



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

Revised and Board Approved

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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

1. 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.
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, and use 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

E. Responsibilities of Parents and Students (F.S. 1006.42)

1. 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)

A. **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.

- a. **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.
- b. **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.
 - i. **Library Media Materials**. Library media 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.

B. **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.
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 from each school for 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.
4. **Review Materials**. Team members will review the materials thoroughly using the selection criteria. They will provide a written recommendation for materials that align with state standards, choosing their top three choices from those reviewed.
5. The 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.
6. The district facilitator will schedule presentations with the three publishers that are selected by the adoption team. Team members will attend the presentations and seek clarification of any questions that remain about the materials. Selection criteria rubrics will be revised as needed.
7. 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. Team members will facilitate a school vote on the materials, ranking the three choices as voted on by the relevant staff members, and send the results to the district facilitator.
8. **Public Review**. Parents are given an opportunity to participate in the review process both virtually and face-to-face. 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. 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.
9. **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 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 Assistant Superintendent of Curriculum and Instruction. After the public hearing is held, the final recommendation will be presented to the

school board for approval. An open, noticed public school board meeting will be held to approve the district instructional materials' plan.

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 public 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.

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 facilitator and adoption 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 in written format. This notification should be provided annually, as long as the materials are in use in the district.
3. **School Need**. The number of materials needed for the next school year should be reported to the superintendent prior to April 1.

D. Purchase (F.S. 1006.28, F.S. 1006.29, F.S. 1006.37 & F.S. 1006.40)

1. **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. These funds are designated for instructional materials, library books and reference books, and repair of books. Allocated state funds should be used as follows:

- a. 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:
 1. 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
 2. 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
3. Items that are not on the state-adopted list must have intellectual content which assist in the instruction of a subject or course.
4. Each district school board is responsible for the content of all instructional materials used in a classroom, whether purchased through an adoption process or otherwise purchased or made available in the classroom.

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.

- 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 may 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. 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.
- 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. 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

- A. **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.

1. The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is:

- a. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials
- b. To provide materials that will support the curriculum, taking into consideration the individual's needs and the varied interests, abilities and socio-economic backgrounds, and maturity levels of the students served
- c. To provide materials for teachers and students that will encourage growth in knowledge as well as develop literary, cultural and aesthetic appreciation, and ethical standards
- d. To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments
- e. To provide a written statement, approved by the local board of education, of the procedures for meeting the challenge of censorship of materials in school library media center
- f. To provide qualified professional personnel to serve teachers and student

B. **Responsibility.** 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 education materials is delegated to the professionally trained personnel employed by the School Board of Levy County. Selection of materials involves many people: principals, teachers, supervisors, students, and media specialists. The responsibility for coordinating the selection of educational materials and making the recommendation for purchase rests with the professional personnel. Selection procedures will be dealt with on a school to school basis to provide for individual school needs. Gift materials are judged by basic selection criteria and are accepted with the understanding that their use or disposition will be determined by the principal. Gifts of money will be

used for needed materials designated by the principal.

- 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. 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. In determining materials to be purchased, media specialists may consider the following:
1. Attaining multiple items of outstanding quality and frequently used materials
 2. Replacing worn and missing items
 3. Replacing out-of-date or no longer useful materials that are withdrawn from the collection with new and appropriate materials
 4. Examining the usefulness of subscription materials for fulfilling a specific need
 5. Requests by faculty, parents, and students
- 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.

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 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 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.

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. Instructional materials being questioned shall not be removed from use until the grievance procedures have been completed.

A. 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. Other Instructional Materials

1. A parent, as defined by Florida Statutes, may object to his/her child's use of a specific instructional material or an adult student may object to the use of a specific material in his/her program. The parent may request a conference with the principal or principal's designee to discuss the use of the material.
2. If the issue is not resolved, the complainant may request a meeting with the principal to discuss the use of the material.
3. The Complainant may submit a completed "Request for Reconsideration of Instructional Materials" form to initiate a district level appeal if he/she is not satisfied with the explanation of the principal and desires to file a formal complaint.
4. The complainant may appeal to the Superintendent if he/she is not satisfied with the outcome of the district level response.
5. The complainant may appeal in writing to the School Board the decision of the Superintendent.

C. Procedures to follow for a review or challenge of Other Instructional Materials.

1. **School Materials Review Committee.** 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. This committee assists when needed in the selection, review, and in an advisory role to the principal when he/she receives a complaint concerning instructional materials.
2. **District Materials Review Committee.** The District Materials Review Committee is a committee established by the superintendent whenever instructional materials require district level reconsideration. This committee is representative of the total school district and includes district administrators, program specialists associated with the corresponding subject area (including ESE), other appropriate staff members, community/business representatives, and parents not employed at the involved school. Specifically, the committee should consist of the Assistant Superintendent of Curriculum and Instruction, a media specialist, a principal, a curriculum supervisor for the subject area in question, three

instructional staff members at the level of the challenged work, and two parents of students at the level of the challenged work.

3. **Timelines to follow in addressing complaints concerning instructional materials.**

- a. A school-level appeal will be granted when the complainant files a “Request for Reconsideration of Instructional Materials” form with the principal within 10 working days following a conference with the principal. The principal will notify the superintendent that the School Materials Review Committee will convene to address the complaint. Members of the School Materials Review Committee will be notified in writing of the complaint and provided a review checklist (see Appendices). Considering the specific objection, committee members will:
 1. Read and examine the challenged material in its entirety.
 2. Weigh values and faults against each other and form opinions on the material as a whole and not on passages pulled out of context.
 3. Meet to discuss the material and to prepare a recommendation (see recommendation form in Appendices). Provide the recommendation to the principal within 15 working days of the complaint.
 4. Within 10 working days following the receipt of the recommendation of the School Materials Review Committee, the principal will notify the complainant and superintendent of his/her decision in writing.
 5. The Complainant may submit a completed “Request for Reconsideration of Instructional Materials” form to initiate a district level appeal if he/she is not satisfied with the explanation of the principal and desires to file a formal complaint.
- b. A district level appeal will be granted when the superintendent receives a completed Request for Reconsideration of Instructional Materials” form and the review of the instructional materials has been completed at the school level.
 1. The superintendent shall convene a district materials review committee in accordance to VII.C.2.
 2. The Committee will follow the same steps and guidelines of the school materials committee except the district material review committee will report their recommendation to the superintendent.
 3. Within 10 working days following the receipt of the recommendation of the School Materials Review Committee,

the principal will notify the complainant and superintendent of his decision in writing.

4. The complainant may appeal in writing to the School Board the decision of the Superintendent.

D. **Periodic Review**. The principal and designated staff 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:

1. They make arrangements five days in advance.
2. The reason for examining the materials is related to concerns about their use with students.
3. The materials to be reviewed are not vitally needed for instruction during the requested review period.
4. They follow standard operating procedures for visiting the school site.
5. Non-print materials are reviewed on site and print materials are checked out for a reasonable review period.
6. 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 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 chapter from a book
 - An article from a periodical or newspaper
 - A short story, short essay, or short poem
 - 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 complete poem if less than 250 words
 - A poetic excerpt if less than 250 words
 - A story, essay, or article if less than 2,500 words
 - A prose excerpt from 500 to 1,000 words
 - One illustration (chart, diagram, graph, drawing, cartoon, or picture) per book or periodical issue
 - 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:

- 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
- Make multiple copies of a disk
- Boot up a series of computers with one disk designed for a single user
- 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 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 no 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.

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

Textbook Adoption Timeline

Task	Date
Order short list of state approved books to be housed @ HTS	February 2
Finalize Adoption Rubric	February 2
Send Letter to Principals regarding textbook adoption meeting	February 2
Develop the Agenda –One Day, to include standards training and material rating (rubric)	February 9
Textbook review codes posted online for parents, public, and teachers	30 days prior to voting (February 16)
Teacher Training	February 16
Top 3 Determined	February 23
Parent Presentation-DAC Meeting	February or March meeting
Top 3 Invited to present	February 23
Publisher Presentations (1 hour each) at LLA	Need to contact publishers and make room arrangements-late February or early March
Voting at School Sites Completed	March 16
Votes tallied, Selection made, Schools and Assistant Superintendent notified <ul style="list-style-type: none"> • PD needs identified • Curriculum mapping discussions & plans • Rationale for publishers not selected collected from group <ul style="list-style-type: none"> ○ Could be used for explanations back at schools or for publishers if they ask 	March 18
School Board Hearing	1 st meeting in March
School Board Meeting (district adoption approval)	2 nd meeting in March
Schools provide anticipated amount needed of new materials	March 31
Notification by Superintendent to FLDOE	April 1
Schools may begin ordering process	May
Curriculum Mapping	June

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

**The School District of Levy County
2015 6-12 COMMITTEE EVALUATION FORM
Guidelines for the Review of Mathematics Instructional Materials**

Directions: Use this form to independently review each submission. As part of your independent review, rate and comment on how well the submission satisfies the requirements. Ratings are as follows:

- 3. Exceeds Criteria
- 2. Meets Criteria
- 1. Partially Meets Criteria
- 0. Does Not Meet Criteria

TITLE OF BOOK REVIEWED _____

SUBJECT/GRADE _____

PUBLISHER _____

EVALUATOR(S) _____

PRIORITY #1: CONTENT	3	2	1	0	Comments (e.g., specific examples, strengths, concerns, questions)
1. INCLUSION OF SPEAKING/LISTENING AND WRITING STANDARDS					
<ul style="list-style-type: none"> a. The materials include instruction that enables students to master the speaking/listening standard(s) included in the course description. b. The materials include instruction that enables students to master the writing standard(s) included in the course description. 					
OVERALL RATING OF INCLUSION OF SPEAKING/LISTENING AND WRITING STANDARDS					
2. EIGHT MATHEMATICAL PRACTICES					
<ul style="list-style-type: none"> a. The materials include instruction that enables students to master Practice #1: Make sense of problems and persevere in solving them. b. The materials include instruction that enables students to master Practice #2: Reason abstractly and quantitatively. c. The materials include instruction that enables students to master Practice #3: Construct viable arguments and critique the reasoning of others. 					
Comments (e.g., specific examples, strengths, concerns, questions)					

d. The materials include instruction that enables students to master Practice #4 : Model with mathematics.							
e. The materials include instruction that enables students to master Practice #5 : Use appropriate tools strategically.							
f. The materials include instruction that enables students to master Practice #6 : Attend to precision.							
g. The materials include instruction that enables students to master Practice #7 : Look for and make use of structure.							
h. The materials include instruction that enables students to master Practice #8 : Look for and express regularity in repeated reasoning.							
OVERALL RATING OF MATHEMATICAL PRACTICES							
3. MATHEMATICS STANDARDS	3	2	1	0	Comments (e.g., specific examples, strengths, concerns, questions)		
a. The materials provide instructional opportunities for building students' capacity for mastering the MAFS Mathematics Standards for your grade level.							
1. Ratio and Proportional Relationships (6 th -7 th)							
2. Expressions and Equations (6 th -8 th)							
3. Geometry (6 th -8 th)							
4. Statistics, Probability, and the Number System							
5. Functions (8 th , Alg.1, Alg.2)							
6. Algebra and Modeling (Alg.1, Alg.2)							
7. Congruence, Similarity, Right Triangles, Trig (Geo)							
8. Circles, Geometric Measurement, Geometric Properties (Geo)							
9. Modeling with Geometry (Geo)							

OVERALL RATING OF ADHERENCE TO MAFS STANDARDS					
4. OTHER CONTENT FEATURES	3	2	1	0	Comments (e.g., specific examples, strengths, concerns, questions)
1. Level of Treatment of Content: The level of complexity or difficulty of content is appropriate for the standards, student abilities, grade level, and time periods allowed for teaching.					
2. Expertise for Content Development: The authors, consultants and reviewers have credentials that reflect expertise in the subject.					
3. Accuracy of Content: Content is accurate and factual; and free of mistakes, contradictions, and biases.					
4. Currentness of Content: Content is up-to-date for the discipline and context in which the content is presented.					
5. Authenticity of Content: Content includes problem-centered connections meaningful to students' life situations. Materials should include interdisciplinary connections.					
6. Multicultural Representation: Content includes multicultural fairness and advocacy.					
7. Humanity and Compassion: Content shows care and compassion toward people and animals.					
OVERALL RATING OF OTHER CONTENT FEATURES					
OVERALL RATING OF CONTENT					
PRIORITY #2: PRESENTATION	3	2	1	0	Comments (e.g., specific examples, strengths, concerns, questions)
1. Comprehensiveness of Student and Teacher Resources: Do the student materials include a major text, reference aids, review and practice materials, and, in electronic format, enrichment and remediation activities? Do the teacher materials support lesson planning; give suggestions for differentiation; and provide resources for assessment and classroom activities? Are materials easy to use?					

2. Alignment of Instructional Components: Do all of the components of the materials (teacher edition, student edition, supplementary materials, etc.) correspond with each other?						
3. Organization of Instructional Materials: Do the structure and format of the materials allow students and teachers to access content easily and identify logical sequences of content presentation?						
4. Readability of Instructional Materials: Are the colors, size of print, spacing, quantity, and type of visuals engaging to the learners and suitable for the abilities and needs of intended students?						
5. Pacing of Content: Is the amount of content presented at one time or the pace at which it is presented suitable for the students?						
6. Ease of Use of Materials: Are both print and other media formats of the instructional materials easy to use and durable for multiple uses over time?						
OVERALL RATING OF PRESENTATION						
	3	2	1	0	Comments (e.g., specific examples, strengths, concerns, questions)	
PRIORITY #3: LEARNING						
1. Motivational Strategies: Do the instructional materials include features appropriate to each grade level to motivate, challenge and excite students to persist in solving mathematical problems? Do the materials include informative and positive feedback to students?						
2. Teaching a Few Big Ideas: Do the materials focus on the few big ideas related to the course and do so in a thorough and deep way?						
3. Explicit Instruction: Are concepts, rules, information, terminology and instructions clearly stated?						
4. Guidance and Support: Are the guidance and support adaptable to developmental differences and various learning styles while still allowing all students to work with grade-level materials?						
5. Active Participation of Students: Do the materials include organized activities of periodic,						

frequent, and short assignments that are logical extensions of content, goals, and objectives?					
6. Targeted Instructional Strategies: Do the materials include strategies known to be successful for teaching the learning outcomes of the course? Do the strategies align to these topics: reading, cognition, conceptual understanding, comprehension, creativity, critical thinking, metacognition, procedural skill, inquiry, verbal information?					
7. Targeted Assessment Strategies: Do assessment strategies include the assessment of mathematical practices as well as the mathematical standards? Do assessments measure the instructional topics listed above? Do the materials include progress monitoring and formative assessments?					
OVERALL RATING OF LEARNING					

RUBRIC COMPONENT	TOTAL SCORE
Content—Mathematics Instruction	
Presentation	
Learning	
	FINAL TOTAL:

Request for Reconsideration of Instructional Materials

Type of material: Book Audio/Video Periodical Adopted Textbook
 Other (please specify) _____

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

Request initiated by:

Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Complainant represents: Himself/Herself Group or Organization

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

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

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

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

3. What do you believe is the theme of the challenged material?

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

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

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

Research:

7. Are you aware of judgments of this work by literary critics?

8. Can you recommend another title for the school library to purchase that is comparable or presents the opposite, or alternative, point of view to the material in question?

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

Action Requested:

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

- Do not assign/lend it to my child
- Discontinue use as text or supplementary material
- Place on Limited Access for specific ages/grades
- Remove it from the Media Center
- Other (please specify) _____

Signature: _____ Date: _____

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

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: _____

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\_\_\_\_\_ 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? \_\_\_\_\_

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\_\_\_\_ 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

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

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

Teacher's Signature

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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.

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(Signature)

**REPLY:**

Title:

Date:

Permission granted \_\_\_\_\_

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

Permission denied \_\_\_\_\_

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

Conditions or details: