



School: Blue Lake Elementary

Principal: Seth Moldovan

Principal Signature:

Library Media Specialist: Milly Blanco

Certified Media Specialist with Master's Degree in Media Education

(20+ years of experience)

Date Approved by Administration: 05/25/2023

FY24 Collection Development Policy

Media Website: www.mediaci.wix.com/gators

Purpose of Collection Development Policy

The Collection Development Policy is for media specialists to evaluate their library and ensure it meets the needs of the students, teachers, and community, along with following all state and district standards and requirements. As the media specialist at Blue Lake Elementary I used the

ExC3EL Rubric to create and develop a brand-new comprehensive media program.

Background Statement & School Community

Blue Lake Elementary is a new school in Boca Raton, FL. It opened its doors in August of 2022. We serve kindergarten through fifth grade. Our enrollment for the first year was 754 students. The breakdown by race/ethnicity is 39 Asian, 19 Blacks, 197 Hispanic, 1 Interracial, 34 Multicultural, and 464 White.

School Mission Statement

Blue Lake Elementary School is committed to providing a world class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

School Vision Statement:

Blue Lake Elementary School 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.

Media Center Mission Statement

Blue Lake Elementary Library is so much more than a place to read books. It provides our students and staff with a wide range of resources and opportunities to engage with literature and other forms of media. Our library is the true heartbeat and HUB of our school, it is inviting and comfortable, with plenty of seating and natural light. It is well- organized and easy to navigate, with clear signage and labels. The collection is diverse and inclusive, reflecting the needs and interests of our student body. Here, we learn, grow, create, and explore new possibilities daily! The library offers various programs and activities that promote reading for pleasure, research, and critical thinking.

We genuinely believe this comprehensive media program successfully increases our students' information literacy, digital literacy, reading skills, as well as build their confidence through various initiatives such as:

1. Develop a library media program that embodies a welcoming environment that supports educational goals and objectives and delivers instruction to meet the school and district's vision.
2. Providing instruction on the use of library resources and technology.

3. Offering library services, such as access to online databases, library instruction, and reference assistance.
4. Developing programs and resources to address the diverse needs of students.
5. Creating lesson plans and instruction on the Research Process Model (FINDS) that teaches students how to effectively access information, evaluate sources, analyze, and synthesize the data according to state and national standards.
6. Develop collections that address the needs of the students and are age appropriate.
7. Researching and implementing innovative technology resources to enhance student learning.
8. Keeping up to date on library and media trends, best practices, and emerging literacy instruction and technologies by attending Literacy and Technology Conferences such as FETC, Library of Congress and belonging to media organizations like the Florida Association of Media Education- FAME, International Society for Technology in Education-ISTE, Educational Media Association of Palm Beach EMA.
9. Collaborating with teachers to strengthen instructional programs and also provide them with professional development in reading and technology.
10. Teaching digital citizenship lessons that explain the basics of online safety and ethical use of the internet.
11. Develop effective strategies for teaching information literacy, digital literacy, and literacy skills.
12. Creating project-based-learning activities that are student-centered, individualized, and relevant to learning goals which allow students to take ownership of their learning process.
13. Providing technology instruction to students regarding library-related activities such as database use and eBook access.
14. Offering professional development workshops for teachers and parents.
15. Utilizing data analysis to track students' reading achievements in Renaissance STAR Literacy, STAR Reading, Accelerated Reader, FAST Reading.
16. Create motivational reading programs that foster the love of reading and increase students' reading skills, such as Renaissance Accelerated Reader Program, Battle of the Books for grades 3-5; Florida Literacy Association Children's Book List students vote in grades Pre-K-2; Read for the Record; schoolwide Storybook Pumpkin Decorating Contest; Author-In Residence; Scholastic Book Fairs, Barnes and Noble Family Night; Literacy Week Celebration- 5 days of fun-filled activities; Palm Beach Sheriff's Therapy Dogs Reading Initiative; Children Services Reading Initiative; schoolwide performances of storybooks coming to life; schoolwide Reading

Across America- Dr. Seuss Celebration with many activities planned throughout the day; Green Eggs and Ham Show; SSYRA Jr. & 3-5 voting activity, Earth Day Celebration; & Veterans Day.

17. Advocating for the library through social media.

18. Create videos of stories and activities uploaded to YouTube, where students can watch at any time.

19. Created a media website where students can access resources and stories 24 hours a day. In addition, created a BLE Media Google Classroom (code 6au43ln) where students can post their projects and keep up with more activities. Another Google Classroom was created for teachers to have access to all media resources and information about our library.

Overall, our library program fosters a love of learning and provides our students with the tools and resources they need to succeed academically and beyond. Becoming a digital learner help all types of learners become more engaged and focused on their learning. Students successfully learn how to master various formats such as online databases, Google Apps, Adobe Express, Book Creator, Pear Deck, iMovie, Microsoft Office, and much more. The results of conducting such initiatives have been tremendous as it has seen increased exposure to the library media resources, an increase in student's reading and research skills, an increase in critical thinking and problem-solving skills, an increase in students' enthusiasm about reading and technology, an increase in students appreciating various forms of media and sources of information, an increase in successful peer collaboration in group work and presentations, and finally, an overall educational growth for students. The program has also seen improved performance in standardized tests, due to the emphasis on technical skills and collaboration. As a recent example, the students at Blue Lake Elementary in grades K- 2 have surpassed the school goal of 65% with 68.9% in a brief time while predicted to exceed the district goal by the end of the year. In addition, many students in grades 3-5 have already achieved high reading goals. We are pleased to see our students passing their Accelerated Reader quizzes with 80% or higher within their Zone of Proximal Development range. This process demonstrates an understanding of the concepts and increases their vocabulary fluency and literacy skills. We are encouraged to witness their growth and continued success as they strive to reach their goals through these assessments. Such accomplishments offer tangible proof that our efforts in creating a more equitable learning environment positively impact student achievements.

By investing in this comprehensive library media program, our school has ensured the tools and resources our students need to become lifelong learners, lifelong supporters of literature, and leaders, and will close the gap for struggling learners.

We have evaluated our program by using the ExC3EL Rubric.

Responsibility for Collection Management & Development

The media specialist works closely with administration, team leaders, PTA, and the School Advisory Committee. This group is composed of the principal, teachers, educational support

employees, parents, and business partners, and community members that represent the ethnic, racial, and economic community of the school. A Google Classroom was created for teachers to have access to information about the library, as well as input into the collection.

Goals and Objectives

SMART Goals

Goal #1

Specific: I will help students to integrate technology into their learning in a productive and meaningful ways using various digital resources in order to meet ISTE standards and state standards. I will support teachers by providing professional developments in various digital resources, as well as collaborating with them on various project-based- learning and activities throughout the year.

Measurable: Indicators of success will include growth shown during district review of school examples of student work addressing Technology GEs, and an increase in the number of collaboratively planned lessons integrating technology tools. I hope to use the SMART Technology Integration Model to evaluate projects/learning activities adapted over time to find a transformative use of technology tools by students and teachers.

Attainable: I will accomplish this goal through active participation in district (Title IV) and school technology integration committees, membership to FAME Florida Association of Media Education, AASL Standards for the 21st Century Learner, ISTE standards.

Relevant: The newly revised BEST Standards, the American Association of School Librarians (AASL) *Standards for the 21st-Century Learner*, and the Partnership for 21st Century Skills all stress the importance of the effective use of technology in learning and education today.

Timely: This goal will be on-going.

Goal #2

Specific: I will continue promoting reading for enjoyment and information among students and assist them to meet or surpass their reading goals through Accelerated Reader. As a result, they will show a significant improvement in reading skills and overall student achievement. The goal is to have 100% of students actively working towards their Accelerated Reader goals.

Measurable: Indicators of success will include high circulation of library materials, and high participation in Accelerated Reader quiz taking, meeting their individualized Accelerated Reader goals based on their STAR Reading results, and celebrate students' achievement. Overall, encourage students to love to read through all the various activities and programs that will be performed.

Attainable: I will accomplish this goal through active participation on the School Advisory Committee, collaboration with administration, guidance, and classroom teachers, and PTA. I will provide month AR reports to the classroom teachers. In addition, have an informative meeting (kick-off) to explain to the

parents our goals and objectives. I will provide access to materials in multiple formats and genres, on a wide variety of topics and at a variety of reading and interest levels to motivate students to read. I will use technology tools, such as the library website, book blogs and wikis, the library catalog features of book reviews and recommendations to motivate students to read and share their love of reading with their peers. I will continue to read aloud, drama and storytelling to inspire a love of reading in students and post them on the media website and YouTube Channel.

Relevant: This goal is relevant because “reading is a window to the world,” as stated in the *AASL Standards for the 21st Century Learner* common beliefs. The reading of rich texts and listening to those texts being read aloud helps with the development of reading comprehension skills and increase vocabulary.

Timely: on-going

Goal #3

Specific: I will continue to update the library program to reflect innovation, creativity, digital learning, flexibility, and provide more resources to ensure the needs of all learners, teachers, and community.

Measurable: Indicators of success will include an expansion of the virtual resources available through the library website, a targeting of the collection of print and non-print resources to meet the needs of students and teachers (including more usable access to audio and digital formats of books), an increase in collaboratively planned lessons and activities.

Attainable: I will accomplish this goal with the strengths and abilities of the library, technology effective communication, and collaboration. This will include the expansion of ongoing activities that promote broadening the reading and writing opportunities to students. I will continue to seek opportunities to increase my knowledge through the Title IV Technology Train the Trainer, the AASL, FAME, FETC, and Public Library.

Relevant: As the school’s learning focus changes to embrace a newer philosophy with increased differentiated instruction and flexibility, so will the library program support it.

Timely: on-going

Instruction

All media lessons are based on Florida’s CPalms Standards, ISTE standards, Florida Library Media Research Standards, and the Florida K-12 Integrated Library Media Reading Standards. Continue to create innovative lessons and projects to meet the needs of the students, as well as state and national standards: FL READS, FINDS- Research Process Model, AASL Standards, ISTE Technology Standards, and FL Standards. Students this school year concentrated on the FINDS research process, reading, and writing ELA standards by creating their own Adobe Express Videos. Students interacted with various Pear Deck lessons. They also learned how to use Google slides. Students created over 400 Adobe Express videos. In addition, students learned how to take BrainPOP learning to a high order thinking by processing their own BrainPOP videos about the United States Government, Constitution, and Branches of Government. I was

extremely proud of the students' academic growth, reading growth, research ability, and digital learning growth.

Next Year continue to focus on:

K-2 Academic Focus: Foundational Reading Skills (Reading Across Genres, Poetry, & Informational Text), Reading, Communication, Vocabulary using Florida Reading Association stories, Sunshine State Readers Junior books, Digital citizenship, Unit development on Social Studies and Science. The goal is to have 100% of students actively working towards their Accelerated Reader goals.

Next Year's Instructional Goals and Objectives

The primary students will be introduced to Book Creator. Students will learn how to create books about their feelings and title it "My Feelings," while the intermediate grades get to pick their own topics. Students will be required to create a fiction and a nonfiction book. The nonfiction book will require a topic of choice with research information (FINDS). Students will conduct research using Pebble Go and the World Book Encyclopedia. Throughout these lessons, there will be a strong emphasis on digital citizenship, copyright infringement, and plagiarism. The goal will be for students to enjoy this activity so much that they decide to create their own books in their own time.

3-5 Academic themes: continue with digital citizenship, countries, social studies (geography, civics, and government), science, kindness unit and video creations, and READS (with a focus of Sunshine State Readers). The goal is to have 100% of students actively working towards their Accelerated Reader goals.

All research projects will allow students to go through the FINDS Research Process and produce a project using various technology platforms. PowerPoint, Google Slide, Book Creator, Window 365, BrainPOP (concept maps, create BrainPOP movies), Adobe Express, and many more innovative ways to present information found through their research. Next year we will introduce (Lumio) has another great tool for instruction.

*Additional instruction will be included based on classroom teachers' collaboration with media support.

*Battle of the Books & WBLE NEWS Show (Communication Standards with ISTE Standards)
During our Battle of Books club meetings, students learned how to take notes of the SSYRA books on a shared Google Slide. We discussed the books, took Accelerated Reader quizzes on the books, and finally created Book Trailers for the books. One of teams scored in the top 50th schools (42nd place) and our book trailers were submitted to the Jim Harbin Video Contest- "The Million Dollar Race" by Allie Thomson won the District Level Competition.

WBLE NEWS Show will continue to produce a show that includes Gator Updates, Weather, Pledge of Allegiance, Current Events, Motivational Programs, Vocabulary, and Student & faculty recognitions.

Reading Motivational Program

*Host a Reading Kick-up Night for parents & Fundraiser

*Continue to grow our Accelerated Reader Program- A reading program that allows our school to guide our students reading comprehension, vocabulary, and literacy skills. Students will take the STAR Reading 3 times a year for all K-5 students. Their STAR results will generate an individualized reading goal per child. Students will be encouraged to read books/topics they enjoy reading by staying within their ZPD Zone of Proximal Development range. After the student reads their book (library, eBook, classroom, and/or personal book) he/she will take a quiz about the book. These activities will help sharpen students' reading skills with authentic practice

while encouraging growth. Students can come to the library in the morning to check out books and/or take AR quizzes. The students' reading achievements will be tracked monthly and rewarded quarterly. Teachers will receive a monthly report of their students' progress. During media class, the media specialist will assist the students by conferencing with them about their AR goal.

Curriculum/Assessment

***Research-based practices:** Continue to meet with the Literacy Team to assess the areas of need for reading, science, and social students. Analyze Star Reading & Fast scores to better create and develop motivational programs and projects that will promote maximum learning gains. *During 2022-2023, we had 150 students meet their Accelerated Reader goal and 80% of students were predicted to meet Benchmark Reading back in Jan.

***Reading Component and reading guidance:**

Provide more professional developments to teachers and parents on to use online resources to assist in their instruction and project creation.

***Professional Development:**

As a 2-year Title IV Federal Grant Technology Trainer continue to provide professional developments: Lumio, Book Creator, Adobe Express, and any new programs or professional development needed.

***School Improvement Plan-** participate in SAC committee to keep parents engaged in their child's learning.

2023-2024 Provide professional developments on how to best implement and use Accelerated Reader in the classroom and media. Maintain monthly reports on student participation, reading growth, and targeted reading skills. Acknowledge and reward students monthly for their reading successes.

Resource Management

***Maintenance of Collection**

Analysis of Collection:

The Collection Age Report indicates that the average age of our collection is 2020. The average age of our nonfiction section is 2020 with the 800 Section being 7 years (literate, poems, drama, etc.). Weeding will not be needed for another 5 years.

Collection development

As a new school developing a new media center and program it was extremely important that our vision and mission aligned with district, state, and national level. Mr. Moldovan, our school principal values and completely supports the media program. Since January 2022, we have worked together to create an innovative 21st Century media center and media program. Our team consisted of publishers, vendors, district personnel, technology, reading programs, architects, and construction workers. Our goal was to make sure we had all the materials and resources ready for all our students and teachers from day one. The key to our success was organization, leadership, communication, and hard work. We kept an open line of communication between all of us. I worked closely with Mackin, Earley Learning Systems- Crabtree, Lerner, Children's Plus, and Renaissance to make sure all our books and materials would arrive on time. Our collection was carefully curated based on House Bill 1467 and notable reviews. In addition, it is representative of our students, teachers, and community.

We are fortunate to have a brand-new media center and program that meets the needs of everyone. Our collection development is over 8,000 books and growing. The collection also features Spanish books. With a 700-student projection and 8,000 books, we surpass the 10 books per child ratio. This library is a true representation of a comprehensive, well thought-out, and funded library. As research indicates, we are on the right path for student success. The fundamentals of collection, organization, and resources have been put in place and as a result, it has created a warm, welcoming, and trusting learning atmosphere for all our students and teachers. This is what we call the heartbeat of our school.

Future Projections

2023-2024 Continue to purchase books that support students’ and teachers’ interest, Sunshine State Readers, Florida Reading Association books, and Accelerated Reader program.

****Technology Resources:***

Continue to use Accelerated Reader- we will be able to guide our students' reading skills, while engaging in quizzes and activities that will help students’ reading skills with authentic practice—encouraging growth.

Continue to provide Book Creator, along with all district provided resources.

Program Administration

Continue to work together with teachers on various projects. Support students’ academic and social growth; provide and support teachers with resources.

Budgeting: Funding will be used to support the media program and school with motivational programs, resources, and materials that will be valuable to our students and teachers.

Includes: Sunshine State Readers, Sunshine State Jr., Florida Reading Association Books, Author Visits, Motivational Programs, technology upgrades, online resources (Book Creator for all the teachers), student rewards, collection development and conferences.

\$1800 State Allocated Funds- were used to purchase lower-level reader books for emergent readers through second grade.

2023-2024- Focus on teachers’ wish lists.

<i>School Based Operating Budget</i>	<i>FY23 Budget</i>	<i>FY24 Projected Budget</i>
<i>Account 55110 - Media Supplies</i>	0	\$
<i>Account 553420 - Media Subscriptions</i>	0	\$
<i>Account 561100 - Media Books</i>	\$1800	\$
<i>Account 562230 - Media A/V Equipment</i>	0	\$
<i>Fundraising/ Grants</i>	<i>Budget Amount</i>	

<i>Media Center Internal Account number (get this from your bookkeeper)</i>	\$3,941.41	\$7,000
<i>State Media Allocation</i>	<i>Budget Amount</i>	
<i>Account 556110 (program 3070) - Media Books</i>	\$1,800	\$2,000

Purchasing Plan 2023-2024

Approximate Purchasing Plan	
Purpose	Amount
Books (teachers' wish list)	\$2,000
Supplies	\$1,000
Accelerated Reader/Star Reading Gr. 3-5	\$7,000
Reading Motivation Programs and Rewards	\$2,000
Total:	\$12,000

Scheduling & Access:

The media program will follow the Fine Arts Rotating Schedule, however, will be flexible in providing additional media time for students and classes. Teachers and students will have access to the library from 7:30 a.m. and on. Throughout the day, students can come to the library for check out. Even though media classes are being conducted, teachers and students are welcome to come to the library. The media clerk and/or media specialist can assist them with resources and materials.

Scope of the Collection

The Blue Lake Media Program provides all the district's available databases and eBooks from MackinVia Capstone, and Tumblebooks that students have access to 24/7.

All our materials and resources support Florida Curriculum Standards, ISTE Standards, Florida Media Research Standards, and the Florida K-12 Integrated Library Media Reading Standards. It also aligns with School Board Policy 8.12 (see Section 3 d) which promotes and fosters the love of reading. The collection is clearly labeled and organized

according to the Dewey Decimal System (Section 6 Management of Library Media Instructional Materials).

Collection Development

Selection and Evaluation Criteria

All books purchased have gone through a vetting process. The books must have at least 2 book reviews. It must follow the state and district requirements.

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 Here Further, 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 PBSB 2671 to solicit additional input.

5. Consultation with stakeholders is required which is accomplished by the following:

1. Any community stakeholders may provide consultation on selections via the list of LMS Selections for the current school year at Active Book Orders.
2. 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.
3. 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.
4. 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:
 1. Free of pornography and material prohibited under Florida Statute 847.012 [harmful to minors].
 2. Suited to student needs and their ability to comprehend the material presented.
 3. 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:
 1. 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.
 2. 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.
 3. 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.
 4. 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.
 5. 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.
 6. 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.
- ii. ACCURACY. -- Nonfiction information is correct, recent, and objective.
- ii. LITERARY MERIT. -- Fiction that has a noteworthy plot, setting, characterization, style, and theme.
- ii. SCOPE. -- Content is covered adequately to achieve its intended purpose.
- ii. AUTHORITY. -- The author, editor, or producer has a superior reputation for producing materials of this nature.
- ii. SPECIAL FEATURES. -- The item has maps, charts, graphs, glossaries, and/or other learning aids that support the content, are unique or are valuable.

- ii. TRANSLATION INTEGRITY. -- Material translated from one language to another maintains the stylistic characteristics of the original.
- ii. ARRANGEMENT. -- Concepts are presented in a logical sequence and in a way that assures learning.
- ii. TREATMENT. -- Typeset, visuals, style, and/or medium captures and holds the student's attention.
- ii. TECHNICAL QUALITY. -- Sound is clear and audible; visuals project clearly.
- ii. AESTHETIC QUALITY. -- Material is superior to similar items in attractiveness and presentation of content.
- ii. 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.
- xv. 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

History & Geography	221	2019
Biography	322	2020
Easy	2280	2018
General Fiction	2508	2018
Graphic Novels	38	2017

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.

*We did not receive any gifts or donations this school year 22-23.

Collection Maintenance

*Inventory was completed in all 3 sections- Easy, Fiction, Nonfiction this year. As a media specialist, it is especially important to inventory the whole collection for an accurate collection. If I am the media specialist at Blue Lake Elementary, all sections will be inventoried yearly.

Strategic Focus – Weeding and Acquisitions

School Year	Strategic Focus
2023-2024	<p>Selection Priorities</p> <p>Inventory will be completed in all selections as per media specialist preference.</p> <ul style="list-style-type: none"> No weeding necessary <p>If Ms. Blanco is not the media specialist at Blue Lake Elementary, inventory can begin in the Easy Section.</p>
2024-2025	<p>Selection Priorities</p> <p>Inventory will be completed in all selections as per media specialist preference. If Ms. Blanco is not the media specialist at Blue Lake Elementary, inventory can be completed in the Fiction Section.</p> <ul style="list-style-type: none"> No wedding Necessary

School Year	Strategic Focus
	<p>Inventory will be completed in all selections as per media specialist preference. If Ms. Blanco is not the media specialist at Blue Lake Elementary, inventory can be completed in the Nonfiction Section.</p> <ul style="list-style-type: none"> • No weeding necessary
2025-2026	<p>Selection Priorities Inventory will be completed in all selections as per media specialist preference.</p>
	<p>Inventory/ Weeding Priorities</p> <ul style="list-style-type: none"> • No weeding necessary

Reconsideration of Materials

Blue Lake Elementary will comply with Board Policy 8.125 on Challenged materials and will follow all the necessary steps of Policy 8.125 if an issue arises.

Environment

The facility, furniture, and climate will continue to be kept up, promote a warm inviting environment, and nurture the love of books, reading, and research. Accessibility around the library meets ADA compliance requirements. Bookcases and books are of an appropriate height for students to obtain. Library decorations promote books, research, all holidays, and all academic subjects.

Advocacy

Attend FAME, FETC, National Book Festival in D.C, and Library of Congress Conferences. The media specialist will continue to advocate for school libraries, students, and teachers. In addition, I will continue to work alongside the public library, Children's Services Council of Palm Beach County Literacy Coalition, SAC Committee, Fire Department, Veterans, Police Department with the therapy dogs.

Reflection:

We are extremely proud of the enormous success our Blue Lake Media Program has had this school year. From the start, we rolled out a comprehensive program that embodies the HUB and heartbeat of our school. Our school has ensured the tools and resources our students need to become lifelong learners, lifelong supporters of literature, digital learners, leaders, and closing the gap for struggling learners. Our school data is proof of the impact and contribution our library has had towards students' success. And to top everything off, we also applied to be a Florida Power Library.

We will continue to deliver the BEST service and resources for all our students, teachers, and community.

***Thank you,
Milly Blanco, Media Specialist***

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 ^[1] must "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 curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2."^[5] _____

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 components^[6]. 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:

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

[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 8.122 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