

FY26 COLLECTION DEVELOPMENT POLICY



Blue Lake Elementary

FY26 Collection Development

Policy Milagros Blanco

Educational Media Specialist

Signature Page



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Principal Name: Seth Moldovan

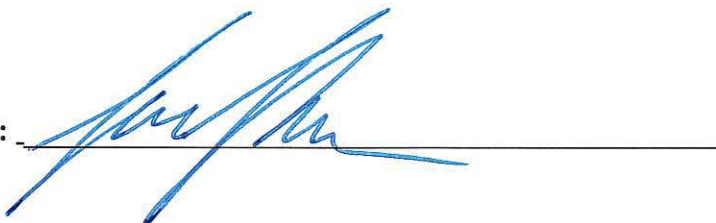
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Purpose of Collection Development Policy

The Collection Development Policy is designed to help media specialists assess their library to ensure it aligns with the needs of students, teachers, and the wider community, while also complying with all relevant state and district guidelines. As the media specialist at Blue Lake Elementary, I employed the ExC3EL Rubric to formulate and implement a thorough media program and collection development strategy.

Background Statement & School Community

Blue Lake Elementary, located in Boca Raton, FL, is currently in its second year of operation. Our school proudly received an A grade for the 2023-2024 school year and was recognized as a Florida Power Library School in 2023. Serving kindergarten through fifth grade, we had an enrollment of 933 students in our first year. Our student body is diverse, with a breakdown by race/ethnicity of 933 Asian, 32 Black/African, 222 Hispanic, 1 Indian, 44 Multicultural, and 604 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.

Media Center Mission Statement

At Blue Lake Elementary Library, our mission is to create a welcoming and inclusive hub of learning that provides students and staff with diverse resources, innovative technology, and engaging programs. We strive to foster a love of reading, enhance information and digital literacy, and promote critical thinking and creativity. Through collaborative efforts, professional development, and a commitment to staying current with educational trends, we aim to support educational goals, inspire lifelong learning, and ensure equitable access to information, ultimately empowering our students to achieve academic success and become confident, informed leaders.

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.

Library Program

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.

The library program consists of 8 classes a day with a 5 and 6 day rotation. All Kindergarten through 5th grade students receive media instruction.

Our library program at Blue Lake Elementary fosters a love of learning and equips students with the tools and resources they need for academic and personal success. By promoting digital literacy, we engage learners in mastering various formats, including online databases, Google Apps, Adobe Express, Book Creator, Pear Deck, iMovie, Microsoft Office, and more. These initiatives have significantly increased students' exposure to library media resources, enhanced their reading and research skills, and boosted their critical thinking and problem-solving abilities. Additionally, we've seen heightened enthusiasm for reading and technology, greater appreciation for diverse media sources, improved peer collaboration, and overall educational growth.

Our program's emphasis on technical skills and collaboration has also led to improved performance in standardized tests. Notably, students in grades K-2 have surpassed the school goal of 65%, achieving 78% and are projected to exceed the district goal by the end of the year. Similarly, many students in grades 3-5 have met or exceeded their reading goals. We are particularly pleased with the success of our Accelerated Reader program, where students are passing quizzes with an 80% or higher success rate within their Zone of Proximal Development, demonstrating a solid understanding of concepts and improving vocabulary fluency and literacy skills. These accomplishments provide tangible proof that our efforts in creating an equitable learning environment positively impact student achievement.

The media lessons at Blue Lake Elementary are structured around Florida's CPalms Standards, ISTE Standards, Florida Library Media Research Standards, and the Florida K-12 Integrated Library Media Reading Standards. Our commitment to creating innovative lessons and projects ensures that we meet the diverse needs of our students while adhering to state and national standards, including FL READS, FINDS Research Process Model, AASL Standards, ISTE Technology Standards, and FL Standards.

This school year, students focused on the FINDS research process and ELA standards in reading and writing by creating their own books on Book Creator and Adobe Express videos.

Students produced over 800 videos and 1000 books on Book Creator ranging from nonfiction books about themselves featuring their countries of origin and ancestors to fiction stories. They engaged with various Lumio lessons and learned to navigate multiple online resources. Students made remarkable strides in reading and writing by tapping into their creativity in dynamic and meaningful ways. One powerful example is their engagement with book trailer videos—multimedia projects where students synthesize the themes, characters, and plot of the books they read into engaging short films. These projects not only deepen comprehension but also boost confidence and enthusiasm for reading.

Through creating book trailers, students move beyond passive reading; they analyze literary elements, script compelling summaries, and apply visual storytelling—all while collaborating and communicating effectively. This immersive process solidifies their understanding and fosters critical thinking, transforming them from readers into storytellers and content creators.

Building on this momentum, students begin writing their own stories. Inspired by the narratives they've explored, they craft original fiction, experimenting with voice, perspective, and plot structure. This leap from reader to writer is a pivotal moment where literacy becomes personal and purposeful.

As their skills grow, students extend their writing into global inquiry by researching and writing nonfiction pieces about their countries of origin. They explore their cultural roots, traditions, geography, and history—connecting personal identity with academic learning. These authentic writing experiences deepen pride in their heritage while building research and informational writing skills.

Many students then channel what they've learned into creative writing, crafting fictional stories set in or inspired by their countries. Whether writing a cultural reflection or an imaginative tale grounded in real-world settings, students gain a global perspective and a deeper appreciation for diverse voices.

This creative, student-driven approach to literacy instruction is not only improving reading and writing outcomes—it's igniting a passion for learning that transcends the classroom.

I am incredibly proud of the students' academic, reading, research, and digital learning growth, reflecting their hard work and the effectiveness of our media program.

Next Year's Instructional Goals and Objectives:

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. Ultimately, have 80% of students achieve 100% of their Accelerated Reader by the end of the school year.

Instructional Goals and Objectives:

Goal 1: Strengthen Reading Comprehension and Literacy Across Content Areas using STAR and Accelerated Reader

Objective 1.1: Implement evidence-based reading strategies using STAR and Accelerated Reader

Objective 1.2: Increase student reading stamina and fluency by incorporating 20 to 30 minutes of independent reading daily.

Objective 1.3: Use formative assessments on STAR and AR quizzes available in school and at home. Monitor, support student reading growth, and celebration success quarterly.

Goal 2: Enhance Student Writing Through Structured, Purposeful Practice

Objective 2.1: Integrate the writing process (planning, drafting, revising, editing, publishing) across all subject areas at least once per quarter.

Objective 2.2: Incorporate digital writing tools (e.g., Google Docs, Grammarly, peer feedback platforms) to support collaborative and reflective writing.

Objective 2.3: Require students to produce at least one research-based writing assignment per semester with a clear focus on structure, evidence, and citation.

Goal 3: Develop Research Skills That Promote Critical Thinking and Information Literacy**

Objective 3.1: Teach students how to identify credible sources, take structured notes, and cite information properly using MLA or APA format.

Objective 3.2: Collaborate with the media specialist to implement at least two research projects per year in grades 4–12.

Objective 3.3: Integrate digital research tools (e.g., databases, Google Scholar, library catalogs) into classroom lessons to build search and evaluation skills.

Goal 4: Deepen Technology Integration to Support 21st-Century Learning

Objective 4.1: Provide regular access to digital learning platforms (e.g., Canvas, Google Classroom, District Digital Resources) for assignments and assessments.

Objective 4.2: Support teacher professional development with monthly tech training focused on instructional tools like AI-assisted feedback, educational apps, and multimedia presentation tools.

Objective 4.3: Engage students in at least one multimedia project per quarter that combines writing, research, and digital presentation tools (e.g., Canva, Adobe Express)

Grades 3-5 Academic Themes

Students in grades 3-5 will continue exploring various academic themes through engaging digital and interactive lessons. The themes include:

Digital Citizenship: Teaching students how to navigate the online world safely and responsibly.

Geography and Social Studies: Covering states, countries, civics, and government topics.

Science: Exploring various scientific concepts and principles.

Kindness Unit: Encouraging empathy and kindness through video creations.

READS Program: Focusing on Sunshine State Readers to enhance literacy skills.

All research projects will guide students through the FINDS Research Process and result in projects presented using various technology platforms such as Google Slides, Book Creator, Canva, Adobe Express, BrainPOP. Instruction and student interaction will be facilitated using Lumio.

Additional instruction will be tailored based on collaboration between classroom teachers and media support to meet specific classroom needs.

***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. All of our Battle of the Battle of the Books Team scored above the average percentile. Our top 2 BOB Team placed 13th and 17th among 450 teams. Students created Adobe Express Videos about the Sunshine State Books. Many of the Adobe Videos were submitted into the Palm Beach Media Festival.

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.

Additional Programs/Activities

Book Fair Fall/Spring, Storybook Character Pumpkin Contest, Veterans Day Projects, Read for the Record a collaboration with Spanish River High School, Tracking Blake and Joy (Elf on the Shelf) an Interactive Schoolwide Program, Literacy Week Celebration, Author Visits, Reading Across America Celebration, Accelerated Reader 4 Celebrations, Fine Arts Showcase Family Night

Curriculum/Assessment

- *Research-based practices: Continue to meet with the Leadership 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.

- *Reading Component and reading guidance:

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

- *Professional Development:

Provide professional developments for the teachers and parents: Lumio, Book Creator, Adobe Express, and any new programs or professional development needed.

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

2025-2026 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. Continue to work together with teachers on various projects. Support students' academic and social growth; provide and support teachers with resources.

Resource Management

*Maintenance of Collection

Analysis of Collection:

The Collection Age Report indicates that the average age of our collection is 2018. The average age of our nonfiction section is 2020 with the 800 Section being 7 years (literature, poems, drama, etc.). Weeding of only books that are damaged.

Goals and Objectives

SMART Goals

*Goal #1: Technology Integration

Goal for Grades 3-5 Academic Themes

To enhance students' research, presentation, and digital literacy skills by integrating a variety of academic themes and technology platforms into the curriculum, thereby fostering critical thinking, creativity, and collaboration.

Specific:

I aim to help students in grades 3-5 engage with diverse academic themes such as digital citizenship, geography, social studies, science, and kindness. They will use technology platforms like PowerPoint, Google Slides, Book Creator, BrainPOP, Adobe Express, and Lumio to create and present their research projects.

Measurable:

Success indicators will include the completion of at least one major research project by each student, increased proficiency in using the specified technology platforms, and positive feedback from students and teachers. We will track the number of completed projects, the variety of tools used, and the quality of student presentations.

Attainable:

I will accomplish this goal by providing comprehensive lessons on the FINDS Research Process, offering workshops on each technology platform, and collaborating closely with classroom teachers to integrate these tools into their lesson plans. The goal will be achieved through active participation in various professional developments and school technology integration

committees, participation in FAME (Florida Association of Media Education), and adherence to AASL Standards for the 21st Century Learner and ISTE standards.

Relevant:

This goal is aligned with state and national educational standards, including Florida's CPalms Standards, ISTE standards, Florida Library Media Research Standards, and the Florida K-12 Integrated Library Media Reading Standards. It supports the school's mission to prepare students for a digital and interconnected world. 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 ongoing throughout the 2024-2025 school year, with regular checkpoints to assess progress and make necessary adjustments based on feedback and outcomes.

Goal 2: Enhance Student Reading Skills and Performance

Specific:

I will encourage students to read for pleasure and information, helping them meet or exceed their reading goals through the Accelerated Reader program. This approach aims to improve reading skills and boost overall student performance, with the objective of having every student actively pursuing their Accelerated Reader targets.

Measurable:

Indicators of success will include a high rate of library material circulation, strong participation in Accelerated Reader quizzes, and students meeting their individualized Accelerated Reader goals based on their STAR Reading results. We will celebrate students' achievements and continue to foster a love of reading through a range of activities and programs.

Attainable:

I will achieve this goal by actively engaging with the School Advisory Committee, collaborating with administration, guidance counselors, classroom teachers, and the PTA. I will provide monthly Accelerated Reader (AR) reports to classroom teachers and host a kickoff meeting to inform parents about our objectives and targets. I will offer a wide range of materials in various formats and genres, covering a diverse array of topics and catering to different reading and interest levels, to inspire students to read. I will leverage technology tools, such as the library website, book blogs, wikis, and the library catalog's book review and recommendation features, to encourage students to read and share their enthusiasm with peers. Additionally, I will continue to read aloud, perform dramatizations, and tell stories to spark students' love of reading, sharing these on our 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 increases vocabulary.

Timely:

This goal will be ongoing throughout the 2024-2025 school year, with regular assessments to track progress and make necessary adjustments based on feedback and results.

Goal #3: Refining the Library Program

Specific:

I will refine the library program to embrace innovation, creativity, digital learning, and flexibility while offering additional resources to meet the diverse needs of all learners, teachers, and the community.

Measurable:

Success indicators will include an increase in virtual resources accessible via the library website, a more focused selection of print and non-print resources that address the needs of students and teachers (with greater access to audiobooks and digital book formats), and a rise in collaboratively planned lessons and activities.

Attainable:

I will achieve this goal by leveraging the strengths and abilities of the library, effective communication, and collaboration. This will include expanding ongoing activities that promote broadening reading and writing opportunities for students. I will continue to seek professional development through the Title IV Technology Train the Trainer program, AASL, FAME, FETC, and Public Library initiatives.

Relevant:

As the school's learning focus evolves to embrace increased differentiated instruction and flexibility, the library program will support this new philosophy.

Timely:

This goal will be ongoing, with regular evaluations to ensure alignment with evolving educational needs and priorities.

Budget and Funding

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.

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

<i>School-based Operating Budget</i>	<i>Budget FY25</i>	<i>FY26 Projected Budget</i>
<i>Account 551100 - Media Supplies</i>	<i>\$2,297.79</i>	<i>\$2,500</i>
<i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i>	<i>\$0</i>	<i>\$0</i>
<i>Account 561100 - Library Books</i>	<i>\$1259.49</i>	<i>\$2,000</i>
<i>Account 562230 - Media A/V Equipment</i>	<i>\$0</i>	<i>\$0</i>
<i>Account 564220 - Furn-Fix/Equip</i>	<i>\$0</i>	<i>\$0</i>
<i>Fundraising/ Grants</i>	<i>Budget Amount</i> <i>\$8,749.68</i>	<i>\$10,000</i>
<i>Media Center Internal Account number for your grant(s) (get this from your bookkeeper)</i>	<i>\$</i>	<i>\$</i>
<i>State Media Allocation</i>	<i>Budget Amount</i> <i>\$2693.72</i>	<i>\$2,700</i>
<i>Account 561100 (program 3070) - Media Books</i>	<i>\$1388.94</i>	<i>\$2,000</i>

Purchasing Plan FY25

FY25 purchasing plan	
Purchase Sunshine State Books	\$4,000.00
supplies	approximate \$2,000
Accelerated Reader/STAR Reading Gr.3-5	\$3,000.00
Reading Motivational Programs & Rewards	\$3,000.00
	\$12,000.00

Scope of the Collection

The Blue Lake Elementary Library collection will support both curriculum and pleasure reading, adhering to School Board Policy 8.12 (Section 5d). Additionally, in accordance with District policy, the collection will be arranged in standard Dewey Decimal order, ensuring systematic and accessible management of library media instructional materials (Section 8). The collection includes a variety of formats and the necessary hardware and software for access:

*Print Materials: A diverse, well-reviewed collection of books, magazines, and newspapers that cater to various interests, reading levels, and cultural backgrounds.

*Digital Materials: eBooks, audiobooks, and digital magazines accessible via computers, tablets, and e-readers.

*Multimedia Resources: State-of-the-art TV studio with broadcasting equipment, monitors, desktop, laptop, speakers, microphones, Tricaster, teleprompters, video cameras

*Databases: A robust collection of District-provided online databases for research and reference, accessible 24/7 via school computers and personal devices with internet connectivity. These databases include, but are not limited to, resources like Adobe Express, World Book, Pebble Go, BrainPop, and Renaissance Place STAR and Accelerated Reader.

*eBooks: A comprehensive selection of District-provided eBooks that expand our local collection and provide 24/7 access for students through platforms like Tumblebooks and MackinVIA.

*Interactive Tools: Educational software and apps available on tablets, laptops, and interactive whiteboards such as Lumio and Pear Deck

*Hardware: Desktop computers, laptops, tablets, e-readers, multimedia players, and interactive whiteboards.

*Software: Destine Library catalog software, eBooks, and educational apps.

In addition to these resources, the library has purchased additional electronic resources specific to our school, including subscription services like TumbleBooks for animated, talking picture books and ProQuest for extensive research databases. The diverse, well-reviewed book collection is curated using reputable reviewing tools such as School Library Journal and Kirkus Reviews, ensuring high-quality and relevant materials. These resources are selected and managed to ensure comprehensive support for both academic and personal growth, fostering a rich and engaging learning environment.

The Blue Lake Elementary Library collection will support both curriculum and pleasure reading, adhering to School Board Policy 8.12 (Section 5d). Additionally, in accordance with District policy, the collection will be arranged in standard Dewey Decimal order, ensuring systematic and accessible management of library media instructional materials (Section 8).

Equipment

The library is equipped with 2 SMART Boards, a laptop cart containing 4 laptops, 2 desktop computers, 2 teacher laptops, and 1 MAC laptop. Our state-of-the-art studio features 2 cameras, 3 monitors, 1 desktop computer, a sound mixer, a Tricaster, and microphones.

Collection Development

Selecting books for an elementary school library requires a thoughtful, deliberate process to ensure that the materials are suitable, diverse, and engaging for young readers. Here is a critical thinking process to guide the selection decision:

1. Define Purpose and Goals

Purpose: Understand the primary goals of the school library. Is it to foster a love of reading, support the curriculum, provide diverse perspectives, or offer a safe space for exploration?

Goals: Establish the types of books that will contribute to these goals. For example:

- * Promoting literacy and language development
- * Supporting STEM and social studies education
- * Reflecting diverse cultures, backgrounds, and experiences

2. Consider Age-Appropriateness

Developmental Levels:

Assess the maturity and cognitive development of students in the target grade range (e.g., K-5). Books should be readable, engaging, and comprehensible for the child's age and reading abilities.

Content Sensitivity: Ensure the content is appropriate, avoiding excessive violence, mature themes, or inappropriate language, while still addressing real-life issues in an age-appropriate way.

3. Evaluate Educational Value

Curriculum Support: Does the book align with or complement the school's curriculum and academic goals? Does it offer opportunities for cross-curricular learning (e.g., math in stories, historical themes)?

Skill Development: Consider whether the book can enhance critical thinking, problem-solving, and empathy skills. Does it encourage discussions or stimulate curiosity in new areas?

4. Assess Literary Quality

Writing Style: Look for well-written books with strong narratives, clear and descriptive language, and age-appropriate vocabulary that will improve students' reading fluency.

Storytelling and Theme: Ensure the story is engaging and well-structured, with meaningful themes and characters that children can connect with. Books should provide an enriching reading experience and foster emotional intelligence.

5. Diversity and Representation

Cultural Representation: Choose books that reflect a variety of cultures, backgrounds, family structures, and experiences. Representation matters, especially for minority and underserved groups.

Variety of Genres and Formats: Select books across different genres (e.g., fiction, non-fiction, graphic novels, poetry) to cater to different interests and stimulate a broad range of reading tastes.

6. Accuracy and Credibility

Research and Fact-Checking/2+ Reviews: For non-fiction books or books based on real events, ensure factual accuracy and reliability of sources. This is especially important for historical events, scientific concepts, or biographical content.

Author Expertise: Check the author's qualifications and background in the subject they are writing about, ensuring they bring an informed perspective to the book.

7. Consider Accessibility

Reading Levels: Choose books with various reading levels to ensure students have access to books that match their individual skills, from beginners to more advanced readers.

Visual and Sensory Support: Ensure there are books with illustrations, tactile features, and accessible formats for children with diverse learning needs (e.g., large print, braille, audio).

8. Incorporate Student Interests

Input from Students: Gather feedback from students about the types of books they enjoy. Whether through surveys, informal discussions, or student-led book clubs, their preferences should influence the selection.

Popular Authors and Trends: Keep an eye on popular authors, book series, and current reading trends among children to ensure that the library has up-to-date and widely-requested materials.

9. Review and Approvals

10. Collaboration: Collaborate with teachers, school administrators, and the school librarian to ensure selections meet the overall vision for the library.

Diverse Perspectives: Involve a committee or gather input from a wide range of stakeholders (including parents or community representatives) to ensure diverse opinions are considered.

11. Monitor Usage and Feedback

12. Track Circulation: After the books are added to the library, monitor their usage. Which ones are checked out the most? Which ones seem less popular? This data can help guide future decisions and improve the collection.

Ongoing Feedback: Keep an open channel for feedback from teachers, students, and parents to adjust selections or add new books in response to emerging interests or educational needs.

By following this critical thinking process, the selection of books for an elementary school library can be made with careful consideration, ensuring that the collection is enriching, diverse, and responsive to the needs of the students. Collection development involves curating high-quality materials and equipment for the library media center. The goal is to ensure the collection includes a sufficient quantity and variety of information sources to support students' academic and personal interests. This process is led by the media specialist with input from administration, teachers, students, parents, and other stakeholders.

Our collection is curated based on House Bill 1467 and notable reviews that are representative of our students, teachers, and community.

We are fortunate to have a practically new media center and program that meets the needs of everyone. Our collection development currently includes over 8,000 books and is continually

growing. The collection also features Spanish books. With a 933 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 well-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, resulting in a warm, welcoming, and trusting learning atmosphere for all our students and teachers. This is what we call the heartbeat of our school.

Selection and Evaluation Criteria

In accordance with Board Policy on Selection, our library employs a rigorous selection process grounded in established criteria to ensure the acquisition of high-quality materials that align with educational objectives and promote diverse perspectives. The selection criteria include relevance to curriculum and educational goals, accuracy, authority, currency, clarity, literary or artistic merit, and suitability for the intended audience. To inform our selection decisions, we utilize reputable reviewing tools such as School Library Journal, Kirkus Reviews, Booklist, and Publishers Weekly, among others. These resources provide critical insights and evaluations that aid in assessing the quality and appropriateness of materials for our collection. Our commitment to upholding School Board Policy on Selection underscores our dedication to fostering a rich and inclusive learning environment for all students.

District-Wide “Procedures for Selecting and Developing Library Collections”

School Board Policy 8.12 sets out the procedures for selecting and developing library collections, which are followed District-wide.

District Resources And Services

The School District Library Media Services Department supports school-based library media center personnel and establishes uniform policies and procedures for school library media centers throughout the District. These services include, but are not limited to:

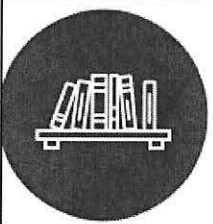

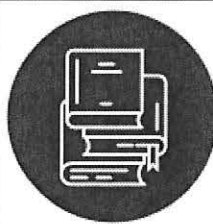

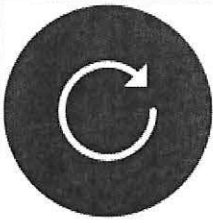
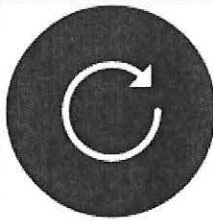

- Maintaining a professional library collection to assist with recertification and knowledge acquisition on education-related topics;
- Managing the online catalog, including the library inventory and circulation software;
- Selecting and making accessible online information databases for reference and research;
- Providing guidance and training to school library media staff in program planning, curriculum development, budget, technology, collection maintenance, facility use, and media production;
- Participating in inter-departmental curriculum development, facility planning, personnel staffing, and task forces at the administrative level;
- Managing technical services for acquiring and processing resources for schools;

- Distributing to schools and monitoring categorical and capital budgets allocated for library programs and
- Fostering a global range of services that facilitate the transformation of school-based library activities to meet the changing needs of an information society.

The School District Library Media Services Department collaborates with other District departments, including the Department of Educational Technology, to provide selected electronic information, the technology to access it, and the training needed to efficiently and effectively search for and find specific facts.

Analysis of the Collection

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

			
9,146 Items in the Collection	10 Items per Student	29% Fiction Titles in the Collection	39% Percent of nonfiction in the collection
Library media resources are curated include both recently published works and classics that both rightfully impact the average age of the collection.			
	2019 Average Age of the Collection	6% Aged Titles	62% 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.	

			
3,115 Representative Titles in Collection	2018 Representative Titles Average Age	4,4447 SLL Titles in Collection	2018 SLL Titles Average Age

Collection Analysis By Category

The information collected in this section provides a detailed look at the 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	Age (year)
Computer Science, Information & General Works	82	2021
Philosophy & Psychology	86	2021
Religion	15	2021
Sciences	535	2019
Language	95	2022
Science	1,082	2021
Technology	612	2021
Recreation	680	2020
Literature	46	2016
History & Geography	300	2020
Biography	373	2020
Easy	2,531	2018
General Fiction	2,563	2017
Graphic Novels	381	2020

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 simply because they were donated. All gifts and donations must follow the same processes as new book orders.

Collection Maintenance

Board Policy 8.12 (8) *Inventory will be completed in all 4 sections- Biography, Easy, Fiction, Nonfiction yearly. As a media specialist, it is especially important to inventory the whole collection for yearly accuracy of the media collection. As long as I am the media specialist at Blue Lake Elementary, all sections will be inventoried yearly.

Lost or Damaged Library Materials

According to School Board Policy 2.21B(9) students will be responsible for paying lost or damaged books. A list with the student's name, book title, and cost will be kept and shared with the bookkeeper. Since we are a cashless school, parents will need to pay for the lost book(s) through School Cash.

Strategic Focus – Weeding and Acquisitions

	Selection Priorities K-2 books Easy & Nonfiction
	Inventory Priorities All sections
	Weeding Priorities Only damaged books
	Selection Priorities 3-5 Easy & Nonfiction
	Inventory Priorities All sections
	Weeding Priorities damaged books <u>Systems Data/Computer Programs</u>
	Selection Priorities current books
	Inventory Priorities All sections

Weeding Priorities

2016 Nonfiction books

Damaged books

Reconsideration of Materials

In adherence to Board Policy 8.1205 on Challenged Materials, our library acknowledges the importance of handling objections to materials in a transparent and respectful manner. We are committed to following the guidelines outlined in this policy to address any concerns regarding the suitability of specific materials in our collection. As a reference, the policy and the Specific Material Objection form are linked in our appendix for easy access and review.

Annual Evaluation and Revision of CDP

This collection development plan will be reviewed each school year.

Appendices

A: Library Bill of Rights

"Library Bill of Rights", American Library Association, June 30, 2006.

[Link](#) (Accessed May 8, 2025)

Document ID: d03f6aae-7e51-46b3-afed-50fa0809f8ca

B: Intellectual Freedom Statement

"The Freedom to Read Statement", American Library Association, July 26, 2006.

[Link](#) (Accessed May 8, 2025)

Document ID: 24cc13f0-22e4-4c16-ba92-d68ee65b9e28

C: Policy 8.12 - Selection of Library Media Center Materials, Classroom Library Materials, and Reading List Materials

School Board of Palm Beach County (November 14, 2023). Selection of Library Media Center Materials and Reading List Materials.

[Link](#) (Accessed May 8, 2025)

D: Policy 8.1205 - Objection Procedures for Specific Library Media Center, Classroom Library, Reading List, Supplemental or Instructional Materials That Have Not Gone Through the Board Adoption Process

School Board of Palm Beach County (November 14, 2023). Objection Procedures for Specific Library Media Center, Classroom Library, Reading List, Supplemental or Instructional Materials That Have Not Gone Through the Board Adoption Process.

[Link](#) (Accessed May 8, 2025)

E: Specific Material Objection Form

School Board of Palm Beach County (November 14, 2023). Specific Material Objection Form.

[Link](#) (Accessed May 8, 2025)