

ADMINISTRATIVE GUIDELINES
CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

SELECTION AND MANAGEMENT OF INSTRUCTIONAL MATERIALS
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4.21G

ADMINISTRATIVE GUIDELINES STATEMENT:

I. PURPOSE AND USAGE OF GUIDELINES

- A. It is the responsibility of the school district to provide adequate instructional materials for students to support their educational needs. These materials include textbooks and other instructional materials designed for specific subject areas at appropriate grade levels, teaching accessories and aids needed to carry out programs, and school library media services.
- B. In order to accomplish these tasks, processes need to be in place to provide for the selection, acquisition, management and control, implementation, accountability, and review of these materials. These guidelines include key elements of the processes needed.
- C. Support, instructional, and administrative staff members are involved in these processes. It is essential that all know their roles and responsibilities in instructional materials processes. Communication and training are core elements. Staff is encouraged to submit suggestions supported by data to help continually improve the system.
- D. In order to maximize the effectiveness of these guidelines, the following are suggested by the committee:
 - 1. Annually reviewing guidelines with principals, media specialists, and curriculum specialists.
 - 2. Including appropriate sections of these guidelines in the school's teacher/staff handbook and addressing them annually.

II. AFFILIATED COMMITTEES

- A. In many of the processes involving instructional materials, committees selected at the school or district level are used. Three committees in particular are referred to within this document. They are the Instructional Materials Adoption Team, the School Materials Review Committees, and the District Materials Review Committee.
- B. The Instructional Materials Adoption Team is established at the district level for various subject areas to provide schools with a shared vision for

content, assessment, and methodologies. These teams are composed of teachers, curriculum specialists, ESE curriculum representative(s), administrators, a community/business representative, parents, and the program specialists for that curriculum area. The roles of these teams include the alignment of district curriculum with state standards and benchmarks, appropriate assessments, and effective methodologies. Within this work, the teams review materials adopted by the state and recommend materials that best align with the curriculum.

- C. The School Materials Review Committee is a standing committee annually established at each school. A School Materials Review Committee includes the media specialist, curriculum specialist, representatives from the administration, classroom teachers, and one or more parents. In the case of reconsideration of library materials, it is suggested that parent members be drawn from the school advisory council and be sufficient in number to provide a representative view. A representative view is defined as the percentage of parents (not employed at the school) that comprise the school's School Advisory Enhancement Council (30-35%). A principal may choose to expand the number of members. This committee assists when needed in the selection, review, and reconsideration of materials. Upon the recommendation of the principal, the School Materials Review Committee may be used in an advisory capacity to assist in the selection of school library media center materials. The term "advisory capacity" is intended to (1) inquire, (2) inform, (3) suggest, (4) recommend, and (5) evaluate.
- D. Among the responsibilities of the School Materials Review Committee are the following functions related to selection of materials:
1. To become knowledgeable about the district policies for selection of materials and the procedures for reconsideration of school library media center materials.
 2. To develop or adopt written guidelines for the individual school based upon district policies and procedures for transmittal to the principal.
 3. To continuously evaluate these guidelines and recommend needed changes.
 4. To act in an advisory capacity to assist the professional library media staff in determining priorities for purchase.
 5. To assist in the evaluation of new materials upon the request of the professional library media staff.
 6. To assist in the process for reconsideration of challenged materials.

- E. The District Materials Review Committee is a committee established by the Superintendent whenever materials require district level reconsideration. This committee is representative of the total school district and includes: district administrators, program specialists associated with the corresponding subject area, including ESE, other appropriate staff members, community/business representatives, and parents not employed at the involved school.

III. CLASSROOM-DIRECTED INSTRUCTIONAL MATERIALS

- A. Instructional materials include a variety of formats designed to support student learning. Some of these materials are used to direct the instruction of the entire class or small groups of class members. Student learning is directed through required instructional material. This is generally the case with subject area texts such as mathematics, science, social studies, grammar, literature, etc. Sometimes a particular novel is selected for study by the entire class. In this document these are referred to as *classroom-directed instructional materials*.

- B. The first category reflects primary instructional materials for subject areas. These areas address most, if not all, of the content standards inherent in a course or grade level. The second category reflects supplementary materials. These materials enhance or build upon parts of the content, but may not contain the entire content needed. The supplementary materials may also address different learning styles other than those supported in the major instructional tool.

- C. At other times, students select the material they would like to use. Examples of this may include library books, reference books, software, periodicals, etc. We will refer to these as *classroom or media collections*.

- D. All of these materials have a place in our instructional programs. This guide delineates the selection process used for each.

E. PROCESSES FOR SELECTION

1. The process used for selection of materials is dependent upon the purpose. Major instructional tools are selected by the district on a schedule consistent with the state adoption of instructional materials. Other classroom materials may be chosen by an individual school or teacher for use in selected classes. Whether the selection occurs at the district, school, or classroom level, all shall consider the rights and responsibilities of students, parents, and teachers in selecting instructional materials for use in the schools.
2. It should also be noted that no school district or publisher may participate in a pilot program of materials being considered for

adoption during the eighteen months prior to the official adoption of the materials by the Commissioner of Education. Any pilot program, during the first two years of the adoption period, must have the prior approval of the Commissioner of Education. This does not prevent publishers from furnishing sample materials to school officials or committee members for the purposes of examination. No school official shall be allowed to receive royalties on any materials not on the state-adopted list purchased for use by his or her district school board. School officials may not receive any compensation paid as a commission for negotiating sales to the school district.

3. DISTRICT ADOPTION PROCESS OF MAJOR INSTRUCTIONAL TOOLS

a. Three Process Phases:

- i. Phase I: Current Reality (data analysis, best practices, philosophy)
- ii. Phase II: Criteria for Selection (screening, course sequence, material selection)
- iii. Phase III: Instructional Plan for Implementation (assessment/progress monitoring, instructional resources, professional development, school/parent/community involvement)

b. Guidelines for Publishers:

- i. All communication will begin at the District office through the Instructional Materials Administrator.
- ii. Preview materials will be sent **only to the District office** for review and not to the schools or individual teachers.
- iii. District will provide timelines and time periods for presentations.
- iv. There is an expectation that the publisher will assist in ordering and will provide a professional development component.

c. Responsibilities of Adoption Committee Members:

- i. To be cognizant of the state guidelines and recommendations for selection

- ii. To develop criteria for selection based on the data analysis and best practices shared by the committee
 - iii. To keep school staff informed
 - iv. To understand that the committee members represent the work of the group and not necessarily the school
 - v. To reach consensus. If consensus is not met:
 - a) Dialogue should occur
 - b. Opportunities for discussion/reflection about position should occur, including possible pricing considerations
 - c. Vote – two-thirds majority
 - d. Ultimately, if the committee is unable to make a decision, the decision will be made by the Educational Services team based on the information gathered by the committee.
 - vi. Purchasing Process: Meeting with Instructional Materials Administrator, providers, and committee representatives.
 - vii. Professional Development Plan: Committee will provide an introductory plan.
- d. If materials selected are not state-adopted, Instructional Materials Adoption Team members must provide an outline as to how this purchase will not exceed the 50% limit for district-wide use of funds spent on non-state adopted materials.
 - e. If an individual school chooses to purchase materials not selected by the Instructional Materials Adoption Team members, the school must complete the School Instructional Material Approval Process form (IM-1); which includes written rationale for use of other materials and approval by their School Advisory Enhancement Council and submit that form to the Educational Services Instructional Materials contact person.
 - f. A record of all current adoptions and all school-approved alternatives will be kept by the Educational Services department.

- g. Prior to April 1, each school must submit to the Educational Services instructional materials contact person the number and name of materials planned for purchase in the next school year.
- h. By April 1, the designated district contact must submit to the Department of Education the number of recently state-adopted books to be purchased from the Florida Book Depository.
- i. Schools directly purchase the materials from the Florida Book Depository or issue a purchase order if non-state adopted.
- j. Instructional materials are implemented at school sites.
- k. Publishers provide inservice on instructional materials and their relationship to Citrus County core curriculum objectives.
- l. District and schools provide inservice on research-based instructional methodologies and assessments.

4. SCHOOL AND TEACHER SELECTION OF OTHER INSTRUCTIONAL MATERIALS FOR CLASSROOM USE

- a. In addition to materials selected through the district process, schools or individual teachers may at times need other materials for classroom-directed instruction such as newly identified course offerings not addressed in the adoption process. If these materials are to be used, schools must complete the Instructional Material Approval by District process forms (IM-1).
- b. Classroom instructional materials include, but are not limited to, the following: videos, software, trade books, texts, kits, audiotapes, and DVD/CDs. Selection guidelines apply to all instructional materials regardless of funding source (e.g., grants, class money, teacher money, gifts, book fairs, book club offers, etc.). Guidelines for video/DVD usage are provided in the resource section of this document.
- c. All instructional materials selected for use must be consistent with district policy, district goals/objectives, course descriptions, core curriculum objectives, current State Standards, and their corresponding benchmarks. Materials must also be age appropriate to students using the materials.

- d. It shall be the responsibility of each principal or designee to ensure that any instructional material requisitioned or developed for use in the school has been evaluated and determined to be appropriate for the grade level specified.
- e. The principal may use the School Materials Review Committee, as needed, to evaluate materials and make recommendations for selection/use.
- f. In selecting and approving materials, the first consideration is given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Each school serves its own unique population and should have the opportunity to make decisions that impact the needs of their students. Requesting staff members that use the materials should be given high consideration.
- g. Materials selected for use are considered on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing or production, readability, popular appeal, authoritativeness, reputation of the author, artist, publisher, producer, format, and cost.
- h. Special consideration shall be given to materials of a potentially controversial nature. Consideration will include the age and grade level of the students using the materials, as well as potential concerns from students, staff, parents, and community members. Materials that require special consideration shall be reviewed by representatives of the School Materials Review Committee to determine their instructional value, while being sensitive to the concerns that may arise from their use. Strategies to alleviate possible concerns may include, but are not limited to, the following: parent notification, parent conferences, and alternative assignments.
- i. Instructional staff selecting classroom materials should work with the curriculum and media specialists before purchasing materials. Curriculum and media specialists can facilitate an awareness and use of the following: authoritative reviews, suggested reading lists, background information on sensitive issues, and curriculum connections.
- j. The program specialist for language arts shall maintain a list of selected literature that have been agreed upon by the Instructional Materials Adoption Team for district-wide use at appropriate grade levels. The program specialist shall

update this list with each adoption or upon request. The program specialist will distribute any updates to media specialists, curriculum specialists, and grade level teachers. The list should also be posted on the district web site.

5. DUAL ENROLLMENT INSTRUCTIONAL MATERIALS

- a. Instructional materials are provided to Citrus County public school students taking courses in community colleges and universities that have articulated agreements with Citrus County Schools. This does not include students attending private schools or home schools. The materials are purchased with district instructional material dollars and must be included in the school inventory. If students are taking courses off campus, either a text or a text voucher is issued by the school. Schools should develop a process requiring students using a bookstore voucher to record the text with the school instructional materials manager following its purchase. These books are to be returned to the school instructional manager at the end of the student's course. Students are responsible for paying for books that are lost or damaged in the same manner as other books issued by the school.

F. MAINTENANCE AND CONTROL

The principal is responsible for assuring that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed.

1. MANAGEMENT AND CARE OF INSTRUCTIONAL MATERIALS

Principals shall have a process for maintenance control, which should include periodic announcements to students regarding their responsibility of keeping track of textbooks and other instructional materials used, and reminders to students that instructional materials are school property on loan to them. Principals shall ascertain by inspection that all books issued to the school, either in the hands of pupils or in storage, are cared for properly.

2. INVENTORY

Principals shall see that all books are fully and properly accounted for as prescribed. It is the responsibility of each school to keep an accurate inventory of instructional materials. The inventory includes a record of all textbooks purchased, number on hand, number lost and paid for, number lost and not paid for, and books transferred to other school sites. The school must also keep written

records of any attempt to collect for the lost, missing or damaged instructional materials.

3. MONEY COLLECTED FOR LOST, DAMAGED, OR PURCHASED BOOKS

a. It is the responsibility of each principal to collect from each pupil or the pupil's parent/guardian the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged, and to report and transmit such amounts so collected to the superintendent. If the material is lost, destroyed, or damaged to the point it can no longer be used the following amount should be collected based on the length of time the material has been in service at the school:

"A" Condition (new) (first year)	Full Price
"B" Condition (second year)	75% of list price
"C" Condition (third year)	60% of list price
"D" Condition (fourth year and after)	50% of list price

b. The sum shall be determined by the physical condition of the book.

c. If the material can be reused but is returned in a physical condition showing more than one year of wear for the time issued, the damage cost is based on the difference in percentages of list price for the additional year(s) lost. For example, a new book is issued and returned in condition "C". The additional wear and tear is equivalent to the cost difference of condition between "B" and "C" which would be 15% of list price. If a new book is issued and returned in condition "D" then the cost difference would be 25% ("D" – "B")

d. In the event that lost materials that have been paid for are returned within the same school year, a full refund will be given. Failure to collect such sum upon reasonable effort by the principal may result in the suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal.

e. The principal, when requested by the parent of a pupil in the school shall sell to such parent any instructional materials used in the school. Prohibited from sale are: all teacher editions, teacher guides, tests, answer keys, or any materials normally not used by students.

5. DISPOSAL OF INSTRUCTIONAL MATERIALS

- a. The disposal of instructional materials is coordinated by the school. The selected materials must be stamped "Discarded" and removed from current inventory. Schools may dispose of instructional materials when they have become unserviceable, surplus, or no longer on state contract by:
 - i. Giving or lending the materials to: other public education programs within the district or state; teachers to use in developing supplementary teaching materials; students, parents, or others; or any charitable organization, governmental agency, private school, home school, or state agencies. Schools may choose to advertise the availability of materials through school newsletters or other media sources
 - ii. Selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the school.
 - iii. Discarding materials not disposed of through the above process following local garbage collection procedures.
- b. All moneys received by reason of sale, exchange, or other disposition of instructional materials shall be deposited in the district school fund and added to schools' district appropriation for instruction materials. These funds are used to abate school's current year expenditures.

IV. LIBRARY/MEDIA INSTRUCTIONAL MATERIALS

- A. The primary objective of the school library media center is to enrich and support the educational program of the school. It is the purpose of the media center to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the school or the center advocates or endorses the contents of that item.
- B. SELECTION OF SCHOOL LIBRARY MEDIA CENTER MATERIALS
 1. Subscribing to the principles laid down in The School Library Bill of Rights, it is the responsibility of the school library media center:

- a. To provide a collection of instructional and supplemental materials that will enrich and support the curriculum, taking into account the varied interests, abilities, and maturity levels of the pupils being served.
 - b. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 - c. To provide a background of information which will enable pupils to make intelligent judgments in their daily life.
 - d. To provide materials on opposing sides of controversial issues in order that young citizens may develop, under guidance, the practice of critical analysis of all media.
 - e. To provide materials representative of the many religious, ethnic and cultural groups, and of their contribution to the heritage and culture of America and the world.
 - f. To place principle above personal opinion and reason above prejudice in the selection of materials of high quality in order to assure a comprehensive collection appropriate for the users of the library media center.
2. The School Board of Citrus County is legally responsible for all matters relating to the operation of the Citrus County public schools. The responsibility for the selection of educational materials is delegated to instructional personnel employed by the Board.
 3. Selection of school library media center materials is a continuous process that involves all users of the collection. Requests from administrators, faculty, parents, and students are strongly encouraged. The responsibility for coordinating the selection process and for making the final selection rests with the school library media personnel, with the approval of the principal, and in accordance with selection policies.
 4. The process of evaluating materials for inclusion in collections is continuous and systematic. It is preferable to examine materials before purchasing them; however, this is often impractical, if not impossible. In such cases selection is based upon bibliographical reference sources, selected lists, and reviews in reputable professional journals and publications.
 5. In selecting and approving materials, the first consideration is given to the needs of the individual school based on knowledge of the

curriculum, of the existing collection, and of the needs of children and youth. Each school serves its own unique population and should have the opportunity to make decisions that impact the needs of their students. Requesting staff members that use the materials should be given high consideration. Materials are selected to provide a wide range of levels of difficulty.

6. Materials selected for use are considered on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing or production, readability, popular appeal, authoritativeness, reputation of the author, artist, publisher, producer, format, and cost.
7. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity, and science.
 - a. Religion – Factual unbiased material that represents all major religions is included in the collection.
 - b. Ideologies – Factual information on any ideology or philosophy that exerts a strong force in society is included in the collection.
 - c. Sex Education – Factual information appropriate for the age group or related to the school curriculum is included in the collection.
 - d. Sex – Pornographic, sensational, or titillating material is not included, but the fact of sexual incidents appearing in the materials does not automatically disqualify them.
 - e. Profanity – The fact that profanity appears in materials does not automatically disqualify a selection. Care is taken to exclude materials using profanity in a lewd or detrimental manner.
 - f. Science – Factual information about medical and scientific knowledge is included in the collection without any biased selection of facts.
8. Gifts of materials or of funds with which to purchase materials are accepted with the understanding that their use or disposition will be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

9. In selecting materials for purchase, the school library media specialist will evaluate the existing collection and consult the following as appropriate:
 - a. Reputable, unbiased, professionally prepared selection aids.
 - b. Media staff, curriculum consultants, faculty, students, and community representatives.
10. If there is need for further review, the principal, with the concurrence and assistance of the media specialist, consults a School Materials Review Committee. The School Materials Review Committee is a standing committee annually established at each school. A School Materials Review Committee includes the media specialist curriculum specialist, representatives from the administration, classroom teachers, and one or more parents. In the case of reconsideration of library materials, it is suggested that parent members be drawn from the school advisory council and be sufficient in number to provide a representative view. A representative view is defined as the percentage of parents (not employed at the school) that comprise the school's School Advisory Enhancement Council (30-35%). A principal may choose to expand the number of members. This committee assists when needed in the selection, review, and reconsideration of materials. Upon the recommendation of the principal, the School Materials Review Committee may be used in an advisory capacity to assist in the selection of school library media center materials. The term "advisory capacity" is intended to (1) inquire, (2) inform, (3) suggest, (4) recommend, and (5) evaluate.
11. In determining materials to be purchased, library media specialists may consider the following:
 - a. Multiple items of outstanding and frequently used materials are purchased as needed.
 - b. Worn and missing basic items are replaced periodically.
 - c. Out-of-date or no longer useful materials are withdrawn from the collection and replaced by new and appropriate materials.
 - d. Sets of materials and subscription materials are examined carefully, and are purchased only to fill a definite need.

C. MAINTENANCE AND CONTROL

1. MANAGEMENT AND CARE OF LIBRARY/MEDIA MATERIALS

- a. Media specialists shall have a process for maintenance control regarding student and staff responsibility in the use of media materials. These responsibilities shall be included in the school's circulation procedures that delineate provisions for: check-out and return of materials, care of materials, consequences for breakage or loss, and consequences for late return.

2. INVENTORY

- a. Media specialists are responsible for maintaining inventory for all materials purchased through categorical funds and including the disposition of materials.

3. MONEY COLLECTED FOR LOST, DAMAGED, OR PURCHASED BOOKS.

- a. It is the responsibility of each media specialist to collect and keep records for lost and damaged materials. Deposited funds may be used to purchase replacement or additional materials for their collections. In the event that lost materials that have been paid for are returned within the same school year, a full refund will be given.

4. REPAIR AND DISPOSAL OF MEDIA MATERIALS

- a. The repair and disposal of media materials are coordinated by the media specialists. Books that can be repaired are often repaired on site. Instructional material funds allotted to library/media may be used for the repair and rebinding of library books.

- b. The media specialist coordinates the disposal of library books that are no longer serviceable. The selected materials must be marked appropriately (e.g., Removed from Collection, Withdrawn, or Discarded) and removed from current inventory. The Media Specialist may dispose of instructional materials when they have become unserviceable by:

- i. Giving or lending the materials to: other public education programs within the district or state; teachers to use in developing supplementary teaching materials; students, parents, or others; or any charitable organization, governmental agency, private school, home school, or state agencies. Schools may

choose to advertise the availability of materials through school newsletters or other media sources.

- ii. Selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the school.
- iii. Discarding materials not disposed of through the above processes following local garbage collection procedures.

V. PURCHASE GUIDELINES FOR INSTRUCTIONAL MATERIAL CATEGORICAL DOLLARS.

- A. Each year the district receives an allocation of state funds for instructional materials. These funds are designated for instructional materials, library books and reference books, and repair of books. Statute defines the provisions for the use of this money.
- B. Instructional material dollars (Project 2910, 291A, 291B, or 291C) may be used to purchase any of the materials listed on the current state adopted list. These dollars may also be used to purchase materials not on the state adopted list with the following conditions:
- C. The instructional materials and items purchased must have intellectual content that assist in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, replacements for items that were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by school board policy.
- D. The funds may not be used to purchase electronic or computer hardware even if such hardware is bundled with software or other electronic media.
- E. The funds in Project 2910, 291A, 291B, or 291C may not be used to purchase equipment or supplies. A portion of the state categorical fund, Project 0036, is designated to purchase science laboratory consumable materials and supplies.
- F. Each school shall use the annual allocation for the purchase of instructional materials included on the state-adopted list, except as otherwise authorized in paragraphs G. and H. below. No less than 50 percent of the annual allocation shall be used to purchase items which will be used to provide instruction to students at the level or levels for which the materials are designed.

- G. Up to 50 percent of the annual allocation may be used for the purchase of instructional materials, including library and reference books and nonprint materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books.
- H. District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.
- I. School districts may use 100% of that portion of the annual allocation that is designated by the district for the purchase of instructional materials for kindergarten, and 75% of that portion of the allocation that is designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.
- J. District Instructional Materials Adoption Team adopting materials not on the state-adopted list will provide an outline as to how this purchase will not exceed the 50% limit for district-wide use of funds spent on non state-adopted materials.
- K. For non-district-adopted instructional materials purchased by schools for use as a major instructional tool, schools must complete the Instructional Material Approval by District and School Advisory Enhancement Council process.
- L. Each school must purchase current instructional materials to provide each student with a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12. Such purchase must be made within the first two years of the effective date of the state adoption cycle. The district categorical allocation of instructional materials will first be distributed to schools for the purchase of newly adopted materials. A portion of the remaining funds will be kept until after the February FTE Count to cover any shortfall in allocation that may occur. The remaining amount will be distributed to schools in April based on their projected FTE for the next school year.

VI. REVIEW OF INSTRUCTIONAL/MEDIA MATERIALS

A. PERIODIC MONITORING

- 1. Media Specialists are responsible for periodic review of the existing library/media collection. This review includes but is not limited to:

- a. Books and materials that are worn out and no longer serviceable.
- b. Books and materials that may be outdated or no longer of use to school community.
- c. Materials whose format requires use of equipment no longer available.
- d. Materials that have been identified for reconsideration at other school sites within the district.

B. REQUEST TO REVIEW INSTRUCTIONAL/MEDIA MATERIAL

1. Parents and other non-school citizens of Citrus County may examine any instructional materials used in the schools providing:
 - a. They call the school and make arrangements five days in advance.
 - b. The reason given for examining the materials relates to concerns about their use with students.
 - c. The materials requested are not vitally needed for direct instruction during the period desired for review (i.e. if not already reserved for instruction by a teacher).
 - d. They check in at the office of the school center where the materials are in inventory and follow other standard operating procedures for school visits.
 - e. They examine AV, non-print, and reference materials on site at the school center and check out any other print materials for examination at home during a standard check-out period for those materials.
 - f. They arrange a meeting with the principal to discuss concerns they may have about materials.

C. PROCESS FOR CHALLENGING MATERIALS

Any citizen may file a complaint with a school or the Superintendent concerning the use of instructional materials. Instructional materials being questioned shall not be removed from use until the grievance procedures have been completed.

1. DISTRICT-ADOPTED INSTRUCTIONAL MATERIALS

- a. All complaints shall be presented in writing on the “Request for Reconsideration of Instructional Materials” form which may be obtained from the District office, the school office, or the District website.
- b. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not submit the completed form within the required time shall receive no consideration.
- c. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing on all petitions received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing.
- d. The contested material shall be made available to the public online at least seven (7) days before the hearing.
- e. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.

2. INSTRUCTIONAL MATERIAL CHALLENGE PROCESS FOR INDIVIDUAL CHILD

- a. Despite the care taken to select appropriate and valuable materials and the qualification of the persons involved in the selection, occasional objections to a selection are made.
- b. If a complaint is made regarding the use of material with the complainant's child, the following procedures shall be used by either principal, assistant principal, media or curriculum specialist.
 - i. Be courteous to complainant, make no commitment, and follow listed procedures.
 - ii. Obtain Individual Form A from the Selection and Management of Instructional Materials from the media or curriculum specialist. Complete the form with information furnished by parent.
 - iii. If the action requested by the parent is not reasonable and consistent with curriculum standards, consult with

either principal, assistant principal, media specialist, or curriculum specialist. Make recommendation for action to parent. Obtain signatures, submit completed Form A to principal, and file copy in media center and any other designated area if desired (e.g., student portfolio, transition folder, etc.)

- iv. If the action requested by the parent meets the needs of the student's educational program, obtain signatures, submit completed form to principal, and file copy in media center.

3. INSTRUCTIONAL MATERIAL CHALLENGE PROCESS FOR GROUP USAGE

- a. Despite the care taken to select appropriate and valuable materials and the qualification of the persons involved in the selection, occasional objections to a selection are made.
- b. If a complaint is made, the following procedures should be used by school personnel:
 - i. Be courteous to complainant, make no commitment, and follow listed procedures.
 - ii. Determine that the complainant has reviewed the materials.
 - iii. After complainant review of material, advise the complainant to arrange a conference with the principal, if still desired. It is the complainant's responsibility to arrange a conference with the principal. Notify the principal of the complaint to provide the principal an opportunity to seek background information from staff prior to conference.
 - iv. During the conference, if the complainant wishes further action the principal shall invite the complainant to either file a Request for Special Consideration of School Materials for an Individual Child (Form A) or file these objections in writing on the form Request for Reconsideration of School Materials (Form B). Non-completion of forms terminates the process.
 - v. Upon receipt of the completed form, the principal requests review of the challenged material by the School Materials Review Committee within 15 working days. The principal notifies the subject/program area

administrator, media services administrator and superintendent that such review is being done.

- vi. The media services administrator will, in turn, notify media specialists and principals throughout district of the pending reconsideration request.
- vii. The principal sends Individual Checklist for School Materials Review Committee (Form C) and information letter (Sample Letter 2) to committee members. The principal sends acknowledgement letter to complainant (Sample Letter 1).
- viii. Each committee member takes the following steps after receiving the challenged material:
 - a) Reads, views, or listens to the material in its entirety.
 - b) Checks general acceptance of the material by reading reviews and consulting recommended lists.
 - c) Determines the extent to which the material supports the curriculum.
 - e) Considers the evidence provided in written format by the complainant. The written format is to help the committee maintain an objective perspective.
 - f) Completes Individual Checklist for Materials Review Committee (Form C) judging the material for its strength and value as a whole and not in part.
- ix. Entire committee convenes and through consensus completes Materials Review Committee Report (Form D).
- x. Upon completion of the Materials Review Committee Report (Form D), the principal makes a decision as to the action to be taken and notifies the complainant, the subject/program area administrator, the media services administrator, and the superintendent.
- xi. The media services administrator will, in turn, notify media specialists and principals throughout district of the reconsideration status.
- xii. If there is need for further review, the principal refers the complainant to the Superintendent or the

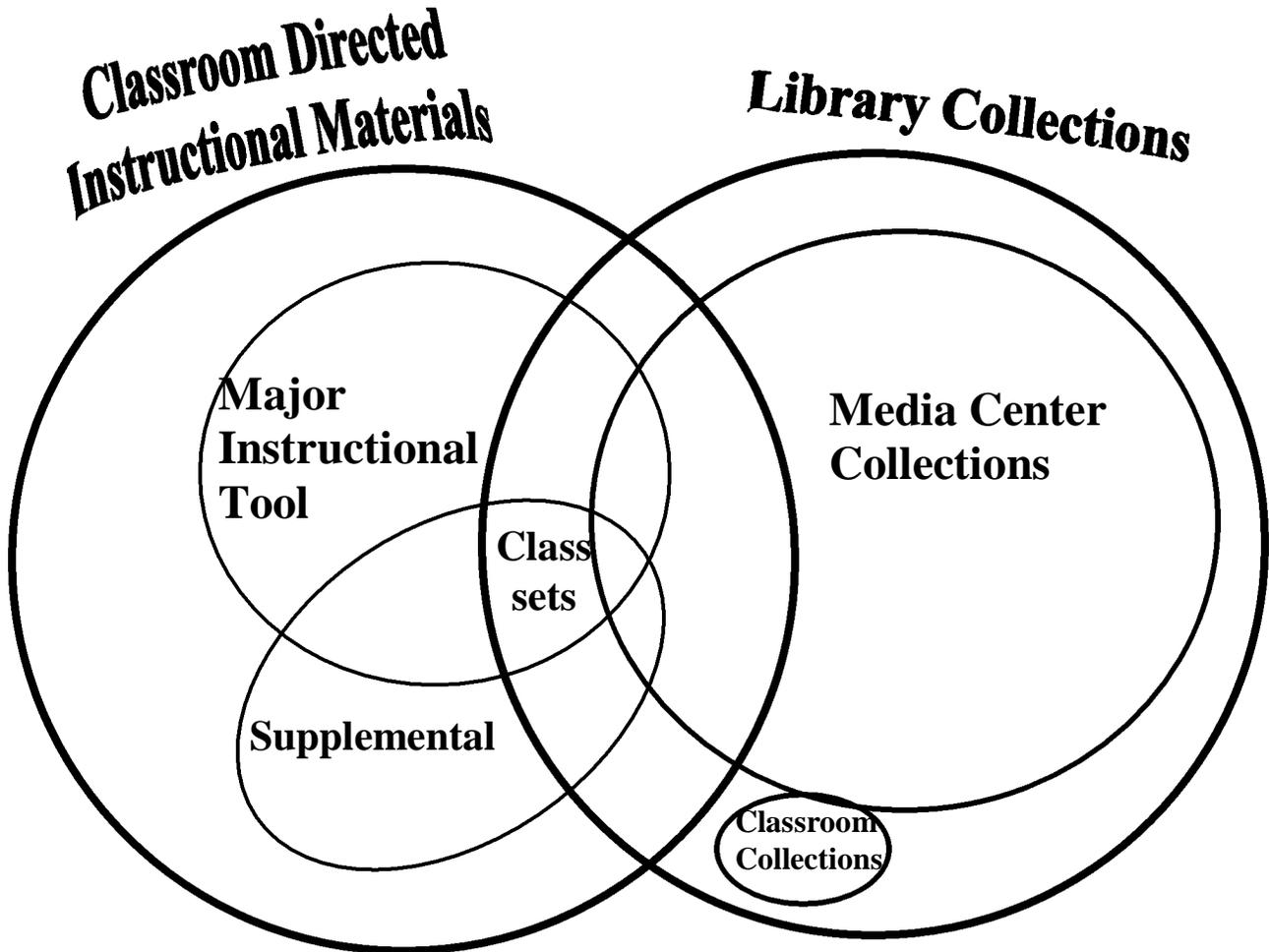
Superintendent's designated representative and forwards all pertinent documentation to the Superintendent's Office.

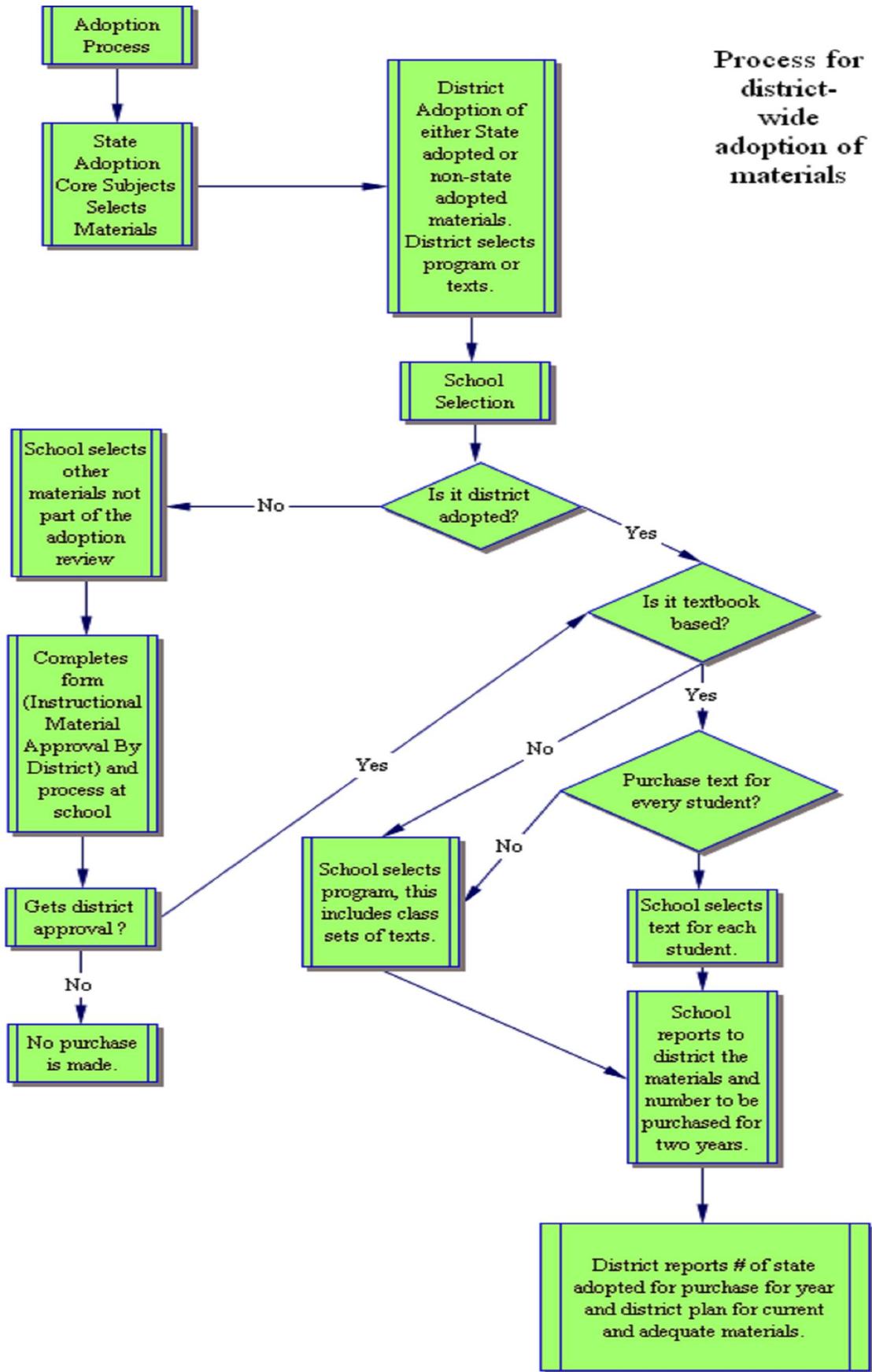
- xiii. Throughout the reconsideration process, information and decisions related to a specific district materials review will be communicated to principals and school media specialists throughout the district.
- xiv. The Superintendent or the Superintendent's designated representative may convene a District Materials Review Committee, which is representative of the total school district.
- xv. The district decision relates to the individual school. This is based on a philosophy that each school serves its own unique population. Each school should have an opportunity to make decisions that impact the needs of its children.
- xvi. The District Materials Review Committee follows the same procedures as outlined for the School Materials Review Committee and reports its site-specific recommendation directly to the Superintendent.
- xvii. The Superintendent presents the report of the District Materials Review Committee to the School Board and makes recommendations for action.
- xviii. The media services administrator will, in turn, notify media specialists and principals throughout district of the reconsideration final outcome.

HISTORY:

ADOPTED: 01/15/2004
REVISION DATE(S): 08/21/2008; 01/15/2015

Reference Material and Forms





Instructional Material Approval
By District and School Advisory Enhancement Council
Form IM-1

Include the following information for proposals of instructional materials other than textbooks adopted by district for purchase for each student.

School and Contact Person:

Subject Area:

Grade Level:

Targeted Group:

Major Instructional Tool:

If not district-adopted, provide reason(s) for needing alternative instructional materials.

Curriculum Alignment:

- i What steps have been taken to assure these instructional tools meet the Next Generation Sunshine State Standards and Course Description?

- i How will these instructional materials support continuity between grade levels and schools in the district?

District Instructional Material Selection Guidelines:

- i Have the district guidelines for material selection been reviewed to ensure the appropriateness of the materials selected?

Adequacy:

- i How will materials be distributed?
 - o One text per student
 - o Classroom set of textbooks
 - o Classroom instructional kit(s) of materials

- i If distribution is different from one text per student, how will parents and students access materials for study at home (long-term or short-term)?

Currency:

- i Were these materials part of the latest state adoption selection for this subject area?

- i If yes, will school complete purchase within two years of state adoption?

- i If no, what year did the state adoption take place?

- i When will these materials be purchased?

- i If materials are teacher made kits, what has been done to update materials so they are aligned with current adoption?

Communication:

- i Describe the process used each year to ensure parents understand what materials are being used and access of parents and students to materials.

District approval is to occur prior to SAEC approval.

District Approval Date _____

Signature of Director of Elementary or Secondary Education _____

Signature of Program Specialist for related subject area _____

School Enhancement Councils must approve of any plan of instructional materials use different from the district/state-adopted materials purchased for each student.

Date of Meeting _____ Signature of SAEC Chairperson _____

Signature of School Principal _____

Return completed form to Instructional Materials Contact in the Educational Services Department.

Citrus County Schools
Request for Special Consideration of Instructional Materials
for an Individual Student
FORM A

Date of request: _____

Student name: _____ School: _____

Requested by (Parent / Guardian): _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Type of material: ___ Book ___ Video ___ Other (please specify) _____

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

What is the objection to the material? (Please be specific – cite pages, pictures, etc. Use the back of this page if necessary):

What action is requested?

- ___ An alternate assignment*
- ___ Child not permitted to check out this material
- ___ Other _____

*Continued requests for alternative assignments may negatively impact child's instructional program and will be considered on a case-by-case basis.

Parent/ Guardian signature: _____ Date: _____

Submit completed form to School Principal.

School action taken:

Action taken by: _____ Date _____

Reviewed by (Principal or designee): _____ Date _____

Citrus County Schools
Request for Reconsideration of Instructional Materials
FORM B

Item Description:

Type of material: Book Audio/Video Periodical

Other (please specify) _____

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

School in which item is used: _____

Request initiated by:

Name: _____

Street Address:

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Complainant represents Himself/Herself Group or Organization

Name and Address of Group or Organization (if applicable): _____

Details of the Complaint: (If you need more space for your answers, please use the back of these sheets and/or attach a separate page.)

1. Did you read, view, or listen to the entire work? Yes No If not, what sections did you read, view, or hear?

2. What is your objection to the material? (Please be specific--cite pages, pictures, etc.):

3. What brought this title to your attention? _____

4. What do you believe is the theme of this material? _____

5. In your opinion, what harmful effects upon pupils might result from the use of this item?

What is the instructional merit of this material? _____

7. Which age or group should be allowed access to this material? Please explain.

8. Is there an age or group that should be restricted access to this material? Please explain.

Research:

9. Are you aware of evaluations of this material and/or the author/producer? Please write

what you know about these evaluations and include your source(s): _____

10. What comparable material would you recommend?

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

11. Can you recommend another title for the school library to purchase to present the opposite, or alternative, point of view to the material in question?

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

Action Requested:

12. What would you like to have done with this material?

- Discontinue use as text or supplementary material.
- Place on Limited Access
- Remove it from the Media Center.
- Other (please specify)

Signature: _____ Date: _____

--Thank you for your input. Please return this form to the School Principal--

Action Taken following Committee Review:

Material is:

Discontinued for use as a text or a supplementary item

Removed from the Media Center

Placed on Limited Access

Retained: continue current usage

Other _____

Date of Review Committee: _____

Principal's Signature _____ **Date:** _____

**Citrus County Schools
Individual Checklist for School Materials Review Committee
FORM C**

Challenged Material:

Author:

A. PURPOSE

1. What is the overall purpose of the material?

2. Is the purpose accomplished? ___ Yes ___ No

B. AUTHENTICITY

1. What is the reputation and significance of the author and publisher/producer in the field?

2. Have you consulted reviews for this material? (If yes, note source): ___ Yes ___ No

3. Is the material up-to-date? ___ Yes ___ No

4. Are information sources well documented? ___ Yes ___ No ___ N/A

5. Are translations and retelling faithful to the original? ___ Yes ___ No ___ N/A

C. APPROPRIATENESS

1. Does the material promote the educational goals of the curriculum? ___ Yes ___ No ___ N/A

2. Is it appropriate to the level of instruction intended? ___ Yes ___ No ___ N/A

3. Are the illustrations appropriate to the subject and age levels? ___ Yes ___ No ___ N/A

D. CONTENT

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

2. Does this material present information not otherwise available? ___ Yes ___ No ___ N/A

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 for the time period depicted? Yes No
5. Is factual information part of the story and is it presented accurately? Yes No
6. Are concepts presented appropriate to the ability and maturity of the potential reader? Yes No
7. Do characters speak in a language true to the period and section of the country in which they live? Yes No
8. Does the portrayal of sex, violence, cruelty, brutality, and aberrant behavior make this material inappropriate for children? Yes No N/A
9. If there is use of offensive language, is it appropriate to the purpose of the text? Yes No N/A
10. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text? Yes No N/A
11. 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 N/A
12. Is the material well-written or well-produced? Yes No N/A
13. Does the material make a significant contribution to the history of literature or ideas? Yes No N/A

E. OVERALL IMPRESSION/ ADDITIONAL COMMENTS:

**Citrus County Schools
Materials Review Committee Report**

FORM D

Challenged Material:
Author:

A. Purpose

Criteria	Yes	No	N/A
Overall Purpose:			
Is the purpose accomplished?			

B. Authenticity

Reputation of Author/Producer:			
Is the material up-to-date?			
Are information sources well documented?			
Are retellings and translations faithful to the original?			
Did you find any reviews about this material? If yes, please give details including the source:			

C. Appropriateness

Does the material promote the educational goals and objectives of the curriculum?			
Is it appropriate to the level of instruction intended?			
Are the illustrations appropriate to the subject and age levels?			
Additional Comments:			

D. Content

CRITERIA	Yes	No	N/A
Is the content of this material well presented by providing adequate scope, range, depth, and continuity?			
Does the material present information not otherwise available?			
Does the material give a new dimension or direction to its subject?			
Does the material give a realistic picture of life for the time period depicted?			
Is factual information part of the story and is it presented accurately?			
Are concepts presented appropriate to the ability and maturity level of the potential reader?			
Do characters speak in a language true to the period and section of the country in which they live?			
Does the portrayal of sex, violence, cruelty, brutality, and aberrant behavior make this material inappropriate for children?			
If there is use of offensive language, is it appropriate to the purpose of the text?			
If there are graphics or photographic reproductions, are they appropriate to the purpose of the text?			
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?			
Is the material well-written or well-produced?			
Does the material make a significant contribution to the history of literature or ideas?			
Additional Comments:			

E. Action Recommended

Material is:

- _____ Discontinued for use as a text or supplementary item
- _____ Removed from the Media Center
- _____ Placed on Limited Access
- _____ Retained in collection with continued current usage
- _____ Other _____

Members of this Review Committee

Name	Title

Date Convened: _____

Sample Letter 1

--THIS LETTER TO BE ON SCHOOL LETTERHEAD--

(ACKNOWLEDGMENT OF COMPLETED FORM B)

Date _____

Name and address of complainant

Dear (Complainant),

I have received your completed Request for Reconsideration of School Materials form for the item entitled_____. As directed by Citrus County School Board policy and guidelines, our school's Materials Review Committee will convene to address your concern.

Each committee member will review the material and the Committee will make a recommendation on a course of action. I will then report my decision to you in writing within 30 school days.

If you have any further questions, please contact me at the following phone number:
_____, extension _____.

Sincerely,

Principal

Sample Letter 2

--THIS LETTER TO BE ON SCHOOL LETTERHEAD--

(INFORMATION LETTER TO COMMITTEE MEMBER)

Date _____

Name and address of committee member

Dear _____,

The material entitled _____, at (school name) has been challenged.

The Citrus County School Board policy and guidelines directs me to convene the School Materials Review Committee to review the challenged material. The meeting will be held on _____(date) at _____(time)

in the _____(location).

As a committee member, you will need to review the material before we meet. I have enclosed a copy of the Individual Checklist for the Review Committee to assist you.

Thank you for serving on this vital committee.

Sincerely,

Principal

Enclosure: Form C

Sample Letter 3

--THIS LETTER TO BE SENT ON SCHOOL LETTERHEAD--

(LETTER TO COMPLAINANT AFTER DECISION BY COMMITTEE)

(to accompany completed Form B)

Date: _____

Name and address of complainant

Dear _____,

The School Materials Review Committee has reviewed the material which you challenged on _____ (date) titled: _____.

After careful consideration and discussion, the committee has reached a decision. Please refer to the completed Request for Reconsideration Form (Form B). We appreciate your right as a parent to question any material your child reads, listens to, or views.

It is through a cooperative effort between the school and the parent that the most effective learning conditions can be obtained. Thank you for your involvement.

If you have any questions, please feel free to call me.

Sincerely,

Principal

Enclosure: Form B

VIDEO USE GUIDELINES

Citrus County Schools

February 13, 1997

INTRODUCTION

If used wisely, videos can be a valuable educational resource. Educators bear the responsibility for the appropriate use of videos. Major consideration for the use of video resources must include appropriate instructional application and copyright guidelines. Any videos used should be curriculum appropriate, grade level appropriate, and incorporated as part of a lesson plan.

1. Videos should be previewed first.
2. Videos should have educational value.
3. Videos may be used in part; it is not always necessary or appropriate to show the work in its entirety.

Copyright law is complex and ever changing. Please be familiar with copyright guidelines. Educators may tape programs off-air for educational use if they adhere to appropriate copyright restrictions. Consult your school media specialist for additional information.

USAGE GUIDELINES

Grades K-5 (Elementary)

G-rated movies may be shown for instructional purposes in all grades K - 5.

Grades 6-8 (Middle).

G and PG-rated movies may be shown for instructional purposes in grades 6 - 8.

Grades 9-12 (High School)

G, PG, and PG-13 rated movies may be shown for instructional purposes in grades 9 – 12.

Any exceptions to the usage guidelines described above require prior school administrative approval and signed parental permission forms.

Motion Picture Association of America Ratings Definitions

G General Audiences

All ages are admitted

PG Parental Guidance Suggested

Some material may not be suitable for children.

PG-13 Special Parental Guidance

Special parental guidance strongly suggested for children under the age of 13.
Some material may be inappropriate for young children.

R Restricted

Under 17 requires accompanying parent or adult guardian

NC-17 No one under 17 admitted.

DISTRICT OWNED MATERIALS

This refers to audio-visual materials purchased on a Citrus County Schools purchase order. Use of this material is subject to all Usage Guidelines as outlined in this policy.

NON-DISTRICT OWNED MATERIALS

This refers to materials not purchased as part of a school or district collection on a Citrus county Schools purchase order. This could refer to materials owned by teachers, brought in by students, or borrowed from a public library. There will be times when material in this category would not be appropriate for local school use. To determine if non-district owned material is deemed inappropriate for use in a school, a Video Approval Form must be submitted to and approved by the school principal. The use of these materials in a school is strictly at the discretion of the principal.

DONATED MATERIALS

All materials donated to a school are accepted only under the same selection criteria and procedures as purchased materials. They then become part of the school collection and must be used in accord with Usage Guidelines as outlined in this policy.

VIDEO PARENTAL PERMISSION FORM
Citrus County Schools

Date _____

Dear Parent/ Guardian:

I would like to have my students view the videotape _____

This video has a motion picture rating of _____. This video will be used for instructional purposes.
I will use this video to _____

Thank you for your consideration of my request. Please return the form below by: _____

Sincerely,

Teacher's Signature

Please cut on the dotted line and return to the classroom teacher.

Date _____

I give my permission for _____ to view the _____ rated
video tape titled: _____ in school.

Parent's Signature