

***Citizen's Request for Re-Evaluation of Instructional
Materials***

Holmes District School Board

Initiated by _____

Address _____

Telephone _____

Representing: _____ Self? _____ Organization?

School where materials are used _____

Grade level(s) used _____

Type of instructional material: _____ Book _____ Video
_____ DVD _____ Software

_____ Other – Please specify _____

Title _____

Author _____

Publisher/producer _____

Copyright date _____

Please respond to the following questions. If sufficient space is not available, please use the back of this sheet or additional sheets of paper as needed.

1. Have you read, seen, viewed, and/or listened to this material in its entirety?

Citizen's Request Form for Re-Evaluation of Instructional Materials
Page 2 of 3

2. What do you believe is the main idea of this material?

3. To what do you object? Please cite specific passages, pages, sequences, etc. State your reasons for objection to the cited passages.

4. What do you feel would be the negative impact that might result from the use of this material?

5. Have you read any expert reviews relating to this material? If so, please describe.

6. Were students **required** to read or view the material? Was an alternative to the material provided at parent or student request?

Citizen's Request Form for Re-Evaluation of Instructional Materials
Page 3 of 3

7. What action(s) would you prefer the school take on this material?

8. Have you completed and attached the checklist form? Y N

Signature _____

Date_____

Checklist for Citizen's Request for Re-Evaluation of Instructional Materials
Page 2 of 3

7. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people? Yes No

8. Are the challenged elements of the story an integral part of the materials?
 Yes No

B. Content

9. Does the material give a realistic picture of life at that time period?
 Yes No

10. When factual information is part of the story, is it presented accurately?
 Yes No

11. Does bias detract from the usefulness of the material?
 Yes No

12. Are concepts presented appropriate to the ability and maturity of the intended users?
 Yes No

13. Do characters speak in a language true to the period and section of the country in which they live?
 Yes No

14. Does the material offend in some special way the sensibilities of any group?
 Yes No

15. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? Yes No

Checklist for Citizen's Request for Re-Evaluation of Instructional Materials
Page 3 of 3

16. Would the material be inappropriate for young adults?
_____Yes _____No
17. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____Yes _____No
18. Would it be appropriate for young adults?
_____Yes _____No
19. Is the material well written or produced?
_____Yes _____No
20. Does the material make a significant contribution to the history of literature or ideas?
_____Yes _____No
21. Are the illustrations appropriate and in good taste?
_____Yes _____No
22. Are the illustrations realistic in relation to the story? _____Yes
_____No

Please explain all "no" answers below.

**Checklist for Materials Review Committee for
Re-Evaluation of Instructional Materials
Holmes County School District**

Title: _____

Author/producer: _____

A. Purpose

1. What is the purpose, theme, or message of the material?
2. How well does the author/producer/composer accomplish this purpose?
3. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?
_____Yes _____No
4. Is the story suitable for young adults? _____Yes _____No
5. If both #3 and #4 are marked "no," for what age group would you recommend? _____
6. Will the reading, viewing, and/or listening to material result in more compassionate understanding of human beings?
_____Yes _____No
7. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people? _____Yes _____No
8. Are the challenged elements of the story an integral part of the materials? _____Yes _____No

Checklist for Materials Review Committee for Re-Evaluation of Instructional Materials
Page 2 of 3

B. Content

9. Does the material give a realistic picture of life at that time period?
_____Yes _____No
10. When factual information is part of the story, is it presented accurately? _____Yes _____No
11. Does bias detract from the usefulness of the material? _____Yes
_____No
12. Are concepts presented appropriate to the ability and maturity of the intended users? _____Yes _____No
13. Do characters speak in a language true to the period and section of the country in which they live? _____Yes _____No
14. Does the material offend in some special way the sensibilities of any group? _____Yes _____No
15. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____Yes _____No
16. Would the material be inappropriate for young adults?
_____Yes _____No
17. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____Yes _____No
18. Would it be appropriate for young adults? _____Yes _____No
19. Is the material well written or produced? _____Yes _____No
20. Does the material make a significant contribution to the history of literature or ideas? _____Yes _____No

Checklist for Materials Review Committee for Re-Evaluation of Instructional Materials

Page 3 of 3

21. Are the illustrations appropriate and in good taste? Yes
 No

22. Are the illustrations realistic in relation to the story? Yes
 No

C. Reviews

1. Source of review _____

Favorable review Unfavorable review

2. Does this title appear in one or more reputable selection aids?
 Yes No

If yes, please list titles of selection aids.

Additional comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Signature of Media Advisory Review Committee Member

Date

Educational Media Materials Selection – HDSB Policy 4.22

- I. Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The School Board asserts that the responsibility of the media center is to provide:
 - A. Materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
 - B. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 - C. A background of information enabling students to make intelligent judgments in their daily life.
 - D. Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
 - E. A comprehensive collection appropriate for the users of the media center which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.
- II. Criteria for Selection of Educational Materials
 - A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
 - B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, *i.e.*, administrators, faculty, parents, and students, shall be given high priority.
 - C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.

- D. 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.

III. Procedures for Selection

- A. In selecting materials for purchase, the school media specialist shall evaluate the existing collection and shall consult with

- 1. Reputable, unbiased, professionally prepared selection aids such as those published by the American Library Association and other reputable publishing companies generally accepted by the educational media profession.
- 2. Media staff, curriculum consultants, faculty, students, and community representative.
- 3. Media committee appointed by the principal to serve in an advisory capacity in the selection of materials.

- B. In specific areas, the media specialist shall follow these procedures.

- 1. Purchase materials which are outstanding and frequently used;
- 2. Replace periodically worn or missing basic items;
- 3. Withdraw out-of-date or unnecessary items from the collection; and
- 4. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.

STATUTORY AUTHORITY:

LAWS IMPLEMENTED:

HISTORY:

1001.41; 1001.42, F.S.

1000.21, 1001.43,

1006.28, 1006.34(2)(b), F.S.

ADOPTED: 12/05/06

REVISION DATE(S):

FORMERLY:

Challenged Materials – HDSB Policy 4.30

- I. The following procedures shall be followed when the appropriateness of books or materials is questioned:
- A. School-community citizens may register their concerns with the Superintendent or principal of the school where material is being challenged.
 - B. All concerns shall be presented in writing on a printed form that is available in each school office or the Superintendent's office, or on the District website. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
 - 1. Author, compiler, or editor;
 - 2. Publisher;
 - 3. Title;
 - 4. Reason for objection;
 - 5. Page number of each item challenged; and
 - 6. Signature, address and telephone number of person making the complaint.
 - C. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing on all petitions received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing.
 - D. The contested material shall be made available to the public online at least seven (7) days before the hearing.
 - E. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.
- II. These procedures shall be followed for other objections to instructional materials:
- A. 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 instructional program. The parent or adult student may request a conference with the principal or principal's designee to discuss the use of the material.
 - B. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.

- C. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed.
- D. These procedures shall be followed for school-level appeals:
1. A committee of teachers, educational media specialists, and other qualified personnel shall be appointed by the principal to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the Superintendent and the instructional materials coordinator when a committee is convened.
 2. Challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
 3. 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.
 4. The complainant shall be informed in writing concerning the committee's recommendations.
- E. These procedures shall be appropriate for district-level appeals and shall be followed when the complainant disagrees with the decision rendered from the school level appeal.
1. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the instructional materials coordinator 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.
 - a. The following shall serve as a review committee for elementary schools:
 - (1) A chairperson of a School Advisory Council or designee;
 - (2) Elementary media specialist;
 - (3) Elementary principal;
 - (4) A curriculum supervisor;
 - (5) Three (3) instructional staff members at the elementary level; and
 - (6) Two (2) parents, as defined by Florida Statutes, of elementary-age students.

- b. The following shall serve as a review committee for secondary schools:
 - (1) A chairperson of a School Advisory Council or designee;
 - (2) Secondary media specialist;
 - (3) Secondary principal;
 - (4) A curriculum supervisor;
 - (5) Three (3) instructional staff members at the secondary level; and
 - (6) Two (2) parents of secondary-age students.

- 2. 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.

- 3. The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.

- F. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **1000.21, 1001.32, 1001.41, 1001.42,
1001.43, 1006.28, 1006.34, 1006.40, 1006.41, 847.012, F.S.**

HISTORY: **ADOPTED: 12/05/06
REVISION DATE(S): 1/20/2015
FORMERLY:**