A stack of several books of various colors (yellow, red, brown) is shown on a blue background. One book at the top is open, showing its pages. The books are stacked vertically, with some slightly offset.

FY24 COLLECTION DEVELOPMENT POLICY

South Olive Elementary

FY24 Collection Development Policy

Mrs. Michelle R. Dunlap

Certified Educational Media Specialist

Read! *READ!* Read!

South Olive Elementary Signature Page
FY24 Collection Development Policy



Date Drafted: May 25, 2023

Date Approved by Administration: May 30, 2023

Media Specialist Name: Mrs. Michelle R. Dunlap

Media Specialist Signature: Michelle R. Dunlap

Principal Name: Dr. Saara Saarela-Vening

Principal Signature: Dr. Saara Saarela-Vening

Table of Contents

Page #

<u>Purpose Statement</u>	4
<u>Background Statement & School Community</u>	4
<u>Responsibility for Collection Management Development</u>	5
<u>School Mission Statement</u>	5
<u>Media Center Mission Statement</u>	5
<u>Library Program</u>	6
<u>Goals and Objectives</u>	8
<u>Budgeting and Funding</u>	9
<u>Scope of the Collection</u>	10
<u>Collection Development & Circulation</u>	11
<u>Selection Evaluation and Criteria</u>	11
<u>Analysis of the Collection</u>	16
<u>Gifts and Donations</u>	17
<u>Collection Maintenance</u>	18
<u>Strategic Focus – Weeding & Acquisitions</u>	18
<u>Reconsideration of Materials</u>	19
<u>Appendix A - Library Bill of Rights</u>	20
<u>Appendix B - ALA Intellectual Freedom Statement</u>	21
<u>Appendix C - Board Policy 8.12</u>	23
<u>Appendix D - Board Policy 8.1205</u>	28
<u>Appendix E - PBCSD Form 1113</u>	34

Purpose of Collection Development Policy

As per **SDPBC Policy 8.12 (6.a)**, this collection development policy is a statement of the principles and guidelines used at South Olive Elementary School in the selection, acquisition, evaluation, management, and disposal of library media materials. It will be used both in providing consistency among those responsible for developing and maintaining the collection as well as in communicating the Library Media Center's policies to students, staff, and interested stakeholders of our school community. It is understood that this document is fluid and may be updated as the curriculum, demographics, programs, or needs of our school change.

Background Statement and School Community

South Olive Elementary is located in the South End Neighborhood of West Palm Beach in the city's Latin Quarter. Our school zone boundaries stretch from the midline of Southern Boulevard to the north, the Lake Worth Canal/City of Lake Worth Beach to the south, the Intracoastal Waterway to the east, and the FEC railroad tracks to the west. The fall of 2024 will mark South Olive Elementary's 75th anniversary. We are the tigers - blue and gold!

South Olive Elementary has a Voluntary Pre-Kindergarten program and beginning in the fall of 2023, also a Pre-Kindergarten program for students in the Exceptional Student Education program. Our Pre-Kindergarten - fifth grade public school is located adjacent to the South Olive Park and Community Center. We boast strong fine arts and academic programs. Our school has a gifted/talented program and offers an accelerated math program (AMP). In the fall of 2023 we will launch the AVID program. We currently have 38 teachers on staff with an enrollment of 487 students. According to the Florida Department of Education's *Gold Report*, 70% of our students qualify for free/reduced lunch. We will be a Title I school FY24. Also according to the *Gold Report*, our student demographics are 58% Hispanic, 5% Black, 2% Asian, 33% White, and 2% Other. Our student population is also made up of 26% English Language Learners. Many of our students are bi-lingual. Some of our students speak Haitian Creole or other languages, but the majority of our students speak Spanish. Most of our students have connections to families in Latin America. We offer early intervention and support for approximately 15 % of our population identified as students with disabilities. We are fortunate to have a very active and supportive PTO (Parent Teacher Organization) and SAC (School Advisory Council) that come alongside and support our South Olive family.

South Olive Elementary's Mission Statement

South Olive Elementary is committed to providing a world-class education with excellence and equality to empower students with the assistance of district, school, family and community partnerships to reach their highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

South Olive Elementary's Vision Statement

South Olive Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Library Media Center's Mission Statement

South Olive Elementary's Library Media Center is a place where exploration, creativity, and imagination make learning exciting. The purpose of library media fine arts class is to prepare, engage, and inspire our students to be their best in a quickly changing global community. During library media fine arts rotations, lessons:

- promote and celebrate reading.
- explain and encourage digital citizenship.
- strengthen research and tech skills.

Library Media Center's Vision Statement

The Library Media Center is a gathering place for students, staff, and our community. It is also a “**5 C's**” focused classroom - a place where **C**ritical thinking, **C**reativity, **C**ompassion, **C**ommunication, and **C**ollaboration abound. These “**C's**” identified by *the Partnership for 21st Century Skills Team* are key skills needed to succeed in today's world and job market.

Responsibility for Collection Management & Development

The acquisition and maintenance of the Library Media Center materials collection is a primary function of the educational media specialist. Collection development and management refers to the process of building and maintaining the library's entire materials collection to support and enrich every student's educational experience. Students and staff have opportunities throughout the year to respond to surveys and give feedback to suggest books for our library media center. For example, many students have made title, genre, and subject suggestions via Google Classroom which have been purchased for our library collection. Families and community stakeholders also give suggestions and ideas via email, notes, in person, and at various meetings.

Library Program

Instruction & Fine Arts Fun

Our library program is on a fixed schedule on a fine arts rotation wheel with physical education, (sometimes guidance), music, and art. FY24 each fine arts teacher will see each Kindergarten -5th grade student for three weeks during each of our three trimesters which is about 1 week at a time each month. The students may come with their homeroom or may be divided into college groups (to be determined). Some teachers also sign up to check out library books with their classes outside of their fine arts time. Plus, teachers can also request books for their classrooms, which I pull and pack to go in special library bags. During recess, also known as GAP (Games, Activities, and Puzzles) Time, students from other fine arts classes may come with special passes to check out books or tend to library business. During library media fine arts rotations students check out books (2 max), listen to books read aloud, learn about digital citizenship, use learning resources in the SDPBC portal, create research projects in Google classroom, and more. Each grade has a different Dunlap Destination continent to explore and research. As the TechSafe Point of Contact for our school, I use the program resources to address:

- How to be safe on the Internet, including how to be aware of cyberbullying and how to respond
- How to behave appropriately while on line and while using social networking
- Understanding digital citizenship and responsibility, and how to protect personal information and privacy

Our fine arts team also works together to create memorable schoolwide grade level events that do not take away from instructional time. We have organized: Jump Rope for Heart (and raised money for the American Heart Association), Pre-Spring Break Shamrock Race, Book Fair Preview & Shopping, End of Year Field Days, Art Contests, Fine Arts Night, concerts, guest speakers/authors, and more.

Special Initiatives to Promote and Celebrate Reading Since 2020

Create a Culture of Reading

- Constructed a SOE Reading Revolution Google Classroom full of reading resources and invited instructional staff plus leaders of non-instructional staff
- Used Scholastic dollars from Online Book Fairs to add books to classroom libraries and to purchase book character pencils, bookmarks, certificates etc. for primary grades.
- Worked with administration to schedule Celebrations of Reading and add reading related events to our school calendar (Dress Up Days and National Reading Events)
- Sent emails to the staff as educational media specialist with ideas, resources, and encouragement
- Created a Summer Slide Prevention Plan with a reading tracker, SSYRA book list, local library program promos, book giveaways, and more!
- Read aloud books to ALL classes K-5 at least once a trimester

Reading Counts School Wide Contest

- Provided training and resources for teachers on all things Reading Counts
- Established monthly celebrations (Coupons to redeem during fine arts recess time for free books/prizes and bookmarks for students who got their names on the Library Award Wall for earning 25 points or more)
- Posted names of students who were making reading count on library wall - updated monthly
- Printed Reading Counts reports for reading teachers of record
- Set and updated Reading Counts goals schoolwide
- Created classroom library baskets and door signs for homerooms with 100% participation for AP to deliver with challenge for homeroom with all on the wall (all have 25 points or more) to get Reading Rings (ring pops)
- Read book during Library Media rotation and demonstrated how to login and take a Reading Counts quiz
- Worked with PTO to order medals, trophies, and certificate paper for end of year awards for each grade level
- Created awards plus procured medals and trophies for all grade levels

Battle of the Books

- Contacted and Met with English Language Arts Teachers in grades 3-5
- Procured copies of each of the 15 titles via a PTO patrons & box top committee for grades 3-5 & library
- Expressed gratitude across several social media platforms and thanked PTO
- Created a Battle of the Books after school club and practice sessions
- Promoted with email, Google Classroom announcements in the stream, morning announcements, community phone/ email blasts, Friday notes, and more
- Shared BOB tips with other Media Specialists at Topical Tuesday Google Meet
- Created a Battle of the Books Google Classroom for any interested to join - students & teachers
- Posted teams and contest info on hall bulletin board
- Supported teacher coaches by creating practice questions for all 15 books
- Hosted and scheduled Battle of the Books
- Took pictures of our teams doing battles for the yearbook
- Held special luncheon for any students who read all 15 books

Children Services Council *A Book for Every Child Program*

- Joined committee and gave recommendations for books over summer break
- Organized a first and second semester book selection time during fine arts
- Wrote names in books and gave bookmarks from Children Services
- Used social media to promote and show gratitude
- Program not available FY23

Goals and Objectives

- **Goal 1: Grow the E for Everybody Picture book & Easy Reader Section FY24**
 - Use data from needs assessments, surveys, and requests to create wishlist
 - Find reviews to support selections and then post list for stakeholders
 - Purchase E books that will capture the interest of students
- **Goal 2: Increase participation reading SSYRA nominated books FY24**
 - Write middle school battle questions in exchange for a set of 15 SSYRA titles
 - Ask PTO to purchase sets for grades 3-5 ELA classes AND SSYRA Jr. for K-2 homerooms
 - Send home SSYRA book lists with report cards to match rising grade
 - Procure a set of SSYRA and SSYRA books for the library and digital versions for MackinVIA
 - Plan library media fine arts lessons to promote books: read aloud, book tastings, etc.
 - Increase number of students who vote for winning book (read 3 to vote)
 - Meet with ELA team for grades 3-5 and talk up Battle of the Books
- **Goal 3: Increase the number of new books.**
 - Weed books older than 1980 on Destiny reports
 - Weed damaged and yellowed books - replace with new copies as needed
 - Weed out of date content in Dewey Decimal Nonfiction - inventory FY24
 - Purchase more new library books at Book Fairs
 - Research, review, and add more Fiction chapter books

Budget and Funding

The Library Media is given a school-based operating budget at the beginning of every school year to purchase books and online materials as well as resources, supplies, equipment, and furnishings which support instruction. Next year's budget is expected to be in line with the one for this school year.

2023-2024 (FY24) projected budget amounts

School Based Operating Budget	FY23 Budget	FY24 Projected Budget
<i>Account 55110 - Media Supplies</i>	\$560	\$560
<i>Account 553420 - Media Subscriptions</i>	\$165	\$165
<i>Account 561100 - Media Books</i>	\$660	\$660
<i>Account 562230 - Media Audio-Visual Equipment</i>	\$320	\$320
Fundraising/ Grants	Budget Amount	
<i>Media Center Internal Account 5 .1700</i>	\$2,200	\$4,180
State Media Allocation	Budget Amount	
<i>Account 556110 (program 3070) - Media Books</i>	\$1,215	\$1,215

Purchasing Plan 2023-2024

Approximate Purchasing Plan	
Purpose	Amount
office supplies and book care/repair items	\$200
prizes, incentives, and bookmarks	\$300
games, activities, and puzzles	\$500
STEAM kits and resources	\$1,000
library books and eBooks	\$5,000
Total:	\$7,000

Scope of the Collection

From a teacher survey, it was evident that more biography books about positive difference makers were needed in our collection. Teachers were looking for STEAM biographies, Autobiographies on Positive Difference Makers for our Wax Museum, and autobiographies/biographies for featured author and illustrator studies. Looking at our shelves, it was apparent we needed more diverse as well as more modern subjects for biographies. (This inspired the grant I wrote to procure funding for more biographies.)

The Maker Space movement + our Green School Status + STEAM emphasis = need for more craft, recipe, creative how to books. This is an area of focused growth for our collection and resources.

Our library collection includes sections for E for Easy/Everybody books, F for Fiction, and Non-Fiction Books categorized by the Dewey Decimal System. Biographies have their own section (92 and collective biographies 920) by the wall with inspiring quotes from positive difference makers. Our books are cataloged in Destiny.

Our digital collection in MackinVIA has eBooks, databases, and DogoNews. The District provides databases and eBooks that expand our local digital collection and provides 24/7 access for students. This year we added the database Comics Plus to our Digital Library in MackinVIA. (Current legislation led me to not renew this popular database.) We currently have 419 eBooks including SSYRA nominees. Of note, 221 eBooks have Reading Counts quizzes. We averaged between 50 - 150 eBook checkouts a month with some months having over 200 eBook checkouts Fy23.

Our Library Media books, eBooks, and media materials will support both curriculum and pleasure reading as per **SDPBC Policy 8.12** (section 3d). Also per District policy, our collection will be arranged in standard Dewey order (section 6 Management of Library Media Instructional Materials)

Collection Development

The acquisition and maintenance of the Library Media Center materials collection is a primary function of the educational media specialist. Collection development and management refers to the process of building and maintaining the library's entire materials collection to support and enrich every student's educational experience.

Circulation

Staff may have an unlimited number of books with a one month due date. Students may check out up to 2 books at a time for up to 2 weeks. An exception is made for Battle of the Books participants. They can add a third book which is a SSYRA title. Books are checked out using the Follett Destiny software for library and textbook circulation. Overdue notices are provided to homeroom teachers as needed. Every effort is made to collect outstanding books, especially when students move to new schools. Obligations (fines, overdues) were forgiven for books not returned prior to the Pandemic Quarantine of March 2020. When a books are overdue, students can find the books, offer a replacement book, or pay for the missing books (usually \$5 - 10 or the price of the book) to clear their accounts of lost book obligations.

Selection and Evaluation Criteria

Materials considered for purchase are selected on the basis of the criteria established in SDPBC Policy 8.12. There are many professional reviews to consider when choosing a book. The *School Library Journal* Book Review offers professional reviews of approximately 6,000 current titles published for children and young adults across a wide range of genres and subject areas. *The Horn Book, Inc.* [Guide/Reviews Database](#) offers short, critical reviews by trusted professionals of recommended hardcover trade books published in the United States for young people from 2000 to the present. *Booklist Reader* features diverse readers' advisory recommendations, for readers and listeners of all ages. *The Children's Book Review* has been a resource devoted to children's literature and literacy since 2008 finding the best books for kids of all ages. Many other professional review sites also put together reviews and book lists to help with book selections for our Library Media Center. Many factors are taken into consideration as per SDPBC Policy 8.12. Award winning materials are also considered for our Library Media Center such as books on these lists: The Newbery Medal and Honor Books, Coretta Scott King Book Awards, Caldecott Medal Winners, Pura Belpre Awards, Sunshine State Young Reader Award Nominees and Winners, Florida Literacy Association's Children's Book Award Nominees, and more. Materials are also considered for purchase based on the reputation and significance of the author/producer. South Olive Elementary School supports *Intellectual Freedom* as stated in documents published by the American Library Association.

District-Wide Procedures for Selecting and Developing Library Collections

Who Makes the Selection

1. Each book made available to students through this School District's library media centers must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.
2. In HereFurther, employees holding a valid educational media specialist certificate must also have completed the required Florida Department of Education training once it is available and by law must be developed by January 1, 2023.
3. In addition, the person selecting the books is employed at that school location or if a qualified person is not employed at the school, by another District employee with these qualifications.
4. For resources needing additional review by District Library Media Services, school-based certified library media specialists or principal designee will use PBSD 2671 to solicit additional input.
5. Consultation with stakeholders is required which is accomplished by the following:
 - a. Any community stakeholders may provide consultation on selections via the list of LMS Selections for the current school year at Active Book Orders.
 - b. On the date of the requested purchase or acceptance of library media center materials, the District will provide an email or text notice to current members of the Board's Academic Advisory Committee (Policy 1.097) that there are new materials under consideration, the link to find the list of materials, and the deadline(s) for submitting questions or comments.
 - c. Stakeholders with questions or concerns are directed to the following email address: librarymediaservices@palmbeachschools.org, for sending their feedback to be reviewed by the District Library Media Services for consideration.
 - d. Selections may be purchased or accepted 72 hours after posting for book fair materials and two weeks after posting for all other purchases or donations.

Criteria for Selection

1. **All book selections** must meet these criteria:
 - a. Free of pornography and material prohibited under Florida Statute 847.012 [harmful to minors].
 - b. Suited to student needs and their ability to comprehend the material presented.
 - c. The content is to be appropriate for the grade level and age group for which the materials are used or made available. The District shall rely on any State Board of Education Rules, if they exist, to determine what is age appropriate.

2. In developing library media center collections consultation of reputable, professionally recognized reviewing periodicals is required, if available, after a documented diligent search.
3. These periodicals are print or non-print media including video footage that have been favorably reviewed by two or more professional sources, if available, after a documented diligent search, such as a School Library Journal, Horn Book, Booklist, Association for Library Service to Children, Kirkus, Young Adult Library Services Association, and/or Children's Catalog.
4. Library media center collections will be based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.
5. Subject to the required statutory criteria stated above, additional selection criteria apply:
 - a. A choice of materials that support the instructional program and promote reading shall be available to students and professional staff to allow for varying achievement levels, interests, and teaching/learning styles. Each school shall, in conjunction with the "Library Bill of Rights" (<https://www.ala.org/advocacy/intfreedom/librarybill>) of the American Library Association ("ALA"), State Statute, and District policy, establish procedures for the evaluation, selection, management, and disposal of library media materials in conformance with this policy and Policy 8.1205 and shall record such in the school's collection development plan.
 - b. The "Library Bill of Rights" referenced herein is to be used as a suggested guideline. To the extent that there are inconsistencies between the guidelines in the "Library Bill of Rights" and State Statute, or District policy, State Statute and District policy shall take precedence and shall govern the selection, retention and disposition criteria of library media materials for library media centers and classrooms.
 - c. Selection of materials shall also be consistent with the provisions in the School Board's collective bargaining agreement with CTA relating to academic freedom and responsibilities--Article II, Section K--to the extent those provisions are applicable.
 - d. Moreover, consistent with Fla. Stat. § 1006.28 (2) (a) 2, library media materials must be suited to student needs and their ability to comprehend the material presented.
 - e. Any library media material containing pornography or otherwise prohibited by Fla Stat. § 847.012 as harmful to minors may not be used or made available within any public school.
 - f. The materials selected for schools are intended to support instruction, promote reading, further the pursuit of knowledge through research and exploration, and provide information literacy experiences of educational significance for class groups, individual students, teachers and administrators. Within budgetary constraints, the intent is to provide an adequate number and range of library media materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives subject to District policy. Library media materials are to represent the diverse cultures, ethnic groups, languages and religious beliefs of the community and that are free of bias, stereotypes, distortions, and prejudices.
 - g. Within budgetary constraints, collections shall contain a comprehensive collection of materials and equipment, in a variety of media formats that are accessible to students during the school day, to:

- i. Promote the development of lifelong reading habits and information literacy skills in students;
 - ii. Provide a broad background of information resources in areas of knowledge;
 - iii. Support the general educational goals of the District and the objectives of specific courses, including materials that represent diverse points of view in order that young citizens may develop, under guidance, the practice of critical analysis of media and intellectual integrity in forming judgments;
 - iv. Meet the personal needs and interests of students, including materials that: nurture the development of recreational reading/listening/ viewing, cultural appreciation, and aesthetic values; represent the many religious, racial, ethnic, linguistic, and cultural groups in our society and reflect their contributions to the heritage and culture of our civilization; foster respect for the diverse roles available to women and men in today's society; and provide access to materials in heritage language as stipulated by the META agreement.
 - v. Support the professional needs of teachers and administrators; and
 - vi. Introduce new instructional technologies into the learning environment.
- h. Other criteria to consider in the selection process include:
- i. EDUCATIONAL SIGNIFICANCE. -- Material is valuable to an individual course of study or to the library media collection; the degree to which the material would be supplemented and explained by mature classroom instruction.
 - ii. APPROPRIATENESS. -- Material is geared to the age, maturity, diverse interests, and learning levels of students for whom it is intended. Reading levels and Lexiles are considered to provide a range of material that challenges the student and guides their selection process.
 - iii. ACCURACY. -- Nonfiction information is correct, recent, and objective.
 - iv. LITERARY MERIT. -- Fiction that has a noteworthy plot, setting, characterization, style and theme.
 - v. SCOPE. -- Content is covered adequately to achieve its intended purpose.
 - vi. AUTHORITY. -- The author, editor, or producer has a superior reputation for producing materials of this nature.
 - vii. SPECIAL FEATURES. -- The item has maps, charts, graphs, glossaries, and/or other learning aids that support the content, are unique or are valuable.
 - viii. TRANSLATION INTEGRITY. -- Material translated from one language to another maintains the stylistic characteristics of the original. ARRANGEMENT. -- Concepts are presented in a logical sequence and in a way that assures learning.
 - ix. TREATMENT. -- Typeset, visuals, style, and/or medium captures and holds the student's attention.
 - x. TECHNICAL QUALITY. -- Sound is clear and audible; visuals project clearly.
 - xi. AESTHETIC QUALITY. -- Material is superior to similar items in attractiveness and presentation of content.
 - xii. POTENTIAL DEMAND. -- Item has particular timeliness or popular appeal.

- xiv. DURABILITY. -- Material has the potential for frequent use or is of a nature that it will be considered consumable.
- xv. COPYRIGHT. -- Library media materials used in a school shall be procured and used in accordance with federal, state and District copyright laws, rules, and policies as referenced in School Board Policy 8.121.
- xvi. GRAPHIC NOVELS AND PERIODICALS. -- In addition to the above criteria, all pictures are to be reviewed for appropriateness prior to placing the graphic novel or periodicals into circulation.

Removal of Materials

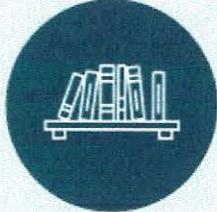




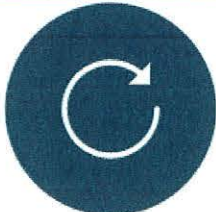


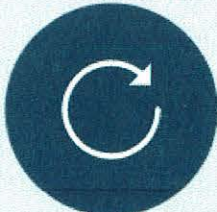


1. Library Media Materials are subject to regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevance to curriculum, out-of-date content, and required removal pursuant to School Board Policy 8.1205 Objection Procedures for Library Media Materials.
2. In addition to regular review, removal, or discontinuance by a school library media specialist, the Superintendent or designee, even without an Objection or challenge, has the authority to remove library media materials based on statutory considerations. The basis for the removal shall be documented.
3. The District will restrict access to school library media and reading list materials from students in grade Kindergarten through Grade Three if such materials instruct on sexual orientation or gender identity because HB 1557 (2022) prohibits such instruction.

Oversight for Compliance

1. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.
2. Support toward compliance is available when the assigned school library media specialist(s) attend professional development/training hosted by the District Library Media Services.
3. Annually, the District requires using the selection criteria and the removal criteria referenced in these procedures to have library media specialists evaluate their collection in order to write a School Collection Development Plan to enhance their individual library programs that align to the District required components. They will share that plan with both their principal and District Library Media Services. Once the plan is approved, the school will post the school's plan on the school website. District Library Media Services will offer annual training on this process.
4. The School Collection Development Plan will include: School Mission Statement, Library Mission Statement, Purpose of the Collection Development Plan, School Community Description, Description of Your Library Program, Budget and Funding, Scope of Collection, Collection Development, Gifts and Donations, Collection Maintenance, Challenged Materials, and Goals and Objectives.

Collection Analysis

The collection is developed for and influenced by students, their interests, academic needs and alignment to the curriculum. The data below is a snapshot of the collection based on a Titlewise Analysis.

			
11,262 Items in the Collection	17.3 Items per Student	29% Fiction Titles in the Collection	43% Percent of nonfiction in the collection
Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection.			
	2006 Average Age of the Collection	48% Aged Titles	11% Newer than 5 Years
Library media resources should be representative of the school.		Skills for Lifelong Learning (SLL) library media resources can contribute to character development.	
			
3,445 Representative Titles in Collection	2006 Representative Titles Average Age	2,973 SLL Titles in Collection	2008 SLL Titles Average Age

Collection Analysis By Category

The information collected in this section provides a detailed look at our current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool.

Section	# of Titles	Average Age (year)
Computer Science, Information & General Works	91	2014
Philosophy & Psychology	35	2012
Religion	61	2007
Social Sciences	744	1998
Language	64	1999
Science	1,747	2004
Technology	546	2009
Arts & Recreation	581	2009
Literature	222	2000
History & Geography	709	2007
Biography	720	2004
Easy	2,498	2005
General Fiction	3,214	2010
Graphic Novels	by author in fiction	N/A

Gifts and Donations

Any books gifted or donated to the school must meet the same selection criteria as all other materials. No materials will be added to the collection if they are out-of-date or age-inappropriate material simply because they were donated. All gifts and donations must follow the same processes as new book orders.

Collection Maintenance

FY21 I inventoried every book in our library media center as I was new to the position and the pandemic had impacted the return of library books. In FY22 I inventoried our eBook collection, our biographies (individual biographies 92 and collective biographies 920), and our Fiction books. FY23 I completed our Easy/Everyone inventory. I Our next inventory rotation FY24 will continue with Non-Fiction. Our library book inventory will continue to be completed on a three-year rotation as per **SDPBC Policy 8.12 (5)** i.e. FY25- F for Fiction Inventory, FY26- E for picture books for Everyone and Easy Readers Inventory, FY 27- NF for Non-Fiction Dewey Decimal classified books. Upon completion of inventory, books will be weeded. This means that books marked lost will be deleted. It also means that books that are aged and yellow, not being checked out, or no longer current/accurate will be weeded and removed from the collection. Some fiction and nonfiction titles may be available as giveaways. However, out of date material will not be placed in classrooms or hands of children. Otherwise, weeded materials will be boxed and disposed of according to district policy. Once materials are identified to be weeded, in Destiny the copies will be updated and marked "track as weeded." The barcode will be removed or marked obe and DISCARD will be written or stamped in the front cover. Broken equipment will be weeded if it is broken beyond repair or obsolete. Our ITSA would complete the forms and process.

Strategic Focus – Weeding and Acquisitions

2023-2024	Selection Priorities <ul style="list-style-type: none"> ● Priority 1: Add more E books (Picture books and Easy readers) ● Priority 2: Add/ renew eBooks in MackinVIA ● Priority 3: Add more Fiction chapter books
	Inventory/ Weeding Priorities <ul style="list-style-type: none"> ● Priority 1: weed E titles pre-1980 ● Priority 2: weed F titles pre-1980 ● Priority 3: Inventory Non-Fiction
2024-2025	Selection Priorities: Non-Fiction <ul style="list-style-type: none"> ● Priority 1: Procure more science 500's and tech 600's titles ● Priority 2: Add to 700 - 900's (art & rec, lit, history & geo) ● Priority 3: Add to 000 - 400's
	Inventory/ Weeding Priorities <ul style="list-style-type: none"> ● Priority 1: Inventory Fiction and Biographies 92 & 920s ● Priority 2: Take stock of seasonal-holiday books in office ● Priority 3: Update labels on shelves & books as needed
2025-2026	Selection Priorities <ul style="list-style-type: none"> ● Priority 1: Update seasonal-holiday books ● Priority 2: Add to biographies 92 and 920 ● Priority 3: Graphic Novels - separate from fiction to 741
	Inventory/ Weeding Priorities <ul style="list-style-type: none"> ● Priority 1: Inventory E hardback books ● Priority 2: Paperback Speed Reads ● Priority 3: Paperback E books

Reconsideration of Materials

SDPBC Policy 8.1205 "Challenge Procedures for Instructional Materials" will be followed as our guide of the district approved steps for any resident within our school boundary or parent of a student attending our school who wishes to challenge specific instructional material, such as a library book in our South Olive Library Media Center. (See policy and form PBSO 1113 in appendix.)

Appendix A

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.

- I. 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.
- II. 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.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting the abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that 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.

Adopted June 19, 1939.

Amended October 14, 1944; June 18, 1948; February 2, 1961; June 27,
1967; and January 23, 1980;

inclusion of "age" reaffirmed January 23, 1996, by the ALA Council

Appendix B

INTELLECTUAL FREEDOM

AMERICAN LIBRARY ASSOCIATION THE FREEDOM TO READ STATEMENT

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*
2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*
3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*
4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*
5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*
6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*
7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

First Amendment of the Bill of Rights to the United States Constitution CONGRESS SHALL MAKE NO LAW RESPECTING AN ESTABLISHMENT OF RELIGION, OR PROHIBITING THE FREE EXERCISE THEREOF; OR ABRIDGING THE FREEDOM OF SPEECH, OR OF THE PRESS; OR THE RIGHT OF THE PEOPLE PEACEABLY TO ASSEMBLE, AND TO PETITION THE GOVERNMENT FOR A REDRESS OF GRIEVANCES.

The Bill of Rights to the U.S. Constitution was ratified on December 15, 1791

Endorsed by the Board of Library Trustees: August 24, 2009, October 22, 2012,

August 22, 2016

Appendix C



Book	School Board Policies
Section	Ch. 8. Curriculum and Instruction
Title	Selection of Library Media Center Materials and Reading List Materials
Code	8.12
Status	Active
Adopted	December 27, 2022
Last Revised	January 24, 2018
Last Reviewed	January 24, 2018
Prior Revised Dates	2/18/72; 4/6/83; 2/20/85; 6/16/99; 5/7/2008; 1/24/2018; 12/27/2022

Policy 8.12 - Selection of Library Media Center Materials and Reading List Materials

1. **Adequate Library Media Materials.**-- Library media materials for the school's Library Media Center, including print, non-print, serials [periodicals], electronic resources, computer software, video images, films, and instructional television programs, represent fundamental resources selected for schools to support instruction, promote reading, further the pursuit of knowledge through research and exploration, and provide information literacy experiences of educational significance for class groups, individual students, teachers and administrators. It is the shared responsibility of the State, District, and school, within budgetary constraints, to provide an adequate number and range of library media materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives subject to District policy. It is also the responsibility of the State and District and school to provide library media materials that represent the diverse cultures, ethnic groups, languages and religious beliefs of the community and that are free of bias, stereotypes, distortions, and prejudices.
2. **Reading List Materials.**-- Reading list materials are recommended or assigned materials school- wide or grade level.
3. **Purpose.**-- The Board believes that the selection of library media materials and reading list materials is within its jurisdiction pursuant to relevant statutory and constitutional laws. The library media center, within budgetary constraints, shall contain a comprehensive collection of materials and equipment, in a variety of media formats that are accessible to students during the school day, to:
 - a. Promote the development of lifelong reading habits and information literacy skills in students;
 - b. Provide a broad background of information resources in areas of knowledge;
 - c. Support the general educational goals of the District and the objectives of specific courses, including materials that represent diverse points of view in order that young citizens may develop, under guidance, the practice of critical analysis of media and intellectual integrity in forming judgments;
 - d. Meet the personal needs and interests of students, including materials that: nurture the development of recreational reading/listening/ viewing, cultural appreciation, and aesthetic values; represent the many religious, racial, ethnic, linguistic, and cultural groups in our society and reflect their contributions to the heritage and culture of our civilization; foster respect for the diverse roles available to women and men in today's society; and provide access to materials in heritage language as stipulated by the META agreement.

e. Support the professional needs of teachers and administrators; and

f. Introduce new instructional technologies into the learning environment.

4. **Choice.**-- Library media materials are available to students and staff as optional resources and are usually not mandatory reading as is the case with textbook instructional materials.

Library media that is sensitive or mature may not be appropriate for all readers in a school but remains a part of the collection to address the needs of some of the reading community if it meets the selection criteria of the school. Educators and library media specialists should be sensitive to the reading level, belief system, interest level and maturity level of students when helping make selections for individuals, reading aloud to groups, or when having whole class participation in a reading project. If a parent or adult student states a reasonable objection to library reading material assigned to a class, comparable instruction will be made available for the student through an alternate reading assignment without penalty.

5. **Use of Library Media Materials Allocation.**-- School principals are responsible for ensuring that operating budget and state categorical funds are used to purchase library media materials that reinforce instruction and stimulate leisure reading for the students enrolled at the grade level(s) for which the materials are designed and to effectively communicate to parents the manner in which materials are used to implement the curriculum of the school under Fla. Stat. § 1006.40.

6. **Management of Library Media Materials.**-- Following practice and precedent, the school library media centers in Palm Beach County will arrange media and materials according to the Dewey Decimal Classification System. Library media materials acquired with funds from the General Appropriation Act of the State of Florida are to be cataloged and inventoried as part of the library media collection. Library media materials may be inventoried in one to three year cycles.

7. **Selection.**-- HB 1467 (2022), amending Fla. Stat. § 1006.28 provides selection requirements.

a. Initial Review Process

i. "Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students."

ii. For resources needing additional review by District Library Media Services, school-based certified library media specialists or principal designee will use PBSD 2671, attached hereto and incorporated as part of this policy, to solicit additional input.

b. The School Board is herein adopting "procedures for developing library media center collections" and shall "post the procedures" on each school's website within the District.

c. Each elementary school must ^[1] "publish on its website, in a searchable format prescribed by the [Florida Department of Education], a list of all materials maintained in the school library media center (as defined by SBER 6A-7.0713, including classroom libraries) or required as part of a school or grade-level reading list."

d. Per HB 1467 (2022), § 1006.28 (2) (d), these procedures for developing library media center collections must:

i. "Require that **book selections** meet the criteria in s. 1006.40(3) (d)." ^[2] _____

ii. Require consultation of reputable, professionally recognized reviewing periodicals ^[3] _____, if available after a documented diligent search, and school community stakeholders. ^[4] _____

iii. "Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty."

iv. "Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to ^[5] _____ curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2."

In addition to regular review, removal, or discontinuance by a school library media specialist, the Superintendent or designee, even without an Objection or challenge, has the authority to remove library media materials or materials on reading lists based on statutory considerations. The basis for the removal shall be documented. Removal procedures

regarding an Objection are based on Statute and/or School Board Policy 8.1205 Objection Procedures for Instructional Materials.

- e. The District may restrict access to school library media and reading list materials from students in grade Kindergarten through Grade Three if such materials instruct on sexual orientation or gender identity because HB 1557 (2022) prohibits such instruction.

8. **Additional Selection Criteria**

- a. Materials for use in school media centers or classroom library collections shall be carefully selected subject to the requirements stated above in Paragraph 7. A choice of materials that support the instructional program and promote reading shall be available to students and professional staff to allow for varying achievement levels, interests, and teaching/learning styles. Each school shall, in conjunction with the "Library Bill of Rights" (<https://www.ala.org/advocacy/intfreedom/librarybill>) of the American Library Association ("ALA"), State Statute, and District policy, follow District procedures for the evaluation, selection, management, and disposal of library media materials in conformance with this Policy and Policy 8.1205. Annually, the District requires using the selection criteria and the removal criteria referenced in this Policy to have library media specialists evaluate their collection in order to write a School Collection Development Plan to enhance their individual library programs that align to the District required [6] components _____. They will share that plan with both their principal and District Library Media Services. Once the plan is approved, the school will post the school's plan on the school website. District Library Media Services will offer annual training on this process.
- b. The "Library Bill of Rights" referenced herein is to be used as a suggested guideline. To the extent that there are inconsistencies between the guidelines in the "Library Bill of Rights" and State Statute, or District policy, State Statute and District policy shall take precedence and shall govern the selection, retention and disposition criteria of library media materials for library media centers and classrooms.
- c. Selection of materials shall also be consistent with the provisions in the School Board's collective bargaining agreement with CTA relating to academic freedom and responsibilities--Article II, Section K--to the extent those provisions are applicable.
- d. Moreover, consistent with Fla. Stat. § 1006.28 (2) (a) 2, library media materials must be suited to student needs and their ability to comprehend the material presented.
- e. In conjunction with the selection criteria above, employees holding a valid educational media specialist certificate (with the required training once it is available as stated in Paragraph 10 below) at each school location or if a qualified person is not employed at the school, by another District employee with these qualifications, shall evaluate and select print and non-print materials for the library media center using several of the criteria outlined below, as appropriate for the media type. **Any library media material containing pornography or otherwise prohibited by Fla Stat. § 847.012 as harmful to minors may not be used or made available within any public school.**
- f. Additional criteria used in evaluating and selecting all materials include:
- i. EDUCATIONAL SIGNIFICANCE. -- Material is valuable to an individual course of study or to the library media collection; the degree to which the material would be supplemented and explained by mature classroom instruction.
 - ii. APPROPRIATENESS. -- Material is geared to the age, maturity, diverse interests, and learning levels of students for whom it is intended. Reading levels and Lexile's are considered to provide a range of material that challenges the student and guides their selection process.
 - iii. ACCURACY. -- Nonfiction information is correct, recent, and objective.
 - iv. LITERARY MERIT. -- Fiction that has a noteworthy plot, setting, characterization, style and theme.
 - v. SCOPE. -- Content is covered adequately to achieve its intended purpose.
 - vi. AUTHORITY. -- The author, editor, or producer has a superior reputation for producing materials of this nature.
 - vii. SPECIAL FEATURES. -- The item has maps, charts, graphs, glossaries, and/or other learning aids that support the content, are unique or are valuable.
 - viii. TRANSLATION INTEGRITY. -- Material translated from one language to another maintains the stylistic characteristics of the original.

- ix. ARRANGEMENT. -- Concepts are presented in a logical sequence and in a way that assures learning.
- x. TREATMENT. -- Typeset, visuals, style, and/or medium captures and holds the student's attention.
- xi. TECHNICAL QUALITY. -- Sound is clear and audible; visuals project clearly.
- xii. AESTHETIC QUALITY. -- Material is superior to similar items in attractiveness and presentation of content.
- xiii. POTENTIAL DEMAND. -- Item has particular timeliness or popular appeal.
- xiv. DURABILITY. -- Material has the potential for frequent use or is of a nature that it will be considered consumable.
- xv. COPYRIGHT.-- Library media materials used in a school shall be procured and used in accordance with federal, state and District copyright laws, rules, and policies as referenced in School Board Policy 8.121.
- xvi. GRAPHIC NOVELS AND PERIODICALS.-- In addition to the above criteria, all pictures are to be reviewed for appropriateness prior to placing the graphic novel or periodical into circulation.

9. Compliance

- a. Per HB 1467 (2022), school principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.
 - b. Support toward compliance is available when the assigned school library media specialist(s) attend professional development/training hosted by the District Library Media team.
10. The Florida Department of Education (FL DOE) is developing an online training program by January 1, 2023 for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. These persons must complete this training once it is available before reviewing and selecting age appropriate materials, reading list materials, and library resources.
11. Per Fla. Stat. § 1006.29 (6), no later than July 1, 2023, and annually thereafter, the Superintendent must certify to the FL DOE that all school librarians and media specialists employed by the District have completed the FL DOE online training program.

RULEMAKING AUTHORITY:

Fla. Stat. §§ 120.81 (1) (a); 1001.32(2); 1001.41(1), (2), & (5); 1001.42.

LAWS IMPLEMENTED:

Fla. Stat. §§ 1001.32(2); 1001.42 (2), (9) (13), & (19)(a); 1001.43(2) & (3); 1006.28; 1006.40; 1006.41; 847.012.

HISTORY:

2/18/72; 4/6/83; 2/20/85; 6/16/99; 5/7/2008; 1/24/2018; 12/27/2022.

RELATED POLICIES:

^[1] The District shall rely on any State Board of Education Rule designation of an elementary school.

^[2] This Statute states that the materials must be: "1. Free of pornography and material prohibited under s. 847.012 [harmful to minors]. 2. Suited to student needs and their ability to comprehend the material presented and Appropriate for the grade level and age group for which the materials are used or made available."The District shall rely on any State Board of Education Rules, if they exist, to determine what is age appropriate.

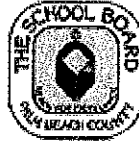
^[3] These periodicals are print or non-print media including video footage that have been favorably reviewed by two or more professional sources, if available after a documented diligent search, such as a School Library Journal, Horn Book, Booklist, Association for Library Service to Children, Kirkus, Young Adult Library Services Association, and/or Children's Catalog.

^[4] Any community stakeholders may provide consultation on selections via the list of LMS Selections for the current school year at https://www.palmbeachschools.org/students_parents/school_library_media_center_resources/_active_book_orders then click on Active LMS Book Orders. On the date of the requested purchase or acceptance of library media center materials, the District will provide an email or text notice to current members of the Board's Academic Advisory Committee (Policy 1.097) that there are new materials under consideration, the link to find the list of materials, and the deadline(s) for submitting questions or comments. Stakeholders with questions or concerns are directed to the following email address: librarymediaservices@palmbeachschools.org, for sending their feedback to be reviewed by the District Library Media team for consideration. Selections may be purchased or accepted 72 hours after posting for book fair materials and two weeks after posting for all other purchases or donations.

^[5] Subparagraph (a) (2) relates to School Board Policy 8.1205 Objection Procedures for Library Media Materials.

^[6] The School Collection Development Plan will include: School Mission Statement, Library Mission Statement, Purpose of the Collection Development Plan, School Community Description, Description of Your Library Program, Budget and Funding, Scope of Collection, Collection Development, Gifts and Donations, Collection Maintenance, Challenged Materials, and Goals and Objectives.

Appendix D



Book	School Board Policies
Section	Ch. 8. Curriculum and Instruction
Title	Objection Procedures for Instructional Materials, Library Media Materials, and Supplemental Classroom Materials, including Reading Lists
Code	8.1205
Status	Active
Adopted	November 30, 2022
Last Revised	January 24, 2018 Prior
Revised Dates	5/7/2008; 1/24/2018

Policy 8.1205 - Objection Procedures for Instructional Materials, Library Media Materials, and Supplemental Classroom Materials, including Reading Lists

This Policy does not apply to the 30-day post-adoption challenges to specific instructional materials by parents or County residents in compliance with Fla. Stat. § 1006.28(1) (a) (3). The procedures to follow for those challenges are outlined in School Board Policy 8.122, subparagraph (3)(g).

In addition, the Superintendent or designee, even without an objection or challenge, has the authority to remove instructional materials, library media materials, supplemental classroom materials on reading list based on statutory considerations. The basis for the removal shall be documented.

This Policy implements Fla. Stat. § 1006.28 (2)(a)2 relating to: objections by parents or this County's residents to: a) instructional materials more than 30 days after adoption of instructional materials and b) library media materials, including reading lists, and non-adopted classroom materials. The procedures to follow for those challenges are outlined below; however, a parent or a resident of this County has the option to speak and proffer evidence at the Board hearing on adopting instructional materials and the Board adoption meeting without having followed the procedures below.

- 1. Grievance Procedures Concerning Core Instructional Materials, Library Media Materials, Reading Lists, and Supplemental Classroom Instructional Materials**
 - a. The Superintendent or his/her designee is authorized to administer the following procedures in accordance with federal and state law.
 - b. Any resident of Palm Beach County, or emancipated student or parent of a child attending public school in Palm Beach County may file an objection with a school or the Board Clerk concerning the use of or content in instructional materials, library media materials, and supplemental classroom materials, including reading lists.
 - c. The parent or resident will be provided the opportunity to proffer evidence on the grounds stated within Fla. Stat. § 1006.28(2)(a)(2), relating to instructional materials, library media materials, and supplemental classroom materials, including reading lists.
 - d. Challenged materials may be removed from use in the school where the objection was initiated after the procedures of this Policy have been completed or if it is agreed by the District at any of these stages. Per Fla. Stat. § 1006.28(2)(a)(2), if the School Board "finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub- subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable."

- e. Objections filed by a parent or emancipated student shall be heard in the school in which that student is registered. If the parent has children at different schools in Palm Beach County, then the objection must specify which school(s) the objection pertains to and it will be heard in that/those school(s). If the objecting party is not the parent of a child in the School District, the objection will be assigned to the appropriate school within the boundary corresponding to the residence of the objecting party for review if the material is located at that school or to the school in close proximity where the material is located.

2. School Level: Informal Complaint

- a. Any complaint arising out of the use of a material in a school shall be registered in writing with the principal of the school. Within five school days of the receipt of the complaint, the principal and/or his/her designee and the appropriate staff member(s) shall meet with the complainant to explain:
- i. the school's selection procedures for these materials;
 - ii. the criteria used for the selection of these materials;
 - iii. the role that the material in question has in the school's curriculum or library media center or classroom collection; and
 - iv. whatever additional information is deemed needed regarding the item's use.
- b. If the complainant is not satisfied with the explanation and desires to file a formal complaint, the formal procedures below shall be followed.

3. School Level: Formal Complaint

- a. As stated in Policy 8.122, objections to instructional materials and Supplemental Classroom Materials, including Reading Lists, shall be filed on form PBSB 2569 (Petition to Object/Objection to Instructional Materials), which is part of this policy and incorporated herein as part of this Policy. The form can be found on the District's forms website at: <https://www2.palmbeachschools.org/formssearch/pdf/2569.pdf>.
- b. For objections to Library Media Materials, the complainant shall file form PBSB 1113 ("Objection to, Library Media Materials") and this form can be obtained from the Principal or a designee. A copy of the form is also available on the District's forms Web site at <https://www2.palmbeachschools.org/formssearch/pdf/1113.pdf> and is incorporated herein by reference as part of this Policy.
- c. The complainant shall sign and sufficiently complete the applicable form in its entirety for each material to be considered, including stating the basis of the objection, retain one copy, and send one copy of the completed form to the principal of the school. *Failure to sufficiently fill out the form along with complainant's signature will result in the rejection of the form and no formal review process under this subsection will be initiated.*
- d. A challenge to the same material(s) by multiple challengers within one school can be consolidated into one challenge for consideration by the School Materials Review Committee, Principal, Superintendent, District Material Review Committee, and School Board (the reviewing persons and entities) as set forth in the below proceedings.
- e. A challenge to multiple materials will require additional preparation time for the reviewing persons and entities set forth below. A challenge of more than five materials will add an additional two (2) days per item to the time deadlines for the school or District actions that are specified within this Policy.
- f. For materials used *in that school*, the form and the material in question shall be studied by a School Materials Review Committee appointed on an ad hoc basis by the school Principal. Representation on the School Materials Review Committee should reflect the diversity of the District and school, and the following provisions apply:
- i. The committee shall consist of the Principal or his/her designee of the school where the complaint was made; two teachers in the appropriate subject area/grade; one teacher from another subject area/grade; a library media specialist; a guidance counselor; one student from the appropriate grade level or a student who is accomplished in the specific subject area (middle and senior high school only); one layperson from the school's Parent-Teacher Association or the School Advisory Council; a representative designated by the Regional Superintendent, and a representative from the District department representing Instructional Materials and/or Library Media Services.
 - ii. The School Materials Review Committee shall meet within fifteen (15) school work days of receipt by the Principal of the reconsideration form. The complainant shall be notified of the committee's meeting

date and time and shall be invited to present arguments for no more than 10 minutes unless time is extended by the committee for good cause. A question/answer period or committee discussion may follow the presentation at the committee's discretion.

- iii. The School Materials Review Committee shall solicit, if readily available, professionally written reviews of the material, from sources such as those listed in School Board Policy 8.12(7)(d)(ii).
 - iv. The School Materials Review Committee shall be chaired by the Principal or his/her designee. A recorder of minutes shall be appointed from the membership of the committee to take minutes and to record the recommendation of the committee.
 - v. If the review is not completed, the committee may schedule additional meetings. Within five (5) school work days of its final meeting, the School Materials Review Committee shall prepare the committee's recommendation with supporting reasons and use form PBSB 1857, School Materials Review Committee Recommendations, or a signed letter written on school letterhead. The form can be found on the District's forms Web site at <https://www2.palmbeachschools.org/formssearch/pdf/1857.pdf> and is incorporated herein by reference.
- g. Guidelines for Committee's Recommendation. -- The School Materials Review Committee shall review enough of the relevant portions of the material being challenged in order to make an informed recommendation on the request. The committee shall also consider readily available reviews of the material, study the comments on the complainant's questionnaire, consider one or more of the evaluative criteria in Policy 8.12(7) (for media center materials) or State requirements and guidelines and Policy 8.122 (for textbooks or other instructional materials and reading lists) and shall render a decision based on a majority vote.
- i. The selection criteria in Policy 8.12(7), for media center, shall be made available to all interested persons.
 - ii. The recommendation to the Principal will be based on the selection criteria in School Board Policy 8.12(7) (for media center materials), State requirements and guidelines and School Board Policy 8.122 (for textbooks and instructional materials), and the following additional factors and criteria:
 - A. educational significance of the material;
 - B. appropriateness of age and maturity level;
 - C. need and value to the collection/curriculum;
 - D. summation of the professional reviews on the media;
 - E. literary merit;
 - F. validity, accuracy, objectivity, and up-to-date and appropriate information;
 - G. freedom from stereotypes, bias, prejudice or distortion; and
 - H. timeliness or permanence.
 - A. In addition, the recommendation shall also consider the provisions in the School Board's collective bargaining agreement with CTA relating to academic freedom and responsibilities-- Article II, Section K--to the extent those provisions are applicable. However, pursuant to current case law, the committee may not recommend removal of non-curricular books from the school's media center or classroom simply because a majority of the committee dislikes the ideas or the points-of-view contained in the media center instructional or supplemental classroom instructional materials.
- h. Committee's Recommendation to the Principal. -- The committee's final recommendation shall be immediately forwarded to the school Principal and may be any or a combination of the following:
- i. allow the challenged material to maintain its current status;
 - ii. leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item;
 - iii. limit the educational use of the challenged material;

iv. transfer the challenged material to a higher level school (e. g. elementary to a middle school); and/or

v. remove the challenged material from the school environment.

i. **Principal's Written Decision.** -- Within five (5) school work days after receipt of the School Materials Review Committee's recommendation, the Principal shall make a decision, based on the same criteria considered by the committee as set forth in subsection (3)(g) above, on whether to follow the committee's recommendation, and shall inform the complainant *in writing* of the recommendation of the committee, the Principal's decision, and *the reasons for the recommendation and decision*. This written communication must inform the complainant of the next level of appeal under this policy and the time deadline if the decision is not the relief sought by the objecting party. Such communication shall be sent by regular U. S. Mail, and certified mail, return receipt requested.

4. District Level: Formal Appeal. -- The complainant may appeal the Principal's decision to the Superintendent, subject to the following provisions.

a. If the complainant appeals the Principal's decision, the Principal shall send copies of all reports and communications to division and department heads that supervise Instructional Materials and Library Media Services and to the appropriate Regional Superintendent.

b. Access to challenged materials shall not be restricted during the reconsideration process; the materials shall remain in use unless the School Materials Review Committee, through formal vote, recommended removal of the instructional materials to the Principal, and the decision to remove is made by the Principal.

c. Within twenty (20) calendar days of the date of the Principal's decision, the complainant shall notify the Superintendent in writing of the request to appeal. *Failure to comply with these requirements will result in the appeal not being considered.*

d. Within twenty (20) school work days of receipt of such request, the Superintendent or his/her designee and appropriate staff shall review the action taken at the school level and issue a decision based on the same criteria set forth in subsection (3)(g) above and with the same alternative results as set forth in subsection (3)(h) above. If the decision does not include further review by the Superintendent/designee (and District Materials Review Committee), the complainant shall be so notified of the decision and be informed of the ability and deadline to request *in writing* an appearance to appeal directly to The School Board of Palm Beach County, Florida in accordance with this Policy. Notice to the complainant shall be made by regular U. S. Mail and certified mail, return receipt requested.

e. If the Superintendent finds cause for further review, the complaint shall be submitted to a District Materials Review Committee whose representation reflects the diversity of the District and school, appointed on an ad hoc basis by the Superintendent or his/her designee, according to the following provisions:

i. Representation on District Instructional Materials Committees should reflect the diversity of the District and schools.

ii. Individuals on the District Materials Review Committee cannot be the same as those that served on the School Materials Review Committee.

iii. The committee shall consist of the Chief Academic Officer or his/her designee; an appropriate Regional Superintendent or designee; one Principal at the appropriate level; a division or department head that supervises Instructional Materials, and/or Library Media Services, an appropriate subject area Administrator/Program Planner; one teacher in the appropriate subject area/grade; one library media specialist; one student from the appropriate grade level or a student who is accomplished in the specific subject area (middle and senior high only); a representative from the Palm Beach County Council of Parent-Teacher Associations who will be appointed by the President of the District Association, a representative from the District Academic Advisory Committee; and one lay person. The General Counsel to the School Board, or designated attorney(s) of his/her Office, may be invited to provide legal advice to the Committee, if deemed appropriate by the Superintendent.

iv. In the event that a person from a position named above cannot be present at the District Materials Review Committee meeting(s), the Superintendent may appoint an alternate.

v. District Materials Review Committee Procedures

A. The District Materials Review Committee shall be chaired by the Chief Academic Officer or his/her designee. A recorder of minutes shall be appointed from the membership of the committee to take minutes and to record the recommendation of the committee.

- B. The District Materials Review Committee shall solicit, if readily available, professionally written reviews of the material, from sources such as those listed in Policy 8.12(7)(d)(ii).
- C. The District Materials Review Committee shall meet and *provide a recommendation with supporting reasons* to the Superintendent within twenty (20) school work days of receipt of the referral from the Superintendent, based on the criteria set forth in subparagraph (4)(e)(v)(D) and paragraph (vi) below. The complainant shall be notified of the committee's meeting date and time and shall be invited to present argument for no more than 10 minutes, unless time is extended by the committee for good cause. A question/answer period or committee discussion may follow the presentation *at the committee's discretion*.
- D. If the review is not completed, the committee may schedule additional meetings. Within five (5) school work days of its final meeting, the District Materials Review Committee shall prepare the committee's recommendations with supporting reasons.
- f. Guidelines for Recommendation to the Superintendent. -- The District Materials Review Committee shall review enough of the relevant portions of the material being challenged in order to make an informed recommendation on the request. The committee shall also consider readily available reviews of the material, study the comments on the complainant's questionnaire, consider one or more of the evaluative criteria in School Board Policy 8.12(7) (for media center materials) or State requirements and guidelines and School Board Policy 8.122 (for textbooks and instructional materials) and shall render a decision based on a majority vote.
- i. The Selection Criteria in Policy 8.12(7) (for media center materials) shall be made available to all interested persons.
- ii. The recommendation to the Superintendent will be based on the selection criteria in School Board Policy 8.12(7) (for media center materials), State requirements and guidelines and School Board Policy 8.122 (for textbooks and instructional materials), as well as the following criteria:
- A. educational significance of the material;
- B. appropriateness of age and maturity level;
- C. need and value to the collection/curriculum;
- D. summation of the professional reviews on the media;
- E. literary merit;
- F. validity, accuracy, objectivity, and up-to-date and appropriate information;
- G. freedom from stereotypes, bias, prejudice or distortion; and
- H. timeliness or permanence.
- I. In addition, the recommendation shall also consider the provisions in the School Board's collective bargaining agreement with CTA relating to academic freedom and responsibilities-- Article II, Section K--to the extent those provisions are applicable. However, pursuant to current case law, the committee may not recommend removal of non-curricular books from the school's media center or classroom simply because a majority of the committee dislikes the ideas or the points-of-view contained in the media center or supplemental classroom instructional materials.
- g. Committee's Recommendation to the Superintendent. -- The recommendation of the District Materials Review Committee and the basis for that recommendation shall be transmitted to the Superintendent; the Chief Academic Officer, the Principal of the school that received the original complaint; and the complainant.
- h. Superintendent's/Designee's Written Decision. -- The Superintendent or his/her designee shall make a final decision, based on the same criteria considered by the committee as set forth in subparagraph (4)(f) above, within five (5) school work days of receipt of the District Materials Review Committee recommendation, and send a written report of that decision to the Chief Academic Officer, the appropriate Assistant Superintendent, the Principal of the school; and the complainant. *The written decision shall state procedures and time limits to appeal to the Board if the complainant is dissatisfied.* This decision shall be sent to the complainant by regular U. S. mail and certified mail, return receipt requested.

- i. The Department of Communications & Engagement shall make the selection criteria and a copy of the material(s) in question available for review upon request of interested persons.

5. Board Level Appeal

- a. The complainant may appeal the decision of the Superintendent/designee to the School Board under subsection (4)(b) or paragraph (4)(d) above by filing a signed writing with the School Board Clerk within thirty (30) days of the decision and may request an appearance before the School Board.
- b. After notice to the appealing party, the School Board Level review shall occur at a public meeting and allow presentation of evidence. The School Board's decision shall be based on the same criteria considered by the Superintendent as set forth in subsections (4)(f) and (h) above.

6. Policy Awareness

- a. A copy of the selection and reconsideration procedures as set forth in this Policy and in Board Policy 8.12 should be a part of the Collection Development Plan for each school library media center and should be available for easy access and reference.
- b. Each school Principal should include at a minimum, a summary or references to this Challenge Policy and School Board Policy 8.12 in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing Board policy pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.

7. Reporting Objections

- a. HB 1467 (2022), which created Fla. Stat. § 1006.28 (2)(e) requires that:

"Annually, beginning June 30, 2023, [the School Board] submit to the Commissioner of Education a report that identifies: a. Each material for which the school district received an objection pursuant to [Fla. Stat. 1006.28] subparagraph (a)2 [regarding an objection by a parent or a resident of the county to the use of a specific instructional material or any material used in a classroom, made available in a school library, or included on a reading list] for the school year and the specific objections thereto. b. Each material that was removed or discontinued as a result of an objection. c. The grade level and course for which a removed or discontinued material was used, as applicable."

- b. However, Fla. Stat. § 1011.67 Funds for instructional materials relating to the Superintendent report due to the Commissioner of Education by July 1 states:

"The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable."

- c. Accordingly, this data must be collected for these reports in a manner as determined by the Superintendent/designee.

RULEMAKING AUTHORITY: Fla. Stat. §§ 120.81 (1) (a); 1001.32 (2); 1001.41(1)(2) & 5);
1001.42 (2)(11)(13) & (29)

LAWS IMPLEMENTED: Fla. Stat. §§ 1001.32(2); 1001.41(i)(2) & (5); 1001.42 (2)(11)
(13) & (29); 1001.42(7) & (17)(a); 1001.43(2)(3); 1003.42;
1006.28; 1006.31; 1006.34; 1006.40; 1006.41; 847.012

HISTORY: 5/7/2008; 1/24/2018; 11/30/2022

RELATED POLICIES:

School Board Policy 8.12.2 Textbooks and Related Instructional Materials School Board Policy
8.12 Selection of Library Media Center Materials School Board Policy 5.735 Parent's Bill of
Rights

Appendix E



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
LIBRARY MEDIA SERVICES

Objections to Library Media Materials

For use by a parent, emancipated student, or resident of the county who is challenging library media materials.
Check the appropriate box if you are objecting as a parent, or emancipated student, or as a resident of this county.

Parent/emancipated student County resident

If as a resident, check any applicable boxes.

I have maintained a residence in Florida for the past year. I have purchased, leased, or acquired a home occupied by me as my residence. I have established a domicile in Florida.

School #	School Name	Date
Author	Title	

Hardcover Book Paperback Book DVD eBook Film Other _____

Publisher (if known) _____

Request Initiated By	Phone Number
Street Address	City
	State
	Zip Code

Objecting party Individual Group Organization Other _____

Name of group/organization/other: _____

To what do you object? (be specific)

Why do you object to this material?

For what age group would you recommend this material? _____

What are the strengths of this material?

Did you review this material? Yes No

Are you aware of the judgment of this material by library and authoritative critics? Yes No

What do you believe is the function of this material?

What would you like the school to do about this material?

In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Print Name of Objecting Party/Resident Signature of Objecting Party/Resident Date