



SCHOOL BOARD OF LEVY COUNTY INSTRUCTIONAL MATERIALS POLICY HANDBOOK PRE K-12

Revised and Board Approved

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**SCHOOL BOARD OF LEVY COUNTY
BRONSON, FLORIDA**

SUPERINTENDENT

Christopher A. Cowart

SCHOOL BOARD MEMBERS

Tammy Boyle Chairman

Cameron A. Asbell
Devin Whitehurst

Paige Brookins
Ashley Clemenzi

ASSISTANT SUPERINTENDENT

John R. Lott, Jr.

INTRODUCTION

Instructional materials are essential in a quality education program. The School Board of Levy County Instructional Materials Policy Handbook specifies guidelines and policies for the selection, adoption, maintenance, use, and review of the instructional materials used in Levy County schools. This policy handbook will be updated and revised in accordance with changes in the needs of the schools and district and/or changes in Florida Statute or Public Law.

I hereby certify that this Instructional Materials Policy Handbook has been approved for use in Levy County schools for grades Pre-K - 12.

School Board of Levy County
Chairman of the Board

School Board of Levy County
Superintendent

Date

Date

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I. Guidelines

A. Overview It is the responsibility of the school district to provide adequate instructional materials for students to support their educational needs. In order to accomplish this task, processes need to be in place to provide for the selection, acquisition, management, implementation, accountability, and review of these materials. 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. This handbook outlines the processes mentioned above and should be reviewed by relevant staff members annually.

B. Responsibilities of the School Board (F.S. 1006.28)

1. It is the responsibility of the district school board to select and provide adequate instructional materials for all students. "Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.
2. The school board is responsible for the content of all instructional materials used in the classroom, whether purchased through an adoption process or otherwise purchased.
3. The school board must adopt a policy regarding a parent's objection to his or her child's use of a specific instructional material and a process for responding to a parent's objection.
4. The school board must provide for proper requisitioning, distribution, accounting, storage, care, use, and removal of all instructional materials.

C. Responsibilities of the Superintendent (F.S. 1006.28)

1. The district superintendent has the duty to recommend plans for improving, providing, distributing, accounting for, and caring for instructional materials in the district.
2. The district superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials' use to assist in determining if adequate instructional materials have been requisitioned.

D. Responsibilities of the School Principal (F.S. 1006.28)

1. The school principal is responsible for assuring that instructional materials are used to provide instruction to the grade levels the materials were designed.
2. The school principal is responsible for the management of instructional material as outlined in School Board Policy 4.24
3. The school principal is responsible for notifying parents of the process for objecting to the use of specific materials and/or the procedures for contesting the adoption and use of instructional materials.

E. Responsibilities of Parents and Students (F.S. 1006.28(4)) Since all instructional materials are property of the district school board, each parent of a student to whom instructional materials have been issued is liable for any loss or destruction of the materials and shall pay for such loss or unnecessary damage.

II. Types of Materials (F.S. 1006.28 and F.S. 1006.29)

1. **Instructional Materials**. For purposes of state adoption, the term “instructional materials” means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. Instructional materials used must be consistent with the district goals and objectives and the course descriptions and state standards established by the Florida Department of Education.
 1. **Core Instructional Materials**. Core instructional materials address most, if not all, of the content standards inherent in a course or grade level. These materials are generally used to direct the instruction of the entire class. Core instructional materials are chosen through a district process from the state-adopted list.
 2. **Supplemental Instructional Materials**. Supplemental instructional materials enhance or build upon parts of the core content, but may not contain the entire content needed. Supplementary materials may also address different learning styles than those supported in the core instructional materials. Supplemental instructional materials may be chosen by the district or the school, depending on students’ needs.
 - a. **Library Media Materials**. Library media materials, including school and classroom library materials, may be used by teachers or students to enhance instruction as well. Examples of this include library books, reference books, software, periodicals, etc. The selection and review of these materials follow similar guidelines as

the selection and review of all other instructional materials, outlined in this handbook.

2. **Selection of Materials**. All of these materials have a place in the district's instructional programs. The process used for selection of materials is dependent upon the purpose. Core instructional materials are selected by the district on a schedule consistent with the state adoption of instructional materials. Supplemental materials may be chosen by an individual school or teacher for use in selected classrooms. 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. The selection process for district adoption of core instructional materials is outlined in the next section of this handbook.

III. District Adoption Process for Core Instructional Materials (F.S. 1006.283)

A. Review

1. **Order Preview Materials**. The district facilitator assigned to the current adoption process will contact the publishers on the state-adopted list of instructional materials and request adequate sample materials for reviewing purposes. Preview materials will be sent only to the district office and not to schools or individual teachers. All further correspondence throughout the process will remain between the publisher and district facilitator. The district facilitator will create a timeline (see Sample Timeline in Appendices) for the review process, including presentations from the publishers. There is an expectation that the publisher will assist in ordering preview materials and will provide the professional development component, both during the review of the programs and during implementation, if chosen. **NOTE:** NEFEC currently facilitates and hosts an instructional materials review fair where publisher presentations are available to all participants.
2. **Convene Committee**. Instructional Materials Adoption Teams are 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 teacher representatives or the subject/grade level under adoption, instructional coaches, parents, and district facilitators. The roles of these teams include the alignment of district curriculum with state standards, 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. Criteria for team selection include:

- a. Affirmation that they are in no way connected with the distribution of instructional materials and have no bias towards any one publisher or will personally gain from the adoption of a specific product, secured through an affidavit that complies with F.S. 1006.30 (see Affidavit for Adoption Team Members in Appendices)
 - b. Cognizance of the state guidelines and recommendations for selection
 - c. Understanding that the committee members represent the work of the group and not necessarily the school
 - d. Willingness to complete all responsibilities outlined in the process to the best of their abilities
3. **Develop Selection Criteria.** Selection criteria will be determined based on district data, best practices, and state adoption specifications (which can be retrieved from <http://www.fldoe.org/academics/standards/instructional-materials>). The team will create a rubric that encompasses the selection criteria to be used when reviewing all materials. A sample rubric is provided in the Appendices. NOTE: NEFEC currently facilitates the creation of a rubric that is used to evaluate instructional materials.
4. **Review Materials.** Adoption team members will review the materials thoroughly using the selection criteria. They will provide a recommendation for materials that align with state standards, choosing their top three choices from those reviewed.
 - i. An open, noticed meeting, that includes parents of district students, will be held to rank, eliminate, and select the top three choices for recommendation. Access to the materials being considered must be provided to the parents of district students. The adoption team must reach consensus on the top three choices; if consensus is not met, dialogue should occur that focuses on selection criteria, followed by a vote (two-thirds majority). If the team cannot make a decision, the decision will be made by the District Instructional Team based on the information gathered by the adoption team.
 - ii. The district facilitator will schedule additional presentations with the top three publishers that are selected by the adoption team, as needed. The district facilitator will coordinate delivery of samples of the top three publishers to each school building for staff review.
 - iii. Team members will inform their school staff of the strengths and weaknesses of each program, based on the selection criteria (without bias). Staff members will be given the opportunity to review the materials and rubrics prior to the school vote.

5. **Voting** Adoption team members will facilitate a school vote on the materials. Voting procedures are as follows:
 - i. Eligible voters on each campus include:
 1. Teachers who are currently teaching the subject area up for adoption, including intervention in that subject area
 2. Teachers definitively slated for teaching that subject area the following school year
 3. Administrators certified to teach in the subject area up for adoption
 - ii. Each eligible voter can cast one vote regardless of the number of courses taught within the subject area, unless the voter teaches the subject in multiple grade bands (i.e. A middle school science teacher, who is also a high school biology teacher, could cast a vote for each subject taught, as they are in differing grade bands and may have separate curricular options.)
 - iii. Eligible voters will vote via a ballot provided by the district facilitator and sign a roster, provided by the school team members, verifying they have voted. If teachers meet the requirements for casting more than one vote, this shall be notated on the roster. All rosters and ballots will be sent to the district facilitator at the end of the voting window.
 - iv. The voting window will be set by the adoption team and followed on every campus. Adoption team members should make every effort to collect votes from every eligible voter.
6. **Public Review**. Parents are given an opportunity to participate in the review process both virtually and face-to-face.
 - i. At least 20 days prior to the school board hearing, links to the student editions of recommended instructional materials will be posted on the district website for parents to access with a brief overview of the criteria being used by the adoption team.
 - ii. Parents will also be invited to attend a District Advisory Council Meeting to discuss the merits of the materials, ask questions as needed, and provide public comments on the materials.
7. **School Board Hearing**. An open, noticed school board hearing will be held prior to adoption of new materials to receive public comment on the recommended materials. Notice of the school board hearing will occur at least two weeks prior to the hearing and also include how to access the materials.

B. Recommendation (F.S. 1006.28)

1. **Final Recommendation**. The district facilitator, on behalf of the Instructional Materials Adoption Team, will make the final recommendation to the school board for approval at the school board meeting that follows the previous public hearing. The approval must be a separate line item on the agenda, not a part of a consent agenda.
2. **Parental Objections**. The parent of a public school student may contest the district school board's adoption of a specific instructional material. The parent must file a petition (on a form provided by the school board and published on the school site; see Appendices) within 30 calendar days after the adoption of the material. Within the 30 days after the initial thirty-day period has expired, the school board must conduct at least one open, noticed hearing on all petitions timely received. The petitioner will be provided written notification of the date and time of the hearing at least 7 days prior. Materials in question will be available for public access during this time. The school board's decision after convening a hearing is final and not subject to further petition or review.
 - i. Meetings of committees convened for the purpose of resolving an objection by a parent or resident to specific materials must be noticed and open to the public. Committees must include parents of students who will have access to such materials.
 - ii. If a parent disagrees with the determination made by the district school board on the objection to the use of the specific material, a parent may request the Commissioner of Education to appoint a special magistrate to render a recommended decision for resolution to the State Board of Education.
3. **Final Approval**. Following the 30 day window for contestation, an open, noticed public school board meeting will be held to approve the district instructional materials' plan developed by the district facilitator. The approval must be a separate line item on the agenda, not a part of a consent agenda.

C. Adoption (F.S. 1006. 283 & F.S. 1006.36)

1. **Terms of Adoption**. Terms of adoption will comply with the state adoption timeline for the subject area/grade level under adoption. The review cycle will also correspond with the state adoption timeline for all subjects/grade levels.
2. **Implementation**. The District Instructional Team will create a plan for implementation, including a professional development plan for training teachers on the new materials. The implementation plan will also include the process in which parents will be notified of their ability to access their children's instructional materials and encouraged to access the system,

both through the district website and annually in written format. This notification should be provided annually, as long as the materials are in use in the district.

D. Purchase (F.S. 1006.28, F.S. 1006. 29, F.S. 1006.37 & F.S. 1006.40)

1. **District Responsibility.** Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.
2. Upon receipt of the commissioner's certified instructional material allocation, the district will notify school administrators of the available funds for next fiscal year. Requisitions to purchase adopted material will begin July 1st.
 - i. These funds are designated for instructional materials, library books and reference books, and repair of books. Allocated state funds should be used as follows:
 1. Beginning with the 2015-2016 school year, at least 50 percent shall be used for the purchase of digital or electronic instructional materials that align with state standards included on the state-adopted list, unless authorized to:
 - a. Utilize up to 50 percent of the allocation for the purchase of instructional materials, including library and reference books and non-print materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books
 - b. 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
 - ii. Items that are not on the state-adopted list must have intellectual content which assist in the instruction of a subject or course.

E. Prohibited Acts (F.S. 1006.32)

1. A district official or employee may not solicit or accept money or any inducement to influence the adoption of any instructional material. Also, they may not receive any compensation for negotiating sales for the school district.
2. A district school board may not participate in a pilot program of materials being considered for adoption during the 18-month period before the official adoption of the materials by the commissioner. Any pilot program during the first 2 years of the adoption period must have the prior approval of the commissioner.
3. This does not prohibit publishers from furnishing sample materials to school officials or committee members for the purpose of review.

IV. District Process for Supplemental Instructional Materials

- A. **Guidelines.** In addition to materials selected through the district process, schools or individual teachers may, at times, need other materials for classroom instruction, such as videos, software, trade books, texts, kits, audiotapes, and DVD/CDs. Selection guidelines apply to all instructional materials regardless of their funding source (i.e., grants, class money, teacher money, gifts, book fairs, book club offers, etc.). All instructional materials for use must be consistent with district policy and objectives, course descriptions, core curriculum objectives, and state standards. Materials must also be age appropriate to students using the materials.
- a. Each book made available to students through a school district library media center, a classroom library, or included in grade-level reading list must be selected or approved by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.
- B. **Principal's Responsibility.** It shall be the responsibility of each principal 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. The principal will use the School Materials Review Committee, as needed, to evaluate materials and make recommendations for selection and use.
- C. **Selection Criteria.** In selecting and approving materials, the first consideration is given to the needs of the individual school based on the knowledge of the curriculum and existing curricular materials, as well as, the needs of the students, including their ability to comprehend the presented material and age appropriateness of the presented materials for the school population. 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.

- D. **Special Consideration**. 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 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, parent notification, parent conferences, and alternative assignments.
1. Pursuant to Florida Statutes 847.001 and 847.012, materials shall be evaluated to determine if they meet the definition of “harmful to minors,” as defined in 847.001, or pornographic, as defined in 847.012.
 2. Pursuant to Florida Statute 1006.29 (6), media specialists, media clerks, school administration, and other personnel will complete an online training program developed by the Florida Department of Education prior to reviewing and selecting materials and library resources. Beginning July 2023 and annually thereafter, the superintendent must certify that all personnel have completed the online training program.

- E. **Dual Enrollment Materials**. Instructional materials are provided to public school students taking courses in colleges and universities that have partnered with Levy County Schools. This does not include students attending private or home schools. The materials are purchased with district instructional material funds and must be included in the school inventory and meet applicable instructional material guidelines. 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 text voucher to record the text with the school materials’ manager following its purchase. These books are to be returned to the school materials’ 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.

V. District Process for Library Media Materials

- F. **Guidelines**. 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.

- a. Each book made available to students through a school district library media center or included in grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.
- G. **Legal Responsibility for Selection.** The School Board of Levy County is legally responsible for all matters relating to the operation of Levy County Schools. The responsibility for the selection of educational materials, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.
- H. **Parental Responsibility.** Parents shall have the right to review materials in the media center and request that it be noted in the Student's library record that the student not be allowed to check out certain material.
- a. The process for a parent to limit his or her student's access to materials in a school or classroom library shall be published on the district website.
- I. **Selection Criteria.** Procedures for developing library media center collections will be posted on the district website. In selecting and approving materials, the first consideration is given to the needs of the individual school based on the knowledge of the curriculum and existing curricular materials, as well as, the needs of the students. 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. Reputable, professionally recognized reviewing periodicals and school community stakeholders are consulted. School principals are responsible for overseeing compliance with school district procedures for the selection of materials at their school site. In determining the suitability and value of the material included in the collection, consideration of the following elements must be given:
- a. Religion. Factual, unbiased material which represents all major religions
 - b. Ideologies. Factual information on any ideology or philosophy that exerts a strong force in society

- c. Sex Education. Factual information, appropriate for the age group or related to the school curriculum
 - d. Sex. Pornographic, sensational, or titillating materials shall not be included.
 - e. Profanity. The fact that limited profanity appears in material shall not automatically disqualify a selection. However, care shall be taken to exclude materials using profanity in a lewd or detrimental manner and not in context with the material
 - f. Science. Factual information about medical and scientific knowledge, without any biased selection of facts.
- J. **Procedures for Selection:** In selecting materials made available to students through the district library media center, the school media specialist shall:
- a. Consult with reputable, unbiased, professionally recognized reviewing periodicals and school community stakeholders (including, media staff, curriculum consultants, faculty, parents and community members).
 - b. Require that book selections meet the criteria set forth in s. 1006.40(3)(d). F.S.
 - c. Library media center collections will:
 - i. be based on reader interest,
 - ii. support state academic standards and aligned curriculum
 - iii. support the academic needs of students and faculty
 - d. When considering materials to be purchased, the media specialist shall follow these procedures
 - i. Purchase materials which are outstanding and frequently used;
 - ii. Periodically replace periodically worn or missing basic items;
 - iii. Withdraw out-of-date or unnecessary items from the collection or items required to be removed pursuant to subparagraph 2; and replaced by new and age appropriate materials,
 - iv. Purchase materials in many types of format: digital, e-books, electronically, soft or hard bound.
 - v. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.
- K. **Special Consideration.** 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 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, parent notification, parent conferences, and alternative assignments.

- a. Pursuant to Florida Statute 847.012 and 847.001, materials should be evaluated to determine if they meet the definition of “harmful to minors” as defined in the statute, including pornographic or other prohibited content.
- b. Pursuant to Florida Statute 1006.29 (6), media specialists, media clerks, school administration, and other personnel will complete an online training program developed by the Florida Department of Education prior to reviewing and selecting materials and library resources. Beginning July 2023 and annually thereafter, the superintendent must certify that all personnel have completed the online training program.

VI. Materials Maintenance (F.S. 1006.28 & F.S. 1006.41)

A. Management and Care of Instructional Materials

1. Core and Supplemental 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. Principal shall ascertain by inspection that all books issued to the school, either in the hands of students or in storage, are cared for properly.
2. Library Media Materials. Media personnel or other assigned staff 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 damage or loss, and consequences for late return. Media personnel or other assigned staff are responsible for the care of books; books that can be repaired should be repaired on site or media funds may be used for the repair and rebinding of books.

B. Inventory

1. **Core and Supplemental Materials.** Principals shall see that all books are fully and properly accounted for as prescribed by Board Policy 4.24
2. The principal is responsible for maintaining inventory for all material purchased through categorical funds and including the disposition of material.
3. **Public Access to Inventory.** Each school’s library inventory will be posted digitally to the school district website via public access links. The school district will also maintain an inventory of all instructional materials, including those used for the purpose of required instruction (s. 1003.42) on the district website.

C. **Money Collected for Lost, Damaged, or Purchased Books**. All money collected from the sale, exchange, loss, or damage of core and supplemental instructional materials shall be in accordance to Board Policy 4.24, transmitted to the district school superintendent to be deposited in the district school board fund, and added to the district appropriation for instructional materials

1. Sale of Textbooks shall be in accordance with Board Policy 4.24
Prohibited from sale are all teacher's editions, teacher guides, tests, answer keys, or any materials normally not used by students.
2. Deposited funds received for lost or damaged supplementary materials 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.

D. **Disposal of Instructional Materials**. Disposal of instruction materials shall be in accordance to Board Policy 4.25.

VII. Review and Challenge of Instructional Materials (F.S. 1006.28). A citizen may file a complaint with a school or the Superintendent concerning the use of instructional materials.

A. Procedure for District Adopted Instructional Materials

1. 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.
2. 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.
3. 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.
4. The contested material shall be made available to the public online at least seven (7) days before the hearing.
5. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.

B. Procedure for Other Instructional or Library Materials

1. Other instructional or library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent, Levy County resident or employee of the district may request reconsideration of school library media. A resident of

the county who is not the parent or guardian of a student with access to school district materials may not object to more than one material per month. When a complaint is made, the following procedure shall be followed:

- a.** A designated media specialist shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by the media specialist, the reconsideration process concludes.
- b.** If the explanation fails to resolve the objection, the principal will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.
- c.** Upon receipt of the completed form "Request for Reconsideration of Library Media", if the challenged material is for a course required by s. 1003.46, s. 1003.42(2) or is identified by State Board of Education rule the challenged material shall remain available for circulation during the reconsideration process. If the challenged material is subject to an objection on the basis of being prohibited under s. 847.012 or if it depicts or describes sexual conduct as defined in s. 847.001(19), must be removed within 5 school days of receipt of the objection and remain unavailable to students of that school until the objection is resolved.
 - 1.** The School Materials Review Committee is a standing committee annually established at each school. It consists of the media specialist, instructional coach, representatives from administration, classroom teachers, and one or more parents. In the case of reconsideration of instructional materials, it is suggested that parent members be drawn from the school advisory council and be sufficient in number to provide a representative view.
- d.** The challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days. The committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined herein. The Committee shall have no authority to determine curriculum. Within ten (10) working days of receiving the recommendations of the Committee, the principal shall make a decision whether to retain the material or remove the material.

The principal shall take into account the Committee's recommendations when making his/her decision.

- e. The Complainant shall be informed in writing concerning the principal's decision.
- f. If the principal determines the challenged material be retained, the complainant shall be notified in writing within five (5) working days. The Complainant shall be given a copy of the decision of the Committee's decision and a copy of the procedures for filing an appeal.
- g. If the principal determines that the challenged material be removed, then the complainant, the teacher(s), the students in the class, and the parents of the students in the class where the complaint was initiated, shall be notified in writing within five (5) working days of the decision at the same time the decision will be referred to the District's Materials Review Committee.
- h. District-Level Appeals. An appeal of a principal's determination to retain challenged materials must be filed with the principal within five (5) working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the principal's determination. Copies of the appeal shall be furnished to the teacher(s) and the parents of the students in the class where the complaint was initiated within five working days of the filing of the appeal.

2. **District Materials Review Committee.** The District Materials Review Committee is a committee established by the superintendent whenever instructional materials require district level reconsideration.

- a. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the Curriculum Director as being responsible for the organization of this review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated. The district level committee will include:
 - 1. District Level Staff Member. One staff member from the level or special area where the material has been challenged.
 - 2. Three Principals. One principal shall be appointed from each level (elementary, middle, and high school). However, only the principal from the same level as the school at which the challenge originates shall serve on the review panel for the particular material.

3. Grade Level Instructional Staff Member. One instructional staff member who is a department head, grade level chair or team leader from the same level (elementary, middle, or high school) at which the challenge originates.
 4. Three Teachers. Three teachers from the same level at which the challenge originates shall be appointed by name.
 5. Four Parents. One shall be a parent of an elementary school student, one shall be a parent of a middle school student and two shall be the parents of high school students.
- b. The Review Committee, in carrying out its assigned function, shall:
1. Read, view or listen to the material in its entirety;
 2. Check general acceptance of the material by reading reviews and consulting recommended lists;
 3. Determine the extent to which the material supports the curriculum;
 4. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
 5. Forward, within fifteen (15) working days, a written recommendation to the Superintendent. The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent
 6. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections. Meetings of the committees convened for the purpose of resolving an objection by a parent or resident, must be noticed and open to the public in accordance with s. 286.011.
- c. The Superintendent's designee will inform the complainant within 15 working days and the school's media specialist of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.
- d. If the complainant or the media specialist is dissatisfied with the District Review Committee's decision, a written appeal may be filed with the Superintendent. Failure of the complainant to file a written appeal within 30 days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.

- e. ~~An~~ appeal to the School Board of the Superintendent's decision must be filed within 10 days after the Superintendent's decision.
- f. The School Board shall consider the decision of the District Review Committee and the Superintendent and any other appropriate documentation (i.e. meeting summaries, material reviews, etc.). The decision of the School Board regarding appropriateness of a particular Library Media material item will be considered final.
 - 1. At a district school board meeting, parents shall have the right to read passages from any material that is subject to an objection. If the school board denies a parent the right to read passages due to content, the district school district shall discontinue the use of the material.
 - 2. If the school board finds that any material contains prohibited content (pursuant to Florida Statute 847.012), the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.
 - 3. If a parent disagrees with the determination made by the district school board on the objection to the use of the specific material, a parent may request the Commissioner of Education to appoint a special magistrate to render a recommended decision for resolution to the State Board of Education. The special magistrate shall determine facts relating to the school district's determination, consider information provided by the parent and the school district, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request by the parent. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than 7 calendar days and no more than 30 calendar days after the date the recommended decision is transmitted. The costs for the special magistrate shall be borne by the school district.
- g. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy. The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.

C. **Objection Reporting.** Annually, beginning June 30, 2023, the school district will submit a report to the Commissioner of Education that identifies:

- a. Each material for which the school district received an objection for the school year, including the grade level and the course the material was used in, and the specific objections thereto.
 - b. Each material that was removed or discontinued as a result of an objection.
 - c. The grade level and course for which a removed or discontinued material was used, as applicable.
 - d. Each material that was not removed or discontinued and the rationale for not removing or discontinuing the material
- D. **Periodic Review.** The principal and designated media specialist are responsible for the periodic review of supplemental instructional materials. The 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
 - 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
- E. **Parent Review.** Parents and community members may examine any instructional materials used in the schools providing:
 - a. They make arrangements five days in advance.
 - b. The reason for examining the materials is related to concerns about their use with students.
 - c. The materials to be reviewed are not vitally needed for instruction during the requested review period.
 - d. They follow standard operating procedures for visiting the school site.
 - e. Non-print materials are reviewed on site and print materials are checked out for a reasonable review period.
 - f. They arrange a meeting with the principal to discuss their concerns.

VIII. Copyright

- A. **Guidelines.** Purchased instructional materials are usually copyrighted, so their use must adhere to the laws of the State of Florida in regards to copyright. We endeavor to communicate these laws to principals, teachers, and other personnel of the School Board of Levy County. The following section of this handbook will overview some of the guidelines on the use of copyright in school situations. We also recommend that faculty and staff consult the book Copyright: A Guide to Information and Resources by Gary Becker (which is available in your school media center) in case of questions. The American Library Association (1-800-545-2433) will also provide information or answer questions

about copyright if a problem arises. Copyright law is complex and ever-changing, so consult with media personnel or school administration if you have questions.

1. Five sets of congressional guidelines have been developed. They apply to print materials, music, audio-visual materials, computer software, and digital materials. These guidelines were drawn up and agreed to by representative authors, publishers, and educators and have congressional approval. Concessions were granted on both sides, and the guidelines represent a compromise between the various interests involved.

B. **Fair Use.** Fair use is the legal right to copy a limited amount of material under certain conditions without undue harm to the owner; such copying to be allowed without obtaining permission from the author. Copyright law stipulates that photocopying or other kinds of the duplication and reproduction must abide by the criteria of fair use. The fair use criteria should be applied to determine if intended copying is "fair" or not. The following are four criteria of fair use specified by Section 107 of the copyright law:

1. The **purpose** and character of the use. Is it for commercial or non-profit educational use? Copying for commercial purposes or for profit is not allowed.
2. The **nature** of the copyrighted work. Is it a novel, short story, article, textbook, workbook, test, answer sheet, poem, play, musical composition or musical score, lyric or song, art or graphic work, opera, audio-visual work? Printed materials which bear a copyright may not be copied, including consumable items. Works which require royalty may not be copied. Reproduction of musical compositions, dramas, and audio-visual works is not authorized.
3. The **amount** and substantiality of the portion being copied. How much is being copied? How important is the copied portion to the entire work? How many copies are being made? Unreasonable amounts or excessive quantities are not allowed.
4. The **effect** of the potential market and the effect on the value of the work. Is the owner being unreasonably denied what could be expected as a financial return from his/her work? If copying is done to avoid purchase or if the copying will adversely affect the sale of the item, it is not allowed.

All four of these criteria need to be applied in judging whether or not there may be an infringement. Meeting only one of the criteria is not enough. The copying must reflect appropriate use of all of the material for an "educational purpose" (criteria #1). This does not constitute fair use unless the other three criteria (nature, amount, and effect) are also met.

- C. **Printed Material**. Under the law, teachers have a "fair use" right to make single or multiple copies of copyrighted print materials as specified below:

A teacher MAY:

1. Make a single copy of the following:
 - a. A chapter from a book
 - b. An article from a periodical or newspaper
 - c. A short story, short essay, or short poem
 - d. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper
2. Make multiple copies (not to exceed one per pupil) for classroom use of the following, subject to (a) the number of words to be copied, (b) the spontaneity* of the need for such copies, and (c) the cumulative effect of repetitive copying:
 - a. A complete poem if less than 250 words
 - b. A poetic excerpt if less than 250 words
 - c. A story, essay, or article if less than 2,500 words
 - d. A prose excerpt from 500 to 1,000 words
 - e. One illustration (chart, diagram, graph, drawing, cartoon, or picture) per book or periodical issue
 - f. An excerpt of up to two pages of "special works" containing words and pictures
3. Display a copy of copyrighted work on the opaque projector.
4. Make a transparency of a chart, graph, etc., if it is the only copy being made and provided it is in accordance with the limitations of fair use.

*Spontaneity implies that the copying is at the inspiration of the teacher and that there is not enough time to obtain permission if the material is to be used at the teachable moment when pupils are ready to learn.

A teacher may NOT:

1. Copy from consumable materials (workbooks, activity books, exercises, standardized tests, answer sheets)
2. Copy to avoid purchase of books, periodicals, reprints
3. Make non fair use copies on direction from higher authority (supervisor, coordinating teacher, or principal)
4. Copy the same item from term to term without securing separate permission from the copyright owner
5. Utilize more than nine instances of multiple copying per course (subject), per term

6. Copy more than one short work or two excerpts from one author's works in any one term
7. Use copies developed by another teacher without securing separate permission from the copyright owner
8. Copy to make anthologies or compilations or to replace or substitute for them
9. Copy protected materials without inclusion of a notice of the copyright which appears on the printed copy
10. Make multiple copies for a class of students unless the restrictions governing quantity and spontaneity are followed
11. Charge students more than the actual cost of the authorized copies.

A music teacher MAY:

1. Make a short excerpt (up to 10 percent) from a performable unit of music such as a song, movement, or section, for academic and study purposes other than performance
2. Make an emergency replacement copy to substitute for a purchased copy that is not available for an imminent musical performance
3. Make a single recording of student performance for evaluation, rehearsal, or archival purposes
4. Make a copy of a sound recording (tape, disc, cassette) for purposes of constructing aural exercises or examination questions, using excerpts from recorded copyright materials
5. Edit or simplify printed copies which have been purchased, provided that the fundamental character of the work is not altered and that the lyrics, if any, are not altered (or lyrics added if none exist)

A music teacher may NOT:

1. Copy to avoid purchase of music (except to make an emergency replacement)
2. Copy from works intended to be consumable such as workbooks, exercises, tests, answer sheets, etc.
3. Copy to create, replace, or substitute for anthologies, compilations, or collective works
4. Make copies of music (or lyrics) for performance of any kind in the classroom or outside of it (except to make an emergency replacement)
5. Copy protected materials without the inclusion of the copyright notice which appears on the printed copy

D. **Computer Software.** It is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:

1. That such a new copy or adaptation is created as an essential step in the utilization of the computer program or in conjunction with the machine that it is used in no other manner, or

2. That such a new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

However, it is illegal to:

1. Duplicate copies of software on disk or in the computer's RAM so that two or more students can simultaneously utilize a program intended for a single user
2. Make multiple copies of a disk
3. Boot up a series of computers with one disk designed for a single user
4. Distribute copies of a disk

E. **Audio-Visual Materials**. The law is very clear on the subject of audio-visual materials. These materials are usually copyrighted and their reproduction, even a single copy, is considered illegal, even though the school may have a purchased copy in its possession. The only legitimate justification for duplicating an audio-visual item would be for replacement purposes (if the item is no longer available for purchase) or for archival reasons. It is not permissible to purchase one copy and use it to make additional copies, nor is it permissible to make copies of materials which have been ordered "on approval". However, educators may show films or video recordings without explicit permission from the copyright owner if those showings are for purely educational purposes directly related to instruction and shown only to students in a non-profit educational institution, under the following conditions:

1. They must be shown as part of the instructional program.
2. They must be shown by students, instructors, or guest lecturers.
3. They must be shown either in a classroom or other school location devoted to instruction such as a studio, workshop, library, gymnasium, or auditorium if it is used for instruction.
4. They must be shown either in a face-to-face setting or where students and teacher(s) are in the same building or general area.
5. They must be shown only to students or educators.
6. They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.

Displays and performances of audio-visual works are prohibited in non-profit educational institutions when:

1. They are used for entertainment, recreation, or even for cultural or intellectual value but are unrelated to the teaching activity.
2. They are transmitted electronically (either closed or open circuit) from an outside location.

3. They are shown in an auditorium or stadium before an audience not confined to students, such as a sporting event, graduation ceremony, or community lecture or arts series.
4. They involve an illegally acquired or duplicated copy of the work.

Similarly, the following guidelines reflect the application of “fair use” to the recording, retention, and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recordings in classrooms and similar places devoted to instruction and for home-bound instruction.

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a non-profit educational institution for a period not to exceed the first 45 consecutive calendar days after the date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. “Broadcast programs” are television programs transmitted by television stations for reception by the general public without charge.
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive school days in the 45-day calendar day retention period. “School days” are school session days (not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions).
4. Off-air recordings may be made only at the request of and use of individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.
6. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45 calendar days retention period only for teacher evaluation purposes, i.e. to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recording may

- not be physically or electronically combined or merged to constitute teaching anthologies of compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
 9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

As a result of these stipulations, the Levy County School Board has adopted these guidelines for video use:

1. Programs recorded off-air (off of school premises) may be used in conformity with off-air recording guidelines for educational use and with the permission of the principal or administrative staff designee (other than the media specialist), and will be subject to the 10-day fair use guidelines. The recording can be shown once and repeated once for instructional review, with each class, during the first 10 consecutive school days in the 45 calendar day retention period. Upon conclusion of such retention period the tape will be erased.
2. This does not apply to such subscription programs as HBO, Disney Channel, etc. as taping from these services is illegal.
3. The use of personal TVs, VCRs, or digital devices for the showing of video recordings requires signed permission on the district-provided form for video usage.
4. Video recorded materials purchased for certain subject areas or grade levels are to have the department heads' permission to be shown outside of the subject area or grade level.
5. No student will bring in a video recorded material to be shown unless it is in an instructional unit and he/she is the presenter. School board guidelines must be followed.
6. Copyrighted video recorded material will be shown in a face-to-face instructional setting only.
7. Video material will not be used for fund-raising purposes.
8. No rental video recordings or copies of rentals will be shown.
9. All video recordings shown are to have an educational purpose, related to the unit taught in class, and be included in the classroom lesson plans.
10. Any professional performer, speaker, or in-service program may be recorded only with said person's written permission.
11. All video materials purchased by the school must be purchased through a vendor that states such tapes are approved for educational use.
12. There will be not alterations of any recordings or programs (no deleting of words or video portions; commercials will be left in).
13. The county approval form shall be kept on file.
14. No loaned or donated videos can be brought into school to be shown without following the guidelines. Prior principal approval is required.

15. Streaming Subscription Services

Subscription services such as Netflix, Amazon, Hulu, and other services have very detailed membership agreements that may forbid the streaming of subscribed content in classroom or other public venue. When individuals agree to the terms of membership, they enter into a contract and the terms of that contract trump any applicable exception in copyright. Therefore, if the membership agreement with Netflix prohibits the showing of the film in a classroom, you are bound by the terms of that agreement even if the face-to-face teaching exception would otherwise allow it.

The following forms related to video use are available in the Appendices: Videotaping Request Form, Video Approval Form, and Video Parental Permission Form.

F. **Media Specialists and Copyright**. Copying by media specialists is treated somewhat differently from copying by classroom teachers or music teachers. While the minimum criteria of fair use found in Section 107 also apply to librarians (i.e. purpose, nature, amount, and effect), library copying can exceed fair use as authorized in Section 108 of the new law. To determine if a library is eligible to make copies as authorized by Section 108 of the new law, the library must meet these three criteria.

1. The library must be one whose collections are open to the public and available to outside researchers.
2. The copying must not be done for commercial advantage.
3. Copies must include a note of copyright.

If the requirements of Section 108 are met, the library is eligible to make copies of two general kinds: copies for the library collection and copies for library users. Both kinds of copying are subject to conditions as stipulated in Section 108. Librarians are urged to carefully read Section 107 (Fair Use) and Section 108 (Copying which Exceed Fair Use) of the new copyright law.

Media Specialists may NOT:

1. Make copies for the members of a class if there is a reason to suspect that all the students have been instructed to obtain copies individually.
2. Make copies on a systematic basis to avoid subscription or purchase at their own library or another.
3. Make copies of musical works; pictorial, graphic or sculptural works; motion pictures or other audio-visual works (except daily news programs); unless it is for the purpose of preservation or security or in accordance with provisions dealing with fair use.
4. Charge students more than the actual cost of the authorized copies.
5. Copy without including a notice of copyright.

Media Specialists MAY:

1. Copy no more than one copy or phonorecord of a work for purposes of replacement, archives, of preservation and security, and distribute such copy under specified conditions:
 - a. There must be no commercial advantage intended.
 - b. The collections of the library must be open to the public and available to outside researchers.
 - c. The reproduction or distribution must include a notice of copyright.
2. Copy in excess of the minimum guidelines, provided the library meets the criteria of Section 108 of P.L. 94-553.
3. Honor requests or orders for single copies of one article, or for a complete small portion of a periodical or book, or for an excerpt (10 percent of a performable unit of music) from a phonorecord, if (a) the copy is to be used only for private study, scholarship, or research, (b) the request is not perceived to be part of a concerted effort to secure multiple reproduction, and (c) the reproduction includes a notice of copyright.
4. Make multiple copies for a teacher or for use by the librarian if the item meets the test of brevity, spontaneity, and cumulative effect under the fair use criteria and guidelines.
5. Reproduce and distribute a copy of an entire out-of-print work, if it has been established that no copy can be obtained at a fair price.
6. Make a limited number of off-the-air tape recordings of daily newscasts for distribution to scholars and researchers. (The term "off-the-air" taping used in a number of spots in the law refers to making reproduction of the sounds, or pictures and sounds, from radio and TV broadcasts by recording devices.)
7. Copy an unpublished work in the library's collection, for preservation or security or for research use in another library open to the public.
8. Copy to preserve a deteriorating published work, if reasonable effort has not produced an unused copy at a fair price.
9. Participate in copying for interlibrary loan arrangements that do not involve such aggregate quantities as to substitute for subscription or purchase of a work.*

*Media Specialists should refer to interlibrary loan guidelines developed by the National Commission on New Technical Uses of Copyrighted Works.

G. **Permission to Copy.** It is important for teachers to know that they can use copyrighted materials in ways that exceed the fair use restrictions provided that permission is requested and granted. Many publishers and copyright owners are willing to allow their works to be used for educational purposes. Requesting permission to copy should become part of every teacher's thinking and instructional planning. This request process often requires little more than a formality. It is an option which should be exercised often.

1. Both the requests for permission and the permission itself should be in writing (not verbal) and completed permission statements which are returned from the

publisher should be kept on file. It is advisable to address a request for permission to the Permissions Department of large companies. The more complete and accurate the request, the more rapid the response. The following information should be included:

- a. Title, author, editor, and edition of material to be copied
- b. Exact material to be used (page numbers, amount per page, chapters, etc.)
- c. Number of copies to be made
- d. Use to be made of duplicated material (why is it necessary to copy it?)
- e. Form of distribution (by newsletter, classroom distribution)
- f. Whether or not the material will be sold
- g. Type of reprint

Include a copy of the request, signed by the person who is requesting permission, as well as a self-addressed, stamped envelope.

2. A sample permission form is included in the Appendices of this document. Permission to duplicate the sample form has been obtained from the Education Research Service, Inc.
3. To obtain a license to use off-air videotaped programs for more than 45 days, contact the Television Licensing Center (TLC), 5447 N. Ravenswood Ave., Chicago, IL 60640. Licensing agreements with TLC are less costly than buying tapes from the broadcast corporations.

IX. References

This document references Florida Statute 1006.28-1006.42 and Public Law 94-553, specifically sections:

Section 107: Fair Use

Section 108: Reproduction by Libraries and Archives

Section 110: Audio-Visual

Section 117: Computer Software

APPENDICES

SAMPLE TIMELINE

July	<ul style="list-style-type: none"> • NEFEC Instructional Materials Rubric Review
August	<ul style="list-style-type: none"> • Review FLDOE Short Bid list and request sample instructional materials • Textbook Adoption Team training
September	<ul style="list-style-type: none"> • Textbook Adoption Team training. Parent representatives are invited to attend for the second half of the day to preview instructional materials. • Textbook Adoption Timeline and Action Plan presented at school board meeting.
October	<ul style="list-style-type: none"> • Instructional Materials Review Fair • District Advisory Council Meeting. Parents invited for public comment.
November	<ul style="list-style-type: none"> • Textbook Adoption Team Training. Finish evaluation rubrics on EdCredible, complete requested publisher follow-up presentations, and make three curriculum recommendations.
December	<ul style="list-style-type: none"> • Send sample materials for the top three curriculums to each school.
January	<ul style="list-style-type: none"> • Digital links and notice for public comment shared on the School Board website, Facebook, Remind, and in community papers for the school board meeting. • School-Based Adoption Presentations and Review.
February	<ul style="list-style-type: none"> • School Vote is due to the District. • School Board Meeting where Public Comment on top three recommended materials is made. • Final recommendation placed before the board for approval. Thirty days to petition starts.
March	<ul style="list-style-type: none"> • Any petitions filed will be heard. The District Instructional Materials Plan is presented for approval at the school board meeting. • Superintendent certifies to FLDOE that all instructional materials for core courses used by the district are aligned with state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification. • The District Team begins planning summer PD.
April	<ul style="list-style-type: none"> • April 1 Instructional materials numbers are finalized for ordering. • Curriculum Mapping begins during K-12 in cadres.
May	<ul style="list-style-type: none"> • Continue curriculum mapping.
June/July	<ul style="list-style-type: none"> • July 1 Order adopted instructional materials. • Training for all teachers, support staff, and administrators on adopted core curriculum.

Affidavit for Adoption Team Members

Name of Team Member:

School Affiliation:

I, _____, in compliance to Florida Statute 1006.30, do affirm:

1. I will faithfully discharge the duties imposed upon me.
2. I have no interest in any publishing or manufacturing organization that produces or sells instructional materials.
3. I am in no way connected with the distribution of the instructional materials.
4. I do not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
5. I will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way in, the selection of any materials to be adopted.
6. I understand that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the review during his or her review of the instructional materials submitted for adoption.

I affirm that the above is true and correct to the best of my information, knowledge, and belief.

Teacher's Signature

Date

Witness' Signature

Date

Sample Review Rubric

Core Questions Rubric
<i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i>
Content
1. A. Alignment with curriculum: The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.
5. B. Level of Treatment: The content matches the standards.
6. B. Level of Treatment: The content matches the student abilities and grade level.
7. B. Level of Treatment: The content matches the time period allowed for teaching.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors.)
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)
13. D. Accuracy of Content: The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.
15. E. Currency of Content: The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)
21. In general, is the content of the benchmarks and standards for this course covered in the material?

Presentation

1. A. Comprehensiveness of Student and Teacher Resources: The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.
2. B. Alignment of Instructional Components: All components of the major tool align with the curriculum and each other.
3. C. Organization of Instructional Materials: The materials are consistent and logical organization of the content for the subject area.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire.)
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)

Learning

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts or themes.
3. C. Explicit Instruction: The materials contain clear statements of information and outcomes.
4. D. Guidance and Support: The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.

6. E. Active Participation of Students: The materials engage the physical and mental activity of students during the learning process.
7. E. Active Participation of Students: The materials include organized activities that are logical extensions of content, goals and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.
9. F. Targeted Instructional Strategies: The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.
10. G. Targeted Assessment Strategies: The materials correlate assessment strategies to the desired learning outcomes.
11. G. Targeted Assessment Strategies: The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.
12. Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

Florida Statutes and State Board of Education Rule
1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?
2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?
3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT?
4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?
5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: <ul style="list-style-type: none"> <i>(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex</i> <i>(b) No race is inherently superior to another race.</i> <i>(c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.</i> <i>(d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.</i> <i>(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.</i>

(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

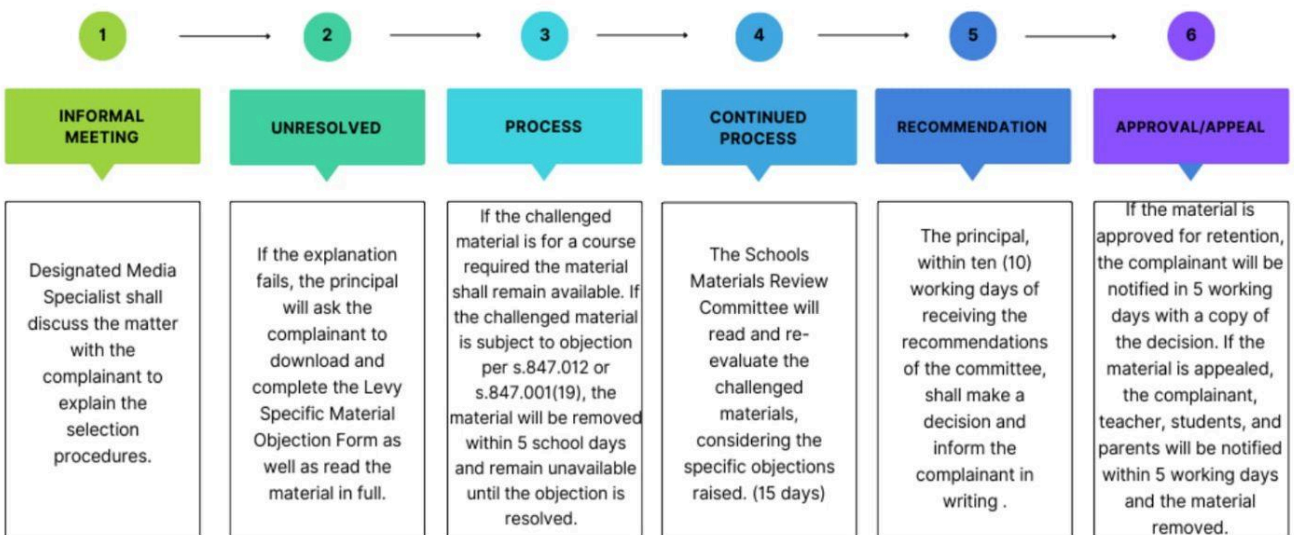
6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-3 to EXCLUDE any instruction regarding sexual orientation or gender identity?



Levy Specific Material Objection Form

Part I: School Board of Levy County Policies referencing instructional materials: Challenges to Adoption or Use of Instructional, Library, or Reading List Materials.

Parents and residents of Levy County have the right to voice their concerns regarding the use of specific instructional materials in classrooms, school libraries, or reading lists. Residents of Levy County who are not parents or guardians of a student with access to instructional materials may not object to more than one material per month. This is based on the criteria outlined in Section 1006.28(2)(a)2. The process for objecting is as follows:



Part II: Introduction

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

1. Materials used in a classroom in the district, except for instructional materials as defined in s. 1006.29(2), F.S. The process and forms to object to instructional materials can be found at <http://www.levyk12.org/parent-resources>
2. Materials made available to students in a school or classroom library.
3. Materials included on a school or classroom reading list.
4. Instructional Materials adopted and made available to students without the opportunity for public notice, review, and hearing procedures by districts that implement their own instructional materials program under s. 1006.283, F.S.

Section 1: Parent or Resident Information

Check the box that applies to you. Check all that apply.

1. I am a parent or guardian of a district or homeschool student who has access to school district materials described in Part II of this form. ☐ Yes ☐ No (If yes, skip question 2)

2. ☐ I am a resident of this county and

☐ I have not submitted an objection to any other materials described in Part II of this form during this calendar month. (Both boxes under question 2 must be checked to submit an objection as a resident.)

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

Section 2: Information Regarding Material

Type of material: ☐ Book ☐ Non-print material ☐ Other (identify): _____

Title of the material: _____

Author(s): _____ Publisher or Producer: _____

Copyright Date: _____ Grade Level used: _____

Where is the material found: ☐ Media Center ☐ Classroom Library ☐ Reading List ☐ Other: _____

School(s) where material is found: _____

ISBN, if available: _____

Section 3: Basis for the Objection

Identify the basis for your objection:

- ☐ The material is pornographic.
- ☐ The material is prohibited under Section 847.012, F.S.
- ☐ The material depicts or describes sexual conduct as defined in Section 847.001(19), F.S.
- ☐ The material is not suited to student needs and their ability to comprehend the material.
- ☐ The material is inappropriate for the grade level and age group for which it is used.

Section 4: Objection Specific Information



1. What brought this material to your attention?

2. Did you examine this material in its entirety? ☐ Yes ☐ No

If not, what sections did you examine?

3. Identify the portion of the material objected to and why. (You must be specific and provide page numbers, sections, or timestamps, as appropriate. You may attach additional information that does not fit within this form.)

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

If yes, please specify:

5. Is there any value in this material?

6. What is your desired outcome for this material?

☐ Remove or discontinue use of material.

☐ Limit access to certain grade levels: _____

☐ Limit my child's access.

☐ Other: _____

Signature: _____ Date: _____

Individual Checklist for Instructional Materials Review Committee

Challenged Material:

Author:

Nature of the Objection:

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

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:

Instructional Materials Review Committee Report

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:

--THIS LETTER TO BE ON SCHOOL LETTERHEAD--

**(ACKNOWLEDGMENT OF COMPLETED REQUEST FOR RECONSIDERATION
FORM)**

Date _____

Name and address of complainant

Dear (Complainant),

I have received your completed Request for Reconsideration of Instructional Materials form for the item entitled _____. As directed by Levy 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

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 Levy 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: Individual Checklist for School Materials Review Committee

Letter 3

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

(LETTER TO COMPLAINANT AFTER DECISION BY COMMITTEE)

(to accompany completed Request for Reconsideration form)

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. 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

Videotaping Request Form

_____ agrees that the video material,
_____ will be used in accordance
with the Copyright Guidelines of Video Materials for the School Board of Levy County.

Equipment used: _____

_____ School _____ Personal (please check one)

Date Recorded: _____

Date of Use: _____

Date Erased: _____

~~~~~

\_\_\_\_\_ agrees to have their presentation video-recorded.  
(Signature of Performer/Speaker/Presenter)

Date of Performance/Presentation: \_\_\_\_\_

\_\_\_\_\_  
(Administrative Signature)

\_\_\_\_\_  
(Date)

## Video Approval Form

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

Teacher Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade: \_\_\_\_\_

Video Title: \_\_\_\_\_ Rating: \_\_\_\_\_

Source of Tape: \_\_\_\_\_

Length/Running Time: \_\_\_\_\_ Will this video be used in its entirety? \_\_\_\_yes \_\_\_\_no

If no, how much will be used? \_\_\_\_\_

Have you previewed the film? \_\_\_\_yes \_\_\_\_no When? \_\_\_\_\_

Is there any questionable content? \_\_\_\_yes \_\_\_\_no If yes, please describe:

If yes, how will questionable content be introduced/presented?

### Educational Objective(s)/Curriculum Correlation

The instructional purpose for using this video is:

How many times will the video be shown? \_\_\_\_\_ Date(s) of showing \_\_\_\_\_

To how many students will it be shown? \_\_\_\_\_

-----

\_\_\_\_ approved \_\_\_\_ not approved

\_\_\_\_\_

Administrator's Signature

Date

## Video Parental Permission Form

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 permission for my child, \_\_\_\_\_, to view  
the \_\_\_\_\_ rated video tape titled \_\_\_\_\_ in  
school.

\_\_\_\_\_

Parent's Signature

## Request for Permission to Copy

**DATE:**

**SCHOOL:**

**ADDRESS:**

**PERSON MAKING REQUEST:**

TO: Permission Department  
(Publication's Address)

Dear Permissions Department:

We would like to request permission to copy the following copyrighted materials.

Materials to be copied:

Number of copies to be made:

Copy Medium:

Use of Copies:

Anticipated Date of First Use:

Distribution of Copies:

Thank you for your cooperation. I am enclosing a copy of this request for your files, signed by me, and a self-addressed envelope for the return of this request.

\_\_\_\_\_  
(Signature)

**REPLY:**

Title:

Date:

Permission granted \_\_\_\_\_ (Signature)

Permission denied \_\_\_\_\_ (Signature)

Conditions or details: