory books that are not included in standard lists after three years without use.

133 (Paranormal Phenomena) 10/3/MUSTIE

Books on the paranormal generally receive high use and should be kept until worn. It will be necessary to replace lost and stolen titles regularly since this category includes the popular topics of witchcraft, fortune telling, dream interpretation, and astrology. High use and wear generally ensures that a fresh supply of books is available.

150 (Psychology) 10/3/MUSTIE

Other than classics of psychology that may be used in community college and university courses, most titles in this category may be weeded based on popularity and use. Replace worn classics with new editions. Replace works on clinical, comparative, and developmental psychology within five to eight years. Review self-help books (158s) and discard titles that are no longer popular or of current interest or that have outdated ideas. Also consider weeding self-help books that have a copyright older than five years. Keep up with television psychology gurus and weed their books when no longer popular or on TV.

160 (Logic) & 170 (Ethics and Morality) 10/3/MUSTIE

Replace worn classics with attractive trade paperback editions. Discard if no longer of interest. Be especially aware of outdated philosophies on ethics and moral values and 'hot button' topics, such as euthanasia, genetic engineering, and sexuality.

200 (Religion and Mythology)

10/3/MUSTIE or 5/3/MUSTIE

Spiritual and devotional materials, the Bible and other sacred texts, and introductions to the world's religions are timeless. New interpretations of religion keep patrons reading and current editions of spiritual materials encourage use.

Try to have something up-to-date on each religion represented by a church, synagogue, or other assembly in the community or region, as well as something on the well-known modern sects such as Scientology. Include timely and comprehensive information on the six major international religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism.

Use 10/3/MUSTIE except for areas of rapid change, which are 5/3/MUSTIE. This area can be difficult to weed because (a) many of the items are donated and librarians fear criticism from the donors, and (b) religious works SEEM like they should never go out-of-date. However, the language becomes dated, especially in books of sermons and religious thought. Keep classics by famous theologians as long as they are popular and in good condition. Weed superseded editions.

300 (Social Sciences)

This area includes a wide variety of topics, including sociology, folklore, culture, crime, and education. The collection should include information that represents various viewpoints on controversial issues and is current, accurate, and fair.

306 (Culture & Institutions) 5/2/MUSTIE

This section includes books on marriage, family life, and sexuality. Discard as interest in the author or title wanes. Unless a book has an historical approach, the topic is usually outdated within five years.

310 (General Statistics) 2/X/MUSTIE

Almanacs and statistical handbooks are seldom of much use after two years; keep only the current volume and one or two previous editions except for historical handbooks. Keep the most current copy in the reference collection, transferring superseded copies to the circulating collection. All public libraries in Texas should have at least one general almanac and the Texas Almanac. Current census information is available online but print on demand copies and print copies of related demographic information should be discarded when new decennial census data is available. It's tempting to keep statistical data that is in electronic format, such as a compact disk, but unless historical use is heavy, discard when new information is available.

320 (Political Science) 5/3/MUSTIE

For books on current political topics, weed within five years of publication.

General guides to the political process and the electoral system may be kept longer and are judged more on the basis of use rather than copyright date. Retain titles on the US Constitution and the Bill of Rights regardless of circulation as these may be used more in-house. Replace as needed based on MUSTIE factors.

Books of local political history may be kept indefinitely. Be aware of changes in political rhetoric and discard books with outdated ideas. Be aware also of how books in this classification area interrelate with titles in other areas, such as history. Discard books that compare democracy with political systems in countries that no longer exist (ex. USSR).

Weed books that focus on past presidential elections when they deal with issues that are no longer relevant to current campaigns.

323 (Immigration & Citizenship) 5/3/MUSTIE

Immigration issues change although the collection may also include books that look at historical elements. Remember that study guides for citizenship and ESL tests are available through the database, LearningExpress; in Texas check with your Library System to see if you have access.

Update items about how to obtain citizenship and study guides for citizenship tests as new editions become available. Retain histories of immigration to the US as long as interest warrants but be cautious about discarding primary source materials and guides that may be useful for genealogical research.

Weed biased or unbalanced and inflammatory items.

330 (Economics) 3/3/MUSTIE

Currency of information is the most critical factor in this area; patrons want to know what is happening today when it comes to finances. Money management guides and books on personal finance and real estate investing date quickly. Books on tax return preparation and estate planning must be current to account for changes in laws. Books on careers and job hunting should be updated frequently to ensure that requirements are current, although salary information will most likely always be outdated. Weed career guides with gender, racial, or ethnic bias. Even careers that seem fairly stable have experienced significant changes in the past decade.

Update items available in revised editions. Be aware of major changes in state and federal statutes and regulations, or changes in the general climate for a particular type of investment. Classic books by well-known authors who are no longer writing, especially those that deal with principles and philosophies of economics, may be kept as long as interest exists or until MUSTIE factors prevail.

Weed books that offer advice on 'how to survive' past economic depressions or how to prosper from 'good times' that occurred in the past. Retain histories that explore and analyze important periods, such as the Great Depression, as long as interest warrants.

340 (Law) 5/2/MUSTIE

Replace when more current material becomes available. Never keep superseded editions, even for heavily used topics like divorce or bankruptcy. Keep only the current edition or the edition approved for use in your community of the Uniform Building Code and similar code books for specific areas of construction.

General guides on finding and working with an attorney or the basics of our legal system may be retained based on use. Study guides for law school should not be kept longer than 3 years; check with publishers to ensure that major changes in the test have not occurred.

Retain books that examine the history of major legal cases (Brown vs. Topeka) as long as interest exists or until MUSTIE factors prevail. Remember that most government agencies now post the most current legal information, laws, and ordinances on the Internet.

350 (*Public Administration*) 5/3/MUSTIE

This section includes information about the administration of government, including civil service employment and the military. Standard books, like *The US Government Manual*, should be replaced as new editions become available. Discard older editions of reference type guides if they are available online unless intense local interest warrants keeping print copies.

Keep up-to-date; replace when state and federal administrations change or constitutional reforms occur. Histories of government agencies and the military may be kept as long as interest remains. Also retain classics (*The Art of War* by Sun Tzu), replacing when MUSTIE.

Test guides for civil service positions and entrance into the military should be discarded after 3 years or when MUSTIE factors apply.

360 (*Social Services*) 5/3/MUSTIE

This broad category includes drug and alcohol education, social problems and issues, true crime and criminology, and other social welfare issues.

Titles that deal with popular social issues should be weeded based on age (copyright) and popularity. Watch for social welfare topics that are changing rapidly, such as socialized medicine and end-of-life decisions, environmental issues, and dealing with addictions. Handbooks and guides that deal with interactions with people with disabilities, surviving cancer and other major illnesses, and long-term care needs should be scrutinized for outdated terminology and descriptors, as well as to ensure that treatment and long-term care options are current. Discard memoirs when interest in the person or subject wanes.

Copyright is not relevant for true crime. Classic cases, like *In Cold Blood*, should be replaced when MUSTIE factors are present. Cases with ephemeral interest can be weeded when circulation decreases significantly. Forensic sciences and criminology should be updated as techniques change or are improved.

370 (*Education*) 10/3/MUSTIE

Books in this section deal with formal and informal education at all levels, including homeschooling, ESL, and lifelong learning. Remember that current study guides and practice tests are readily available through the Learning Express database. Check with your Library System to see if you have access.

Keep historical materials only if used. Discard all outdated theories; check with a teacher or principal if in doubt. Discard books about getting an education—college guides and entrance examination books—after five years. Most of the information will be outdated. Books about the education system in general and societal issues related to illiteracy and lack of education should be discarded when interest in the writer's theories wane.

Replace books on subject-specific curricula as those fields change. Visual appeal is the primary factor for books that offer ideas for lesson plans and activities.

390 (Customs, Etiquette & Folklore)

390–394 (*Costumes, Customs, Holidays*) 10/3/MUSTIE

Books of costumes and fashion history won't go out of date but discard books about specific designers or styles of dress as interest fades.

Books about celebrations of life's milestones, wedding planning, and holiday celebrations should be discarded as fashions and customs change. Discard books that lack clear color pictures.

Holiday-specific books may only circulate once or twice a year. Discard books that are MUSTIE or that reflect gender, family, ethnic, or racial bias. Discard books by celebrities after their popularity has waned.

395 (*Etiquette*) 5/3/MUSTIE

Basic titles can be kept until new editions are available. Discard books for specific situations, such as global etiquette, teen manners, and such, as the illustrations become dated or acceptable practices change.

398 (*Folklore*) X/3/MUSTIE

Keep standard works of folklore indefinitely; weed according to use and MUSTIE factors. Folktales never go out of date, so copyright is not a factor. Weed based on the quality of the retelling, especially if racial or ethnic bias is present. Watch for collections that have become MUSTIE or that are not circulating. Replace standard collections with new, attractive editions. Most picture book versions of individual folktales will be classified in the children's collection.

400 (Language)

10/3/MUSTIE

Discard old-fashioned and unsightly textbooks and outdated books of grammar. Books that explore the history of languages and word origins should be discarded when MUSTIE.

Replace stock dictionaries for major foreign languages (e.g., French, Spanish, Italian, German), and any other languages being studied or spoken in the community on a rotating basis to ensure currency.

English language dictionaries should be replaced five years after copyright except for unabridged dictionaries. Update those when new editions are published.

500 (Natural Sciences)

5/3/MUSTIE

This Dewey classification includes science fair projects and experiments, books on all of the areas of natural science, and books on mathematics. Some areas change rapidly, while others are more static. Recent circulation will not be a good determining factor in high interest areas, such as dinosaurs or science experiments; however, lack of circulation is a good indicator that the book is no longer useful.

Carefully evaluate anything over five years old. Pay particular attention to the physics, environment, and astronomy sections. Keep basic works of significant historical or literary value, such as Charles Darwin's classic *Origin of Species*, or Michael Faraday's *Chemical History of a Candle*. Replace worn copies with new editions. Watch for multi-volume sets; if the titles are not indexed individually it may be necessary to weed the entire set, especially if the set is cataloged as a single entry.

507 (*Science Experiments*) 10/3/MUSTIE

Many of the science experiment books may be in the children's collection but collections of experiments for teachers will be in the general collection. While many experiments are considered to be 'classics,' examine books for outdated and unsafe practices.

510 (*Mathematics*) 10/3/MUSTIE

Math does not change as rapidly as other subjects, so weed primarily on MUSTIE factors and lack of use. Replace older materials on algebra, geometry, trigonometry, and calculus with revised editions. Discard books that focus on outdated teaching methods and techniques, such as books that feature 'new math' or that focus on slide rules as the primary method for making calculations. Also discard past fads. Discard workbooks and test study guides that have been written in or that are MUSTIE. Remember that many of these tests are provided through the LearningExpress database. Check with your Library System to see if you have access.

520 (*Space and Astronomy*) 5/3/MUSTIE

Major changes have occurred, so weed titles that include Pluto as a planet or that don't include information on the space station and Mars expeditions. Stargazing books may be retained longer but should be attractive and mention relevant technology.

550 (*Earth Sciences*) X/3/MUSTIE

This section includes earthquakes, volcanoes, and other geological topics. Weed books that do not reflect current theories and science on geological activities. Also weed books that have outdated information on major disasters, such as the eruption of Mount St. Helens and replace with recent books that examine the long-term aftermath.

Geology books on specific regions, especially your state and local area, may be kept indefinitely, or until superseded by newer editions.

All general materials should be replaced when new developments occur in the field (e.g., theories about continental drift and plate tectonics have been revised in recent years).

Field guides for amateur fossil, gem, and rock hunters can be kept for up to 10 years if physical condition allows or until circulation drops, unless the area described has changed dramatically through man-made activities or natural events. Replace with up-to-date attractive titles that include clear photographs.

Weed books on meteorology that do not reflect current weather technology or that include historical weather charts that are more than ten years out of date.

560 (*Paleontology*) 5/2/MUSTIE

Current research has changed the previously more static world of fossils. Discard materials that are not being used, as this is one indicator that the information may be out of date. The popularity of topics like dinosaurs may mean that even outdated books are checked out. Discard most books that lack color illustrations.

Field guides may be kept longer, especially those that cover local regions and the Southwest. Discard older editions as newer ones are received.

570 (*Life Sciences*) 7/3/MUSTIE

Retain indefinitely classics in the field (Darwin's *Origin of Species*) replacing with updated editions as wear warrants.

Use 5/2/MUSTIE for books on genetics, genetic engineering, human biology, and evolution due to rapid changes in scientific practices.

Weed titles on ecology that appear dated, even if the information is still accurate. Watch for books that are sensational in tone.

580 (*Botanical Sciences*) 10/3/MUSTIE

Botany changes less rapidly than some other areas of science. Weed books that lack color illustrations or that appear dated. Be aware of field guides that promote edible or medicinal plants and herbs to ensure that they meet safety guidelines.

600 (Technology, Applied Sciences)

610 (*Medicine & Health*) 5/3/MUSTIE

Weed ruthlessly when it comes to current medical practices. Patrons rely on up-to-date information and outdated information can be dangerous. Keep only the current year plus the previous year (one reference, one circulating) of Physician's Desk Reference (PDR) and other prescription and over-the-counter drug directories, replacing when new editions become available. Do not keep drug guides that are more than three years old regardless.

Regularly review books on fast changing topics, such as AIDS, fertility, cancer, and genetics to ensure that the information is up-to-date and accurate.

Anatomy and Physiology do not change as rapidly as other topics.

Weed unattractive titles, especially those that lack good illustrations. Retain the current edition of classics, such as Gray's *Anatomy* in the circulating collection, although historical facsimile editions may be retained in reference indefinitely.

629 (*Automobile Repair*) X/2/MUSTIE

Automotive repair manuals don't go out of date, so weed primarily on use and condition. If a repair manual has not circulated in two years, it is no longer of use in your community. They get dirty quickly; discard when they are beyond hope or are falling apart. Be especially ruthless in weeding if your library has access to online databases, such as Chiltonlibrary.com, that provide repair instructions and schematics.

630 (*Agriculture*) 5/3/MUSTIE

Keep up-to-date; be sure to collect information on the newest techniques and hybrids if you serve farmers or ranchers. Books with current information will probably include discussion of biotechnology and genetic modification. Regardless of use, discard books with outdated and dangerous ideas, such as pest control using DDT.

635 (*Horticulture*) 10/3/MUSTIE

General gardening books may be useful for a long time, so circulation is the main weeding criteria. Books about propagation of specific flowers or plants are considered outdated after 10 years. Books that focus on organic gardening and the use of pesticides and chemicals should be reviewed for accuracy and currency of information after five years. Discard books with black-and-white photographs in favor of more colorful illustrations.

636 (*Pets*) 5/2/MUSTIE

Histories of specific breeds don't necessarily go out of date but the collection should include books with current photographs and recent 'best of show' winners. Discard titles for once-trendy breeds that are no longer popular in your community. Veterinary medicine and animal care has changed significantly in the past ten years. Discard titles that encourage outdated and cruel methods for obedience training and behavior modification.

640 (*Home Economics*) 5/3/MUSTIE

Be ruthless in weeding old cookbooks. Physical condition is the main criteria as cookbooks that are well used become grungy quickly. Also weed books by celebrity chefs and television cooks once their popularity has waned. Weed cookbooks that are based on popular diets (e.g., *The South Beach Diet Quick and Easy Cookbook*) once the diet is no longer popular. Replace classic cookbooks, such as *The Betty Crocker Cookbook*, with new editions when available.

Books on nutrition and food preparation should reflect current scientific practice. Any titles that mention the four basic food groups should be replaced with titles that discuss the food pyramid.

Discard books on sewing when the styles reflected in the illustrations and projects are dated.

649 (*Child Rearing*) 5/3/MUSTIE

Keep abreast of changing trends and new theories; replace standards like *Dr. Spock's Baby & Child Care* when new editions are available. Weed books that reflect outdated ideas about gender roles in childrearing.

670 (*Manufacturing*) 10/3/MUSTIE

Weed based primarily on use and condition. Keep repair manuals for appliances indefinitely unless the technology is so obsolete that no one in the community is likely to repair the equipment. Some resources may contain information of historical value. Keep works on tools, farm implements, etc. that are still used in your community. Be wary of older books on desktop publishing and printing technology.

700 (The Arts)

This Dewey area includes a wide range of disciplines, including topics that change rapidly along with historical treatments that remain useful for long periods of time. Often books are oversized and may be used primarily in the library.

709 (*Art History*) X/3/MUSTIE

Art histories often cover major periods and schools or specific regions of the world. While information may not become dated, watch for cultural, racial, and gender biases. Discard scholarly works that are not useful to your community in favor of materials for students and general readers. Discard books that don't include good reproductions of major works of art.

720 (*Architecture*) X/3/MUSTIE

Histories of architecture may include general surveys or specific time periods and regions. Historical treatments do not date quickly.

Books featuring house designs and plans should reflect current building methodologies and current tastes in design. Generally discard home design books after ten years regardless of circulation. Be aware of changes in building codes. Evaluate books on trends (such as feng shui), that feature celebrity designers (Martha Stewart's *New Old House*), or that are based on television shows (*This Old House*) when interest has waned.

737 (Numismatics) 769 (Stamp collecting) 5/3/MUSTIE

Keep stamp and coin catalogs up-to-date, replacing books that provide market valuations and price guides after 5 years. Keep a current edition and one previous edition of price guides that are updated yearly. Consider keeping the current edition of books like *The Official Blackbook Price Guide to US Postage Stamps* in reference, circulating the older edition if interest is high. Historical treatments of ancient, foreign, and commemorative coins and stamps may be kept indefinitely as long as interest is maintained. Many books on these topics will be used in-house.

740 (*Drawing & Decorative Arts*) X/3/MUSTIE

Books that feature drawing styles and instruction should be weeded based on use and appeal. Retain basic technique books if well illustrated; replace worn and dated materials. Replace books on cartooning and compilations of popular comic strips (*Peanuts*, *Mutts*) as they become worn unless interest in the particular cartoon characters has waned. Consider reclassifying graphic novels not based on comic strips from 741 to a unique classification that gathers them together. Although Dewey indicates that graphic novels be placed in 741.5, many patrons prefer that they be shelved in a separate location.

Keep all materials on the history of interior design that are in acceptable condition. Discard books that feature general home decorating ideas after 5 years in favor of books that review established and distinct decorating styles (*Southwestern*, *Caribbean*). Discard books that feature outdated colors and patterns.

Keep books on antiques and collectibles, especially identification and price guides, until new editions are available. Discard books that don't have good photographs or that are simply lists of auction prices without good descriptions.

Skills required for most crafts don't change over time. Discard craft books based on use but watch for outdated styles and materials. Discard books on crafts that are no longer popular (*macramé*) or that feature gender bias.

770 (*Photography*) 5/3/MUSTIE

Check closely for outdated techniques, and especially outdated equipment; if in doubt, check with local photography club or buffs. Works about specific photographers, especially historical figures, may be kept as long as there is interest.

791 (*Public Performance*) 10/2/MUSTIE

This section can include memoirs of actors and performers writing about their craft and overviews or histories of film genres (e.g., horror film, best western movies). It also includes trivia of trivia based on popular movies and television shows. Weed based on interest and condition.

793-796 (*Games and Sports*) 10/3/MUSTIE

Discard and replace as rules and interests change. Watch for gender and racial bias in sports and athletics. Discard books that have outdated statistics. Handbooks on popular electronic games may be difficult to replace; retain as long as the games are played in your community.

800 (**Literature**)

X/3/MUSTIE

In most public libraries, general (or popular) fiction is cataloged in a separate area and the 800s are reserved for collections of poetry and prose, literary criticism, and, frequently, works of literature by non-Western authors. See the Fiction section (below) for works of popular fiction. Copyright is not relevant for literature but older editions that are MUSTIE rarely circulate.

Keep basic materials, especially criticism of classic writers. Discard any works of minor writers no longer read in the local schools, unless there is an established demand among the non-student population. Discard older editions of classics that have unappealing covers and yellowing pages, replacing with newer copies or paperback editions. Remember that classics that are being read won't be weeded—don't keep classics just because they are classics!

Check with local schools and community colleges for assignments or reading lists and check discards against these lists.

Discard collections of poetry and short stories that are not being used. Series that collect the 'best' short stories of the year are rarely read after five years. Also consider weeding collections that are not indexed. Discard books of wit and humor that are not circulating. Watch for collections that feature gender or nationality bias and outdated interests and sensitivities.

900 (**History and Geography**)

910 (*Geography and Travel*) 3/2/MUSTIE

Guidebooks (such as the Fodor series or Mobil travel guides) are outdated within a year or two. Keep no longer than three years. Historical travel guides, especially those that deal with local attractions (books about Route 66, for example), may be kept longer for archival purposes if interest exists.

Watch for changes in country names and for political changes that result in new or reformed countries. (Weed books that still refer to the USSR rather than individual countries, for example.) Atlases should be current, except for historical atlases, and replaced after major changes in political divisions occur.

5/2/MUSTIE - Weed personal travel narratives on use and interest, unless of high literary or historical value.

930-999 (*History*) 10/3/MUSTIE

Consider demand, accuracy of facts, and fairness of interpretation when reviewing histories. Carefully review histories of countries where major political and geographical changes have occurred. Discard older histories that don't reflect the unification of Germany or Vietnam or the break-up of the Soviet Union, for example.

Consider discarding personal narratives and war memoirs of World War II, the Korean Conflict, and the Vietnam War in favor of broader histories of these conflicts, unless the author is a local person, or the book is cited in a bibliography as having an outstanding style or insight.

Discard dated viewpoints (e.g., the McCarthy Era "World Communist Conspiracy" theory of modern history). Retain books that collect primary documents or include archival photographs unless the reproductions are of poor quality.

B or 92 and 920 (Biography)

X/3/MUSTIE

Unless the person treated is of permanent interest or importance, such as a U.S. President, discard a biography as soon as demand lessens. Replace biographies of people of ongoing interest with newer titles, at least once a decade, as interpretation of their lives and public perception of their impact will change over time. New information about their activities and accomplishments may be discovered. Ruthlessly weed ghost written biographies of celebrities and biographies that were published immediately following the person's death or a major scandal. Poor quality biographies of major figures should be replaced with better ones, when available.

Biographies of outstanding literary value, such as Boswell's *Life of Johnson*, can be kept until worn. Collective biographies usually focus on people from similar disciplines, racial, ethnic, or cultural groups, or geographic areas. Watch for outdated interests and collections that feature gender or race bias.

F (Fiction)

X/2/MUSTIE

For most public libraries, circulation is the primary factor for weeding fiction. Discard works no longer in demand, especially second and third copies of past bestsellers. Retain works that are in demand and/or of high literary merit, but replace worn copies with new editions. Discard lesser works by classic authors if they are not circulating. Consider discarding all titles in a series if you are not able or willing to replace missing titles, especially if the books do not stand alone.

Graphic Novels

X/1/MUSTIE

Graphic novels are a format, not a genre, and can be classified in the adult, young adult, or children's collection depending on content appropriateness. Most are paperbacks but more and more are being released in hardcover editions. Because of their popularity, consider weeding any title that hasn't circulated in the past year. The exception would be classics or milestone titles such as *Maus: A Survivor's Tale* that might not circulate as heavily but will be discovered by serious graphic novel readers. Popularity

is a major factor in selecting graphic novels and shelf-sitters make it harder for readers to find the graphic novels they are seeking.

Condition is also a big factor in weeding. Weed titles that are falling apart, have missing pages, etc., but also consider weeding later titles in a series if you cannot or don't want to replace earlier missing titles.

Periodicals (Also Newspapers)

3/X/X

Libraries used to bind most periodicals but the availability of online databases has made this an unnecessary and, in most cases, a wasteful expense. Keep in mind that most patrons rarely refer to a magazine that is more than three years old. Only bind quality periodicals that are in constant use for research (e.g., National Geographic) and that are unavailable in online databases.

Most popular newspapers are now available online. For the local newspaper, see section, "Local History."

Government Documents

3/2/X

The federal depository library program is currently being studied and may likely change in the future. Already many government documents that were previously available in print format are only available electronically. Libraries that serve as official depositories of federal or state documents are required by law to follow established procedures governing weeding outlined in the agreement that established the depository library.

For non-depository libraries, documents should be discarded when superseded. Also discard documents that are not being used and are available in electronic format on the Internet. If a government document is cataloged in the general collection, weed according to the guidelines for that Dewey area. Refer to The Federal Depository Library Handbook, at <http://www.fdlp.gov/handbook/index.html>, for its suggested core collection by library type. This document indicates whether basic titles are available in print or electronic format.

Nonprint (Audiovisual) Media

Depending on your collection, nonprint can include a wide variety of formats and the formats are rapidly changing. Except for items of local and regional history and archival materials, most nonprint material can be evaluated on the WORST formula. Current use and condition are more important than copyright date or production date. Although the CREW formula includes copyright criteria, rely more on condition and circulation. Consider weeding any nonprint item that doesn't circulate several times a year.

WORST Worn out, Out of date, Rarely used, Supplied elsewhere (available through ILL), or Trivial and faddish. Monitor statistics of use for these materials and view/ listen to them periodically to determine their condition. See the section, "CREWing Nonprint Media" for more detail on individual formats.

Film Formats

(DVD, videocassette, Blu-Ray) 2/1/WORST

Videocassettes are disappearing from library collections as suppliers have mostly discontinued the format. If local interest exists, the videocassette collection may remain vital through donations. Examine closely after approximately 150 to 200 circulations. Weed videocassettes that are not circulating at least

once a year. Replace worn copies of popular titles with DVD, if possible. Relocate children's videos for use in children's programs only if the library has public performance rights.

DVDs may or may not hold up to wear better than videocassettes. Check for scratches and discard if polishing is unlikely to repair the damage. Don't spend a lot of time trying to fix problems! It is generally not worth the time and effort and it takes special equipment to do a good job.

Be wary of DVDs that were not produced for use in the United States. Few patrons have players that will play DVDs created for other regions of the world. New formats are developing and as of 2008 Blu-Ray appears to be the winner in the current high definition optical disc format wars. Eventually this format will replace DVDs in library collections although players are backwards compatible so patrons with Blu-Ray players can also use DVDs.

Weed based on condition and popularity.

Audio Formats

(Music, audiobooks) X/2/X

Music and audiobooks are available in several formats, including vinyl, audiocassette, and compact disc or MP3 disc. Copyright date has little impact on weeding decisions. Few libraries currently maintain collections of vinyl recordings. Most vinyl in public libraries is for musical recordings. If your collection includes them, weed based on use and availability in other formats. Discard when scratched or when the sleeve becomes tattered.

Weed music on audiocassette or compact disc formats based on condition and recent circulations. Any item that has not circulated within the past two years is most likely 'dead.' Do not spend time trying to repair audiocassettes. Compact discs are pretty durable, although they are not as indestructible as originally believed. It's probably a good idea to discard any compact disc that is more than 20 years old. If a compact disc can't be cleaned easily and quickly, then discard. Most cleaning equipment can only remove light scratches. Audiobooks are available in audiocassettes and compact disc sets, although many libraries are circumventing the format decisions by subscribing to downloadable services. Weed based on circulation and condition. Discard sets if one or more component is missing unless the producer can supply a replacement (many do this free or for a small fee). It is generally not worth the time to try and repair audiocassettes; you will have limited success cleaning more than minor scratches out of compact discs.

Local History

X/X/X

Your library is also the logical archives of the community, and, in many cases, of the county. Retain all books on the history and geography of the city and county unless worn and not repairable. Retain local newspapers for up to five years if they are not available electronically or on microfilm. If the library is the only repository for the local newspaper, consider microfilming past editions. Brittle newspaper or fragments have little value in research. Keep local city directories. Keep most books by local authors (even if of minimal literary value) and genealogies of important local families.

CREW Guidelines for the Children's Collection

Most children's books can be evaluated in part on the guidelines provided above. However, additional considerations must be taken into account and the CREW formula may be different in some cases. Children rarely know what is on the New York Times bestseller list and they don't read reviews. Many older titles remain popular through many generations, and of course, parents and caregivers may seek out books that they remember fondly from their own childhood. While we all judge books by their covers, children's books may become MUSTIE more quickly due to heavy use. Unless forced to read a book for a school assignment, most children won't pick up books that look old and stodgy. Teens in particular prefer paperback formats for leisure reading. In addition to the considerations provided above, use the following guidelines when weeding the children's collection.

E (Easy Readers/Picture Books)

X/2/MUSTIE

Evaluate all materials carefully using MUSTIE as a guide. Replace popular titles that are torn and worn or that have been 'loved' too much.

Weed any book that has not circulated in the past two years. Picture books are so heavily used that every title should go out at least once in a two-year period.

Discard any books that are not suitable for library use, including those with inferior bindings. Replace as soon as possible books that have been rebound and don't have attractive covers.

Books that feature popular and commercial characters should be weeded when interest has faded or the television show is no longer shown.

Weed books that reflect racial and gender bias. Consider moving classics that may be used by children's literature classes to the adult 800s.

Use resources like A to Zoo by Carolyn Lima to determine the likelihood of continued usefulness to the collection.

JF (Juvenile Fiction)

X/2/MUSTIE

Evaluate carefully for MUSTIE factors. Copyright is less important than use, but consider weeding anything that hasn't circulated in the past two years.

Weed based primarily on current interest except award books and those on school reading lists (e.g., Newbery Award, Coretta Scott King Award, Bluebonnet lists). Weed older award winners if they have not circulated in three years, or

Appendix D - HCSB7310



Book	Policy Manual
Section	7000 Property
Title	DISPOSITION OF SURPLUS PROPERTY
Code	po7310
Status	Active
Adopted	July 12, 2016
Last Revised	September 5, 2019

7310 - DISPOSITION OF SURPLUS PROPERTY

The School Board requires the Superintendent to review the property of the District periodically and to dispose of that material and equipment which is no longer usable in accordance with the terms of this policy.

A. Instructional Material

The District shall review instructional materials (i.e. textbooks, library books, manuals, support materials, etc.) periodically to determine the relevance of such materials to the present world and current instructional programs. The following criteria will be used to review instructional materials for redistribution and possible disposal:

1. concepts or content that do not support the current goals of the curriculum
2. information that may not be current
3. worn beyond salvage

B. Equipment

The District shall inspect the equipment used in the instructional program periodically, to determine the condition and usability of such equipment in the current educational program. Should the equipment be deemed no longer serviceable or usable, the following criteria will be used to determine possible disposal:

1. repair parts for the equipment no longer readily available
2. repair records indicate equipment has no usable life remaining
3. obsolete and/or no longer contributing to the educational program
4. some potential for sale at a school auction
5. creates a safety or environmental hazard

C. Disposition

The Superintendent is authorized to dispose of obsolete instructional and other property by selling it to the highest bidder, by donation to appropriate parties, or by proper waste removal. Disposal of surplus property purchased with Federal funds shall be disposed of in accordance with Federal procedures.

HCSB 7310 Disposition of Surplus Property

When original or replacement equipment acquired under a Federal award is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, the District shall request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment will be made in accordance with disposition instructions of the Federal awarding agency.

Except as provided in Section 200.312, Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of \$5,000 may be retained by the non-Federal entity or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the non-Federal entity to deduct and retain from the Federal share \$500 or ten percent (10%) of the proceeds, whichever is less, for its selling and handling expenses.

The District may transfer title to the property to the Federal Government or to an eligible third party provided that, in such cases, the District shall be entitled to compensation for its attributable percentage of the current fair market value of the property.

D. Availability of Facilities and Property Identified as Surplus, Marked for Disposal, or Otherwise Unused

District facilities and property (including tangible personal property) identified as surplus, marked for disposal, or otherwise unused shall be made available to charter schools on the same basis as it is made available to other District schools. A charter school receiving property from the District may not sell or dispose of such property without the District's written permission. For an existing District school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the Board to the parents and teachers organizing the charter school. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to Board standards. Any school, including District and charter schools, receiving District property must maintain such property in good working condition and order, excepting normal wear and tear. District and charter schools who cause damage to District property shall be required to reimburse the District for the cost of replacement.

Revised 12/13/16

Revised 2/5/19

Revised 9/5/19

© Neola 2018

Legal	F.S. 274.05
	F.S. 274.06
	F.S. 274.07
	F.S. 1012.33
	F.S. 1013.28
	F.A.C. 69I-73.005
	2 C.F.R. 200.312
	2 C.F.R. 200.313

Appendix E - HCSB9130



Book	Policy Manual
Section	9000 Community Relations
Title	PUBLIC COMPLAINTS
Code	po9130
Status	Active
Adopted	July 12, 2016
Last Revised	February 5, 2019

9130 - PUBLIC COMPLAINTS

Any person or group, having an interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the School Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences shall more formal procedures be employed.

Any requests, suggestions, or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to applicable policies.

Matters Regarding a Staff Member

A. First Level

If it is a matter specifically directed toward an instructional or support staff member or an administrator, the matter should be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within the staff member's authority and District policies or administrative procedures.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the staff member's immediate supervisor.

B. Second Level

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor and in compliance with provisions of a collective bargaining agreement, if applicable.

C. Third Level

If a satisfactory solution is not achieved by a discussion with the immediate supervisor, a written request for a conference shall be submitted to the Superintendent. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;

1. author;
2. title;
3. publisher;
4. the complainant's familiarity with the material challenged;
5. sections challenged, by page and item;
6. whether the challenged material contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

B. Upon receipt of the information, the Principal may appoint a review committee.

C. The committee, in evaluating the questioned material, shall be guided by the following criteria:

1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
2. the accuracy of the material
3. the objectivity of the material
4. the use being made of the material

D. The material in question may or may not be withdrawn from use pending the committee's recommendation to the Superintendent.

E. The committee's recommendation shall be reported to the Superintendent in writing within ten (10) business days following the formation of the committee. The Principal will advise the complainant, in writing, of the committee's recommendation.

The Board shall discontinue use of any material challenged under this policy if it contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

For challenges to or complaints regarding instructional materials, please see Policy 2520 - Selection and Adoption of Instructional Materials.

Confidentiality

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

Revised 2/5/19

© Neola 2017

Appendix F - Specific Material Objection Form

Introduction: This form must be used by a parent or resident of this county, in conjunction with district policies and procedures, to submit an objection to the school board for the following material:

1. Materials used in a classroom in the district, except for instructional materials as defined in s. 1006.29(2), F.S. The process and forms to object to instructional materials can be found (<https://www.hendry-schools.org/academics/library-media-services>).
2. Materials made available to students in a school or classroom library.
3. Materials included on a school or classroom reading list.
4. Instructional Materials adopted and made available to students without the opportunity for public notice, review and hearing procedures by districts that implement their own instructional materials program under s. 1006.283, F.S. (Districts that do not implement their own instructional materials program under s. 1006.283, F.S., must remove item 4.)

Section 1: Parent or Resident Information

1. I am a parent or guardian of a district or homeschool student who has access to school district materials described in Part II of this form. ☐ Yes ☐ No (If yes, skip question 2)
2. ☐ I am a resident of this county and ☐ I have not submitted an objection to any other materials described in Part II of this form during this calendar month. (Both boxes under question 2 must be checked to submit an objection as a resident.)

First Name _____ Last Name _____
Address _____
City _____ State _____ Zip Code _____
County _____
Email _____
Phone Number _____

Section 2: Information Regarding Material

Type of material: ☐ Book ☐ Non-print material ☐ Other (identify): _____
Title of the material: _____
Author(s): _____ Publisher or Producer: _____
Copyright Date: _____ Grade Level used: _____
Where is the material found: ☐ Media Center ☐ Classroom Library ☐ Reading List ☐
Other: _____
School(s) where material is found: _____
ISBN, if available: _____

Identify the basis for your objection:

☐ The material is prohibited under Section 847.012, F.S.

☐ The material is not suited to student needs and their ability to comprehend the material.

Section 4: Objection Specific Information 1. What brought this material to your attention?

[illegible]

4. Is there any age or grade you would recommend this material? ☐ Yes ☐ No

If yes, please specify:

5. Is there any value in this material?

6. What is your desired outcome for this material?

☐ Remove or discontinue use of material.

☐ Limit access to certain grade levels: _____

☐ Limit my child's access.

☐ Other: _____

Signature: _____ Date: _____