Library Media Services
Handbook

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I. Administration

DEFINITIONS

A. Media - The term media refers to all modes of communication including print and non-print forms and their accompanying technology.

B. School Library Media Center - The school library media center is that facility designed for the housing and utilization of all instructional media within the school center.

C. Library Media Specialist - The library media specialist is a certified teacher who has professional preparation in educational media. This individual administers the school's media program as a supportive service to the total school curriculum.

D. Media Support Staff - Supporting staff includes para-professionals such as student aides, secretaries, and parent volunteers.

Faculty Handbooks -- References to Media Centers
The Faculty Handbook contains the following guidelines indicating what should be expected from the school media center.
SCHOOL LIBRARY MEDIA CENTER

The school media center is a valuable resource for teachers and students. A wide variety of print, audio-visual-based materials and technology-based resources relating to curriculum needs are available in the media center, and each school also has at least one media specialist to assist teachers in scheduling and using these resources. Teachers and students are encouraged to make full use of the media center. Some guidelines for use are listed below.

a. **CLASS VISITS** - Media center use and research are encouraged and should be scheduled in advance so that adequate work space and materials can be made available. Teachers should remain with their classes and are responsible for the discipline of their students. Because of obvious reasons, media center use should not be part of substitutes’ plans unless arranged in advance with the media specialist.

b. **INDIVIDUAL STUDENT PASSES** - Passes for media center use may be issued during class periods when space is available. Teachers may issue passes for up to five (5) students at one time during a class. In smaller centers, and in situations where class visits are scheduled, fewer than five students at once may become necessary.

c. **CLASSROOM COLLECTIONS** - Print and non-print materials and bibliographies on special subjects will be assembled by media specialists on request.

d. **AUDIO-VISUAL MATERIALS** - Items to help enhance curricula, such as video recordings, sound recordings, etc., are available from the media center, and are listed in CyberCat, the district's online media catalog.

e. **TECHNOLOGY-BASED RESOURCES** - Technology which includes educational and productivity software, online resources, as well as an on-line library catalog and circulation system, is available in the media center for both student and teacher use. Media specialists are available to assist in the use of these technologies. Teachers should check with their media specialist to see which of this type of resource is available.

f. **AUDIO-VISUAL EQUIPMENT** - Each media center has a list of AV equipment available. Equipment should be reserved in advance and returned at the end of the school day. Media specialists will train teachers and student operators. Only trained operators should be permitted to use equipment. The principal must approve the use of equipment off campus.

g. **ADDITIONAL SERVICES** - Each school media center offers many other services for teachers and students. Teachers are also encouraged to make suggestions for collection purchases. Check with your media specialist(s) for further information.

h. **INTERNET USE** - Teachers and the library media specialist will monitor student access to the Internet. Use of the Internet by students should only be for school-related purposes.
THE SCHOOL LIBRARY MEDIA STAFF STRUCTURE

A. Media specialists - Each K-12 School in Hillsborough County is assigned one library media specialist according to the established district formula. It is the media specialist's responsibility to see that all of the instructional and managerial tasks of the media center are carried out in keeping with professional standards.

B. Support Staff - The media center’s support staff, media secretaries and volunteers, should be available to assist all media professionals. Priorities should be set for them according to the budget deadlines, student services and programs, and media processing.

Volunteers, including parents, other adults, or capable students, can provide valuable assistance to students and staff. The media specialist must evaluate the capabilities of each volunteer and assign tasks accordingly. In doing so, he/she must be able to state specifically what is expected of each person in each position. Such job specifications must be realistic and feasible.

When working with adult volunteers, the media specialist should assume the role of co-worker/friend and be highly professional in his/her knowledge of the school’s staff and individual students. This is a public relations role and can be highly beneficial to the library media program and to the school.
PROFICIENCIES, ROLES AND RESPONSIBILITIES OF THE MEDIA STAFF

A. All Media Specialists Need the Following Proficiencies

1. Comprehension of the broad spectrum of library media and an awareness of the importance of media to education
2. Knowledge of the theory of learning and communication process
3. Knowledge of curriculum content
4. Broad knowledge of print and non-print materials
5. Knowledge of sources and procedures for acquiring library media
6. Knowledge of application of various types of technology in instruction
7. Skill in determining comprehension levels of students and ability to select materials to meet these levels
8. Desire to stay abreast of emerging technologies as they apply to the education profession
9. Ability to work with principals, teachers, and other educators to develop an approach to instructional planning that includes developing objectives, designing educational experiences, and selecting appropriate library media to meet the objectives
10. Ability to gain and maintain the respect of school staff and students

B. Role and Responsibilities of the Media Specialist

1. Assumes a leadership role for School Library Media Committee members and establishes long and short-range goals, recommends changes in services, and assists in evaluation of the media program
2. Plans and maintains a sequential program of information literacy instruction to support the curriculum.
3. Provides leadership in planning, organizing and delivering instruction in the school, including information literacy, staff development, media production and consultation/information services
4. Leads in the design and development of innovative instructional programs
5. Assures that media is selected according to the district selection policy and provides leadership in maintaining a balanced collection
6. Serves as media program liaison person with the school administration
7. Leads in communicating with departments and grade levels and in coordinating media services with the instructional program of the school
8. Takes a leadership role in securing media specialist participation on such school committees, as the School Advisory Committee (SAC), and Technology Committee
9. Calls, organizes, and preplans meetings of the media staff
10. Coordinates responses to portions of accreditation studies, to education audits, and to other school and district evaluation procedures
11. Consults with administrators in the selection of new media specialists and media clerks and in the placement of media specialist interns
12. Serves as a communications link between the director of the District media program and the school media center
13. Orient and assists new media specialists and substitute media specialists in the school
14. Identifies maintenance needs, initiates requests for needed repairs, and directs the maintenance of the media collection, including materials and equipment

15. Directs and assists in the inventory of media

16. Leads in promoting the media program in the school and community

17. Plans with teachers information skills and instruction correlated with subject-area curricula and shares in delivery of that instruction

18. Works with teachers to develop educational objectives, plan learning experiences, and identify media appropriate to the particular instructional design

19. Evaluates, selects, and orders appropriate library media, including equipment

20. Works with other educators to plan and evaluate media programs and services

21. Organizes and delivers media services in the school

22. Administers the media center budget

23. Organizes the collection for easy and quick access and efficient circulation of materials and equipment

24. Plans for and stimulates effective use of media facilities, materials, and equipment

25. Maintains the collection, including materials and equipment, and the inventory of the collection

26. Keeps accurate budgetary and inventory records

27. Assists teachers and students in designing and producing learning materials and supervises the design and production of materials

28. Trains students and teachers in the use of equipment necessary for effective utilization of materials

29. Plans and implements in-service training for teachers in selection and use of media and technology

30. Assists students and teachers in selection and use of appropriate media

31. Promotes reading, listening, and viewing

32. Coordinates district media services in the school

33. Assists in planning new or renovated media facilities

34. Supervises the clerical staff of the media center
C. Elementary Media Center Secretary

1. Types and files correspondence, purchase orders, warehouse orders, interoffice memos, bibliographies, etc.

2. Oversees operation of circulation system; oversees return of overdue material and assists in clearing withdrawal records; orders replacement borrower and document labels; ensures new students receive student ID card/label from Information Services or in-house ID badge system

3. Oversees proper shelving of books and other materials, and keeps shelves in order

4. Collects and receipts funds for lost library books, book fairs, etc.

5. Maintains and records media center statistics

6. Receives and completes processing of new materials

7. Helps in supervision of students and oversees media center when media specialist is out of media center

8. Types lists of new acquisitions and reading lists; prints subject bibliographies from Symphony or CyberCat, the district’s online public access catalog for teachers and students

9. Assists in inventory and in the maintenance of media materials

10. Maintains media center workrooms, and ordering of supplies

11. Assists in the production of materials, e.g. multi-media, sound recordings, and video recordings

12. Assists in the delivery of special media programs and activities

13. Schedules equipment and facilities usage as appropriate under direction of media specialist; assists with delivery and operation of AV equipment when needed and maintains records relating to equipment

14. Assists with displays and exhibits

15. Assists students using online public access terminals

16. Pulls requested books and other requested materials for teachers

17. Assists with property control; places DSB/BPI labels on all new equipment and engraves DSB/BPI number on equipment/furniture

18. Answers telephone, take messages, and makes telephone contact as needed for media center

19. Performs other related duties as may be assigned by the media specialist
D. Secondary Media Center Secretary

1. Types and files correspondence creates purchase orders, interoffice memos, bibliographies, spreadsheets, databases, etc.

2. Helps in processing audiovisual materials and other items not processed centrally

3. Oversees operation of circulation system: return of overdue material, assists in clearing withdrawal records, orders replacement borrower and document labels, ensures new students receive card/label from Information Services

4. Oversees proper shelving of books and other materials and keeps shelves in order

5. Collects and receipts funds for lost library books, book fairs, etc.

6. Maintains and records media center statistics

7. Receives and completes processing of new materials

8. Types lists of new acquisitions and reading lists, prints subject bibliographies for teachers and media use

9. Assists in inventory and in the maintenance of media materials

10. Maintains media center workroom and ordering of supplies

11. Assists in the production of materials, including video recordings, sound recordings, computer presentations, banners, and transparencies

12. Makes telephone contacts as needed for media center business; answers media phone, takes messages

13. Schedules equipment and facilities usage as appropriate under direction of media specialist; assists with delivery and operation of AV equipment when needed and maintains records relating to equipment maintenance and circulation

14. Assists with displays and exhibits

15. Assists students with use of online databases

16. Pulls requested books and other requested materials for teachers

17. Assists with property control, places DSB labels on all new equipment, and engraves DSB numbers on equipment/furniture

18. Assists media specialist in student control by helping check passes as needed

19. Performs other related duties assigned by the media specialist
LIBRARY MEDIA PROGRAM FUNCTIONS

A. Meeting curriculum needs - The library media specialist must develop a congenial relationship with the school's administrative and instructional staff in order to have insight into the school's teaching methods and organization. The media specialist should have copies of the current curriculum programs and should receive updates as they are issued. The media specialist can begin to plan the media program only after becoming familiar with the instructional program, the physical layout of the media center, and all available resources.

B. Scheduling - Making full use of the media center's materials and services requires not only that they be available, but that students have ample opportunity to utilize the media center.

A good educational program requires continuing free access to the media center by individuals, groups, and classes. Some objectives call for scheduled research or instructional visits to the media center. Provision should be made for both scheduled classes and free visitation. To ensure effective supervision and assistance for students, teachers should send a maximum of five students at a time on media center passes to the media center. Teachers are encouraged to schedule class visits in advance with the media specialist. The media staff can then plan to provide appropriate materials and instruction to support and enhance the assignment, incorporating the latest materials and technologies.

C. Quality Support - When a quality library media program is in place,

The administration can expect from the media specialist:

1. An understanding of children and young people
2. Ability to administer and organize a school instructional media center using professional procedures
3. Knowledge of many materials and reading levels
4. Knowledge of teaching methods and courses of study
5. Ability to promote students’ and teachers' use of materials for personal and instructional purposes
6. Instruction in the use of media center resources

The teacher can expect from the media center:

1. Maintenance of up-to-date collections to support the instructional program and student reading
2. Input in the selection of additional materials for purchase
3. Assistance in teaching students and teachers to use equipment and instructional materials
4. Maintenance and scheduling of instructional materials and equipment
5. Provision of emergency assistance with equipment when possible
6. Notification of the receipt of new materials

The pupil can expect from the media center:

1. General collections of books, periodicals, audiovisual materials, and online resources for research, class instruction, and personal enrichment
2. Direction in use of media center materials
3. Opportunity to use media center materials freely in a manner conducive to learning
The media specialist should also demonstrate professional skills through the following:

1. Working closely with and advising administration and school committees on all phases of the media program

2. Demonstrating, interpreting, and promoting the media program to students, teachers, and parent organizations

3. Participating in local, state, and national professional organizations and conferences when possible

4. Serving on district media committees when possible

5. Maintaining accurate information for equipment/materials inventory as well as for monthly or quarterly reports

6. Keeping current knowledge of new technologies available in the education environment

D. Management of Learning - Management is the executive function of planning, organizing, coordinating, controlling, and supervising an administrative unit with responsibility for the results. Any organization that provides service to people must be organized to satisfy the needs of its clients. The school media center is no exception. The ultimate client is the learner!
EVALUATION OF STAFF AND PROGRAM

A. Evaluation of the media program - The effectiveness of the media program should be evaluated periodically. Such evaluation should be based upon a combination of informal sources, including circulation records, average daily attendance, and teacher and student evaluations. The evaluation can determine new directions and revisions that the professional staff can follow in planning future goals.

B. Professional growth, advancement and evaluation of media specialists and media centers

1. University courses - The media program at the University of South Florida is accredited by the American Library Association and offers classes in Library and Information Science.

2. In-service training programs - Media specialists are urged to participate in in-service training programs that the principals’ and county-level personnel plan for curriculum improvement. Workshop meetings are considered a part of in-service training. All K-12 media specialists are expected to attend library media workshops offered on the District’s Professional Planning Days.

3. Professional organizations - Media specialists are eligible for membership in national, state, and local educational organizations.

4. Personal evaluation - All library media specialists are evaluated according to procedures prescribed in the teacher’s contract in compliance with procedures for Empowering Effective Teachers – EET.

Empowering Effective Teachers - EET Documentation

Library Media Specialist Evaluation Rubric

Library Media Pre-Observation Questions
II Materials Selection & Challenges

MATERIALS SELECTION AIDS

Hands-on examination of materials is not always possible. Media specialists must, therefore, rely on a number of materials selection aids. Some suggested selection sources are listed below and it is suggested that you search for newer sources which frequently appear:

Web Resources

Florida Media Quarterly
The official publication of the Florida Association for Media in Education. Published at least four times per year. School Library Journal, founded in 1954, carries more book reviews and wins more awards for editorial excellence than any other publication in the field.

School Library Journal
This online journal serves librarians who work with young people in school and public libraries. It gives indispensable information needed to manage libraries, from creating high-quality collections to understanding how technology can assist learning.

AASL -- Collection Development
An outstanding compilation of online resources for collection development for all media specialists. Includes reviews of books, recommended reading lists, award winner lists, and collection reviews.

NOTE: Professional journals are more desirable than publishers’ catalogs as a basis for book selection.
A. District Policy - (2520 - Selection of Instructional Materials)

The Board shall provide instructional materials, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative procedures for the selection and maintenance of all educational and instructional materials.

Florida Statutes - F.S. 1006.28, 1006.34

B. District Procedures

All schools within the district must adhere to the district-wide policy for the selection of instructional materials adopted by the School Board of Hillsborough County as the official district policy. District procedures support the district policy and should be followed when selecting educational media materials for the school library media center. Library media materials are available to students and staff as optional resources and are usually not mandatory reading as is the case with text book instructional materials.
PROcedures for selection of educational media materials

A. Basis for Selection

1. The school library media specialist, in conjunction with teachers, administrators and the school Educational Media Materials Committee, shall be responsible for the selection of materials.

2. For new purchases, the school library media specialist shall be responsible for the following:
   - arrange, when possible, for firsthand examination of items to be purchased;
   - use reputable, unbiased, professionally-prepared selection aides when firsthand examination of materials is not possible;
   - judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria.

3. The school library media specialist shall act upon the following materials:
   - purchase duplicates of extensively used materials;
   - discard worn, obsolete and inoperable items from the collection;
   - purchase replacements items for worn, damaged or missing materials that are basic to the collection.

4. The school library media specialist shall select, within budget limitations, the best books and other media materials available which satisfy the needs, interests and curricular requirements of each individual school.

5. The school library media specialist shall select educational media materials based on knowledge of the school community, as well as the library media center’s existing collection.

6. For teachers’ recommendations, the school library media specialist shall select items on the basis of merit, use and balance. The budget for materials shall be apportioned so that various demands are proportionately met. Gifts to the media centers shall be judged upon the same basis as purchased materials.

7. The library media specialist shall select new and replacement materials in order to duplicate older titles which have proven their worth.

8. In the event that educational media materials are challenged, school and district personnel shall follow the established procedures for reconsideration of materials.
B. Principles for Selection

The following principles, adapted from "Information Power" by permission of the American Library Association, help to determine selection objectives: resources are appropriate for the students for whom they are selected; resources represent diverse points of view; resources stimulate growth in analytical and thinking skills; and resources are appropriate to the educational program and school community. These objectives apply to all forms of information: books, pamphlets, periodicals, microforms, databases, computer discs, laser discs, videos, films, CD ROM, on-line resources, e-books, and other mediated presentations.

1. Major criteria used for the selection of resources are:
   a. The educational suitability of the resource for its intended use;
   b. The intellectual content of the material: the scope, arrangement, organization, relevance, timeliness of information, special features, and overall value to the collection;
   c. The philosophy and goals of the school district: the resources support and are consistent with the educational goals of the district and with goals and objectives of individual schools and specific courses.

2. Responsibilities for Selecting Media

The School Board of Hillsborough County is legally responsible for the selection policy of the Hillsborough County Public Schools. The responsibility for the selection of instructional materials is delegated to the professionally trained employees of the school system. Selection of materials involves many people: administrators, teachers, supervisors, students, school media resource committees and school library media specialists.

3. Objectives for Selecting Media

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

To this end, the Hillsborough County Public Schools, in keeping with ideas expressed in the Library Bill of Rights, asserts that the responsibilities of the school system's programs are as follows:

   a. To provide materials which will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds and maturity levels of the students served.
   b. To provide materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
   c. To provide a background of information enabling students to make intelligent judgments in their daily lives.
   d. To provide materials representing various sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and critical analysis of all media.
   e. To provide materials which are representative of many religious, ethnic and cultural groups and the contribution of these groups to our American heritage.
   f. To place principle above personal opinion and reason above prejudice in selecting school instructional resources of the highest quality, thereby assuring a comprehensive collection.
4. Criteria for Selecting School Media Resources

Individual learning styles, curriculum needs and the existing collection are all factors for consideration in identifying an individual school's needs for media resources. **Considerations for judging materials for purchase include the following:**

a. **Professional Reviews.** Print or non-print media, including video footage that have been favorably reviewed by two or more professional sources, such as School Library Journal, Horn Book, VOYA, Book List and the Children’s Catalog.

b. **Educational Significance.** Material is valuable to an individual course of study or to the library media collection; the degree to which the material would be supplemented and explained by mature classroom instruction.

c. **Appropriateness.** Material is geared to the age, maturity, diverse interests, and learning levels of students for whom it is intended. Reading levels and lexiles are considered to provide a range of material that challenges the student and guides their selection process.

d. **Accuracy.** Non-fiction information is correct, recent, and objective.

e. **Literary Merit.** Fiction has a noteworthy plot, setting, characterization, style and theme.

f. **Scope.** Content is covered adequately to achieve its intended purpose.

g. **Authority.** The author, editor, or producer has a superior reputation for producing materials of this nature.

h. **Special Features.** The item has maps, charts, graphs, glossaries, and or other learning aids that support the content.

i. **Translation Integrity.** Material translated from one language to another maintains the stylistic characteristics of the original.

j. **Arrangement.** Concepts are presented in a logical sequence and in a way that assures learning.

k. **Treatment.** Typeset, visuals, style, and or medium captures and holds the students attention.

l. **Technical Quality.** Sound is clear and audible; visuals project clearly.

m. **Aesthetic Quality.** Material is superior to similar items in attractiveness and presentation of content.

n. **Potential Demand.** Item has particular timeliness or popular appeal.

o. **Durability.** Material has the potential for frequent use or is of a nature that will be considered consumable.

p. **Possible uses.** Is the material suitable for use by students individually or in groups, for instruction or in-depth study?

q. **Obscenity.** No books or other materials containing hard core pornography or otherwise prohibited by Florida Statute 847.012 shall be used.

X. **Copyright.** Library media materials used in a school shall procured and used in accordance with federal, state, and district copyright laws and District Policies and Procedures. *(See section IV of this handbook)*
5. Gift Books

In general, all materials should be accepted with the understanding they must meet established criteria set for book selection and be considered of value by the media specialist in consultation with the faculty. The problem of gift books is a very real one and should be discussed with principals if necessary. Public relations with residents in the community can be jeopardized, and tactfulness in dealing with residents who are cleaning out attics and bookshelves is essential. If book drives are undertaken, be sure that a written statement, specifying the kinds of books that will or will not be acceptable, is prepared in advance.

A. When accepting gift books:

1. Write a “thank you” letter to patron and include in the letter:
   a. title of books
   b. copyright date

2. Do not assign a price. As stipulated by the Hillsborough County Public Schools, this is not allowed.

B. To discard your gift books, select one of the means listed below that meets the approval of your administration:

1. Let teachers keep the ones they may find useful.

2. Let students take the ones they may like to have.

3. Send the remainder to the warehouse
PROCEDURES FOR CHALLENGED MATERIALS

The selection of the resource materials for use with students in the teaching/learning process is a professional responsibility of teachers, administrators, library media specialists and other educators. However, parents and pupils have legitimate and appropriate interests in the selection process and the choices which are made.

Sometimes these interests are expressed as challenges to the use of a specific title. This document has been prepared to assist school and district level educators in addressing such challenges. This document and the process outlined is appropriate for addressing materials of any physical or intellectual format, whether basic or supplemental to instruction, and in any subject area.

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting materials. Library media that is sensitive or mature may not be appropriate for all readers in a school but remains a part of the collection to address the needs of some of the reading community if it meets the district selection criteria.

If a complaint is made, the following procedures should be observed by school personnel:

A. The media specialist will follow these procedures (Click links to access forms and documents)

1. Inform the complainant of the selection procedures. You may use the Initial Response to Complainant letter recommended by Library Media Services.

2. Give the complainant a copy of the Request for Reconsideration of School Materials form and a copy of the Hillsborough County Public Schools Selection of Instructional Materials Policy.

3. Notify the principal, the media supervisor, and appropriate subject-area supervisor of complaint. The supervisor(s) will compile available reviews.

4. Retain challenged material in circulation until a final decision is reached by the Educational Media Materials Committee.

5. Send the complainant an acknowledgement letter after receiving the completed request for reconsideration form and the challenged material.

6. Notify members of the Educational Media Materials Committee via a letter upon completion of step 5.

7. Provide a copy of the challenged material and a checklist to each Committee member.

8. Convene the Educational Media Materials Committee within 10 working days and reach a decision within 30 calendar days.

B. The Educational Media Materials Committee will follow these procedures:

1. Read, view and/or listen to the material in its entirety and complete the appropriate checklist.

2. Read reviews of the material in professional reviewing sources.

3. Determine the extent to which the material supports the curriculum.

4. Weigh merits against alleged faults in light of the material as a whole, rather than isolated passages out of context.

5. Meet as a group and discuss material prior to examining complainant's completed form.

6. Reach a decision and prepare a final decision report.

7. Send a copy of the final decision report to the principal, the media supervisor, and appropriate subject-area supervisors.
C. Final Decision

1. The principal will send a letter to the complainant, along with a copy of the final decision report.

2. The decision of the School Media Resources Committee will apply only to the school where the material was challenged.
DEVELOPING THE EDUCATIONAL MEDIA MATERIALS COMMITTEE

Each year the media specialist should send requests to assorted faculty, administration, parents, community and students (high school only) in order to develop a well-rounded Educational Media Materials Committee. A balance of race, gender, and age is important in making your final selections.

After making initial contact with a potential member, a confirmation letter can be used as a follow-up to a positive response. It will confirm the reason for membership and, if necessary, set up the first meeting for the Committee. Memos to faculty, a letter to perspective parents and a letter to perspective students can provide basic information about the Committee's value and purpose. Personal contact for question-and-answer sessions for parents and students is recommended.

The Educational Media Materials Committee forms are provided by the media supervisor at the beginning of each school year. Instructions are provided, as well as a deadline date to return the completed forms to the appropriate media supervisor.
MEDIA CENTER LIBRARY MANAGEMENT SYSTEMS

A. Symphony Library Management Program
B. CyberCat Online Library Catalog
C. Symphony Reports
D. MCAS

Manuals and directions to support the library management system are located in the Media Specialist Conference on Ideas.
PATRON RESPONSIBILITY

A. Lost and Damaged material
All media centers charge replacement fees for lost and damaged materials. The following should be noted:

It is imperative to establish a standard charge to secondary students for lost library books. In order to make the procedure more equitable, we analyzed the national statistics on the cost of library books. From this, the following figures emerged.

<table>
<thead>
<tr>
<th>School Library Journal Average Book Prices for School Libraries</th>
<th>2013</th>
<th>2014 YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Titles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardcover (All Titles)</td>
<td>$19.43</td>
<td>$19.47</td>
</tr>
<tr>
<td>Paperback</td>
<td>$7.96</td>
<td>$8.10</td>
</tr>
<tr>
<td>Young Adult Titles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardcover (All Titles)</td>
<td>$21.83</td>
<td>$21.07</td>
</tr>
<tr>
<td>Paperback</td>
<td>$11.40</td>
<td>$11.86</td>
</tr>
</tbody>
</table>

1. Do not depreciate the price of lost materials when computing the cost of replacing those materials. Due to the continuing rise in the cost of books, coupled with the limited funds for new library books, Library Media Services is recommending the following lost library book charge procedure:

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-Fiction</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School &amp; High School</td>
<td>Paperback $7.00</td>
<td>$21.00</td>
</tr>
<tr>
<td></td>
<td>Hardcover $12.00</td>
<td></td>
</tr>
</tbody>
</table>

2. Keep track of monies collected for lost and damaged materials. (Check with your bookkeeper for appropriate "Monies Collected Form," “Receipt Book” and procedures.)

B. Fines - Overdue Materials

Elementary media centers do not charge for overdue materials. It is not mandatory that secondary media centers charge fines for overdue materials. If your media center does decide to charge fines, use the following guidelines which are to be followed and are supported by our library management system.

1. Five cents per day per item. Weekends and holidays are included.

2. Twenty-five cents per day per overnight item.

3. Fine not to exceed $3.00 per item.

4. Condition and copyright date of book does not affect the cost of book. Use original cost when figuring bill for lost or stolen books.

5. Verified absences will be honored and fines deleted.

6. Fine should be stopped the date a student reports a book lost or stolen.

7. Fines are for books, magazines, and AV materials.

Approved by: Middle School Principals’ Council and Senior High Principals’ Council
WEEDING THE SCHOOL LIBRARY MEDIA COLLECTION

The task of weeding the school library media center and discarding books no longer useful is almost as important as selecting new books of high quality. Although standards, both state and national, recommend a minimum number of library books that should be included in schools of various sizes, the actual number sometimes proves to be not so important as the quality of the books found on the shelves and the use made of them. Examining books throughout many sections of the school library media center and determining their value to the collection are time-consuming tasks. It is necessary to develop policies for weeding and to seek the help of teachers who make use of the various subject areas. In large school library media centers a few sections can be weeded each year according to plan. The policy for the disposal of materials must be approved by the administration.

The person or persons who do the best job of weeding the school library media center collection are those who have a thorough understanding of the existing collection, of the school's curriculum, and of the various units taught in all classrooms. Other qualities needed are an adequate background in literature and knowledge about the characteristics of a good book; understanding of the interests, abilities and needs of the age group served; a background of information about the community and other book resources available.

A. Withdrawal Considerations

In established school library media centers, start with a record of the books inventoried within your school. This can be found through the on-line cataloging system or you may also have a print-out of the books in your media center.

B. Kinds of Books

There are several general categories that comprise the types of books under consideration for retaining or discarding from a school library media center. A few suggestions are offered under each heading. The general groups include:

1. Books of good quality and in good condition -- Shelve correctly and promote use.

2. Books of good quality but in poor condition -- Remove from shelves and place in workroom for simple mending or cleaning, if possible.

3. Books of poor quality but in good condition -- Check approved lists; if not included, lay aside for examination by teachers. Unless there is a positive reason for retaining book, remove it from the collection.

4. Out-of-date books -- Remove from shelves.

5. Little used material -- Sometimes these items need only to be brought to the attention of teachers or students for their circulation to greatly increase. They can be promoted by means of newsletters, special displays, use in book talks, etc. If they meet criteria set for good books and are found on standard lists then care should be taken to re-examine them and look for values that may have been overlooked. Books basic to all collections (such as the classics), even though seldom circulated, should be maintained on the shelves, and old and unattractive editions replaced by new ones.

Information books, if they have not become too out of date, may not circulate because of changes in curriculum and courses being offered. If there seems a possibility that these courses will again be offered in the not too far-distant future, the books could be retained.
C. What to Discard

In general, consider for discard for any or all of the following reasons, books that are:

1. Unattractive in appearance because of yellowed paper, fine print, etc.
2. In poor physical condition as to ragged binding, torn or dirty pages, etc.
3. Seldom circulated.
4. With old copyright dates that make the books outdated in content, use or accuracy.
5. Mediocre or poor in quality. These include:
   a. Poorly written adult books, with stereotyped characters and plots, popular when relatively few children's books were available.
   b. "Old-fashioned" stories which are so written or illustrated that they are not appealing to children today. These may also include those with a didactic or moralizing tone, once thought to be exemplary reading for the young.
   c. Fictionalized representations of life in this country and other countries which have contributed to the development of false and stereotyped concepts of minority groups in our country and of people in other countries.
6. Duplicated with several copies of titles no longer in heavy demand.
7. Of a subject matter or treatment not suitable for students served by the library.
8. Set of books (especially in the literature and history sections) which have gathered dust for years.
9. Superseded by new or revised editions.
10. Of passing interest at the time of publication, such as travel and biographies of persons who were known in their generation, but not likely to be of interest again

D. Special Pointers

1. Give special consideration to reference books. Sets should be examined carefully with a view to discarding from the school library media center.
2. Do not replace worn out books until their value has been assessed by checking with standard book selection tools and by careful consideration of their place in the relation to the needs of students and teachers. Curriculum changes may have taken place, better books in the field may now be available, the purchase of the title in a paperback edition may seem feasible.
3. It is equally important to weed from the library other types of materials, in addition to books. These include:
   a. Periodicals – It is not necessary to retain back issue longer than 1 year. Articles from back issues of academic periodicals can be found in the district’s online databases.
   b. Non-Print Collection - Weeding should be done periodically using the same criteria as print material. Check materials frequently to see if they need repair or cleaning.
   c. Equipment - Equipment can quickly become poor and even obsolete. It is just as important that you maintain a strong hardware collection that will support your non-print materials as it is to withdraw books. Withdrawing equipment may be done by using form SB 00126 "Property Transfer Between sites."
E. Deleting AV Materials or Computer Software from Symphony

In established libraries, certain procedures are to be followed when AV materials or software resources are discarded. These may vary somewhat from one library to another; however, a few basic principles apply to most collections. They include the following steps:

1. Take the AV / Software items off your inventory by deleting them from the online Symphony Catalog.

2. If deleting AV or computer software with a Property Control DSB number, (items over $1,000), they must be listed on an SB 126 for removal by Technology Repair. The form is prepared, mailed and software handled or held for pickup in the same manner as equipment being deleted.

3. Using the special “Discard / State Statute” stamp, mark the packaging of AV material / Software. Check with your supervisor or Library Technical Services if you do not have a discard stamp. They can help you obtain one.

4. Box the AV material / Software; label them with “Media Materials - Discards.”

F. Deleted Materials Pick-up

E-mail Warehouse.dept at the warehouse and request a pick-up of the discarded materials.
Supply the following information:

Name of School

Name of Person Requesting Pick-up

Number of boxes to be picked up
Location for finding the boxes (all together in one centralized location)

NOTE: Florida State Statute #274 prohibits the sale of these items.

G. Crew Guidelines for Weeding Library Materials

1. Weeding and Deleting Guidelines
Weeding is an essential component of any collection development plan in order to maintain a collection that meets the needs of students and the curriculum. The weeding guidelines should include reasons for weeding and criteria for de-selection. The following points may be used as the foundation for weeding:

- To maintain a current, useful, dynamic collection
- To adapt to changing needs and interests of students and teachers
- To accommodate changes in the school’s curriculum
- To make the best use of floor and shelf space
- To improve the physical appearance of the collection
- To assess the collection’s strengths and weaknesses
- To increase circulation
Weeding Criteria

Length of time since the book was last checked out (on average 5 years)

Age of the book in terms of copyright date (on average 5 years, although age is more telling in some parts of the Dewey scheme than in others, e.g., medical, legal, current events, and computer subjects need to be very current)

Condition of the book

2. Weeding Process – MUSTIE
This easy to remember tool for Weeding consideration is the acronym MUSTIE

Discard an item that is:

M Misleading; factually inaccurate
U Ugly; book is worn and torn, in disrepair
S Superseded by a newer edition (think of almanacs, etc.)
T Trivial; of no real discernable value
I Irrelevant to the needs and interests of your community
E Elsewhere available

A Rule of Thumb Chart for Weeding the Collection

<table>
<thead>
<tr>
<th>Dewey Number</th>
<th>Suggested Copyright Guidelines to Discard</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>2-10 years (computer tech books may age faster)</td>
</tr>
<tr>
<td>100</td>
<td>10 years</td>
</tr>
<tr>
<td>200</td>
<td>2-10 years</td>
</tr>
<tr>
<td>300</td>
<td>5-10 years</td>
</tr>
<tr>
<td>400</td>
<td>10 years</td>
</tr>
<tr>
<td>500</td>
<td>5-10 years (some science titles may age faster)</td>
</tr>
<tr>
<td>600</td>
<td>5-10 years (technology titles may age faster)</td>
</tr>
<tr>
<td>700</td>
<td>5-15 years</td>
</tr>
<tr>
<td>800</td>
<td>Flexible</td>
</tr>
<tr>
<td>900</td>
<td>5-10 years (country books, atlas, maps may age faster)</td>
</tr>
<tr>
<td>Biographies</td>
<td>Flexible; 10 years for contemporary subjects</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>5 years (consider online versions)</td>
</tr>
<tr>
<td>Almanacs</td>
<td>3 years</td>
</tr>
<tr>
<td>Periodicals</td>
<td>3 years; 6 months if superseded by electronic resources</td>
</tr>
<tr>
<td>Fiction</td>
<td>10 years (you may want to keep award winners)</td>
</tr>
<tr>
<td>Audio &amp; Video</td>
<td>Check periodically for condition and content</td>
</tr>
<tr>
<td>CD ROMs</td>
<td>Format compatibility changes quickly</td>
</tr>
</tbody>
</table>

Deleted items must be disposed of properly and removed from your shelf list, inventory and catalog, following the district’s guidelines for disposal of obsolete library books.

Excellent Weeding the School Library Websites

Weeding the Neglected Collection by Doug Johnson
http://www.doug-johnson.com/dougwri/weeding.html
RELOCATING THE MEDIA CENTER INTO TEMPORARY QUARTERS

1. Contact the media supervisors if your media center is going to be relocated temporarily in a portable or other facility. They will check into what may be necessary for the temporary setup.

   Email warehouse.dept to request boxes (quantities may be limited).

   Elementary Schools  500 Boxes    Middle Schools  500 Boxes    High Schools  1000 Boxes

2. Survey your faculty to identify print and non-print materials that are required to support the curriculum.

3. Identify personnel for the following tasks: packing boxes, transporting boxes, and unpacking boxes.

4. Based on the size of your temporary media center, determine which materials and equipment can be placed in the media center and which need to be placed in storage.

5. Create an Excel spreadsheet and include the following fields: Item, Status, and identification numbers (asset number, serial number, school assigned inventory number, etc.) See example below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Status</th>
<th>Identification number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projector, overhead</td>
<td>On loan, Teacher’s Name</td>
<td>E44444</td>
</tr>
<tr>
<td>Books, Box number1 F Aar - Are</td>
<td>Storage Portable 4567</td>
<td></td>
</tr>
<tr>
<td>TV, Samsung</td>
<td>Storage Portable 4567</td>
<td>E98799</td>
</tr>
</tbody>
</table>

6. Packing and labeling of boxes containing library books

Reinforce boxes by taping the bottom of each box before packing any items in the box. To avoid damaging books, do not over pack boxes.

Label each box of books to be stored with the following information:

   | Box number
   | Contents (Example: F Aar – Are)
   | Destination: S = Storage, MC = Temporary Media Center, Teacher’s Name = On loan to teacher

Boxes of books labeled “MC” should be numbered sequentially (1, 2, 3, etc.) to make it easier to place the books in the temporary media center.

In order to avoid confusion, boxes of books labeled “S” should not be part of the sequential numbers assigned to “MC” boxes of books. “S” books should be assigned to a different set of sequential numbers.

7. Packing and labeling of boxes of library materials or equipment

Reinforce boxes by taping the bottom of each box before packing any items in the them. Label each box with the following information:

   | Box number
   | Contents
   | Destination: S = Storage, MC = Temporary Media Center, Teacher’s Name = On loan to teacher

8. Backup all important computer files before moving computers.
EQUIPMENT

A. Circulation Procedures: There are several methods that can be used to circulate equipment assigned to the media center on a short-term basis.

1. Short-Term Checkout

Symphony Circulation

Symphony can be used to check out equipment assigned to the media center on a daily or short-term basis. The equipment first needs to have a generic MARC record created for it in Symphony. Check with Library Technical Services for more information regarding generic MARC records for equipment and certain library materials.

NOTE: Equipment not assigned to the media center should NOT be entered into SYMPHONY.

2. Card and Pocket Method

Use a card and pocket for each piece of equipment. The following information should be entered on the card:

- Type of equipment
- DSB number
- Teacher's name (entered at time of checkout)
- Teacher's room number (entered at time of checkout)
- Date of checkout (entered at time of checkout)

3. Long-Term Checkout

Make an Excel spreadsheet or Access database to keep track of the equipment permanently assigned to classrooms and offices. Be sure to enter any changes into the Lawson Inventory module.

B. Equipment General Care Practices:

1. Use equipment only for the purpose for which it is designed.

2. Don't force equipment. If machines do not perform properly and your operational procedures have been correct, send the unit to AV Repair.

3. Always keep equipment covered when not in use, and keep the external portions clean.

4. Make regular checks of all cords and connectors for loose plug tips, worn or broken insulation, or other indicators of possible problems.

5. In emergencies you may need to make simple adjustments or minor repairs to equipment. Do not attempt to make major adjustments. Equipment failures may be caused by errors in operation: cords are not fully plugged in or the outlet is bad; the speaker is not connected; controls are not in proper positions; a threading path has not been followed accurately. Recheck procedures before e-mailing for repair.

6. Never replace a lamp when the projector is plugged in. Make sure fans are still running when replacing lamps.
7. Projector Lamp Cautions:

a. Never handle lamps with bare fingers - always use the paper wrapper if one is provided or make your own. Oils from the skin react with some kinds of glass and, in all cases, the oils will get dark as they "cook." Any dark spot on the lamp will absorb more heat causing uneven thermal stresses in the glass.

b. Periodically inspect projectors to insure proper operation of the cooling system. Check for fans that are loose on their shaft and for sluggish fan motors and refer to AV Repair.

c. Never operate a projector with the lamp housing open as this not only exposes the operator to flying glass if there is an explosion, but also may seriously impair the cooling system operation.

d. Make sure that the lamp itself is properly seated. Lamps which are not in precisely the right position may be subject to overheating at the contacts, as well as affect the operation of the cooling system.

C. Equipment Repair Procedures

**Service Desk** is the District's online system for managing maintenance requests.

If you have any questions on the use of the system *(not a specific MR)*, please contact Customer Service at 744-6673.
IV. Copyright

HILLSBOROUGH COUNTY PUBLIC SCHOOLS COPYRIGHTED MATERIALS

The Federal copyright law governs the duplication, distribution, use and display or performance of all copyrighted materials, including printed matter, audiovisual materials, television programs, computer software and the Internet. Violation of the law can subject the violator to legal action by the copyright holder resulting in the levying of fines and/or compensatory damages. Nonprofit status or public ownership does not provide a haven for the law; and public schools are subject to its provisions just as are other agencies and businesses. However, there are exemptions which provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as “fair use.” These exemptions, while helpful in facilitating instructions, do not apply for non-instructional purposes such as reward or motivation.

A. Copyright Policies and Procedures

Policy 2531 - COPYRIGHTED WORKS
Copyrighted works will be used in full compliance with applicable law only to the extent and in the manner that such laws and District procedures allow.

Procedures for the legal use of copyrighted materials may be obtained from the school or from the District web site.

17 U.S.C. 101 et seq.

Policy 2540 - AUDIO VISUAL USE
The purpose of this policy is to establish consistent procedures for the use of AV materials including video recordings, sound recordings, online subscription databases and electronic books used by teachers and students for instructional purposes. Teachers bear the responsibility for full compliance with the following policy.

A. The instructional use of audio visual materials must
   1. Support and be consistent with Board education goals, policies, and specific course objectives.
   2. Adhere to copyright laws,
   3. Reflect best teaching practices based on age appropriateness and instructional relevance.

B. Audio visual instructional materials must
   1. Withstand a school level review and/or selection process.
   2. be compliant with this policy.

C. Media which is not part of the school collection will not be used without the prior approval of the principal. When such materials are used, they must be within the “fair use” guidelines of the copyright laws and must be permissible materials per F.S. 847.012.
The District audio visual use policy must be included in the teacher handbook and be reviewed annually. New personnel and/or substitute teachers must be apprised of the policy upon assignment to the school. Each school must establish a procedure to ensure compliance with the District audio visual use policy.

Requests for exceptions to this policy may be granted by the Board. Requests must be submitted in writing at least 30 days in advance of the planned viewing. The request must contain the rationale for the exception and be approved by the principal, area superintendent, and Superintendent prior to submission to the Board. If the exception is approved by the Board, parents must grant permission in writing before their child(ren) will be allowed to view the material.

F.S. 847.012, 1006.28, 1006.34
F.A.C. 6A-6.3411, 6A-7.074
Summary of Procedures

Principal's Responsibility:

The principal is responsible for informing the faculty regarding copyright laws.

Each media specialist shall receive training in copyright laws and serve as a resource to the principal.

Enforcement of copyright laws at a school site is the responsibility of the principal. In the event of copyright law violation, the principal may wish to contact the Library Media Services Department for additional assistance.

"Fair Use:"

1. Nonprofit status or public ownership does not provide a haven from the copyright law, and public schools are subject to its provisions just as are other agencies and businesses. However, there are exceptions that provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as "Fair Use."

2. "Fair Use" presupposes good faith and fair dealing.

3. The courts use the following four criteria to determine "Fair Use:"

   - the purpose and character of the use - the use of materials for teaching or research is acceptable according to "Fair Use" guidelines
   - the nature of the copyrighted work - if the material is designed primarily for educational use, it is likely to fit the "Fair Use" guidelines; these "Fair use" exemptions do not apply to non-instructional purposes such as reward and motivation
   - the amount of the work used - if only a certain percentage of a work is used, "Fair Use" guidelines, may apply the effect of the use upon the potential market value of the copyrighted work - if future sales of the work are negatively impacted by modification, "Fair Use" guidelines do not apply.

B. Permission to View Rated Videos

Our educational exemption from the public performance restrictions of the federal copyright law covers showing videos for instructional purposes only and not for entertainment or reward. A violation of this law could make you and the School Board of Hillsborough County the targets of a lawsuit.

At the elementary level, the following district forms have been created for teachers to use before a video is shown: (SP14350) Elementary Video View Guidelines and (SP14531) Elementary Video Permission to view PG.

At the middle and high school level the following forms have been created for teachers to use before a PG13 or R rated video is shown: (SB80204) Rated Material Parent Form and (SB80203) Lesson Planning Guide forms

Videos must be shown in compliance of the “Fair Use Guidelines” of the Federal Copyright Laws.
COPYRIGHT RESOURCES

The school library media specialist has a responsibility to make school administrators, teachers, and staff aware of the law and its implications. Further, the media specialist has an obligation to avoid engaging in activities which in any way expose the school and the school district to liability, and to advise the school administration of any potential violations. The media specialist should make a point of becoming informed about the law, "fair use" and the pertinent district policies and guidelines. A number of forms and publications to assist in the understanding of copyright are available to assist schools and media centers to properly interpret and operate within the guidelines.

The following publication can be consulted for information on copyright laws needed by media professionals and other instructional staff:


This online manual may be accessed through district email from the Media Specialist's Conference or from the District Conference in the Copyright Help folder.

The password to open the manual is sdhcteacher.

Limitations & Restrictions:

1. The use of this online document is restricted to the instructional and administrative staff of the Hillsborough County Public Schools
2. The document may not be printed in its entirety.

NOTE: If you need a copyright question answered, write to Mr. Becker at P.O. Box 951870, Lake Mary, Florida, 32795-1870 or at the FAME office. His email address is: gbecker@earthlink.net

Gary Becker, has been a national copyright law consultant since 1975 and has written columns for several magazines, as well as publishing his own copyright reference books and producing videos for information and training. He has been a presenter at numerous national and state conferences and has conducted in-service seminars for educators as well as for public library systems. He retired as Director of Instructional Media and Technology Services for Seminole County Public Schools in Sanford, Florida in June of 2007 and now works as a copyright consultant.

The following links are useful in finding information about copyright:
U.S. Copyright Office - Site includes full U.S. Copyright Law, FAQs, and other information of interest to media professionals.

Motion Picture Association Anti-Piracy Policy

You may also contact the U.S. Copyright Office as follows:

U.S. Copyright Office
101 Independence Ave. S.E.
Washington, D.C. 20559-6000

(202) 707-3000
HCPS COPYRIGHT POLICIES AND GUIDELINES

The Federal copyright law governs the duplication, distribution, use and display or performance of all copyrighted materials including printed matter, audiovisual materials, television programs, computer software and the Internet. Violation of the law can subject the violator to legal action by the copyright holder resulting in the levying of fines and/or compensatory damages. Nonprofit status or public ownership does not provide a haven from the law, and public schools are subject to its provisions just as other agencies and businesses. However, there are exemptions which provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as "FAIR USE." These exemptions, while helpful in facilitating instruction do not apply for non-instructional purposes, such as reward or motivation.

The Hillsborough County School Board has adopted the following policy regarding copyright:

A-49.1 The School Board of Hillsborough County recognizes the interests and rights of copyrighted holders as defined in Title 17 of the United States Code, and will neither authorize nor condone any violation of the Copyright Law by any employee of the Board.

A-49.2 All employees are responsible for adherence to district copyright guidelines describing permissible uses of copyrighted materials and for taking all reasonable precautions to prevent unlawful copying or use of unauthorized copies on school equipment.

A-49.3 It is the intent of the Board that its students shall be educated as to the legal and ethical issues raised by violation of the Copyright Law.

"Penalties and Liability for Infringement" (Taken from: Copyright for Schools: A Practical Guide, 2003)

Statutory fines range from $500 to $20,000 per infringement, with each individual work constituting a separate act of work infringed.

In 1992 the penalty for infringement of computer software copyright (commonly called "piracy") was raised to felony status, with fines up to $250,000

Most of the reported cases indicate that the classroom teacher or librarian is only the beginning in naming liable parties. Many suits go right up the chain of command, from librarian, to principal, to curriculum director, to superintendent to the board of education.

Authors, producers and publishers are increasingly aggressive about copyright enforcement....some producers require sales representatives or employees of subsidiaries to report observed copyright infringements as part of their job responsibilities. Some of these companies even offer rewards for violations reported....Others, sometimes called "bounty hunters," make a living reporting violators and collecting rewards.

How long is a work protected?

Works created on or after January 1, 1978, are protected for the life of the author plus 50 years; a proposed revision of the law would extend that time.

Public Domain: Works created over 75 or so years ago would likely have no protection under copyright (unless a new edition has been released).

Authors who do not wish to claim their right of copyright may donate their work to Public Domain.
COPYRIGHT LAW GUIDELINES (Taken from: Copyright for Schools: A Practical Guide, 2003)

"FAIR USE" provisions of the copyright law grant...(educational) users conditional rights to use or reproduce certain copyrighted materials as long as the reproduction or use of those materials meets defined guidelines. The following are some of the more frequent issues:

A. Print Guidelines:

DO'S:

Teachers MAY make and retain single copies of materials for purposes of research, teaching or preparation for teaching.

Teachers MAY make multiple copies for classroom use meeting the following:

1. ONLY one item per student (no "extra copies" are permitted).
2. Copies must be for a specific activity or discussion (not supplementary).
3. Each copy must have a notice of the copyright holder (i.e. Copyright 1997, Linworth Publishing Company).
4. Copies must be at the "inspiration" of the actual classroom teacher.
5. No more than 9 items may be copied in multiples per course during one class term.

Request permission in writing from the copyright holder for copying, if you know that a particular item will be used year to year or term to term.

Poems may be copied in entirety only if less than 250 words. Prose must be 2,500 words or less to be copied in entirety.

Prose that is longer may have only up to 1,000 words or 10% of its whole copied.

DON'TS:

Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. (Parts copied from different books should not be put together to create a whole work, i.e. different pieces of poetry into an anthology collection).

Do not copy more than three items from one periodical volume during one term.

Copying may NOT be done from works intended to be "consumable."

Copying shall not substitute for the purchase of books, reprints or periodicals. Neither can it be repeated with respect to the same item by the same teacher from term to term.

Graphics, once copied, may not be altered in any way. (Check guidelines for additional quantity restrictions.)
B. Audiovisual Materials

Viewing and Duplication Guidelines

DO'S:

Make sure that all audio-visual material shown to students is directly related to the curriculum, is presented face-to-face and is presented in an educational setting.

Be especially aware of film ratings.

Make sure that the audio-visual material is not being presented for entertainment or reward.

Make sure that the performance audio-visual materials are legally acquired.

Programs recorded off-air are considered to be legally acquired when recorded in compliance of the fair-use guidelines and shown within the retention time limits.

If a video recording is a rental, the teacher needs to use the video/DVD in compliance with the fair-use guidelines.

A video, etc., may be used for its lifetime. If it breaks or is damaged, a new one must be purchased.

DON'TS:

Do not show video recordings for entertainment or reward.

Do not make a copy of any video recording other than a personally created video production or a video recording previously cleared of copyright restrictions. (i.e. - you record a speaker who came to your class and you want to share a copy with another teacher or you received a recording from an agency granting reproduction rights.)

Do not copy commercially produced videos without copyright holder's written approval.

Do not copy off-air recordings unless it falls within its 10/45 fair use period. Also the copies are bound to the same time frame as the original. (A tape recorded on Sunday but duplicated on Tuesday is still bound to the Sunday 10-day performance / 45-day teacher review schedule.)

C. Recording from Broadcast Channels, Cable Or Satellite

DO'S:

The person at the point of use (the classroom teacher) is the one who must make the request for copying.

The duplication or copying must happen so closely to the date of anticipated use that one could not expect a response to a request for permission.

The recorded program may not be edited or altered from its original content.

Copies of all off-air recordings must include all copyright information, usually included in the credits at the end of the program.

Write the record date and source of program on all videos taped.

Many cable and satellite programs have extended taping rights. These may be obtained from publications such as Cable in the Classroom or Satellite TV. All other tapes must be used for classroom instruction within 10 days of taping teacher review within 45 days and erased after that.
D. Multimedia Presentations

Multimedia is considered to be a copyright infringement "nightmare". In creating a presentation the user is likely to deal with video, graphics, music and computer software. Each component carries its own guidelines. Some of the basics are:

Display:

Teachers may display their own works before classes, at conferences and workshops. They may retain the programs in portfolios for job interviews, evaluations and other similar uses up to two (2) years. Beyond the two-year window, permissions for EACH portion is required. Students may use their presentation in the class for which it was created. Students may maintain a portfolio for job interviews and college applications. (No retention time is noted.)

Quantity Limits:

Motion Media: up to 10 percent or three minutes, whichever is less

Text: Up to 10 percent or 1,000 words, whichever is less, of a novel, story, play or long poem. Short poems less than 250 words may be used in their entirety. Only three poems by one poet or five poems by different poets from an anthology may be used.

Music, lyrics, and music video: Up to 10 percent but not more than 30 seconds from a single work. If a video clip has music in the background and you can't separate the music from the visual, you will be restricted by the 30-second limitation for music.

Illustrations, cartoons and photographs: A work may be used in its entirety but only if no more than five (5) images from a single artist or photographer is used. In addition, if images are taken from a single collective work, no more than 10 percent or 15 images may be used.

Numerical data sets (computer databases or spreadsheets): Up to 10 percent or 2,500 fields or cells, whichever is less may be used from a copyrighted database.

E. Computer Software and Related Technology Guidelines

License vs. Copyright

While most software is copyrighted, the purchase and installation of software is governed by a license agreement. There are several types of license agreements:

Limited Site License: grant the purchaser the right to install or duplicate a specified number of copies (Site licenses are generally specified on purchase orders, hence are legal and binding contracts between the purchaser and the producer.)

Site License: Grants the purchaser the right to install the program on an unlimited number of computers.

Single-User Programs: purchase of one program allows installation on one (1) machine only. This includes any item from Windows or System 7 to actual programs such as Microsoft Works, etc. Violation of law occurs when more than installation is made. Making more than 10 installations or copies immediately raises the penalty for infringement to up to $250,000 in fines and up to five years in prison on felony charges.

Multiple Loading: A one diskette program may be used by the RAM on one computer then the diskette can be moved to additional units. When the computer is turned off, the program is not stored on the hard drive. This should be considered a violation of copyright unless specifically mentioned as an acceptable practice by the software company.

Network License: One copy of the software is licensed to allow multiple computers to share an installation.
F. Recommendations for Handling Computer Software:

Maintain copyright and license records on all programs in the building. If a site license or network copy was ordered, retain a copy of the purchase order as proof of contract. (This is currently maintained in the media center. It is therefore important that ALL SOFTWARE come through media for processing.) Make one archival copy of each program and store it. Do not use or circulate the archival copy. (The discs should be “write protected” prior to creating the duplicated installation copy.)

G. Computer Software Lending Policy

According to the law, an academic library may lend software to patrons with the understanding that every patron will abide by the legal requirements.

The media center maintains a collection of computer software that comes with a variety of licenses. Each piece is labeled according to guidelines.

**Multiple Users Licensed**: If this is noted, you may install the program on your computer after checking the number of allowable installations remaining and registering your installation by BPI number of computer.

**Single User Software**: If you check out a single user program, you may install it on your computer and retain the software on a checked-out basis until you have completed using the program. Upon return of the discs and documentation package, you must DELETE THE PROGRAM FROM YOUR HARD DRIVE.

**Lab Packs that Require Installation and run CD’s**: According to several software companies, if a startup installation is required and the use of a CD is mandatory to complete operation of the program, you may do the startup portion of the installation and allow it to remain on your computer. The CD from the lab pack will provide the licensed use control. DO NOT copy the CD to your hard drive.

Additional issues arising from the newer technologies include SCANNERS (consider these to be the same as photocopying) and SATELLITE AND DISTANCE LEARNING.

The media staff is obligated to adhere to all copyright guidelines.
H. Internet Student Use

Internet use by students should be for school-related assignments or activities only. School computers must not be used simply to surf the Internet, for playing games, or for reading e-mail.

Student Internet Access Guidelines

Internet access is coordinated through a complex association of government agencies and regional, state, and local networks. The operation of the Internet relies heavily on the proper conduct of the users who must adhere to strict guidelines.

(1) Acceptable Use - The use of telecommunications must be in support of educational goals and policies of Hillsborough County School Board. Use of other computing resources must be consistent with School Board policies. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secret.

(2) Privileges - The use of the Internet is not a right, but a privilege, and inappropriate or irresponsible use may result in cancellation of that privilege. Each individual who is permitted access directly will receive information pertaining to the proper use of the Internet.

(3) Responsible Use - You are expected to abide by the generally accepted rules of network etiquette. Be polite. Do not use vulgar or obscene language. Students should never reveal their private addresses or phone numbers or those of others. Adults should also exercise caution in revealing name and address information over the network. Electronic mail is not guaranteed to be private. Do not disrupt the network, the flow of data or other users.

(4) Warranties - The School District of Hillsborough County makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages you suffer including loss of data. The District will not be responsible for the accuracy or quality of information obtained through this Internet connection.

(5) Security - Security is a high priority. If you should identify a security problem, you must notify an administrator immediately. Do not show or identify the problem to others. Do not use another individual's account. Attempts to log on as another user will result in cancellation of privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

(6) Vandalism - Vandalism may result in cancellation of privileges. Vandalism is defined as the malicious attempt to harm or destroy the data of another user, the Internet, ... or other networks. This includes the creation of, or the uploading of, computer viruses on the Internet or the host site or disruption of data flow.

(7) Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to all users of the Internet. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of Florida and the United States of America.

(8) Bring Your Own Device (BYOD) – See teacher and student handbooks for district policies and guidelines.
V. Public Relations

PROMOTING THE MEDIA CENTER PROGRAM

Promoting media services for students and teachers needs to be an objective for all Hillsborough County media specialists. One method of achieving this goal is to provide a pamphlet, handbook, or web page outlining the usage and services of our media centers.

Please use the following information as you develop attractive pamphlets, handbooks, or web pages for the students and teachers of your school. Some items in the outline may not pertain to your individual school situation, while others may need elaboration. You may also find it helpful to change the order of some topics.

The student and teacher pamphlet, handbook or library media webpage should include:

STUDENT PAMPHLET, HANDBOOK OR WEBPAGE INFORMATION

1. Welcome statement

2. Individualized media center information

   a. Location of media center in relation to school (Some may wish to include a map.)

   b. Hours media center open to students (At the elementary level, this will be affected by "open" or "closed" policy.)

   c. Learning opportunities provided in the media center:

      1. Recreational reading
      2. Research
      3. Utilization of computers and telecommunications technology
      4. Studying
      5. Media production

   d. Personnel

      1. Media specialist(s)
      2. Secretary
      3. Students (assistants or library science students)
      4. Volunteers (may wish to name PTA Library chairman)

3. Media center etiquette (At the middle and high school level, one may wish to refer to the student handbook.)

4. Procedure for visiting the Media Center during the school day (Type of Pass)
   Example: Teacher must fill out individual passes with only one name per pass.

5. Materials available (may wish to list specific types)

   a. Print
   b. Non-print
   c. Electronic information sources
6. How to locate materials
   a. Catalogs, on-line
   b. Dewey Decimal System
   c. Floor plan

7. Check out and reserve procedures

Description of check out, renewal and reserve procedures, as well as policy for fines and lost or damaged materials:

   a. Print
      1 Number of books allowed and duration of loan
      2 Reference book checkout procedures
      3 Periodical procedures
   b. Non-print materials
   c. Technology

8. Services offered

   a. Library skills
   b. Reading guidance
   c. Research skills
   d. Bibliographies
   e. Group book talks
   f. Viewing
   g. Audio/video taping
   h. Presentation software production
   i. Daily newspaper and current periodicals
   j. Laminating
   k. Digital photography
   l. Coin-operated copier
   m. Computer research technologies
   n. Computer word processing
   o. Interlibrary loan
   p. Posters, banners, signs, lettering
   q. District online databases / Online research
   r. Scanning of Documents or Images
   s. Video production
   t. Multimedia/Computer production

9. Library Programs, Celebrations & Events

   a. National School Library Month
   b. Teen Read Week/Children's Book Week
   c. Book Fair and RIF Dates
   d. Special program dates
   e. Jim Harbin Award
   f. Intellectual Freedom Award
   g. Sunshine State Young Readers (Grades 3-8)
   h. Elementary and Middle School Battle of the Books
   i. Florida Teens Read (Grades 9-12)
   J. High School Reading Rumble
   K. FRA Books Program (Primary Grades)
   L. Fairy Tale Bowl
   M. Story Telling Festival
   N. Middle and High School Poetry Jam
TEACHER PAMPHLET, HANDBOOK OR WEBSITE OUTLINE:

1. Welcome statement

2. Location of media center in relation to rest of school

3. Hours
   a. Teacher
   b. Student
   c. Procedures
      1. Student passes (Teacher must fill out individual passes with only one name per pass.)
      2. Scheduling of classes
      3. Scheduling of groups

4. Personnel
   a. Media specialist
   b. Secretary
   c. Students (assistants or library science students)
   d. Volunteers

5. Types of materials
   a. Print (Includes book, e-books and online resources)
   b. Non-print

6. Location of materials and technology
   a. Floor plan of media center
   b. Print materials
      1. Books
      2. Reference (Includes online resources)
      3. Periodicals (Includes online resources)
      4. Newspapers (Includes online resources)
   c. Non-print materials
   d. Technology Workstations (computers, scanners, printers, digital camera, etc.)
   e. Online Public Access catalog Station

7. Check out and reserve procedures
   a. Print
      1. Books
      2. Reference materials
      3. Periodicals
      4. Professional
   b. Non-print
   c. Technology (equipment)
      1. Daily
      2. Long-term
8. In school services available

a. Class orientation
   1. Library/reference/research skills
   2. Computer training
   3. Book talks
   4. Reading guidance
   5. Special programs
   6. Book fairs
   7. Contests
   8. S presentations, etc.

b. Teacher orientation
   1. Requests for preview
   2. Curriculum planning and enrichment
   3. Transparency productions
   4. Laminating
   5. Copy stand photography
   6. Computer training
   7. Lettering
   8. Poster maker
   9. Online research training
   10. Still video photography
   11. Video production
   12. Multimedia/computer production

c. Student and / or teacher orientation
   1. Bibliographies
   2. Video/audio taping and duplicating copyright free material
   3. Audiovisual and production equipment usage and training
   4. Presentation Software

9. District services available

a. Technology training
b. Graphic arts

t. Library programs, Celebrations and Events

a. National School Library Month
b. Teen Read Week/Children's Book Week
c. Book Fair and RID Dates
d. Special program dates
e. Jim Harbin Award
f. Intellectual Freedom Award
g. Sunshine State Young Readers (Grades 3-8)
h. Elementary and Middle School Battle of the Books
i. Florida Teens Read
j. Middle and High School Poetry Jams
k. FRA Books Program (Primary Grades)
l. Fairy Tale Bowl
m. Story Telling Festival
n. High School Reading Rumble
NEWSLETTERS

Newsletters are excellent means of communicating with administration, teachers, students, and parents. Newsletters may be released at whatever frequency suits the needs of that media center (monthly, quarterly, each semester, for example). Software programs that can be used to produce newsletters (and other promotional materials as well) are:

Microsoft Office Publisher and Microsoft Word.

Publisher will produce the most professional looking newsletters and is easy for beginners to use. A sample media center newsletter follows:

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**Gaither Media News**

What's new in your Media Center

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**New online subscription boosts research resources**

Students now have an excellent online reference resource available for their use in the Media Center or from any Internet connected computer, thanks to a recently acquired subscription to the Gale Group’s Student Reference Collection. The collection is designed for high school students with access to a multitude of indexed and full-text magazines, newspapers, and reference books for information on current events, the arts, literature, science, popular culture, health, people, government, history, sports and more. There is also an integrated dictionary users can access while conducting research.

Faculty will also benefit from the service, which includes a database of articles from professional journals related to all subject areas in the teaching profession. Even more information can be obtained from the Student Resource Center, which contains thousands of curriculum-based documents, biographies, topical essays, background information, critical analysis, full-text coverage of over 450 magazine, newspapers, over 20,000 photographs and illustrations. Spanish speaking very well enjoy iSource, a collection of full-text magazine articles from 1998 to the present written in Spanish. The articles focus on issues and interests pertinent to Hispanic cultures. The OAE resources can be accessed by going to http://apps.sylvacareer.com/firstgovcareer.career.

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**Focus on...**

**Worthy Web sites**

**FirstGov**

This site is the official U.S. Government portal to 30 million pages of government information, services, and online transactions. It offers a powerful search engine that searches every word of every U.S. government document. FirstGov.gov also allows searches by using the topic index, online transactions, links to state and local government options to contact your government, and many other useful tools.

**How Stuff Works**

http://www.howstuffworks.com/

A worthy online destination for anyone who wants to know how anything works! This site contains a lot of very useful information, and some excellent graphics, but many users may find the banner ads somewhat distracting.

**The Nine Planets**

http://eddc.dep.arizona.edu/nineplanets/

An outstanding overview of the history, mythology, and current scientific knowledge of each of the planets and moons in our solar system. Each page has text and images, some have sounds and movies. Most provide references to additional related information. The impressive photographs alone make this site worth a visit.

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Focus on...

New Media

Books, books, and more books...

The Reading Counts! Program used in the Media Center received a healthy boost this school year. Over 300 new books are now available for students to read. The program encourages students to read a book of their interest, and then take a quiz on computers in the Media Center.

Teachers working to incorporate the program into their curricula may do so by requesting their students to bring their quiz grade report to them so the grade can be recorded.

If the quiz is passed, students not only get positive feedback from the computer, they get a coupon that can be collected and traded in for prizes. Prizes may be restaurant, music, and bookstore gift certificates, T-shirts, or other apparel, popular books and magazines, and (of course) candy.

...And some great new videos too!

The Media Center keeps a collection of curriculum-based video for use in the classroom by teachers.

Every academic field is represented, and requests for specific titles may be made to the media specialists.

Some of the newest titles are:

- Students and Teens Against Drunk Driving
- Teen Drug Use
- Depression/Anxiety
- Street Smart/Circle of Violence
- IEP & ITP
- Our Smoking Video

Media Center subscribes to new magazine titles

The new school year brings a host of new magazine subscriptions for students and staff.

"Many of our titles are curriculum-based and are specifically requested by teachers," said Pat Chew, media department head.

"But with the emphasis on reading that has come in the last year or two, we also want to have some titles which students will want to read when they visit the Media Center and have some spare time."

Magazines are now displayed in the new racks near the front sitting area of the Media Center. Current subscriptions include:

- Art News
- Bricks
- Consumer Reports
- Ebony
- Good Housekeeping
- Harper's Bazaar
- House Beautiful
- Inc. (Business interests)
- National Geographic
- O (Oprah) Magazine
- People
- Prevention
- Psychology Today
- Redbook
- Roll
- Seventeen
- Shape Magazine
- Sports Illustrated
- Tampa Bay Magazine
- Teen
- Time
- Vogue

The Tampa Tribune and The St. Petersburg Times are also available daily in the Media Center.
MEDIA CENTER VOLUNTEERS

Volunteer Application and Time Log

It is good practice to have some general information on your media center volunteers, such as name, address, phone number, etc. in the event you need to contact them. Additionally, each media center should keep a record of the times volunteers work and tally the total for each month of the school year. This information not only helps you plan and organize your support staff activity, but is often requested by your administration as they tally the total number of volunteers and hours for a school-wide report to the district.

A sample of each document can be found here:

Volunteer Application Form

Record of Volunteer Hours Served

MEDIA SPECIALIST ADMINISTRATIVE REPORTS

As it is essential for school administrative staff to be conscious of the vital services and activities offered by the media program, communication with administrators via written activity reports and media program statistics (number of classes visiting the media center, computer usage, etc.) is very important. Links to the Elementary Media Monthly Report and the Secondary Quarterly Media Report are located below.


Secondary Quarterly Media Report - http://www2.sdhc.k12.fl.us/LibraryMedia/indexSiteAdmin.asp

DISTRICT MEDIA CENTER Student AND FACULTY SURVEYS

It is recommended that each year a survey be conducted for both your students and teachers. One of the major objectives is to determine strengths and weaknesses of the media program; thereby permitting the media specialist to better develop and plan effective programs that can meet the needs of their clientele.

Elementary Student-Staff Survey - http://www.sdhc.k12.fl.us/mediasurveyelementary/

Elementary Survey Results - http://www.sdhc.k12.fl.us/mediasurveyelementary/admin/

Secondary Student-Staff Survey - http://www.sdhc.k12.fl.us/mediasurveysecondary

Secondary Survey Results - http://www.sdhc.k12.fl.us/mediasurveysecondary/admin
VI. Special Events Topics

BOOK FAIRS

Guidelines for Running a Book Fair

A. Before planning your Book Fair, get approval from your principal.

B. There are two types of Book Fairs.

   1. One type selects the books for you to sell.

   2. Another type allows you to choose the books you want to sell.

   Commissions vary with the different companies.

C. Because a Book Fair is not considered a fund raising activity, it is not necessary to fill out Form SB 22800 (Agreement for School Activity.) This is true regardless of who is running the Book Fair – the media specialist, the PTA, or the classroom teacher.

D. Contact the company you want to deal with and set up a date for the Book Fair.

E. Enlist volunteers to help monitor the books on display and to collect monies.

F. Arrange a secure area for the displays. The books should be in a confined area where only one exit is available.

G. Arrange publicity for the Fair – e.g., a newsletter to the parents, posters, intercom announcements, etc.

H. Set up a schedule of classes with your teachers – one session for viewing and another for choosing and buying.

I. Get a sales-tax chart and post where you collect the monies. Some companies will send you these.

J. Secure an adding machine if possible. It makes daily tallies easier.

K. Make arrangements with your bookkeeper or secretary concerning the best time to turn in the money each day.

L. The book fair company will inform you how they want to receive their payment.

M. Procedures for Collecting Book Fair Monies (Information Provided by the District Business Office)

   a. All funds collected should then be remitted intact (before expenses) to the bookkeeper on a daily basis.

   b. The funds should be counted by the media specialist in the presence of a second verifier and then counted by the second verifier in the presence of the media specialist before remitting to the bookkeeper.
c. **Media Specialist**: Using the monies collected form.

1. Fill in all header information.

2. Using the lines, list the breakdown of the total collections by denomination.
   - Twenties
   - Tens
   - Fives
   - Ones
   - Quarters
   - Dimes
   - Nickels
   - Pennies
   - Checks and Money Orders

3. Fill in footer information.
   - Total of collection
   - Signature of media specialist and second verifier

4. Funds must be remitted daily to the bookkeeper and officially receipted.

d. **Bookkeeper:**

1. Check the monies collected form to be sure all areas have been completed.

2. With an adding machine prepare a tape by totaling the amounts on each line. Repeat this process with the cash, checks and money orders. Save this tape.


4. Official Receipt has been printed and you will complete the following steps.
   - Sign original receipt.
   - Complete bookkeeper portion of monies collected form.
   - Enter in total amount receipted.
   - Enter in OR number as cross reference.
   - Sign and date form.
AUTHOR OR OTHER GUEST SPEAKER VISITS IN THE MEDIA CENTER

Guidelines – Guest Speakers in Our Schools (District Memo to Principals March 12, 2012)

This district has reviewed its practices regarding guest speakers with the goal of supporting instruction and helping teachers and school principals in identifying appropriate speakers.

Guest speakers may be used as an extension of the district’s curriculums and the state standards. As with any lessons, teachers should carefully consider whether a guest speaker has the appropriate experience and/or credentials necessary to promote a scholarly discussion of the topic being considered. Speakers should be used to educate and inform, not advocate. Therefore, representatives of advocacy groups should not be considered appropriate.

The following guidelines are intended to assist teachers and principals to make confident and appropriate choices of guest speakers:

- The district instructional division will act as a resource for teachers and will be prepared to recommend speakers as well as the subject for which they would be appropriate speakers.
- Teachers will provide their principals with the name, credentials, and subject matter when they plan to schedule a guest speaker.
- Teachers will work with guest speakers to establish an outline of the speaker’s presentation: including the teacher’s desired outcomes of the presentation and its alignment with the state standards and course curriculum.

Tapping into the resources of our community enhances the educational experiences of our students and enables teachers to bring lessons alive with guests who possess valuable knowledge, skills, or experiences.

The above guidelines apply to all visits whether in person or via the Internet.

1. SERVE Guest Speakers

   A. Guest speakers obtained through SERVE have registered with this organization and have undergone a background check.

   B. Contact your school’s SERVE representative to schedule a guest speaker from SERVE.

2. Free Authors or Other Guest Speaker Visits

   A. Free Author Visits without Book Sales
      1. Follow the Guest Speakers in Our Schools District Guidelines
      2. Since the author is not charging, it is not necessary to meet the requirements for the Jessica Lunsford Act. However, a media specialist or administrator should be present at all times when the author is with students.

   B. Free Author Visits with Required or Optional Book Sales
      1. Follow the Guest Speakers in Our Schools District Guidelines
      2. Since the author is not charging, it is not necessary to meet the requirements for the Jessica Lunsford Act. However, a media specialist or administrator should be present at all times when the author is with students.
      3. If the school is going to purchase books from the author using district funds, including library internal funds, the author needs to register as a vendor in Lawson.
      4. If the PTA is going to purchase books from the author, the vendor does not need to register as a vendor in Lawson.
      5. If students are going to purchase books, complete an Agreement for School Activity Form at least 4 weeks prior to the author’s visit. Money should be collected by the author for each purchase and not by the school. Also, ask your principal for permission to advertise and sell the books at the author’s presentation.
3. Paid Author or Other Guest Visits

A. Author or Guest Visits Paid by PTA Funds
   1. Follow the Guest Speakers in Our Schools District Guidelines
   2. Since PTA funds are being used to pay for the visit, it is not necessary to meet the Jessica Lunsford Act requirements. However, a media specialist or administrator should be present at all times when the author is with students.
   3. It is not necessary to complete an ISA (Internal Service Agreement).
   4. PTA may write checks directly to the author to pay for the visit.
   5. If the school is going to purchase books from the author using district funds, including library internal funds, the author needs to register as a vendor in Lawson.
   6. If the PTA is going to purchase books from the author, the vendor does not need to register as a vendor in Lawson.
   7. If students are going to purchase books, complete an Agreement for School Activity Form at least 4 weeks prior to the author’s visit. Money should be collected by the author for each purchase and not by any school staff member. Also, ask your principal for permission to advertise and sell the books at the author’s presentation.

B. Author or Guest Visits Paid from School or District Funds (Including Internal Accounts)
   1. Follow the Guest speakers in Our School Guidelines
   2. Meet the requirements of the Jessica Lunsford Act. A media specialist or administrator should be present at all times when the author is with students.
   3. Author must first register as a vendor with the district so you can create ISA.
   4. Create an ISA (Internal Service Agreement) to pay the author.
   5. If the school is going to purchase books from the author using district funds, including library internal funds, the author needs to register as a vendor in Lawson.
   6. If the PTA is going to purchase books from the author, the vendor does not need to register as a vendor in Lawson.
   7. If students are going to purchase books, complete an Agreement for School Activity Form at least 4 weeks prior to the author’s visit. Money should be collected by the author for each purchase and not by any school staff member. Also, ask your principal for permission to advertise and sell the books at the author’s presentation.
THE JIM HARBIN STUDENT MEDIA FESTIVAL

The Jim Harbin Student Media Festival is a competition designed to encourage students to communicate through media production and to recognize and reward outstanding presentations. It is open to students in grades K-12 and college. Entries are divided into five grade classifications (K-2, 3-5, 6-8, 9-12, and post-secondary), and competition is between entries of the same medium within that age group.

The Hillsborough Association of School Library Media Specialists (HASLMS) annually sponsors the county-level competition. The committee responsible for coordinating the contest notifies all schools of deadline dates, rules and regulations. The county competition is held in April/May. All entrants receive a certificate, and winners receive a trophy.

First-place county winners advance to the Region 4 competition in May. Regional first-place winners advance to state-level competition in June. An award ceremony is held at the Florida Association of Media Educators (FAME) conference in the fall for all state winners. First-place state winners are eligible to compete at the international-level competition, sponsored by AECT.

Categories for the competition (which are subject to change each year) are Animation, Comedy, Documentary, Drama, Instructional, Music Video, News and PSA.

Any copyrighted material used must be cleared with the producer. Written documentation is required. Scripts must be original. Documentation must be provided for all audio and visual copyrighted materials and releases obtained where appropriate. Copyright documentation means the student producer(s) have received written permission for unrestricted use of the music and/or visuals. The term visuals refer to either still prints or video.
RECOGNITIONS AND CELEBRATIONS

Teen Read Week - October (approx. 2nd week) For PR materials visit the Teen Read Web Site:
http://www.ala.org/teenread

Read Across America Day - March 2 (Dr. Seuss's Birthday) Additional information and ideas are available at:
http://www.nea.org/readacross

Great American Read In - (Middle of Reads Week) One day during the third week of April is set aside to demonstrate that everyone should be involved in reading. Inviting leaders, celebrities, etc. into your school to participate and read to students is encouraged. Packets are made available to media specialists for publicizing the events

National School Library Media Month - April

National Library Week - April, third week

Florida School Library Media Week
April, third week In recognition of the importance of school library media centers, the 1984 Annual Conference of the American Library Association (ALA) passed a resolution establishing the month of April as School Library Media Month. The third week in April is National Library Week, and, by proclamation of the governor of the state of Florida, is also observed in Florida as School Library Media Week. The Florida Association of Media in Education (FAME) supports this event annually and encourages all school library media centers to plan special activities to create a general awareness of the school library media center’s role in providing a better educational environment.

A special presentation is made to the Hillsborough County School Board at an April meeting, and media specialists are encouraged to attend.

DISTRICT READING PROGRAMS

Elementary Fairy Tale Bowl
Primary students read selected fairy tales and then participate in a lively and fun competition.

Elementary School Battle-of-the-Books (May)
Fourth grade students read the newest 15 Elementary Sunshine State Young Reader Books during the school year and then participate in school level battles to attend the District Elementary Battle of the Books. The winning team from each elementary school is selected to attend the district battle to complete for an area championship.

Middle School Battle-of-the-Books (May)
Sixth through eighth grade students read the newest 15 middle school Sunshine State Young Reader Books during the school year and then compete to be selected for their school’s battle team. One battle team from each middle school attends the district middle school battle to compete for the district championship.

Middle School Poetry Jam (Dec.)
Middle school students attend a district level jam where they learn about spoken word poetry and then are given the opportunity to write and perform their own poems before their peers.

High School Poetry School Level Jams (Oct. – Dec.)
During the fall of each year, a local poet is invited to host a spoken word poetry jam at each participating high schools. Students are instructed in how to write spoken word poetry. Then given the opportunity to write and perform their original poem before their peers at the jam.

High School Reading Rumble (May)
9th through 12th grade students read the 15 Florida Teens Read books during the school year and then compete to be selected for their school’s rumble team. One rumble team from each high school attends the district high school Reading Rumble to complete for the district championship.
TAMPA – HILLSBOROUGH COUNTY STORY TELLING FESTIVAL

The Tampa-Hillsborough County Public Library sponsors an annual storytelling festival every year during April. The event involves hundreds of children gathering to tell stories. The festivities include strolling balladeers, puppeteers, mimes, music and story book characters. An acclaimed feature storyteller, as well as professional and semi-professional storytellers are present.

If you or your students would like to be a part of the festival and need to know where to start, go to the festival web site at http://www.tampastory.org

FLORIDA READING ASSOCIATION CHILDREN BOOK AWARD PROGRAM

The Florida Reading Association Children's Book Award program encourages young children, Pre-Kindergarten through Second Grade, to become enthusiastic about books by soliciting their opinion of the Children's Book Award titles. Each year a state committee selects eight titles for the Children's Book Award from those submitted. The books selected must have been copyrighted within the last five years and currently in print. Once students have heard or read the books their votes will be tallied and included in the state vote in April.

SUNSHINE STATE YOUNG READERS AWARD

The Sunshine State Young Reader's Awards are presented annually to the authors of the books voted as most outstanding by students in grades three through eight in participating Florida schools. The presentation of the awards, sponsored by the Florida Association for Media in Education (FAME) and the School Library Media Services Office of the Florida Department of Education, culminates each year's statewide reading motivation program designed to introduce children and young people to noteworthy literature.

The award program is administered by the FAME Sunshine State Young Reader's Award Committee. The committee seeks nominations of outstanding works of literature for children and young people from school library media specialists to comprise the reading lists for each school year. Teachers and students may make nominations through their library media specialists. All nominations received by the committee are given consideration. All the books are read by persons involved in the selection process, and the final lists are compiled

The authors who receive the highest number of votes in each grade category, 3-5 and 6-8, in the statewide balloting by students eligible to vote will be declared the winners of the Sunshine State Young Reader's Award for the year. The authors of the winning books will be invited to the annual conference of the Florida Association for Media in Education to receive award recognition and bookends engraved with the award seal. The books receiving the second and third highest number of votes will be recognized as Honor Books. All schools that participate in the award program will receive a certificate of appreciation and seals to attach to the award-winning books.

FLORIDA TEENS READ PROGRAM

The Florida Teens Read Program is sponsored annually by the Florida Association for Media in Education (FAME) to encourage Florida teens to read enjoyable, quality literature that will stimulate imagination, awaken curiosity, and expand horizons, enhance verbal fluency, and foster critical thinking and a lifelong love for reading and learning.
VII. Support Services

LIBRARY MEDIA SERVICES DEPARTMENT

The Library Media Services Department is a part of the Curriculum & Instruction Division. The department is made up of three smaller departments: Library Media Services K-5, Library Media Services 6-12 and Library Technical Services.

A. Library Media Services Staff Directory

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE &amp; DEPARTMENT</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Milburn</td>
<td>Supervisor, Library Media Services K-5</td>
<td>840-7049</td>
</tr>
<tr>
<td>Christine Van Brunt</td>
<td>Supervisor, Library Media Services 6-12</td>
<td>840-7020</td>
</tr>
<tr>
<td></td>
<td>Clerk III, Library Media Services K-5</td>
<td>840-7037</td>
</tr>
<tr>
<td>Marilyn Allen</td>
<td>Secretary III, Library Media Services 6-12</td>
<td>840-7020</td>
</tr>
<tr>
<td>Lisa Weaver</td>
<td>Accounting Clerk II, Library Technical Services</td>
<td>840-7050</td>
</tr>
<tr>
<td>Hope Bolton</td>
<td>Data Prep Operator II, Library Technical Services</td>
<td>840-7041</td>
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<tr>
<td>Ora Williams</td>
<td>Clerk III, Library Technical Services</td>
<td>840-7042</td>
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<tr>
<td>Penny Mayo</td>
<td>Clerk III, Library Technical Services</td>
<td>840-7043</td>
</tr>
<tr>
<td>Ed Bradley</td>
<td>Systems Analyst</td>
<td>840-7044</td>
</tr>
<tr>
<td>Michael Porter</td>
<td>Warehouse Manager, Library Technical Services</td>
<td>840-7040</td>
</tr>
<tr>
<td>Fax</td>
<td>Fax number</td>
<td>840-7045</td>
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</tbody>
</table>
DISTRICT PROVIDED SERVICES

A. Technology Repair
Supervisor - Pablo Penabade
Phone - 872-5261 X404

The Technology Repair Department handles repair of copiers, fax machines, televisions, book detection systems, scanners, camcorders, laminators, tape recorders, language labs, overhead projectors, and related video and audio products.

**Maintenance may be requested through the online maintenance request system if you have authorization from your principal to use it. For questions, call the above number.**

*Technology repair will contact 3M or Checkpoint to repair broken book detection systems. The school is NOT responsible for the bill. If 3M feels they have to leave the bill with you, accept it and send it to your supervisor.*

**Assorted Equipment Needs and Repair concerns** - For repair of items not included in this section, please contact your District Media Supervisor for further information.

B. CCTV / LAN
Supervisor - Steve Custer
Phone - 872-5261

This department is responsible for the installation and repair of closed-circuit television (CCTV) systems throughout the school and in TV production studios and local-area networks (LAN) for computers.

C. Technology Customer Service & Support
Sharon Zulli - Manager
Help Desk - 744-6673

Questions on mainframe applications, the student information system, district computer hardware and software support, hardware standards, local area networking (LAN) issues, as well as district-wide licensure of software may be called in to this department.

**Technology Specialists - Tier III Support**
Ken Fiallos, Art Mickelson and Chris Amato and Bill Wang
Phone - 744-6673

Centralized management and high-end support of network resources including servers, workstations, Ethernet equipment and LAN-based technology.

**District Administrative Resource Technology Teachers**
Melinda Richwine - Elementary - Technology DRT - 272-4703 ext. 394
Steve Newhouse - Middle School - Technology DRT - 272-4703
Michael Lindow - High School - Technology DRT - 272-4703

The Technology DRT for each level provides technology training and support to teachers and administrators.

E. Centralized Printing
Manager - Oswaldo Ordaz
Phone - 740-3862

Located at the Central Warehouse, the department offers the district the services of a commercial printer. Services include: professional offset printing from 25 copies to 100,000 or more, on sheet sizes from 3' x 5' to 11' x 17', on white paper or colored paper, card stock of different weights and NCR carbonless multiple copy paper. Possible products include forms pamphlets, flyers, booklets, bulletins, manuals, workbooks, and posters. Other services available include folding, stapling, collating, binding perforating, hole punching, and shrink-wrapping. There is a charge for these services.
The Graphic Arts staff is part of the Centralized Printing Department. The media production staff is available to produce an extremely wide variety of materials for you. No copyrighted materials can be duplicated or reproduced without clearance from the copyright holder. Such clearance, in writing, must be submitted with the materials to be copied. There is a charge for these services.

a. **Graphic Arts: Creative Layouts** - Two artists are available to professionally create original posters, book covers, transparencies, diagrams, simple maps, etc. An extensive file of clip art is available to copy for reproduction, or to assist in creating ideas. A charge for materials is made for the use of each item of art. Teachers may come into the art department and browse through these files. Often, seeing these various items will help crystallize a graphic idea, or trigger many new ones. Call for pricing.

b. **Lamination** - Materials of 18”, 24” and up to 48” wide can be laminated. Call for pricing.

c. **Lettering Machines** - The Ellison Die Cut Machine is available on a self-serve basis. Bring your own materials (paper, poster board) and there is no charge for the use of this device. Several letter styles and sizes as well as popular shapes are in stock.

The Kroy and the Merlin lettering system both generate a strip of clear tape with black letters which can be adhered to paper, board, etc. to create labels, titles, etc. A charge is made for supplies used. Call for pricing.

d. **Postermaker** converts an 8 ½” x 11” black and white into a 24” x 33” or 12” x 16” poster on either white, blue or yellow thermal paper. A charge is made for supplies used. Call for pricing.

G. **Multi-Media Production**  
Joe Keesling and Chad Lazzara  
Phone - 840-7072  
This department creates instructional, professional development and public relations videos for the school district.

H. **District E-mail Services**  
Asst Manager - Paula Romano  
Phone - 840-7061  
This department manages IDEAS, the district email program.

I. **Video Duplication Services**  
Jacci McCloud  
Phone - 840-7069  
This department duplicates DVD recordings for schools and district level projects.

J. **Web Services**  
Gregory Hart - Supervisor  
Phone - 840-7047  
This department creates, manages and supports district website.

Leah Williamson – Web Support  
Twila VanBrunt – Web Design

K. **Logistic Operations (Central Warehouse)**  
Jim Dieringer - Logistics Coordinator  
Phone - 744-8260  
The warehouse provides for the removal of obsolete/ discarded books and non-DSB/BPI asset software.  
Please e-mail warehouse.dept in IDEAS to set up a pick up at your school.

The warehouse will also supply boxes to pack library books and materials for renovations. Email warehouse.dept to request boxes.
NON-DISTRICT PROVIDED SERVICES

A. Hillsborough County Public Library Cooperative

Information Gateway -- An outstanding source of information provided by the Hillsborough County Public Library Cooperative, including access to premium online database subscriptions. Users must have a Hillsborough County Public Library card to use most of these services.

B. University of South Florida Library

The USF Library provides access to catalogs, databases and gateway services of the libraries of the State University System of Florida. Due to licensing agreements, however, remote access to some of these electronic resources is only available to currently enrolled USF students, faculty and staff.

C. Florida Electronic Library

The Florida Electronic Library is a collection of databases students in grades K-12, as well as adults, can use to research a variety of subjects. A public library card is needed to complete a search.
I. **Challenged Materials Forms**
   a. Initial Response to Complainant
   b. Request for Consideration of Materials
   c. School Board Policy – Selection of Instructional Materials
   d. Acknowledgement of completed Request to Complainant
   e. Notice to Educational media Materials committee
   f. Check list for Educational Media Materials Committee
   g. Letter to Complainant After Decision by Committee
   h. Final Decision Report of Education Media Materials Committee

II. **Educational Media Materials Confirmation Form**

III. **Video Viewing Forms**
   a. Elementary Video Viewing Guidelines
   b. Elementary Permission to View Materials Rated PG
   c. MS-HS Lesson Planning Guide for Rated Materials
   d. MS-HS Permission to View PG13 or R Rated Material

IV. **Volunteer Forms**
   a. Volunteer Application Form
   b. Registration and Record of Volunteer Hours Served
INITIAL RESPONSE TO COMPLAINANT

Date

(Name of Complainant)
(Address of Complainant)

Dear (Complainant):

I have been informed of your concern about the media resource entitled:

School District of Hillsborough County outlines the procedures for addressing these concerns. As a media specialist and chair of the School Media Resources Committee, I am responsible for coordinating the review of any challenged materials.

The Committee will convene to review the questioned material when we receive from you, a completed copy of the enclosed Request for Reconsideration of School Materials form.

Enclosed also, for your information, is a copy of the School District of Hillsborough County Materials Selection Policies. Thank you for your prompt reply. I will be communicating with you at a later date.

Sincerely,

Media Specialist

enclosed:
Request for Reconsideration of School Materials

Date: __________________________________________

School: ______________________________________________________

Title of Material: _______________________________________________

Author or Producer: _____________________________________________

Source of material: _____________________________________________

Complainant Name: ____________________________________________

Home Telephone: ___________________________ Cell Phone: ____________

Address: ______________________________________________________

City: _______________ State: _______________ Zip: ____________

Do you represent an organization? _____________ Yes ______________ No

Name of the organization: _________________________________________

This completed form constitutes the only documentary basis for reconsideration of the cited material. Please answer each question as fully as possible so that your views may be adequately understood by the reviewing committee.

1. What brought this item to your attention (reviews, lists, word of mouth, etc.)?

2. State specific objections:
3. Quote objectionable portions/passages and give locations (Attach pages if necessary):

4. Are you familiar with the author?

5. Are you aware of the judgment of this work by professional critics?

6. What do you believe is the theme or purpose of this work?

7. For what age group would you recommend this material?

8. What materials would you recommend as a substitute?

I understand that in order for my complaint to be considered, I must have read or reviewed the material in its entirety.

Signature of Complainant:
The School Board of Hillsborough County By laws & Policies

2520 - SELECTION OF INSTRUCTIONAL MATERIALS

The Board shall provide instructional materials, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative procedures for the selection and maintenance of all educational and instructional materials.

F.S. 1006.28, 1006.34
ACKNOWLEDGMENT OF COMPLETED COMPLAINT REQUEST TO COMPLAINANT

Date ___________________________

(Name and address of complainant)

Dear (Complainant):

I have received your completed Request for Reconsideration of School Materials form for the item entitled:

The School District of Hillsborough County Selection Policy now directs me to convene the Educational Media Materials Committee.

Each Committee member will review the material in its entirety and make a decision. The principal will then report the Committee's decision to you in writing within 30 calendar days.

If you have any further questions, please contact me at: (phone number and email address)

Sincerely,

Media Specialist
Notice to Educational Media Materials Committee

Date:

Challenged Material Title:

(Name of Committee Member)

(Address of Committee Member)

Dear:

The material entitled ____________________________________________________________

at (school name) _____________________________ has been challenged.

The Hillsborough County Public Schools Selection Policy directs me to convene the Educational
Media Materials Committee to review the challenged material. The first meeting will be held on:

Date:

Time:

Location:

As a Committee member, you will need to review the material in its entirety before our final
meeting and complete the attached checklist. I have enclosed a copy of the School District of
Hillsborough County Selection Policy to assist you.

Thank you for serving on this vital Committee.

Sincerely,

Media Specialist

encl.
CHECKLIST FOR EDUCATIONAL MEDIA MATERIALS COMMITTEE

Title ____________________________________________________________

Author _________________________________________________________

Type of Material ________________________________________________

_____ Fiction _____ Non-Fiction    N/A _____

A. PURPOSE

1. What is the overall purpose of the material?

2. Is the purpose accomplished?

    _____ Yes  _____ No

B. AUTHENTICITY

1. Is the material authored or otherwise sourced?

    _____ Yes  _____ No

2. Does the subject matter of the material require it to be current and timely?

    _____ Yes  _____ No

    If so, does this material meet this requirement?

    _____ Yes  _____ No

3. If applicable, are information sources well documented?

    _____ Yes  _____ No  ____NA

4. If applicable, are translations and retellings faithful to the original?

    _____ Yes  _____ No  ____NA
C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the curriculum, and/or student independent reading?
   ______ Yes ______ No

2. Is the text appropriate to the subject and age levels?
   ______ Yes ______ No

3. Are the illustrations appropriate to the subject and age levels?
   ______ Yes ______ No
D. NONFICTION CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?
   _____ Yes _____ No

2. Does this material present information not otherwise available?
   _____ Yes _____ No

3. Does this material give a new dimension or direction to its subject?
   _____ Yes _____ No

4. Does the material give a realistic picture of life as it is now?
   _____ Yes _____ No

5. Is factual information presented accurately?
   _____ Yes _____ No

6. Are concepts presented appropriate to the ability and maturity of the potential reader?
   _____ Yes _____ No

7. Is there a preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for the intended audience?
   _____ Yes _____ No

8. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for the intended audience?
   _____ Yes _____ No

9. Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?
   _____ Yes _____ No

10. Is the material well written or produced?
    _____ Yes _____ No
D. FICTION CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?
   _____ Yes _____ No

2. Does this material give a new dimension or direction to its genre?
   _____Yes _____ No

3. If factual information is part of the story, is it presented accurately?
   _____ Yes _____ No _____NA

4. Are concepts presented appropriate to the ability and maturity of the potential reader?
   _____ Yes _____ No

5. Do characters speak in a language true to the period and section of the country in which they live?
   _____ Yes _____ No _____NA

6. Is there a preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for the intended audience?
   _____ Yes _____ No

7. If there is use of offensive language, is it appropriate to the purpose of the text for the intended audience?
   _____ Yes _____ No _____NA

8. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for the intended audience?
   _____ Yes _____ No _____NA

9. Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in an adverse way?
   _____Yes _____ No _____NA

10. Is the material well written or produced?
    _____ Yes _____ No
Date:  
(Name of Complainant)  
(Address of Complainant)  

Dear  
The Educational Media Materials Committee has reviewed (Name of Material), which you challenged on (date).  

After careful consideration and discussion, the Committee has reached a decision. A copy of the report is enclosed. We appreciate your right as a parent to restrict or question any material your child reads, listens to, or views.  

It is never the intention of the school system to provide students with learning experiences or activities which are in conflict with the values of their parents. For this reason we encourage your child to choose other materials from our selection. Thank you for your involvement. It is through a cooperative effort between the school and the parent that the most effective learning conditions can be obtained.  

Sincerely,  

Principal
(THIS REPORT TO BE SENT ON SCHOOL LETTERHEAD)

FINAL DECISION REPORT OF EDUCATIONAL MEDIA MATERIALS COMMITTEE

Date:

To: (Principal)

From: (Media Specialist Name and Title)

Title of challenged material:

Date request for Reconsideration Form received:

Date of Committee meeting:

Final Decision of the Committee:

Rationale:

Committee Members present:
(List name and position of each committee member below)

Examples: Judy Smith, Parent, J B High School
          Tom Brown, Teacher, J B High School
          Don Sloan, Assistant Principal, J B High School
          Sue Mays, Community, East Branch Public Library
Date:

Name Committee Member

Address of Committee Member

Dear (Name of Committee Member):

Thank you for accepting our invitation to participate as a member of our 200_–200_ (Name of School) Educational Media Materials Committee.

One primary function of our Committee is to evaluate and advise on policies, procedures, uses and services offered by our school Media Center. OPTIONAL: With this goal in mind, we would like to conduct an initial meeting to be held in the Media Center on date at time. Your continued contact and input beyond our meetings is valued. Please feel free to visit us at any time.

Another task of this Committee is to help evaluate books or materials that might be challenged. Though not a common occurrence, should any media materials be challenged, your review and opinion of the title(s) in question would be requested.

We are looking forward to an exciting year and hope you will assist us in establishing the kind of Media Center that will be an asset to the school's students, faculty, and community.

Sincerely,

Media Specialist
Elementary Video Viewing Guidelines and Permission

According to federal copyright laws, videos may be shown in school only for instructional purposes. Violating these laws could have legal ramifications.

Segments of videos may only be viewed with approval by the school administration. Permission from the parent/guardian is requested for videos rated PG. This completed form must be turned in to the principal at least two weeks prior to viewing.

Elementary Video Lesson Plan Request for Permission

School: ___________________________ Teacher: __________________________ Date: ______________ Length of segment in minutes: _______ Date to be shown: ______________ Grade Level: _______

Video Title: ___________________________________________________________________

Video Rating: _____ G _____ PG (parent and principal permission required)

In Library Media collection: _____ Yes _____ No (If no, source?)________________________

The video segment listed will be shown to: _____ the class _____ the grade level

Curriculum objectives/standards addressed by the video segment(s):
_____________________________________________________________________________

_____________________________________________________________________________

Expected educational outcome after viewing this material:
_____________________________________________________________________________

_____________________________________________________________________________

Elementary Video Lesson Plan Permission Decision

Permission: _____ Granted _____ Denied

Comments: ___________________________________________________________________

_____________________________________________________________________________

Administrator’s Signature: __________________________________________________________

Distribution: Teacher, Media Specialist, Principal

SB 14350
Elementary Education: Permission to View Material Rated “Parental Guidance” (PG)

The purpose of this form is to notify you, the parent or legal guardian, that PG rated material will be shown to your child’s class. Please read the information below pertaining to this material. Write your child’s name in the area provided, check whether or not you give permission, and return the bottom section of the form to your child’s teacher by ________________.

Date

For instructional purposes, the teacher will show a segment of the video entitled:

________________________________________________________________________________.

The length of the segment to be viewed is _____ minutes.

This material has been selected because it supports the classroom curriculum by:
________________________________________________________________________________
________________________________________________________________________________

This video is rated PG by the Motion Picture Association of American rating board (parental guidance is suggested). The video segment to be shown has been previewed by school personnel for appropriateness.

The school administration has approved this video for educational purposes.

________________________________________________________________________________

Complete and return this portion of the form to your child’s teacher.

Student Name: ____________________________________________________________

___ I give permission for my child to view the video above.

If you give permission for your child to view the material, appropriate assignments and/or assessments will be used to evaluate the subject covered.

___ I DO NOT give permission for my child to view the video above.

If you do not give permission for your child to view the material, provisions will be made for your child to have supervised, comparable instruction during the viewing time. Students whose parents do not give permission to view the material will not be penalized.

Parent/Guardian Signature ____________________________ Date ________________________

Distribution: Teacher, Media Specialist
SB 14351
SB80203 Lesson Planning Guide for Rated Materials

Teacher Name __________________________ Date Submitted for Approval __________________________

Grade Level(s) __________________________ Subject __________________________

Title of Material __________________________ Rating __________________________

Reason for rating:  ___ Portrayal of Drug Use  ___ Sexual Content  ___ Brief Nudity

___ Profanity or Language that is too Mature for Audience  ___ Violence or Gore

Date(s) materials will be used  ____________________________________________

___ Entire video/DVD will be shown  ___ Only segments of the video/DVD will be shown

This material has been selected because it supports the classroom curriculum and supports the guidelines listed below for selecting appropriate materials for instruction. Check all that apply.

___ Educational Significance  ___ Quality Form  ___ Reading Level (age appropriate)

___ Need and Value to Course  ___ Quality Production  ___ Relationship to Course of Study

___ Timeliness or Permanence  ___ Organization/Presentation of Content  ___ Reputation of Publisher/Producer

___ Degree of Potential User Appeal  ___ Valid, Accurate, Objective, Up-to-Date and Appropriate Information

This material meets the following curriculum objective(s) and or Sunshine State Standard(s) __________________________

____________________________

State the compelling reason for using this material __________________________________________

____________________________

What is the expected educational result after using this material? __________________________________________

____________________________

I will send home a Permission to View Rated Materials form (SB80204) to the parents/guardians of students in the class(es) that will be viewing this material. I will arrange for students that do not have permission to view the material to have supervised comparable instruction/assignments/materials during the viewing time.

Describe alternative instruction/assignments/materials: __________________________________________

I have previewed the entire video and have found it appropriate for classroom use. ___ Yes ___ No

I understand that approval may be granted only for the above teacher to use as part of direct instruction and does NOT allow approval for use of the material by substitute teachers. ___ Yes ___ No

I am familiar with Fair Use Guidelines portion of the copyright laws and understand the law does not permit the showing of videos/DVDs for rewards, recreation, or entertainment.

____________________________

Teacher Signature __________________________ Date __________________________

COMPLETED FORM MUST BE SUBMITTED FOR APPROVAL BEFORE THE MATERIAL IS SHOWN TO STUDENTS.

____________________________

Department/Grade Level Chairperson Signature __________________________ Date __________________________

____________________________

Principal Signature __________________________ Date __________________________

This form is not intended to be used for non-rated educational support materials. PG-13 and R rated materials may not be shown over the school’s closed circuit system.

Completed file copy provided for: ___ Requesting Teacher ___ Department/Grade Level Chair ___ Principal
The purpose of this form is to notify you, the parent or legal guardian, that PG-13 or R rated material will be shown to your child’s class. Please read the information below pertaining to this material. Then write your child’s name in the area provided and check the appropriate line at the bottom of this form.

SIGN AND RETURN THE COMPLETED FORM TO THE TEACHER BY ________________________________

<table>
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<tr>
<th>Teacher</th>
<th>Course Title</th>
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<tr>
<th>School</th>
<th>Teacher’s Phone Ext.</th>
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<table>
<thead>
<tr>
<th>Name of Video/DVD</th>
<th>Rating*</th>
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Rating Key – The system used to rate materials comes from the movie industry.

G General Audiences
PG Parental Guidance Suggested – Some materials may not be suitable for young children.
*PG-13 Parents Strongly Cautioned – Some material may be inappropriate for children under 13 years of age.
*R Restricted – Anyone under 17 must be accompanied by a parent or adult guardian.
NR Not Rated – Film was never rated

*Permission required for viewing PG-13 or R material in school

This material is rated because: (Check all that apply)

___ Portrayal of Drug Use ___ Violence or Gore ___ Sexual Content
___ Profanity or Language that is too Mature for Audience ___ Brief Nudity

The teacher intends to utilize for instruction: ___ Entire video/DVD ___ Only segments of the video/DVD

This material has been selected by the teacher because it supports the classroom curriculum and supports one or more of the guidelines listed below for selecting appropriate materials for instruction:

Educational Significance Quality Form Reading Level (Age Appropriate)
Need and Value to Course Quality Production Relationship to Course of Study
Timeliness or Permanence Reputation of Publisher/Producer Organization/Presentation of Content
Degree of Potential User Appeal Valid, Accurate, Objective, Up-to-Date and Appropriate Information

The principal has been notified that a rated film will be used in the classroom for educational purposes. ___Yes ___No

Student Name: __________________________________________________________

___ I GIVE PERMISSION FOR MY CHILD TO VIEW THE AFOREMENTIONED VIDEO/DVD.
If you give permission for your child to view the material, appropriate assignments and/or tests will be used to evaluate the subject covered.

___ I DO NOT GIVE PERMISSION FOR MY CHILD TO VIEW THE AFOREMENTIONED VIDEO/DVD.
If you do not give permission for your child to view the material, provisions will be made for your child to have supervised, comparable instruction during the viewing time. Students whose parents do not give permission to view the material will not be penalized.

__________________________________  ________________________
Parent/Guardian Signature Date

Please call the teacher at the phone number listed on this form if you have questions regarding this material.

Teacher will retained signed copy for the duration of the school year.
Volunteer Application Form

Volunteers are a vital part of our school’s media program. We greatly appreciate your time. Thank you for volunteering to assist us in making the media center a valuable learning resource for our students.

Date _________________________

Volunteer Name ________________________________________________________

Address _______________________________________________________________

Telephone (Home) ________________________ Work _________________________

When would you like to volunteer (Please circle all that apply.)

Days:    Monday    Tuesday    Wednesday    Thursday    Friday

Times: _________________________________________________________________

Number of hours per week: _______________________________________________

Please check your areas of interest:

___  Check-out/Check-in Library Materials

___  Shelve Library Materials

___  Set-up Library Displays

___  Helping with Book Fairs

___  Other

________________________________________________________________________

________________________________________________________________________

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<tr>
<th>Date</th>
<th>Name</th>
<th>Task</th>
<th>Time Arrived</th>
<th>Time Departed</th>
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