



Highland Elementary School

FY26 Collection Development Policy

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Signature Page

Highland Elementary School
FY26 Collection Development Policy

Date Approved by Administration: April 23, 2025

Media Specialist Name: _____ **Leisa Gore** _____

Media Specialist Signature: _____ *Leisa Gore*

Principal Name: _____ **Frances Frye** _____

Principal Signature: _____ *Frances Frye*

Original [Signature page](#)

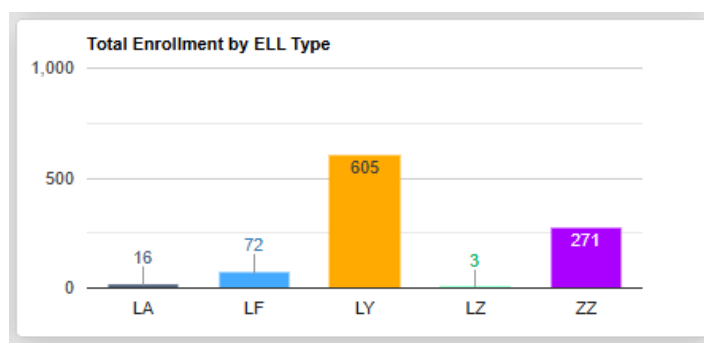
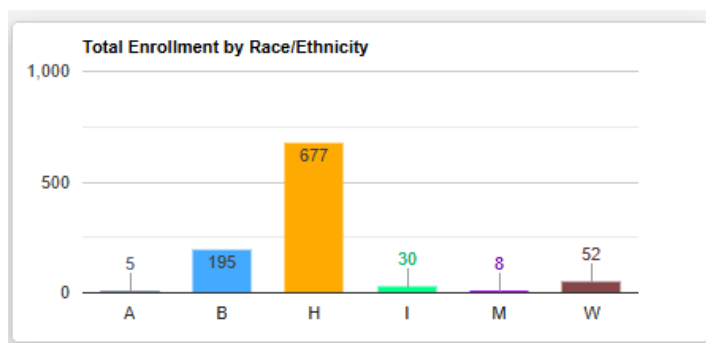
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Purpose of Collection Development Policy

The Collection Development Policy at Highland Elementary School Media Center supports the Library's mission by guiding the selection, acquisition, maintenance, and retention of materials, while outlining clear roles, responsibilities, and procedures for addressing user concerns. As the student population and their interests evolve, the Media Center continually reassesses and adapts its collection, with the policy reviewed annually to ensure it remains relevant and effective. This living document reflects changes in curriculum, demographics, and information needs, ensuring the collection remains aligned with the guidelines of the School District of Palm Beach County and the Florida Department of Education. The library media staff is responsible for managing resources across various formats—print, non-print, audiovisual, and digital—to enrich student learning. The collection is organized using the Dewey Decimal System, supplemented by district-provided electronic databases, and includes high-interest books shelved by genre to enhance student accessibility and engagement.

Background Statement & School Community



Highland is a Dual Language School that nurtures a multicultural learning environment with instruction offered in both Spanish and English. Our student population consists of 967 students: 52 (5%) White, 677 (70%) Hispanic, 195 (20%) Black, 5 (1%) Asian, 30 (3%) American Indian, and 8 (1%) of mixed race. 498 (51%) of our students are male, while the remaining 469 (49%) are female.

	LA - Monitored - 3-4 Year Followup	LF - Monitored - Two Year Followup	LY - Active ELL Student	LZ - Exited After Four Year Followup	TZ - Tested - not eligible	ZZ - Not Applicable
Highland Elementary - 0671 - E	16	72	605	3	79	170

693 of our students are ELL, 14 percent identify as SWD, 83 percent on FRL, 4 percent mobility, and 11 percent are over age.

Highland offers support in various languages from our language facilitators in Spanish, Creole and a variety of Guatemalan dialects including Akateka, Kanjobal, and Mum.

We have an extensive music program including world drumming, beginning band, advanced band, Ukulele, Chorus, Handbell choir, and Orff. The music program performs at multiple events throughout

the year including Spotlight at the Kravis Center, Multicultural Night, Spring and Winter Concert.

We have a top of the line TV production room that airs the morning news every day, anchored by students. The production room is also used for student and media projects or schoolwide streaming of special events.

Additional clubs include: Math Club, Disney Musical Theater, Migrant Tutoring, 2nd Grade Tutorial, 3-5 Grade Tutorial, Basketball Club, Mentoring Club, Teachers of Tomorrow Club, Coding Club, Step Team, Art Club, and the Green Team which focuses on environment sustainability and reducing the carbon footprint on campus and in the community.

We have our Safety Patrols that serve as role models in school and in the community by practicing citizenship.

We are a PBS Model School, students are recognized for their positive behavior through the Character Now program that teaches students to be world class citizens.

School Mission Statement

It is the mission of Highland Elementary to provide opportunities for students to achieve their personal best, become responsible and productive, world class citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

Highland Elementary School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. Highland Elementary School will take ownership for students' academic mastery, emotional intelligence, and social emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met ... WE SEE YOU!

Media Center Mission Statement

The mission of the Highland Elementary Media Center is to foster a lifelong love of reading and learning by providing equitable access to diverse, high-quality print and digital resources in multiple languages for all students and educators. Aligned with the school's mission, the Media Center supports the academic curriculum by equipping students with essential information literacy and technology skills needed to thrive in an ever-changing, global society. Through a welcoming and inclusive environment, the Media Center promotes inquiry, creativity, and critical thinking, while encouraging students to explore diverse perspectives, develop a passion for reading, and become confident, independent users of information across all formats.

Responsibility for Collection Management & Development

The Media Specialist will work closely with the administrative and instructional team to manage and develop our collection of materials and resources. I will seek input from stakeholders as SAC Secretary and work with faculty and students through a variety of means including Google Forms to gather data for school needs. We will review curriculum and follow state legislative requirements when updating our collection to ensure compliance while still meeting the needs and interests of our students and staff.

Library Program

Media is on the Fine Arts Wheel with a Fixed schedule on a weekly rotation. Each homeroom will have Media approximately 4 times a year, every 10 weeks during the 30-minute Fine Arts time scheduled from 10:30 am - 2:00 pm.

As the Media Specialist, I provide standards-based instruction that supports student learning across all grade levels. Lessons in the Media Center are aligned with AASL (American Association of School Librarians), ISTE (International Society for Technology in Education), R.E.A.D.S., and F.I.N.D.S. standards, as well as the Florida B.E.S.T. standards, to ensure students develop essential literacy, research, and technology skills. Instruction is designed to foster critical thinking, creativity, collaboration, and information fluency through engaging, hands-on experiences. Students participate in guided research projects, digital storytelling, and content creation using platforms such as Adobe Express, Book Creator, Gale Research, Kids by World Book, World Book Online, PebbleGo, TumbleBooks, and BrainPOP. In addition to research and literacy instruction, students engage in STEM and Makerspace activities that promote innovation, problem-solving, and design thinking. These activities include coding, Ozobots, engineering (Lego) challenges, and collaborative building tasks, encouraging students to explore and experiment in a safe, inquiry-driven environment. Technology-based lessons support digital citizenship, multimedia literacy, and responsible use of digital tools. Student leadership is also cultivated through programs like the fifth-grade reading buddies, where students volunteer to read to kindergarteners during recess, promoting mentorship and a love of reading. Additionally, students participate in enriching programs like the Battle of the Books, fostering reading comprehension, teamwork, and enthusiasm for literature. The Media Center is a vibrant hub of learning that nurtures curiosity, empowers student voice, and supports academic excellence across all content areas. On Fridays they are taken to the Ben Carson Room, where they engage in leisure reading and storytelling.

The Media Specialist is also responsible for the morning news which streams every morning. The Morning News Crew meets every morning at 7:35 in the Production Room to stream the morning news at 7:50.

Additional responsibilities include vetting school materials that are used in the library and classroom.

The Media Center holds two book fairs every year in the Fall and Spring, including Family Night and Teacher Preview to invite stakeholders. All profits support the Media Center.

Other events the Media Center hosts: SAC, PLC, PDs, Pastries with the Principal, socials celebrations (retirements, engagements, bridal/baby showers)

Goals and Objectives

Goal 1: Promote a Lifelong Love of Reading and Literacy in Multiple Languages

- Curate and maintain a diverse collection of print and digital books that reflect student interests, cultures, and languages spoken in the school community.
- Implement monthly reading initiatives, author spotlights, and themed displays to encourage independent and pleasure reading.
- Facilitate programs such as reading buddies (5th grade students reading to kindergarteners) and the Battle of the Books to build enthusiasm for reading across grade levels.

Goal 2: Develop Information Literacy and Research Skills Aligned with AASL, ISTE, R.E.A.D.S., and F.I.N.D.S Standards

- Deliver grade-appropriate lessons that teach students how to locate, evaluate, and ethically use information using tools like Gale Research, Kids by World Book, and World Book.
- Collaborate with classroom teachers to integrate research skills into content-area especially Social Studies and Science, aligning with Florida's B.E.S.T. standards.
- Provide opportunities for students to apply research strategies using the F.I.N.D.S. model to complete inquiry-based learning tasks and multimedia presentations.

Goal 3: Foster Innovation and Digital Citizenship through Makerspace, STEM, and Technology Integration

- Offer regularly scheduled Makerspace and STEM activities that encourage collaboration, creativity, and problem-solving.
- Teach students to responsibly and effectively use digital tools such as Adobe Express and Book Creator to demonstrate their learning.
- Embed ISTE digital citizenship standards into technology-based lessons, helping students understand online safety, digital responsibility, and ethical behavior in the digital world

Budget and Funding

The LMC is given a school-based operating budget at the beginning of every school year. The Highland Elementary School administration uses a formula to disperse the appropriated funds. The budget for the 2025 - 2026 (FY26) school year is expected to be similar to the 2024-2025 (FY25)

2025-2026 (FY26) projected budget amounts

<i>School Based Operating Budget</i>	<i>FY25 Budget</i>	<i>FY26 Projected Budget</i>
<i>Account 55110 - Media Supplies</i>	<i>\$2409</i>	<i>\$2409</i>
<i>Account 553420 - Media Subscriptions</i>	<i>\$0.00</i>	<i>\$0.00</i>
<i>Account 561100 - Media Books</i>	<i>\$1164</i>	<i>\$1164</i>
<i>Account 562230 - Media A/V Equipment</i>	<i>\$0.00</i>	<i>\$0.00</i>
<i>Fundraising/Scholastic Book Fair</i>	<i>Budget Amount</i>	
<i>Media Center Internal Account number (5-1700-01)</i>	<i>\$1297.60</i>	<i>\$1297.60</i>
<i>State Media Allocation</i>	<i>Budget Amount</i>	
<i>Account 556110 (program 3070) - Media Books</i>	<i>\$2919</i>	<i>\$2919</i>

Purchasing Plan FY26

Approximate Purchasing Plan	
Purpose	Amount
poster paper	\$500
headphones	\$200
makerspace supplies	\$300
books/ebooks	\$3000
laminating rolls	\$500
poster machine ink	\$500
Total:	\$5000

Scope of the Collection

The collection in our school media center is developed to meet the diverse educational and recreational reading needs of our student population. In alignment with [School Board Policy 8.12](#) (see Section 5 d) , the collection includes materials that support both curriculum standards and pleasure reading, encouraging academic growth and a lifelong love of literacy. Resources are selected to reflect the developmental stages and cultural backgrounds of students in kindergarten through fifth grade, including English Language Learners and students with exceptionalities.

Inclusions: The collection includes a variety of materials in multiple formats:

- Print Materials: Fiction and non-fiction books, picture books, early readers, chapter books, graphic novels, biographies, reference materials, and teacher resources.
- Digital and Electronic Resources: eBooks, interactive eBooks, audiobooks, videos, and online encyclopedias.
- Multimedia Formats: streaming educational content.
- Periodicals: Age-appropriate magazines and journals for students and educators through online platforms

Exclusions: Materials excluded from the collection include:

- Outdated or inaccurate informational texts.
- Content not aligned with the district curriculum or the developmental needs of students.
- Materials deemed age-inappropriate or inconsistent with district policies.

Access and Formats: Access to resources is available through a range of hardware and software:

- Hardware: Computers, laptops, interactive whiteboards, and projection systems.
- Software and Platforms:
 - Destiny and MackinVia: Online catalog and eBook checkout.

- Clever: Single sign-on portal for district resources.
- District-Licensed Databases and eBooks:
 - TumbleBooks: Animated, talking picture books and chapter books.
 - PebbleGo: Early research platform for K-3 with non-fiction content.
 - BrainPOP/BrainPOP Jr.: Curriculum-aligned videos and interactive content.
 - Kids by World Book: Encyclopedic entries and research tools.
 - Gale In Context: Elementary: Informational texts for research and inquiry.

These digital resources offer 24/7 access, extending the reach of the media center beyond school hours and enhancing learning at home.

Special Areas of Emphasis: A strong emphasis is placed on building a robust non-fiction section to support STEM (Science, Technology, Engineering, and Mathematics) education. The collection also prioritizes:

- Multicultural and inclusive literature.
- High-interest, low-readability materials for striving readers.
- Popular series and graphic novels to engage reluctant readers.

Organization and Policy Compliance: In accordance with School Board Policy 8.12 (Section 8), all library media materials are arranged using the Dewey Decimal Classification System to ensure standardization and ease of access. The media specialist ensures that all additions to the collection comply with district guidelines and reflect a balanced representation of viewpoints, educational value, and student interest.

Equipment

Our media programs offer a variety of equipment and resources to support learning and creativity. Available for use are two Smart Boards for teacher instruction, two Epson poster makers, two laminating machines, and two printers. The Circulation desk with an attached printer holds 2 computers: One for student checkout and one for teacher self checkout. Students have access to 22 Chromebooks for digital learning. Additionally, our media center houses a fully equipped TV production studio. For hands-on and interactive learning, we provide a Makerspace area with Ozobots, LEGO sets, puzzles, and arts and crafts tables to encourage creativity and problem-solving skills.

Collection Development

Collection development is the ongoing process of selecting and maintaining up-to-date materials and resources that support the learning goals of our school's library and media center. The aim is to provide a well-rounded collection that not only meets academic standards but also reflects the interests and reading preferences of our students. This process is strengthened through collaboration and feedback from school administrators, teachers, students, families, community members, and other key stakeholders.

Selection and Evaluation Criteria

As per Board Policy on Selection Criteria, all instructional materials used in the media center or in the classroom library collections must go through a meticulous vetting process. Book titles are uploaded to an active stakeholder website for 2 weeks.

All books will be reviewed through Titlewave, Mackin, and /or School Library Journal. Appropriateness and need will be determined depending on professional reviews, targeted audience, grade level, and curriculum.

Upon receiving titles, media specialists will scan the pages ensuring images and language are appropriate for the collection.

Our selection policy will:

- Use professional reviews from Titlewave and Mackin to guide our collection. When choosing books for our collection, we will be looking for appropriate age levels, starred reviews, and/or professional reviews (School Library Journal, Kirkus Reviews).
- Consider authenticity, public demand, general interest, content, and circumstances of use
- Consider age, social and emotional development, intellectual level, interest level, and reading level
- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need
- Inclusively present and potential relevance to community needs
- Collections contain popular works, classic works that have withstood the test of time, and other materials of general interest
- Collection of District provided databases and eBooks provide 24/7 access for students
- Support both curriculum and pleasure reading as per School Board Policy 8.12 (see Section 2 d)
- The collection will be arranged in standard Dewey order (see Section 5 Management of Library Media Instructional Materials]

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 provides support to school 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 works in collaboration 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 search and find specific facts efficiently and effectively.

Collection Analysis

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

			
9,677 Items in the Collection	8.5 Items per Student	15% Fiction Titles in the Collection	33% Nonfiction titles in the collection
Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection.			
	2010 Average Age of the Collection	31% Aged Titles	11% Newer than 5 Years
Library media resources should be representative of the school.		Skills for Lifelong Learning (SLL) library media resources can contribute to character development.	
			
25% Representative Titles in Collection	2010 Representative Titles Average Age	29% SLL Titles in Collection	2012 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	Average Age (year)	# of Titles
Computer Science, Information & General Works	2012	66
Philosophy & Psychology	2005	28
Religion	1999	16
Social Sciences	2005	682
Language	2004	65
Science	2007	785
Technology	2006	262
Arts & Recreation	2015	926
Literature	2002	104
History & Geography	2004	230
Biography	2008	341
Easy	2011	2,030
General Fiction	2013	1,486
Graphic Novels	2016	715

Gifts and Donations

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

Collection Maintenance

Collection Maintenance is the ongoing process of evaluating, organizing, and updating the media center's resources to ensure the collection remains current, relevant, and in good physical and digital condition. As the Media Specialist, I regularly assess materials for their alignment with curriculum standards, student interests, and age-appropriateness. This process includes:

- Weeding outdated, damaged, or rarely used materials using standard criteria such as accuracy, physical condition, circulation statistics, and relevance to the current curriculum.
- Repairing or replacing items that are still valuable to the collection but have been worn or damaged.
- Reorganizing and relabeling materials as needed to ensure accessibility and alignment with district guidelines, including proper Dewey Decimal classification.
- Updating digital resources to reflect new versions, current information, and evolving educational needs.

Collection maintenance ensures that the library remains a dynamic, welcoming space that supports both academic success and personal reading enjoyment. Therefore, Inventory will be completed on a three-year rotation as per [Board Policy 8.12 \(8\)](#). The rotation plan will be as follows: FY26 Fiction, FY27 Non-Fiction, FY28 Easy. This year, a full inventory of all sections was conducted to gain a clear understanding of the materials available in our library's collection.

At Highland Elementary, the Easy books section is organized separately and includes titles in both English and Spanish. English Easy books are shelved independently from Spanish Easy books, which are placed on designated shelves nearby. The Fiction section, also divided by language, is located on the right side of the library, with Spanish fiction books housed on their own shelf within that area. This side of the library also contains the Biography, Graphic Novels, and Haitian Creole collections. The Non-Fiction section is located on the left side and is organized using the Dewey Decimal Classification System to ensure easy access and standard arrangement.

Lost or Damaged Library Materials

At Highland Elementary, the library follows district guidelines when it comes to lost or damaged materials. While we do not charge late fees for overdue books, students and their families are responsible for the replacement cost of any library materials that are lost or returned in damaged condition beyond repair.

Damaged materials include books with torn or missing pages, water damage, writing or coloring, or broken bindings that cannot be restored. If an item is returned damaged, a notice is sent home with the student outlining the damage and the cost of replacement.

Exceptions to this policy may be made on a case-by-case basis, particularly in circumstances involving financial hardship. In such cases, students will not be responsible for the cost of replacement. If a student repeatedly returns books in damaged condition, they will be limited to borrowing a weeded book from the collection for future checkouts.

Our goal is to teach students responsibility and care for shared resources while maintaining access to materials for all learners. Students are encouraged to treat library books with respect and return them on time so that others may enjoy them as well.

If library materials are returned or found at any time while attending our school or another school, students may give it to the current Media Specialist and it will be sent to the correct Media Center and fees will be deleted or returned.

Strategic Focus – Weeding and Acquisitions

School Year	Strategic Focus
FY26	Selection Priorities <ul style="list-style-type: none"> • Curriculum Support • STEM • Social Studies
	Inventory/ Weeding Priorities <ul style="list-style-type: none"> • Social Studies • Language • Professional
FY27	Selection Priorities <ul style="list-style-type: none"> • Student interests • Dual Language books • SSYRA
	Inventory/ Weeding Priorities <ul style="list-style-type: none"> • Technology • Non-fiction • Reference
FY27	Selection Priorities <ul style="list-style-type: none"> • SSYRA • Biography • Science
	Inventory/ Weeding Priorities <ul style="list-style-type: none"> • History / Geography • Biography • Fiction

Reconsideration of Materials

As per Board Policy 8.1205 on challenged materials, the Media Specialist will follow the [Board Policy 8.1205](#) (see Appendix D) and use form PBSB 1113 (see Appendix E) for any objections to any library media materials following the procedures of the policy.

Annual Evaluation and Revision of CDP

The 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 February 3, 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 February 3, 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 February 3, 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 February 3, 2025)

E: Specific Material Objection Form

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

[Link](#) (Accessed February 3, 2025)