

St. Lucie

PUBLIC SCHOOLS



Media Specialists Handbook

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Circulation Procedures

Loans of Audiovisual Equipment, Library Media Materials, and Instructional Materials

Students

A Student of the St. Lucie County School District (“School District”) may, with special permission, borrow audiovisual equipment and instructional media and materials outside of regular school hours for a use directly related to their instructional program or for an extra-curricular activity sponsored by the School District. The loan of equipment or materials for personal use or profit is strictly prohibited.

Staff

School District staff may borrow audiovisual equipment and instructional media and materials outside of regular working hours for a use directly related to their instructional responsibilities or for an assigned extra-curricular activity for students or a School District approved event. They may also borrow such equipment and materials to be used for public information sessions when representing the School District, to meet the requirements for continuing education courses in which they are enrolled as students and for use while they are instructors in a district in-service program. If the items are to be used outside of the media center, they must be checked out. Items should be returned immediately after use so that others may use them. The loan of equipment or materials for personal use or profit is strictly prohibited.

Responsible Use Policy

The original purchase price shall be collected as payment for library media materials lost or damaged beyond repair. Money must be received on an Internal Accounts individual receipt and deposited in trust for the remainder of the fiscal year. If the lost material is found and returned before the end of the year, the money will be refunded to the borrower. Any money thus collected, remaining at the end of the year, is to be used for the purchase of the library media materials. Any item checked out at the time a student is withdrawn from a school must be either returned or paid for upon withdrawal. Items not returned will remain on the student’s account until they are either returned or paid.

Cataloging

Overview

The School District has two types of Library Media Specialists:

1. Those who hold a master's degree in library sciences and are state certified. These Media Specialists are at the Administrative Level in Destiny and may create MARC records not found within Destiny.
2. Teachers who are state certified without a master's degree in library sciences. These Media Specialists are at the Library Administrative Level in Destiny. At this level in Destiny, permissions are not set to allow for MARC record to be created.

The District Cataloging team is made up of library sciences degreed Media Specialists who volunteer to be a part of the team. This team will assist in creating MARC records for materials with MARC records that are not found in Destiny.

To Add a Title in Destiny

1. Open the Catalog tab.
2. Click Add Title, scan the ISBN (if the ISBN is not found, check the verso -often the ISBN on the back of the book and in the verso are different) or choose title or author to find the MARC record.
3. If the MARC record is found
 - a. The red school house means the record is already in Destiny. Check to make sure this is the correct record and add copy. Please do not add a duplicate record.
 - b. If there is no red school house, you may choose the record that matches the item (check to make sure all information matches – ISBN, title, author, copyright, page numbers, etc.) and save the record. You may then add a copy.
4. If you need a MARC record created, please email Jen Bozone so the District Cataloging team can complete the necessary steps.
5. To add a copy, the following information must be filled in:
 - a. Barcode
 - b. Price
 - c. Call Number (see next page)

Standard Call Numbers and Prefixes

Material Type	Recommended CALL Prefix	*Alternate CALL Prefix
Easy	E	F or FIC
Fiction	F	FIC
Biography	B	92
Reference	REF	R
Collective Biographies	920	None
Story Collection	SC	808
Paperbacks	PB	None
All Nonprint Resources (i.e. videos, DVDs, audiobooks, playaways, puppets, ebooks, etc.)	NP	None
Professional	P	PRO
Library Equipment	EQU	EQ
Temporary	TEMP	None
Foreign Language Material	FR = French GR = German SP = Spanish IT = Italian PO = Portuguese	None
Examples Nonprint	Examples of Equipment	Examples of eBooks
NP NP DVD PLAY 510.31 398.2 MAT ARM	EQ EQ OVERHEAD CAMERA	NP NP FIC 811 SAN SHA

Classification

Dewey, M. (2012). *Abridged dewey decimal classification and relative index*. (16th ed.). Mitchell, J.S. (Ed.). Dublin, OH: OCLC Online Computer Library Center, Inc.

Dewey, M. (2011). *Dewey decimal classification and relative index*. (23rd ed.). Mitchell, J.S. (Ed.). Dublin, OH: OCLC Online Computer Library Center, Inc.

Subject Headings

Miller, J. and McCarthy, S. (Eds.). (2014). *Sears List of Subject Headings*. (21st ed.). New York, NY: The H.W. Wilson Company.

Winkel, L. and Matthews, E. (Eds.). (1998). *Subject headings for children*. Albany, NY: Forest Press.

Descriptive Cataloging Codes

Chan, L. and Hodges, T. (2007). *Cataloging and classification: an introduction*. (3rd ed.). Lanham, MD: Scarecrow Press.

Fritz, D. (2007). *Cataloging the AACR2 & MARC21*. (2nd ed.). Chicago, L: American Library Association.

Plath, S. (2000). *The unabridged journals*. K. V. Kukil (Ed.). New York, NY: Anchor.

Taylor, A. (2006). *Introduction to cataloging and classification*. (10th ed.). Westport, CT: Libraries Unlimited.

Inventory and Weeding

Overview

An annual inventory of the collection shall be conducted each year. The annual inventory will be uploaded through Titlewave within seven days of the end of the school year.

Most established media centers expect to delete 4-5% of the collection annually. Items to remove from the collection include:

1. Out of date, no longer authentic, obsolete materials.
2. Physically worn out and/or damaged materials.
3. Unused and/or inappropriate materials.

Print materials withdrawn from the collection that are no longer educationally useful must be deleted from the collection, all identifying marks/labels should not be visible, and the barcode must be removed. These materials may be donated to classrooms, students, charities, or nonprofit organizations. Materials that are not donated are to be destroyed.

Reasons to Inventory

1. Determine what items are missing and what needs to be replaced.
2. Provide statistics for administrators for accountability.
3. Inform patrons of overdue materials and lost materials.
4. Discover missing items.
5. Delete old, worn, torn and/or damaged materials.

Inventory Process

Follett Library Systems allows Media Specialists to complete an inventory through Destiny. The steps are:

1. Under Inventory, click on “start inventory.”
2. Scan all barcoded items.
3. When all items that can be located are accounted for, click on “complete inventory.”
4. Download and save the inventory.
5. Upload the file into Titlewise which is located on Follett’s Titlewave website.
6. Analyze the collection data for statistics and future collection development.

Weeding the School Library Collection

Definition:

Weeding is the removing of materials from the library collection in a systematic and deliberate way. It is an ongoing part of the collection development, a planned and thoughtful action to ensure library materials are current and enticing.

Weeding Policy and Criteria

1. Copyright: a clue to look more carefully at the content.
2. Content: look for relevance to the needs and curriculum of the school.
3. Physical condition: look for ease of repair. Is there sufficient time and staff to complete major repairs?
4. Number of circulations including last circulation. If not circulated for 5-10 years determine why.
5. Superseded: is there newer information available?

Informal Weeding

An ongoing process that often occurs as materials are checked-in or checked-out.

Formal Weeding

A planned process that is not superseded by informal weeding. A rotation schedule can be established allowing for systematic weeding over time.

Copyright

These are suggested copyright markers to consider. Utilize other criteria as well as weeding process.

1. Schedule weeding during an uninterrupted time.
2. Have post-its, carts and boxes available.
3. Look at each book and apply your criteria.
4. If pulling the book, note the reason and place on a cart for mending or in a box for disposal.
5. Remove records from circulation system.

Dewey Classifications

000 2-10 years	500 5-10 years
100 10 years	600 5-10 years
200 2-10 years	700 5-15 years
300 5-10 years	800 flexible
400 10 years	900 15 years

Biographies flexible

Fiction 10 years

Encyclopedia 5-7 years

Reference: evaluate on individual basis

Periodicals 5 years

Almanacs/Yearbooks 3 years in reference, three additional years in circulation

Consider Keeping

1. Classics, award winners
2. Local History
3. Annuals & School Publications
4. Titles on current reading lists
5. Out of print titles that are still useful
6. Biographical Sources

Procedure

1. Design a plan that includes a schedule and a goal for the weeding process.
2. Schedule weeding during an uninterrupted time.
3. Have post-its, carts and boxes available.
4. Look at each book and apply your criteria.
5. If pulling the book, note the reason and place on a cart for mending or in a box for disposal.
6. Remove records from circulation system.

[PDF] Weeding the School Library - School Libraries

Library Collection. WEEDING THE. SCHOOL. LIBRARY. The Counterpart to Selection.

Why Weed? It does not matter how many books you may have, but.

<http://www.cde.ca.gov/ci/cr/lb/documents/weedingbrochure.pdf#search=library%20collection&view=FitH&pagemode=none>

Wave Charts

		NonFiction Collection Age 9/2100		NonFiction Collection Age As of 9/2011		Eligibility Status	Final Collection Development Age As of 6/2012	
Wave I	Floresta	1985	5390	1993	2352	Y	1999	2997
Wave I	Garden City	1992	11618	1998	2236	y	2000	3186
Wave I	Mariposa	1992	7664	1997	4060	y	2005	2436
Wave I	River's Edge	1992	5612	1994	3951	y	1995	3862
Wave I	Weatherbee	1993	5846	1996	2200	y	1998	3054
Wave I	Dan McCarty	1994	7296	2002	5079	y	2004	6530
Wave I	Ft. Pierce Magnet	1998	2186	2000	2130	y	2000	1510
Wave I	Manatee	2000	7565	2001	6679	Y	2002	5460
Wave I	Northport	1995	14619	1996	13370	Y	1996	12729
Wave I	Southport	1992	6235	1997	3896	Y	2000	2722
Wave I	Port St. Lucie HS	1998	9100	1999	9140	Y	1999	8649
Wave I	Westwood HS	1987	6417	2001	2947	Y	2002	2618

		NonFiction Collection Age 9/2010		NonFiction Collection Age 9/2012		Eligibility Status	Final Collection Development Age 6/2013	
Wave II	Bayshore	1996	8687	2004	5122	Y	2004	5147
Wave II	C.A. Moore	1995	6331	2003	1723	Y	2006	2434
Wave II	Fairlawn	1995	5240	2001	3258	Y	2003	3831
Wave II	F.K. Sweet	1996	4923	2004	2217	Y	2006	2648
Wave II	Lawnwood	1996	6121	1999	3219	Y	2001	3759
Wave II	White City	1996	6799	2000	4065	Y	2002	4016
Wave II	Forrest Grove	1996	6121	2004	2434	Y	2005	2614
Wave II	Oak Hammock	2003	8879	2003	8439	Y	2003	8403
Wave II	St. Lucie West	1994	6876	2000	5905	Y	2006	6873
Wave II	Southern Oakes	1997	7853	2001	5034	Y	2002	6073
Wave II	West Gate	2003	11145	2004	7361	Y	2005	8326
Wave II	Central	1999	5464	2002	4397	Y	2002	4384
Wave II	SLW Centennial	1998	8430	2000	3909	Y	2004	5416

		NonFiction Collection Age 9/2010		NonFiction Collection Age		Eligibility Status	Final Collection Development Age	
8/2013 (preliminary)								
Wave III	Lakewood Park	1997	3731	1999	4087	Y	2003	4203
Wave III	St. Lucie	1997	5606	1999	4576	Y	2001	5254
Wave III	Savannah Ridge	1996	4041	2000	759	Y	2005	1128
Wave III	Morningside	2000	5222	2000	5284	Y	2000	5861
Wave III	Parkway	2002	7197	2004	4895	Y	2005	5434
Wave III	Village Green	2004	5047	2005	4380	Y	2008	4867
Wave III	Windmill Point	1994	4044	2003	2688	Y	2006	3796
Wave III	Allapattah Flats	2004	8423	2006	7853	Y	2007	8734
Wave III	Palm Pointe	2005	9081	2006	8780	Y	2007	9724
Wave III	Samuel Gaines	2004	8423	2004	10183	Y	2005	11244
Wave III	Lincoln Park	2001	8667	2002	7219	Y	2004	8849
Wave III	Treasure Coast	2003	10480	2004	9454	Y	2005	11278

CHAPTER 3.00 - SCHOOL ADMINISTRATION

3.52 COPYRIGHTED MATERIALS

CHAPTER 3.00 - SCHOOL ADMINISTRATION

ST. LUCIE 3.52

COPYRIGHTED MATERIALS 3.52

The District shall abide by all provisions of the **copyright** laws.

(1) Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or **copyright** holder or within the bounds of “Fair Use” guidelines.

(2) The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.

(3) Procedures and guidelines for the legal duplication of materials for instructional purposes are available to employees from the school principal or on the District’s Professional Development Center Media Services web site.

(4) The School Board, in recognizing the importance of the **Copyright** Law of the United States (Title 17, United States Code), hereby notifies all employees that a willful infringement of the law may result in disciplinary action. In the case of a court action for damages, a finding of willful infringement would preclude the School Board’s payment of any judgment rendered against the employee and the payment of any attorney’s fees or costs which the employee would incur in conjunction with a lawsuit and may render the employee liable to the School Board for any damages the School Board is liable to pay.

(5) School Board **Copyrights**: The School Board shall hold the **copyrights** for all data processing software or other computer products created by school board employees performing job responsibilities, created using school board resources or equipment, or created by individuals, companies, or agencies under contract with the School Board to develop these products for district use.

(6) School Board License Fees: The Superintendent or designee may establish fees for any public or private entity to purchase or obtain a license for data processing software or other computer products which are **copyrighted** by the district; however, fees shall be pursuant to Florida Statutes for an individual or entity that needs the district’s **copyrighted** data processing software solely for access to data or for information maintained or generated by the software.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 1001.361, 1001.43, F.S.

Copyright laws of the united states.

Title 17, United States Code



Permission to View PG-Rated Video/CD/Digital in the Classroom

Dear Parent/Guardian,

The following video will be shown in class for instructional purposes.

Please review the rationale for showing this PG- rated film and sign below indicating your decision for your child.

Principal's Permission: _____

VIDEO/FILM Title: _____ FILM RATING _____
According to the Classification and Rating Administration (CARA)

Reason(s) for rating according to CARA (*The Classification and Rating*

PG = Parental Guidance Suggested. Some material may not be suitable for children. A PG-rated motion picture should be investigated by parents before they let their younger children attend. The PG rating indicates, in the view of the Rating board, that parents may consider some material unsuitable for their children, and parents should make that decision.

The more mature themes in some PG-rated motion pictures may call for parental guidance. There may be some profanity and some depictions of violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is no drug use content in a PG-rated motion picture. **For more information go to <http://www.filmratings.com/questions.htm>**

Viewing length: _____

Current Curriculum/Lesson Related to:

Date of showing: ___/___/___ Location: _____

Alternative if student is not granted permission to view this video:

Request permission:

GRANTED

NOT GRANTED

Parent Signature Required

Parent Signature Required

- This document must be printed on school letterhead and must have the procedural guidelines copied on the back for it to be valid. Document must be on file in classroom and turned in with lesson plan book at the end of the year. This request is not recommended for students in Elementary grades.





Adult Rated Videos

The best advice is not to use adult rated videos, however, if you do:

The decision to show adult rated videos (PG, PG13, R, NC-17) in the classroom should be determined by the following procedure:

- A. The teacher will identify and place in writing instructional objectives for the video that may NOT include reward, entertainment, esthetic, value of the work, or fund raising.
- B. The principal reviews and approves the content of the video to be shown and the instructional objectives.
- C. Written permission is obtained from parents or guardians of all students prior to the viewing of the video.
- D. Alternative activities are provided for students who have not received parental permission to view the work. The students are removed from all possible viewing or hearing of the performance.
- E. Viewing occurs in face-to-face classroom instruction with the teacher present. Video is NOT delivered to the classroom over the school's CCTV system.
- F. Written objectives, principal approval, date of viewing, and parental permission slips are kept on file for an appropriate time period.

Following the above procedures does not guarantee parents or the general public will not call the instructional objectives into question.

WLX-TV SLPS Education Channel
532 N. 13th Street, Fort Pierce, FL 34950
772-468-5161 office 772-468-5181 FAX



Procedures for Selection, Maintenance, Use, and Evaluation of Media

The school's Media Specialist, in collaboration with teachers, administrators, and the school's media advisory committee will:

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

Selection Tools

Books

H. W. Wilson Company. Standard Catalog Series. Bronx, NY: H. W.

Wilson. Revised periodically. Currently maintained with annual paperback supplements.

Children's Catalog

Middle and Junior High School Catalog

Senior High School Catalog

Available as annual subscriptions on Wilson Web: www.hwwilson.com/Databases/stcatelect.htm

Greenwood Publishing Group. Revised periodically.

Best Books for Children

www.greenwood.com

Wynar, Bohdan S. Recommended Reference Books for Small and

Medium-Sized Libraries and Media Centers. Littleton, CO:

Libraries Unlimited, 2002.

Periodicals

The Booklist. Chicago: American Library Association.

Published twice monthly, except August.

Horn Book. Boston: The Horn Book, Inc. Published bimonthly.

(February, April, June, August, October, December)

The Horn Book Guide Online: www.gem.greenwood.com/products/prod_hornbook.asp

Knowledge Quest : Journal of the American Association of
School Librarians. Chicago: American Library Association.

Published quarterly (Fall, Winter, Spring, Summer).

School Library Journal. New York: R. R. Bowker. Published monthly.

Technology

See District Web Site for policies on use of school district computers:

www.stlucie.k12.fl.us/html/aup.htm

Web resources for educators

www.stlucie.k12.fl.us/mis/weblinks.nsf

Introduction TIPS For Challenged Materials

Libraries are often challenged by individuals and groups concerned about the availability of a wide variety of library materials to everyone.

Addressing these challenges requires a balance of carefully crafted library policy, knowledge and understanding of intellectual freedom principles, and sensitivity to community needs and concerns. It also requires effective communication.

This tip sheet has been prepared by the American Library Association (ALA) to help you plan for and deal with such challenges. It can help you educate library staff and trustees, inform the public and work with the media. Some tips are specific to a type of library or service, while others are for general use.

The ALA Office for Intellectual Freedom has information and resources to assist you at any stage of a challenge. Established in 1967, the office is charged with implementing ALA policy on free access to libraries and library materials. The goal is to educate librarians and the general public about the importance of intellectual freedom in libraries.

Other ALA offices and divisions also provide assistance. See the ALA Resource List provided or call the toll-free ALA Member Line: 800-545-2433. Extensions and e-mail addresses are listed below.

Communicating Effectively

A few simple communication techniques can go a long way toward defusing emotion and clearing up misunderstanding. Make sure your staff is trained in procedures for handling complaints and understands the importance of treating all people with respect. The goal is to resolve complaints informally whenever possible.

One-on-One

* Greet the person with a smile. Communicate your openness to receive inquiries and that you take them seriously. Listen more than you talk.

* Practice “active listening.” Take time to really listen and acknowledge the individual’s concern. This can be as simple as “I’m sorry you’re upset. I understand your concern.” Stay calm and courteous. Upset parents are not likely to be impressed by talk about the First Amendment or Library Bill of Rights. Talk about freedom of choice, the library’s role in serving all people and the responsibility of parents to supervise their own children’s library use. Avoid library jargon.

* Distribute facts, policy and other background materials in writing to all interested parties. Avoid giving personal opinions.

* Be prepared to give a clear and non-intimidating explanation of the library’s procedure for registering a complaint and be clear about when a decision can be expected.

Dealing with the Media

When a challenge occurs, realize this may attract media attention. How effectively you work with the media may well determine how big the story becomes and will help to shape public opinion.

Some Suggestions:

* Have one spokesperson for the library. Make sure that reporters, library staff and the members of the board know who this is. Make it clear that no one other than this spokesperson should express opinions on behalf of the library.

* Prepare carefully for any contacts with the media. Know the most important message you want to deliver and be able to deliver it in 25 words or less. You will want to review your library’s borrowing and collection development policies and the American Library Association’s Library Bill of Rights.

* Practice answering difficult questions and answers out loud. You may wish to invest in a session with a professional media consultant. ALA offers this training at Annual Conferences.

* Keep to the high ground—no matter what. Don’t mention the other side by name, either personal or corporate. Be careful to speak in neutral terms. Name calling and personalization are great copy for reporters but create barriers to communication.

* Do not let yourself be put on the defensive. Stay upbeat, positive—“Libraries are vital to democracy. We are very proud of the service our library provides.” If someone makes a false statement, gently but firmly respond: “That’s absolutely incorrect. The truth is the vast majority of parents find the library an extremely friendly, safe place for their children. We receive many more compliments from parents than we do complaints.”

* Be prepared to tell stories or quote comments from parents and children about how the library has helped them.

* Be strategic in involving others. For instance, board members, friends of libraries, community leaders, teachers and other supporters can assist by writing letters to the editor or an opinion column and/or meeting with a newspaper editorial board or other members of the media.

More Tips

The following tips apply both when dealing with the media and when speaking to other audiences—community groups, trustees, staff:

* Never repeat a negative. Keep your comments upbeat and focused on service.

* Keep it simple. Avoid professional jargon. Try to talk in user-friendly terms your audience can relate to: Freedom of choice—not the Library Bill of Rights. “People with concerns” or “concerned parents”—not censors.

* Ask questions. Find out what the approach is, whether there will also be someone with an opposing view present. If you do not feel qualified to address the question or are uncomfortable with the approach, say so. Suggest other angles (“The real issue is freedom of choice. . .”)

* Be clear who you represent—yourself or your library.

* Know your audience. Make sure you know which newspaper, radio or TV station you’re dealing with and who the audience is—whether they’re parents, seniors, teenagers, their ethnic background, religious affiliation and anything else that will help you focus your remarks.

* Anticipate the standard “Who-What-When-Where-and-Why” questions and develop your answers beforehand. Keep your answers brief and to the point. Avoid giving too much information. Let the reporter ask the questions.

* Beware of manipulation. Some reporters may ask leading questions, something like “Isn’t it true that . . . ?” Make your own statement.

* Don’t rush. Pause to think about what you want to say and the best way to say it. Speak deliberately. It will make you sound more thoughtful and authoritative.

* Don’t be afraid to admit you don’t know. “I don’t know” is a legitimate answer. Reporters do not want incorrect information. Tell them you’ll get the information and call back.

* Provide hand-outs with copies of relevant policies, statistics, and other helpful information. You also may want to provide a written copy of your statement.

* Never say “No comment.” A simple “I’m sorry I can’t answer that” will suffice.

* Remember, nothing is “off the record.” Assume that anything you say could end up on the front page or leading the news broadcast.

It’s not just what you say

How you look and the tone of your voice can be as important as what you say—especially on radio and TV or before a live audience.

You want to sound and look professional, but also friendly and approachable. Studies have shown audiences are more likely to trust and believe you if they like how you look and sound.

* Smile when you’re introduced, if someone says something funny, if you want to show your enthusiasm for all the good things that your library is doing. On the flip side, be sure not to smile when others are making a serious point.

* Dress and make up appropriately. There are many articles and books on what works for TV and speaking appearances. On radio, use your voice as a tool to express your feelings—concern, enthusiasm, empathy. A smile can be “heard” on the radio.

Don’t panic if you misspeak. Simply say “I’m sorry, I forgot what I was going to say.” Or, “I’m sorry I was confused. The correct number is…” To err is human, and audiences are very forgiving of those who confess—but don’t agonize over—their mistakes.

Sample questions and answers

The following questions provide sample language to use when answering questions from the media and other members of the public. You will want to personalize your remarks for your library and community. Remember, keep it simple. Keep it human.

What is the role of libraries in serving children? The same as it is for adults. Libraries provide books and other materials that will meet a wide range of ages and interests. Many libraries have special areas for children and teenagers. They also have many special programs, such as preschool story hour, movies, puppet shows, and term paper clinics. In fact, more children participate in summer reading programs at libraries than play Little League baseball!

Why don’t libraries restrict certain materials based on age like movie theaters or video stores? Movie theaters and video stores are private businesses and can make their own policies. Libraries are public institutions. They cannot limit access on the basis of age or other characteristics. Our library does provide copies of movie reviews and ratings, and we encourage parents to use them in guiding their children’s library use.

How do libraries decide what to buy? Every library has its own policies, which are approved by its board. Our library has adopted the Library Bill of Rights. We also have a mission statement that says our goal is to serve a broad range of community needs. Librarians are taught as part of their professional education to evaluate books and other materials and to select materials based on library policies.

What is the Library Bill of Rights? The Library Bill of Rights is a policy statement adopted by the American Library Association to protect the right of all library users to choose for themselves what they wish to read or view. The policy is more than 50 years old and has been adopted voluntarily by most libraries as a way of ensuring the highest quality library service to their communities.

Does that mean a child can check out Playboy or other materials intended for adults? We believe in freedom of choice for all people but we also believe in common sense. It would be extremely unusual for a young child to check out that type of adult material. Most libraries are designed with special areas for children and teenagers. And there are librarians to provide assistance. We also provide suggested reading lists to help them make appropriate choices. Our goal is to provide the best possible service for young people, and we are very proud of what we offer. If you haven’t been to our library recently, we encourage you to come and see for yourself!

What should I do if I find something I don't approve of in the library? Libraries offer a wide range of materials, and not everyone is going to like or approve of everything. If you have a concern, simply ask to speak to a librarian. We do want to know your concerns, and we're confident we have or can get materials that meet your needs. The library also has a formal review process if you wish to put your concern in writing.

What does the library do if someone complains about something in its collection? We take such concerns very seriously. First, we listen. We also have a formal review process in which we ask you to fill out a special form designed to help us understand your concerns. Anyone who makes a written complaint will receive a response in writing.

What can parents do to protect their children from materials they consider offensive? Visit the library with your children. If that's not possible, ask to see the materials your children bring home. Set aside a special shelf for library materials. If there are materials on it you don't approve of, talk with your children about why you would rather they not read or view them. Most libraries provide suggested reading lists for various ages. And librarians are always glad to advise children and parents on selecting materials we think they would enjoy and find helpful.

I pay tax dollars to support the library. Why shouldn't I be able to control what my kids are exposed to? You can control what your children are exposed to simply by going with them to visit the library or supervising what they bring home. The library has a responsibility to serve all taxpayers, including those you may not agree with—or who may not agree with you. We believe parents know what's best for their children, and each parent is responsible for supervising his or her child.

Key Messages

When responding to a challenge, you will want to focus on three key points:

- * Libraries provide ideas and information across the spectrum of social and political views.
- * Libraries are one of our great democratic institutions. They provide freedom of choice for all people.
- * Parents are responsible for supervising their own children's library use.

These simple, but sometimes overlooked essentials, are the bulwark against challenges.

Public Libraries

An ounce of prevention is worth a pound of cure. Make sure all library staff and board members understand the library's policies and procedures for dealing with challenges. Provide customer service and other human relations training that will help staff deal effectively with sensitive matters.

Tips for Directors

- * Make sure you have an up-to-date selection policy, reviewed regularly by your library board, which includes a request for reconsideration form.
- * As a public institution, the library must develop and implement all policies within the legal framework that applies to it. Have your policies reviewed regularly by the library's legal counsel for compliance with federal and state constitutional requirements, federal and state civil rights legislation, other applicable federal and state legislation, including confidentiality legislation and applicable case law.
- * Have the request for reconsideration form available at your major service desks and at all your branch facilities.
- * Work with your trustees to ensure that they know and understand the library's policies. Institute formal education procedures so all library trustees have the same information.
- * Model the behavior you want your staff to practice. When confronted by an individual or representative of an organization that wants an item or items removed or reclassified, listen closely and carefully to what is being said (and what is not). Respect that person's right to have an opinion, and empathize. Keep the lines of communication open to the greatest possible extent.
- * Work with your frontline staff (children's librarians, reference librarians, circulation, branch, bookmobile and support staff) to make sure they understand the library's policies. Help them to understand that they are responsible for implementing the library's policy, not their personal beliefs, while they are on duty. Make this a part of customer service training for your staff.
- * Have an ongoing public relations program to communicate the many ways your library serves all members of the community, especially families.
- * Build a solid working relationship with your local media before controversy arises. Provide them with upbeat, positive stories about what the library is doing, especially in the area of children's services.
- * Put key contacts on your library mailing list. The time to build these relationships is before you need them.
- * Hit the talk circuit. Every social, fraternal and religious organization that meets regularly needs speakers for its meetings. This is your opportunity to reach leaders and opinion makers in your community and to build a support network.

Tips for Trustees

- * First, remember your role. As a library trustee, you have a responsibility to speak your mind, and to argue forcibly for your point of view within the forum of the board. Once the board has made a decision, it is your responsibility to support the decision of the majority. If you disagree

for whatever reason, do not speak out publicly. If, for reasons of conscience, you feel you cannot be silent, it is best to resign from the board before making your opposition public.

- * Work with your library director to ensure that the necessary policies are in place and that they are reviewed regularly and thoroughly. Review and affirm your library's selection policy annually and make sure it is followed carefully.

- * Insist that the entire board understands the library's collection policy and that it be involved in reviewing and reaffirming this policy annually.

- * Be an effective advocate for the library. Use your contacts in the community to educate and mobilize others in support of the library.

- * Bring what you hear back to the library director. Your roots in the community may be much deeper and of longer duration than those of the director. The things that people will tell you that they won't tell a director can provide valuable feedback.

- * Be involved with the professional state and national organizations serving library trustees.

- * Remember the roots of the word "trustee." The community has placed its trust in you to act as an effective steward for the library. This means representing the interests of the entire community, not just a vocal minority.

Tips for Children's and Young Adult Librarians

- * Make sure you and your staff are familiar with the library's collection policy and can explain it in a clear, easily understandable way.

- * Take time to listen to and empathize with a parent's concern. Explain in a non-defensive way the need to protect the right of all parents to determine their own children's reading.

- * Keep your director informed of any concerns expressed, whether you feel they have been successfully resolved or not.

- * Join professional organizations to keep abreast of issues and trends in library service to children and families.

- * Encourage parents or guardians to participate in choosing library materials for their young people and to make reading aloud a family activity. Host storytelling, book discussion groups and other activities that involve adults and youth.

- * Offer "parent education" programs/workshops throughout the year. National Library Week in April, Teen Read Week in October and Children's Book Week in November provide timely opportunities. Suggested topics: how to select books and other materials for youth; how to raise a reader; how books and other materials can help children and teens cope with troubling situations;

the importance of parents being involved in their children's reading and library use; concepts of intellectual freedom.

- * Reach out to the media. Offer to write a newspaper column or host a radio or TV program discussing good books and other materials for children and teens. Give tips for helping families get the most from libraries.

- * Build bridges. Offer to speak to parent and other groups on what's new at the library, good reading for youth, how to motivate children and teens to read, how to make effective use of the library and other topics of special interest.

School Libraries

School librarians play a key role in making sure that students have the broad range of resources and ideas they need to develop critical thinking skills. Challenges to materials provide a "teachable moment" that can help you build understanding and support for the principles of intellectual freedom, including First Amendment rights, student rights of access and professional ethics.

Applying the principles of intellectual freedom

- * Connect academic freedom with intellectual freedom. Academic freedom guarantees the teacher's right to teach and to select classroom and library resources for instruction.

- * Make sure everyone involved understands the right of people in a democratic society to express their concerns and that all people have the right to due process in the handling of their complaints.

- * Explain the obligation of the school district to provide intellectual and physical access to resources that provide for a wide range of abilities and differing points of view.

- * Define intellectual and physical access when appropriate. Intellectual access includes the right to read, receive and express ideas and the right to acquire skills to seek out, explore and examine ideas. Physical access includes being able to locate and retrieve information unimpeded by fees, age limits, separate collections or other restrictions.

- * Emphasize the need to place the principles of intellectual and academic freedom above personal opinion, and reason above prejudice, when selecting resources.

- * Connect intellectual freedom and access. The freedom to express your beliefs or ideas becomes meaningless when others are not allowed to receive or have access to those beliefs or ideas.

- * Stress the need for teachers and librarians to be free to present students with alternatives and choices if students are to learn and use critical thinking and decision-making skills.

Protecting students and staff with a materials selection policy

- * Update your materials selection policy. Include a formal reconsideration process for textbooks, gift materials, electronic and other resources used in classrooms, laboratories and libraries. Seek board of education approval.
- * Be sure to include the educational goals of the school district and to relate the selection policy to these goals.
- * Emphasize the positive role of the selection policy in clarifying the use of educational resources and in ensuring stability and continuity regardless of staff change.
- * To ensure uniformity and fairness in dealing with complaints, delegate the responsibility for dealing with complaints and requests for reconsideration to the principal in each school.
- * Inform all your school staff (including nurses, secretaries, cafeteria workers and custodians) about the materials selection policy and reconsideration process. Review the policy with staff at the beginning of each school year.
- * Distribute a copy of the policy with a simple statement that explains its importance in protecting students, teachers and librarians against censorship.

Preparing for Challenges

- * Develop rationales for the use of required materials in each department and/or grade.
- * Introduce the rationales at Parent's Night or open houses or through the school newsletter to help parents understand what materials are being taught and why.
- * Work with administrators, teachers and librarians to prepare a list of alternative materials for instructional activities.
- * Prepare a packet of materials, including the school district's educational goals and materials selection policy, to give to those registering concerns.
- * Review all policies dealing with access to ensure that school rules are conducive to free and open access to the library.
- * Prepare an audiocassette that explains principles of intellectual and academic freedom contained in the materials selection policy and reconsideration process for staff members to listen to at home or in their car.
- * Inform staff and board members that complaints and requests for reconsideration made by them will get the same due process as from a parent or community member.

- * Engage students in discussions and activities related to intellectual freedom. An educated and informed student body can provide a strong support group for the school when educational resources are challenged.
- * Remind school administrators that to ignore or override a board-approved materials selection policy can place them in legal jeopardy.
- * Unite with other groups in your community that are concerned with intellectual freedom issues. Make them aware of the rights of children and young adults.
- * Educate administrators, teachers and other school personnel to the importance of the school library and the role it plays in the education of the student as part of in-service training.

Helping everyone understand the reconsideration process

- * Be clear that materials under reconsideration will not be removed from use, or have access restricted, pending completion of the reconsideration process.
- * Emphasize that parents can request only that their child be denied access to materials being reconsidered.
- * Develop a time frame to guide the reconsideration process. For example, the building principal should act within 20 working days.
- * Emphasize that the reconsideration process is to collect information in order to make thoughtful decisions.
- * Keep careful and accurate records of all requests for reconsideration, even those settled informally.
- * Report all requests for reconsideration to the superintendent and other staff members. It is important to demonstrate the ability and commitment to protect the rights of students and staff and still provide due process for those registering their concern.
- * Provide clear instruction to the appointed reconsideration committee. Have the committee focus on principles rather than attempt to define or interpret materials or parts of materials.
- * Keep the request for reconsideration form uncomplicated and non-threatening.
- * Direct the reconsideration committee to prepare a report presenting both majority and minority opinions. Present the report to the principal when the process is completed.
- * Keep staff and administrators informed about the reconsideration process and progress toward resolution. Rumors and speculation can distort everyone's perceptions of the situation.

* Explain the benefits of a board-approved materials selection policy, which guides staff in the selection of materials and minimizes the arbitrary and personal element. Such a policy also clarifies to the community how the school decides what materials will be used.

CHALLENGED MATERIALS POLICY

Despite the quality of the selection process, occasional objections to instructional materials will be made. The School Board of Saint Lucie County supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the School Library Bill of Rights of the American Association of School Librarians, and Freedom to Read of the American Library Association. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the professional library personnel must be defended rather than the materials.

Each school principal should review the selection and objection rules with the staff annually, emphasizing the ethical considerations in attempting to handle resident complaints with courtesy and dignity. It is recommended that the school administrator receiving a complaint regarding instructional materials try to resolve the issue informally through the following procedure.

School Level – Informal Complaint

1. An interested person who objects to materials being used in a school should request a personal conference with the principal or designee. Any complaint regarding materials from the library media center should be referred to the library media specialist.
2. During this initial conference, the person should be given a copy of the appropriate School District policy for selection of the material.
3. The principal or his designee will then have an opportunity to explain the reason(s) for the use of the material and to answer questions the person has about the selection.

In the event that the person is not satisfied with the initial explanation and desires to file a formal complaint, the following policies for handling such requests must be followed sequentially.

School Level - Formal Complaint

1. The complainant shall obtain four copies of the form entitled Request for Reconsideration of Media from the principal or a designee, complete the form in its entirety including signature, retain one copy, and send one copy of the completed form to:
 - a. the Principal (original)
 - b. the Director of Curriculum and School Improvement
 - c. the Assistant Superintendent who oversees that school.
2. The completed form and the material(s) in question shall be studied by a School Materials Review Committee (SMRC) appointed on an ad hoc basis by the principal with the following provisions:
 - a. The committee shall consist of the principal or designee; two teachers in the a library media specialist; a guidance counselor; one student from the appropriate grade level or who is accomplished in the specific subject area (senior high school only); one lay person from a School Advisory Council; and a representative designated by the Director of Curriculum and School Improvement.

- b. The SMRC shall meet within fifteen (15) school days of receipt by the principal of the reconsideration form.
- c. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.
- d. The SMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one or more of the evaluative criteria and render a decision based on a majority vote.
- e. Within five (5) school days of its final meeting, the SMRC shall prepare a written report with recommendations for the principal to follow. The committee's final recommendation may be any or a combination of the following: (1) allow the challenged material to maintain its current status; (2) leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item; (3) limit the educational use of the challenged material; (4) remove the challenged material from the total school environment.
- f. Within five (5) school days after receipt of the SMRC recommendation, the principal shall inform the complainant of the decision of the committee and shall send copies of all reports and communications to the Assistant Superintendent who oversees the school..

3. Access to challenged materials shall not be restricted during the reconsideration process. The materials shall remain in use unless removed by formal vote of the SMRC.

District Level - Formal Appeal

The complainant may appeal the decision of the SMRC to the Superintendent in accordance with the following provisions:

- 1. The complainant shall notify the Superintendent of the appeal in writing.
- 2. Within fifteen (15) school days of receipt of such request, the Superintendent and appropriate staff shall review the action taken at the school level and issue a decision. If the decision does not include further review, the complainant shall be so notified and may request an appearance to appeal directly to the School Board in accordance with School Board Policy.
- 3. If the Superintendent finds cause for further review, the complaint shall be submitted to a District Materials Review Committee (DMRC), chaired by the Deputy Superintendent, or designee, appointed on an ad hoc basis by the Superintendent, with the following provisions:
 - a. The committee shall consist of the Deputy Superintendent, or designee, an Assistant Superintendent; the Assistant Superintendent of Accountability And Assessment; two principals at the appropriate level; the Director of Curriculum and School Improvement; two appropriate subject area specialists; one teacher in the appropriate subject area/grade; two library media specialists; one student from the appropriate grade level or who is accomplished in the specific subject area (high school only); a representative from the Classroom Teachers Association; a representative from the District Advisory Committee; and one lay person.
 - b. In the event that a person named above can not be present at the DMRC meetings(s), the Superintendent may appoint an alternate.
 - c. The DMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.

- d. The DMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one or more of the evaluative criteria and render a decision based on a majority vote.
- e. The DMRC shall make a recommendation to the Superintendent within fifteen (15) school days of receipt of the complaint.
- f. The recommendation of the DMRC and the basis for that recommendation shall be transmitted to the Superintendent within five (5) school days of the final DMRC meeting.
- g. The Superintendent or a designee shall make a final decision within five (5) school days of receipt of the DMRC recommendation and send a report of that decision to the Deputy Superintendent for Education; the Assistant Superintendent; the Assistant Superintendent of Accountability and Assessment and the original school principal.
- h. The complainant may appeal the decision of the Superintendent to the School Board in writing and may request an appearance before the School Board in accordance with school Board rules.



St. Lucie Public Schools
Office of Teaching and Learning
Curriculum Department
9461 Brandywine Lane
Port St. Lucie, FL 34986

REQUEST FOR RECONSIDERATION OF MATERIAL

Title _____

Author _____ Type of Material _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

___Himself/Herself

___Name of Organization _____

___Identify other group _____

1. To what in the work do you object? (Please be specific; cite pages or selections.) _____

2. Of what value is this work? _____

3. What do you feel might be the influence of this work? _____

4. For what age group would you recommend this work? _____

5. Did you read/view the entire work? _____ If not, what pages or sections? _____

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the educational purpose of using this work? _____

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

9. What would you prefer the school do about this work?
_____ do not assign or recommend it to my child
_____ withdraw it from all students
_____ send it to committee for re-evaluation

10. What work would you recommend in its place that would convey as valuable a picture and perspective of a study or a set of values? _____

Printed name of Complainant: _____

Signature of Complainant: _____ Date _____

Please submit the completed form to:

- Principal of the School
- Director of Curriculum
- Chief Academic Officer

Adapted from The Students' Right to Read, National Council of Teachers of English.