

District Media Philosophy

An effective educational media program is totally involved in all aspects of education within the entire school system. It is an integral part of the student learning process through the collaborative efforts of the administration, teachers, media personnel, students and the lay public. Educational media, through its programs and resources, will help the students to develop life-learning skills.

To aid in the development of student instruction and learning at every academic level, media programs will utilize a variety of educational technologies, human resources, facilities and library information science. Students will grow individually in their ability to find, generate, evaluate and apply information that will enable them to function effectively in the classroom and later as adults in today's global society.

District Wide School Media Center Policies

1. Resources of each school media center are classified by the Dewey Decimal system and described in a Patron Catalog or other appropriate manner to insure their usefulness and accessibility.
2. A current shelf list is maintained and used for annual inventory of print and non-print materials and equipment.
3. An inventory of all print and no-print materials will be taken at the close of each school year. A copy will be kept on file in the school media center and a copy submitted to the district before the end of post planning.
4. The media center's resources and services shall be available to students and teachers throughout each school day that students are in attendance with opportunity for independent and small group study at all times.
 - A. It is important that students and teachers be encouraged to use the media center.
 - (1) Students shall be permitted to obtain books every day to insure that their needs are being met.
 - (2) Policies for checkout will be set by the individual media center.
 - B. Media Specialist will assist teachers in using print and non-print materials and equipment in their classrooms.
5. Whenever possible, media centers will be open before and after school to serve both students and teachers whose schedules do not permit them to use the center during the regular school day.
6. Media specialists will spend the majority of their time serving students and teachers. Media aides or clerical assistants will make it possible through their special skills and abilities for the professional to concentrate on professional services and activities. The media specialist should be working with people whenever possible. Record keeping and reporting are important, but the SERVICE of the media specialist to the students and teachers must take priority.
7. Discarding of materials must be carried out as described in the Instructional Materials Management Manual.
8. A form is available in the school office on which to indicate equipment which is to be discarded. Items will be picked up from the school and disposed of from the county office.

9. Libraries will not circulate print materials or hold classes the last two weeks of school. They will, however, be open for reference of individual study. Provisions for other arrangements will be on the basis of individual need in each school.
10. Teachers will be given the opportunity to submit written requests for the purchase of materials.
11. The media specialist in each school will make available to the faculty, notices of newly acquired materials in the media center.
12. Media specialists will strive to teach the effective use of media to members of the faculty through faculty meetings, print out sheets or scheduled times in the media center.
13. The media specialist will continually carry on a program of instruction for both teachers and students in the use of the library. Student instruction will consist of both large group and individual help.

School Library Media Specialist Job Description

The fundamental responsibility of the school library media specialist is to provide the leadership and expertise to ensure that the library media program is an integral part of the instructional program of the school. In order to fulfill this mission, the school library media specialist must be an information specialist, a teacher, and an instructional consultant.

To accomplish these goals the school library media specialist will:

1. Develop policies on the selection, acquisition, use, and evaluation of the instruction materials.
2. Develop a collection which reflects the unique character and needs of the school.
3. Provide access to information and ideas.
4. Provide assistance in locating and using appropriate information resources.
5. Act as a consultant to assist in curriculum design and in the development of instructional activities.
6. Teach information and critical thinking skills.
7. Promote and provide instruction in the effective use of instructional technologies.
8. Inform students, faculty, and staff of new materials, equipment, and services available through the media center.
9. Provide a pleasant and inviting atmosphere which will promote the use of the media center by all its patrons.
10. Help students develop attitudes and abilities which will foster lifelong learning.
11. Evaluate all facets of the school library media program on an on-going basis to ensure the program meets the educational needs of the school.

Role of the Media Center Aide

A Media Center aide is a member of the non-instructional staff and may only assist the Media Specialist in carrying out the duties in the School Library/Media Center. The library aide may not be delegated the responsibility for teaching.

Specific Duties of Media Center Aides:

1. Clerical and secretarial work such as typing, record keeping, filing, and circulation routine
2. Library routine such as carding and shelving books, reading shelves, production of AV materials and processing materials
3. Keeping the library attractive and neat in appearance
4. Delivering equipment and materials to classrooms upon request by classroom teachers and setting up and operating equipment

Media Center Aides Should Not Be Expected To:

1. Assume sole responsibility for a class
2. Evaluate students
3. Administer discipline
4. Classify materials
5. Select new materials

Selection and Use of Instructional Materials

I. Objectives of Selection

The primary objective of the school's educational media center is to enrich and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

II. Responsibility for Selection of Materials

The Nassau County Board of Education is legally responsible for all matters relating to the operation of Nassau County schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people; principals, teachers, students, supervisors and media specialists. The responsibility for coordinating the selection of instructional materials and making recommendations for purchase rests with professionally trained media personnel.

III. Criteria for Selection of Instructional Materials

Needs of the individual school, based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

- overall purpose
- timeliness or permanence
- importance of the subject matter
- quality of the writing/production
- readability and popular appeal
- authoritativeness
- reputation of the publisher/producer
- reputation and significance of the author/
artist/composer/producer, etc.
- format and price

IV. Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Book

Administrative Rules

Section

CHAPTER 8

Title

THE DISTRICT SCHOOL BOARD

Code

8.17 RECONSIDERATION OF MATERIALS

Status

Active

Adopted

June 28, 1990

Last Revised

January 25, 2018

8.17 CHALLENGES TO ADOPTED INSTRUCTIONAL MATERIALS

1. Definitions.

“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. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

“Resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state.

“Purchase” includes purchase, lease, license, and acquire.

2. Basis for Contesting Instructional Materials.

A parent of a student in the Nassau County School District, or a resident of Nassau County, who objects to instructional materials that are being used by the Nassau County School District must proffer evidence to the Nassau County School Board that:

- a. The instructional materials were selected for use in a course or otherwise made available to students in the Nassau County School District but were not subject to public notice, review, comment, and hearing.

b. The instructional materials used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under Section 847.012, Florida Statutes, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

3. Procedure for Contesting Instructional Materials.

a. The parent or resident must file a petition, on a form provided by the Nassau County School Board and made available on the Nassau County School District's website, within 30 calendar days after the adoption of the instructional materials by the Nassau County School Board.

b. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional materials.

c. Within 30 days after the 30-day period referenced in Subparagraph "3.a." has expired, the Nassau County School Board shall conduct an open public hearing before an unbiased and qualified hearing officer. Said hearing officer shall not be an employee or agent of the Nassau County School District.

d. At the hearing, each parent or resident who has submitted a timely petition shall be permitted to submit evidence and testimony to the hearing officer.

e. The hearing officer's responsibilities shall be limited to ensuring that the hearing is conducted fairly, ensuring that the parent or resident has an adequate opportunity to present his or her testimony and evidence, and to receiving all evidence, whether testimonial, documentary, or otherwise. The hearing officer shall not issue a recommended order or otherwise render a decision concerning whether the parent or resident has presented sufficient evidence to support his or her challenge.

f. At the Superintendent's discretion, the hearing shall be recorded either by videotape or by stenographer.

g. Within two weeks after conclusion of the hearing, the hearing officer shall submit all documentary and physical evidence received at the hearing to the Chair of the Nassau County School Board.

h. Within two weeks after conclusion of the hearing, the videotape or transcript of the hearing shall be submitted to the Chair of the Nassau County School Board.

i. Following a review of the record and evidence received at the hearing, the Nassau County School Board shall make a determination, by simple majority vote, whether the challenged instructional materials should be prohibited based upon the criteria set forth in Subparagraphs "2.a." or "2.b." herein.

j. If the Nassau County School Board determines that the challenged instructional materials should be prohibited, further use of the challenged instructional materials shall be discontinued for any grade level or age group for which such use is deemed by the Nassau County School Board to be inappropriate or unsuitable.

k. The Nassau County School Board's decision shall be final and not subject to further petition or review.

Legal

Authority: 1001.41(2)

Authority: 1001.42, F.S.

Law Implemented: 1001.41(1)

Law Implemented: 1006.28, F.S.

School Media Centers Lost and Damaged Library Materials

Media collections for lost and damaged library materials should be handled through the internal accounts process at your school.