



Palm Springs Elementary School

FY26 Collection Development Policy

***Lasya Silberman* MAT**

Educational Media Specialist

Signature Page

Palm Springs Elementary
FY26 Collection Development Policy

Date Approved by Administration:

Media Specialist Name: Lasya Silberman

Media Specialist Signature: _____

Principal Name: Marjie Rowe

Principal Signature: _____

Table of Contents

Purpose Statement	3
Background Statement & School Community	4
School Mission Statement	4
Media Center Mission Statement	5
Responsibility for Collection Management Development	5
Library Program	6
Goals and Objectives	6
Budgeting and Funding	7-8
Scope of the Collection	9
Equipment	10
Collection Development	10
Selection Evaluation and Criteria	10
Analysis of the Collection	12
Gifts and Donations	14
Collection Maintenance	14
Lost or Damaged Library Materials	14
Strategic Focus – Weeding & Acquisitions	15
Reconsideration of Materials	15
Appendices	16
A - Library Bill of Rights	16
B - ALA Intellectual Freedom Statement	16
C - Board Policy 8.12	16
D - Board Policy 8.1205	16
E - Specific Material Objection Form	16

Purpose of Collection Development Policy

The Collection Development Policy is designed to support the academic, cultural, and social goals of Palm Springs Elementary School. The library's mission is to foster a collaborative learning environment that nurtures the development of inquiring, knowledgeable, and caring young individuals. Our aim is to help all students become global citizens who value lifelong reading and use information ethically and effectively to contribute to a more peaceful and inclusive world through intercultural understanding and respect.

This policy guides the selection, acquisition, and management of the Palm Springs Elementary School Library Collection and ensures alignment with our school's vision for equity, inclusivity, and academic excellence.

As our student, faculty, and staff population continues to grow and diversify, we will regularly reassess and adapt our collection to reflect the evolving interests, backgrounds, and needs of our learning community. We prioritize curating a collection that is inclusive of and representative of the cultures, languages, and identities of our students. This includes:

- Acquiring literature by diverse authors and origin stories that authentically reflect the backgrounds of our school population.
- Ensuring that the collection includes materials that support school-wide instructional goals, including literacy development, inquiry-based learning, and social-emotional growth.
- Purchasing interactive and high-interest books to engage readers at various developmental stages.
- Selecting bilingual and dual-language materials to actively support and enrich our dual language immersion program and promote multilingualism across the student body.

The library collection will continue to offer resources in a variety of formats, including print, digital, and electronic media, to support multiple learning preferences and technology integration. The Collection Development Policy is reviewed annually and updated as needed to respond to curriculum changes, community input, and evolving student needs.

Background Statement & School Community

Palm Springs Elementary School is a vibrant and inclusive learning community serving students in Pre-Kindergarten through Grade 5. As a traditional public elementary school with a general K–12 service designation, we are dedicated to providing a high-quality, equitable education for all students. Palm Springs is a Title I school and a RAISE-designated school, reflecting our commitment to improving student achievement and providing targeted support for academic success.

With a student population that is 92.4% minority and 100% economically disadvantaged, Palm Springs celebrates the cultural, linguistic, and social diversity that defines our school community. We serve a wide range of student subgroups, including English Language Learners (ELL), Students with Disabilities (SWD), and students who identify as Black/African American, Hispanic, White, and economically disadvantaged. Our school is focused on ensuring that all students—regardless of background—have the opportunity and support to thrive.

Palm Springs Elementary offers a variety of academic programs that enrich student learning and promote long-term success:

- **Dual Language Program:** This program supports bilingualism, biliteracy, and cross-cultural understanding by offering instruction in both English and Spanish. It is designed to serve both native English and Spanish speakers, helping all students gain fluency in two languages while mastering academic content.
- **AMP Math (Accelerated Math Program):** Our AMP Math initiative provides advanced instruction for students who demonstrate high achievement and potential in mathematics. It promotes deeper understanding and prepares students for future success in STEM pathways.
- **AVID (Advancement Via Individual Determination):** AVID at Palm Springs will help build academic confidence, organizational skills, and college- and career-readiness starting in the elementary grades.

Palm Springs Elementary has maintained a school grade of “C” over the past several years, using this as a foundation for continuous improvement. Our school community is actively engaged in raising academic performance through personalized instruction, family and community partnerships, and innovative learning opportunities. At Palm Springs Elementary School, we believe that every student can achieve excellence. We are proud to cultivate a supportive, engaging, and empowering environment where children grow into curious, capable, and compassionate learners.

School Mission Statement

The mission of Palm Springs Elementary School is to educate, affirm, and inspire each student in an equity embedded environment.

Media Center Mission Statement

The mission of the Palm Springs Elementary School Library Media Center is to serve as the academic hub of the school—supporting, enriching, and advancing the mission of Palm Springs Elementary School to educate, affirm, and inspire each student in an equity-embedded environment.

Our library is a collaborative space where students, teachers, and families come together to explore ideas, access information, and foster a love of reading and learning. We are committed to providing a curated collection of books and resources that is relevant, recent, rigorous, and responsive to both individual interests and school-wide academic goals. Through intentional selection and programming, we promote student choice, cultural representation, and literacy growth for all learners.

To ensure access and engagement for our diverse community, we continue to expand our collection of interactive books and dual language materials, offering both hardcopy and digital formats. Our growing selection of ebooks with audio capabilities helps bridge language gaps and supports students at all reading levels, particularly those in our Dual Language and English Language Learner (ELL) programs.

The Palm Springs Library Media Center is a dynamic, inclusive, and innovative environment where every student can thrive as a reader, researcher, and global thinker.

Responsibility for Collection Management & Development

At Palm Springs Elementary School, the Media Specialist plays a critical leadership role in the management and development of the library's collection. As the steward of the school's academic hub, the Media Specialist ensures that the library's resources reflect the evolving needs, interests, and identities of our diverse school community, while aligning with school-wide instructional goals and district standards.

The Media Specialist is responsible for:

- **Selecting and acquiring materials** that are current, relevant, and inclusive of diverse perspectives and voices.
- **Maintaining a balanced collection** that supports curriculum, promotes literacy, and encourages student choice across a wide range of reading levels and interests.
- **Evaluating and weeding** outdated or underused materials to ensure that the collection remains accurate, culturally responsive, and globally relevant.

Stakeholder Input and Collaborative Growth

Collection development at Palm Springs Elementary is a collaborative process. The Media Specialist actively seeks input from a range of stakeholders, including:

Our book collection is supported through multiple funding sources, including federal funds (such as Title I), district allocations, educational grants, and school-based fundraisers. These financial resources are strategically used to purchase high-quality print and digital materials, including dual language books, interactive texts, and ebooks with audio features that enhance accessibility and bridge language gaps.

Transparency and Community Engagement

To ensure transparency and build trust within our school community, all proposed book orders are shared publicly before purchases are finalized. This open process allows stakeholders the opportunity to review selections, provide feedback, and engage in the continual development of a library collection that reflects shared values and academic aspirations.

Through thoughtful management, inclusive practices, and collaborative decision-making, the Media Specialist at Palm Springs Elementary ensures that our library remains a dynamic, inclusive, and future-ready resource for all learners.

Library Program

The library program at Palm Springs Elementary School serves as a central component of the school's academic and cultural environment. Operating in alignment with the school's mission and goals, the Media Center provides a welcoming space where students are encouraged to explore, learn, and grow. While Fine Arts classes follow a fixed 9-day rotating schedule, students are welcome to check out books before school begins each day, promoting independent reading and responsibility. The Media Specialist actively supports all school-wide initiatives, collaborating with faculty, administration, and the broader community to bring enriching experiences to students, such as author visits, literacy celebrations, and special reading initiatives. Instruction in the media center is carefully planned using a curated and diverse collection that reflects the scope and sequence for grades K–5, integrates key standards, and supports both the Structured English Language Learners (SELL) program and the development of a lifelong love of reading. Through meaningful collaboration, inclusive programming, and a strong instructional focus, the library program fosters literacy, creativity, and critical thinking across the entire school community.

Goals and Objectives

1. Goal: Increase Student Book Checkouts

Specific: Promote independent reading by increasing student book checkouts.

Measurable: Achieve a 10% increase in total book checkouts compared to the previous school year.

Attainable: Encourage daily access by promoting before-school checkout times and integrating book promotions into classroom lessons.

Relevant: Supports literacy development and fosters a love of reading across all grade levels.

Time-bound: Goal to be met by the end of the 2025–2026 school year.

2. Goal: Host Community-Engaged Literacy Events

Specific: Plan and implement engaging literacy events in collaboration with faculty and community partners.

Measurable: Organize a minimum of three special library events (e.g., author visits, family literacy night, or reading celebrations).

Attainable: Utilize existing partnerships and school-wide communication channels for planning and promotion.

Relevant: Enhances the cultural and academic experience while supporting school-wide reading goals.

Time-bound: Events will be completed by May 2026.

3. Goal: Strengthen Instructional Support for ELL Students

Specific: Expand and utilize library resources to support Structured English Language Learners (SELL).

Measurable: Integrate bilingual and audio-supported books into at least 35% of media center lessons for SELL students.

Attainable: Leverage curated dual-language and audio book collections in both print and digital formats.

Relevant: Aligns with the school's equity-embedded mission and supports targeted language development.

Time-bound: Implementation to be completed by May 2026, with progress reviewed quarterly.

Budget and Funding

The library program at Palm Springs Elementary School is supported through a variety of dedicated funding sources that help maintain and grow a dynamic, student-centered learning environment. These funds are strategically used to enhance literacy resources, support instructional goals, and provide equitable access to materials for all students.

The current funding sources for the library include:

- **Media Supplies – \$722.89**
This allocation is used for essential operational materials such as book repair supplies, library processing items, signage, and other consumables that support the day-to-day functioning of the Media Center.
- **Library Books – \$1,376.00**
These funds are designated specifically for purchasing new titles to expand and refresh the library collection. This includes high-interest fiction, nonfiction, bilingual books, and materials aligned with the school's curriculum and student interests.
- **Furniture, Fixtures & Equipment (Furn-Fix/Equip) – \$764.00**
This funding supports the purchase or replacement of library furniture, fixtures, and small equipment that help maintain a functional and engaging learning environment. Items may include shelving, seating, display units, or technology accessories.
- **Media Internal Accounts – \$1,997.93**
These funds are flux and added to through internal school activities such as book fairs or donations and offer flexible support for special projects, author visits, technology upgrades, or expanding interactive and digital resources, including eBooks and audio-enhanced materials.

Together, these funding streams ensure the Palm Springs Elementary School Library can continue to provide a diverse, relevant, and high-quality collection and learning space that supports both academic achievement and a lifelong love of reading.

<i>School-based Operating Budget</i>	<i>Budget FY25</i>	<i>FY26 Projected Budget</i>
<i>Account 551100 - Media Supplies</i>	\$2115.00	\$2115.00
<i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i>	\$0.00	\$0.00
<i>Account 561100 - Library Books</i>	\$1376.00	\$1376.00
<i>Account 562230 - Media A/V Equipment</i>	\$0.00	\$0.00
<i>Account 564220 - Furn-Fix/Equip</i>	\$764.00	\$764.00
<i>Fundraising/ Grants</i>	<i>\$3,515.54</i>	<i>\$3,515.54</i>
<i>Media Center Internal Account number for your grant(s) 5-1700.00</i>	\$1993.49	\$1993.49
<i>State Media Allocation</i>	<i>Budget Amount</i>	<i>Budget Amount</i>
<i>Account 561100 (program 3070) - Media Books</i>	\$3174.00	\$3174.00

Purchasing Plan FY26

Approximate Purchasing Plan		
Purpose	Amount	
Media Supplies	\$2115.00	
Library Books-Concentration in bilingual and interactive books	\$1376.00	
Furn-Fix/Equip- front facing book holders, stem table	\$764.00	
Fundraising/ Grants- books, manipulatives, guided literature sets and class sets for grade 3-5	\$3,515.54	
Non Fiction Books to fill Dewey shortages	\$1993.49	
Account 561100 (program 3070) - Media Books	\$3174.00	
Total:	\$12938.03	

Scope of the Collection

The Palm Springs Elementary School Library maintains a diverse and thoughtfully curated collection designed to support both academic curriculum and independent, pleasure reading, in alignment with School Board Policy 8.12 . The collection includes a wide range of formats and materials to meet the instructional and recreational needs of all students across grade levels.

The collection includes:

- **Hard Copy Books:** A balanced selection of fiction and nonfiction titles arranged by standard Dewey Decimal Classification, as outlined in District Policy (Section 8 – Management of Library Media Instructional Materials). These books support grade-level standards, cultural representation, and student interests.
- **Interactive Books (Licensed in Perpetuity):** These titles provide enhanced reading experiences through multimedia features and are available indefinitely to ensure long-term accessibility and use.
- **District-Provided Databases and eBooks:** In addition to school-purchased resources, Palm Springs students benefit from access to district-approved online databases and eBooks, which expand our local collection and are available 24/7 from school or home. These databases include PebbleGo Platform: A trusted, age-appropriate research database provided in both Spanish and English, supporting the dual language program, English Language Learners, and research skills in grades K–5.
Additionally, MackinVIA Electronic Books is a collection of high-quality eBooks accessible through the MackinVIA platform, which allows students to read or listen to books from any internet-connected device. The platform

supports both schoolwork and personal reading choices.

- **Hardware and Software Access:** Students can access digital resources using school-issued laptops and Smartboards in classrooms, ensuring equitable access to the full collection during instruction and independent reading time. These resources, both physical and digital, are selected and maintained to ensure they are relevant, current, and inclusive, supporting the instructional goals of the school while fostering a lifelong love of reading. The collection is continuously reviewed and updated to align with evolving curriculum standards, student needs, and community values.

Equipment

The equipment available through Palm Springs media program included for teacher/staff use is a computer lab housed within our media center, papercutters, die cut machine, comb book makers, and a copy room complete with a poster machine.

Collection Development

Collection development is the ongoing process of selecting, acquiring, organizing, and maintaining quality materials and resources for the Palm Springs Elementary School Media center. The primary goal of collection development is to ensure that the library offers a rich, diverse, and up-to-date collection of information sources that support both the academic needs and personal interests of all students. At Palm Springs Elementary School, collection development is guided by the Media Specialist, Lasya Silberman, who leads the process with thoughtful input from administration, teachers, students, parents, and other school stakeholders. This collaborative approach ensures that the collection reflects the curriculum, promotes literacy, and includes materials that are inclusive, age-appropriate, and engaging. The collection includes books, digital resources, interactive media, and supporting equipment, all selected with the intent to foster learning, critical thinking, creativity, and a lifelong love of reading. By maintaining a well-balanced and relevant collection, the Media Center serves as a key academic and cultural resource for the entire school community.

Selection and Evaluation Criteria

1. Selection Responsibilities:

- Only certified educational media specialists, employed by the district and trained annually per State Board of Education Rule 6A-7.0715, may select books. Stakeholder consultation is required, including community input via online lists and Academic Advisory Committee notifications. Additional review may be sought using form PBSO 2671. Materials can be acquired after stakeholder review: 72 hours for book fair materials and two weeks for other materials.

2. Selection Criteria:

- Materials must enrich and support the school's educational goals and be diverse, age-appropriate, aligned with state academic standards, and free of prohibited content (e.g., pornography or materials harmful to minors). Use reputable professional reviews (e.g., *School Library Journal*, *Kirkus*). When selecting materials I consider educational significance, diversity, developmental appropriateness, accuracy, literary merit, and technical quality. Collections must support all students, including ESE and ELL, and reflect diverse viewpoints and cultures.

3. Removal of Materials:

- Books are removed based on poor condition, low circulation, outdated content, or misalignment with academic standards. Additionally, if there were an objection, objections follow a formal procedure outlined in Policy 8.1205. Lastly, the Superintendent or designee may remove materials based on legal standards, with documentation.
-

Application to Selection and Evaluation of the Library Collection

To apply these procedures effectively:

Selection:












- **Use Qualified Staff:** Ensure only certified and trained media specialists select materials.
- **Follow Criteria Rigorously:** Choose materials aligned with academic standards, student needs, and Florida laws. Prioritize educational relevance, developmental appropriateness, and literary quality.
- **Use Trusted Reviews:** Rely on at least two favorable professional reviews for each item.
- **Consult Stakeholders:** Post selections publicly and solicit community feedback as part of a transparent process.
- **Incorporate Diverse Perspectives:** Select materials reflecting various cultures, beliefs, and interests without promoting indoctrination.

Evaluation:

- **Annual Review:** Conduct a yearly evaluation using removal criteria—condition, relevance, circulation, and compliance.
- **Create and Update Development Plan:** Draft a School Collection Development Plan based on the evaluation, including goals, scope, and alignment with school and district missions.
- **Document and Communicate:** Maintain records of decisions and share the approved plan publicly on the school website.

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.

Collection Analysis

			
5262 Items in the Collection	6.1 Items per Student	2981 Fiction Titles in the Collection	34 Percent of nonfiction in the collection
Library media resources are curated to include recently published works and classics that rightfully impact the average age of the collection.			
	2016 Average Age of the Collection	784 Aged Titles	2035 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.	
			
990 Representative Titles in Collection	2016 Representative Titles Average Age	2164 SLL Titles in Collection	2016 SLL Titles Average Age

Collection Analysis By Category

This section provides a detailed look at the current library collection by classification and genre. It was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool.

Section	# of Titles	Average Age (year)
Computer Science, Information & General Works	25	2017
Philosophy & Psychology	90	2019
Religion	25	2015
Social Sciences	222	2014
Language	74	2011
Science	572	2015
Technology	178	2017
Arts & Recreation	169	2020
Literature	46	2011
History & Geography	184	2017
Biography	187	2016
Easy	1522	2015
General Fiction	1459	2016
Graphic Novels	469	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. This year we did not receive any gifts.

Collection Maintenance

A comprehensive inventory of **all** areas of the library was conducted during the 2024–2025 school year. In the 2025–2026 school year, an inventory of the Everybody/Easy collection will be undertaken, including all associated subsections such as Bilingual, Spanish, and Haitian materials. The 2026–2027 school year will focus on the inventory of the Nonfiction collection and its respective subsections. Finally, during the 2027–2028 school year, the Fiction collection, along with all its subsections, will be inventoried. Inventory will be completed on a three-year rotation per [Board Policy 8.12 \(8\)](#).

Lost or Damaged Library Materials

Fines are assessed for all lost or damaged library materials. However, reductions may be granted for items that have experienced significant circulation or in cases involving students with demonstrated financial need. Additionally, fines may be waived upon direct request from the student or the Media Specialist, submitted via email. Exceptions are reviewed case by case.

Strategic Focus – Weeding and Acquisitions

School Year	Strategic Focus
FY26	Selection Priorities <ul style="list-style-type: none">● Bilingual● Choose Your own ending● Interactive
	Inventory/Weeding Priorities <ul style="list-style-type: none">● Everybody/Easy collection and its respective subsections● Nonfiction collection and its respective subsections● Fiction collection and its respective subsections
FY27	Selection Priorities <ul style="list-style-type: none">● Bilingual Books● Complete Series● Non Fiction low Dewey Areas
	Inventory/Weeding Priorities <ul style="list-style-type: none">● Nonfiction Books● Fiction Books● Everybody/Easy Books
FY28	Selection Priorities <ul style="list-style-type: none">● Award Winners● Fiction● Bilingual/Spanish
	Inventory/Weeding Priorities <ul style="list-style-type: none">● Fiction● Nonfiction● Everybody/Easy

Reconsideration of Materials

In the reconsideration of materials Palm Springs Elementary School affirms the media center's adherence to Board Policy 8.1205 regarding the review and handling of challenged materials. In the event that a concern is raised about any library resource, the procedures outlined in Policy 8.1205 will be followed to ensure a fair and thorough evaluation. For transparency and ease of access, both the full text of Board Policy 8.1205 and the Specific Material Objection form are provided in the appendix of this document.

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 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 April 21, 2025)

E: Specific Material Objection Form

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

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

Lasya Silberman

05/14/2026

Marjie Rowe

Audit trail

Details

FILE NAME PSE Collection Development FY26 - 5/14/25, 8:39 AM

STATUS ● Signed

STATUS TIMESTAMP 2025/05/15
16:59:02 UTC

Activity



SENT

lasya.silberman@palmbeachschools.org **sent** a signature request to:
• Marjie Rowe (marjie.rowe@palmbeachschools.org)

2025/05/14
12:40:54 UTC



SIGNED

Signed by Marjie Rowe (marjie.rowe@palmbeachschools.org)

2025/05/15
16:59:02 UTC



COMPLETED

This document has been signed by all signers and is **complete**

2025/05/15
16:59:02 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.