

FY26 COLLECTION DEVELOPMENT POLICY



South Olive Elementary FY26 Collection Development Policy

Michelle R. Dunlap

Certified Educational Media Specialist

Read! *Read!* **READ!**

Signature Page

South Olive Elementary
FY26 Collection Development Policy

Read! *Read!* **READ!**



Date Approved by Administration: **May 27, 2025**

Media Specialist's Name: Michelle R. Dunlap

Media Specialist's Signature: _____

Michelle Dunlap

Principal's Name: Dr. Saara Saarela-Vening

Principal's Signature: _____

Dr. Saara Saarela-Vening

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Purpose of Collection Development Policy

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

Background Statement & School Community

Our Pre-Kindergarten - Fifth-Grade public school, located adjacent to the South Olive Park and Community Center, is two blocks from the Intracoastal Waterway. South Olive Elementary is located in the South End Neighborhood of West Palm Beach in the city's Latin Quarter. Our school zone boundaries stretch from the midline of Southern Boulevard to the north, the Lake Worth Canal/City of Lake Worth Beach to the south, the Intracoastal Waterway to the east, and the FEC railroad tracks to the west. We've been a neighborhood school since 1955, where families have attended for generations. We are also a Title I Open Enrollment School. Our demographics show a 66% minority rate and an 88% economically disadvantaged rate. We have also been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program for underperforming subgroups. Under ESSA (Every Student Succeeds Act) we have been identified as an ATSI school (Additional Target Support and Improvement) specifically for the SWD (Students With Disabilities) for 5 consecutive years of underperforming. Our ELL (English Language Learners) and Black/ African American Students subgroups have each performed below the threshold for one year. Our other subgroups, such as Economically Disadvantaged Students (FRL - Free Reduced Lunch), are making appropriate gains. Of particular concern across all subgroups is science. We are underperforming the district and state by 11%. Only 42% of our students scored a level 3 or higher on the state science test, which covers fair game science standards from every grade in elementary school. The lack of science achievement of more than 50% of our students is concerning. Our school has few behavioral suspensions, but a high absentee rate. (FY24 116 absent more than 10% of days; FY 25 dropped to 63 students missing 10% or more of the school year.) For the last several years, we have had a school grade of "B". We are the tigers - blue and gold!

We have just been approved to be a Pre-K through 8th-grade in-house choice school for Technology and Engineering Exploration. That is exciting news! Currently, we have an ever-expanding Voluntary Pre-Kindergarten (VPK) program and a Pre-Kindergarten program for students in Exceptional Student Education. We boast strong fine arts and academic programs. Our school has a gifted/talented program and offers an accelerated math program (AMP). Last year, we launched the nationally recognized AVID program school-wide. AVID opens doors for opportunities and possibilities for college and

careers. Its acronym stands for the Advancement Via Individual Determination.

We currently have 41 teachers on staff with an enrollment of 513 students from Pre-K to 5th grade. According to the Florida Department of Education's *Gold Report*, 54% of our students qualify for free/reduced lunch. We became a Title I school in FY24. Also, according to the *Gold Report*, our student demographics are 54% Hispanic, 7% Black, 2% Asian, 34% White, and 2% Multiracial. Our student population is 27% English Language Learners. Many of our students are bilingual. Some of our students speak Haitian Creole or other languages, but the majority of our students who speak a second language speak Spanish. Many of our students have connections to families in Latin America. At South Olive, we also offer early intervention and support for approximately 18% of our population identified as students with disabilities. We are fortunate to have a very active and supportive PTO (Parent Teacher Organization) and SAC (School Advisory Council) that come alongside and support our South Olive Elementary School family.

School Mission Statement

South Olive Elementary is committed to providing a world-class education with excellence and equality to empower students with the assistance of district, school, family, and community partnerships to reach their highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. South Olive Elementary envisions a dynamic, collaborative, multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Media Center Mission Statement

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

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

The Library Media Center is a gathering place for students, staff, and our community. It is also a "5 C's" focused classroom - a place where Critical thinking, Creativity, Compassion, Communication, and Collaboration abound. These "C's" identified by the *Partnership for 21st Century Skills Team* are key skills needed to succeed in today's world and job market.

Responsibility for Collection Management & Development

The acquisition and maintenance of the Library Media Center materials collection is a primary function of the educational media specialist. Collection development and management refers to the process of building and maintaining the library's entire materials collection to support and enrich every student's educational experience. Students and staff have opportunities throughout the year to respond to surveys and give feedback to suggest books and program ideas for our library media center. At faculty and leadership meetings, as academic areas of concern arise, I look for resources to support and assist our teaching team and students. Many students have made title, genre, and subject suggestions via Google Classroom or during the Book Fairs, which have been purchased for our library collection. Families, staff members, and community stakeholders also give suggestions and ideas via email, class dojo, notes, in person, and at various meetings to be considered. I keep a little notebook with these requests and with notes to myself to consult when creating orders. Lists of Award Winners and Nominees, Book Reviews, Patron Reports, and so much more go into consideration to grow our collection.

Library Program

Our library program is on a fixed schedule on a fine arts rotation wheel with physical education, (sometimes guidance), music, and art. FY26, each fine arts teacher will see each Kindergarten - 5th grade student every four weeks (which is about 1 full week each month). The students usually come with their homeroom to fine arts class, but may be divided into mixed groups by grade level. Some teachers also sign up to check out library books with their classes outside of their fine arts time. Teachers can also request books for their classrooms, which I pull and pack for them to pick up in special library go bags. Our 45-minute fine arts time has 30 minutes for instruction and 15 minutes for recess. During recess, also known as GAP (Games, Activities, and Puzzles) Time, students from other fine arts classes may come with library passes to check out books or tend to library business. During library media fine arts rotations, students check out books, listen to books read aloud, learn about digital citizenship, use learning resources in the SDPBC portal, create research projects in Google Classroom, and more. The skills I teach them and the resources I show them all transfer to their classroom learning. Each grade has a different Dunlap Destination continent to explore and research each school year. By the time our students get to fifth grade, they have gone around the world and visited each continent. The guidance counselor often will come and teach a lesson on one day of my rotations to teach something school-wide, and also to give me time to catch up with the ever-expanding duties put on the educational media specialist. As the Tech Safe Point of Contact for our school, I address:

- How to be safe on the Internet, including how to be aware of cyberbullying and how to respond.
- How to behave appropriately while online and while using social networking.

- Understanding digital citizenship and responsibility, and how to protect personal information and privacy.

Our fine arts team also works together to create memorable school-wide grade-level events during our fine arts time and after school/ evenings, so as not to take away from instructional time during the day. We have organized: Jump Rope for Heart (and raised money for the American Heart Association), Pre-Spring Break Shamrock Race, Book Fair Preview & Shopping, Field Days, Art Contests, Trunk or Treat - *books make great treats giveaway*, Fine Arts Night, Concerts and Shows, Guest Speakers/Authors, Science Museum Guests, Bedtime Storytime Boo Swap Bonanza, and more.

Goals and Objectives

- **Goal 1: Identify “Holes” in our library book collection FY26**
 - Rearrange bookshelves and update shelf labels
 - Identify shelves that are low on books by letter or number
 - Add more books for clubs and campus activities (i.e., chess, golf, etc.)
 - Continue to weed shelves based on the Titlewave Report suggestions
 - Pull books for tastings by author letter or Dewey Number - notice interest levels
 - Use data from needs assessments, surveys, and requests to create a book wishlist
 - Find reviews to support selections and then post a list for stakeholders
 - Purchase Dewey Decimal Numbered books that will capture the interest of students (support science and ELA curriculum needs, especially)
 - Compare book collections with other libraries to find missing popular authors
 - Pull lists of award-winning books to cross-check and consider adding
 - Add more eBooks to MackinVIA aimed primarily at grades 2-4, especially non-fiction
- **Goal 2: Update the physical space of the media center FY26**
 - This space was the cafeteria 70 years ago - reimagine the space
 - Move the unneeded bookshelves and rearrange the books
 - Update labels and shelf map
 - Change out bulletin board backgrounds and displays
 - After the painters came, new color palette of white with indigo trim
 - Windows have already been updated with film and shades
 - Feature the Stained Glass windows given by the first PTO
 - Determine color for furniture palette - possibly navy with some gray & rust
 - Add flex furniture and comfy seating spaces (consider removing circ desk)
 - Find funding for new lab furniture and monitors / hide wires
 - Move GAP (Games, Activities, Puzzles) to a mobile storage system
 - Curate new tables for the main library that will work for adult meetings, but that are also kid-friendly for daily use
 - Update the presentation station - possibly enlarge and angle

- Move all tech to Windows 11
- Dunlap Destinations - world travel theme for lab/ black modern look
- Follow up with work orders for roof and ceiling leak repairs
- Request new flooring throughout the main library (possibly all spaces)
- Set up the Maker Space room to become the Middle School Reading Room
- Add updated touches to the teacher work room 165, TV studio, and office
- Add a penguin to the baggage claim entrance area
- Take into consideration ideas and feedback shared by staff, students, and families

● **Goal 3: Maintain high participation in reading SSYRA-nominated books FY26**

- Write middle school battle questions in exchange for a set of 15 SSYRA titles
- Ask PTO, Kiwanis Club, and business partners to purchase sets for grades 3-5 ELA classes and SSYRA Jr. for K-2 homerooms
- Procure a set of SSYRA and SSYRA Jr. books for the library and digital versions for MackinVIA
- Plan library media fine arts lessons to promote books: read-aloud, book tastings, special activities to showcase authors & genres, etc.
- Increase the number of students who vote for the winning book (read 3 to vote)
- Maintain FAME Membership to allow voting and access resources
- Use new technology in the updated TV Studio for book teasers
- Request *Book Taco* to add the SSYRA and SSYRA Jr. titles to its platform
- Meet with ELA team for grades 3-5 and talk up the Battle of the Books
- Consider labeling former SSYRA-nominated books with a notation on the top
- Create a bulletin board or display to promote participation
- We had 66 participants in FY23, 179 participants in FY24, and 157 out of 220 students (35 teams) in FY25 - GOAL: maintain a majority of students in grades 3-5 participating.
- Provide medals for students who achieve over the district median score, but not in the top 100 teams that receive dog tags. Arrange for principal to sign certificates.
- Post a challenge to read all 15 books to be invited to the Principal's Pizza Party in May. (Print special FAME certificate of Read ALL 15! in color for these students.)
- Send home SSYRA book lists at the end of the year to match the rising grades of students
- Participate in the SDPBC Tournament

Budget and Funding

The Library Media Center is given a school-based operating budget at the beginning of every school year to purchase books and online materials, as well as resources, supplies, equipment, and furnishings that support instruction. Next year's projected budget for FY26 is expected to be similar to the FY25 school year.

School-based Operating Budget	Budget FY25 \$9,126.23	FY26 Projected Budget
Account 551100 - Media Supplies	\$560	\$370
Account 553420 - Media Subscriptions (Periodicals-Newspapers)	\$241.43	\$222
Account 561100 - Library Books	\$616	\$666
Account 562230 - Media A/V Equipment	\$274	\$296
Account 564220 - Furn-Fix/Equip	\$342	\$370
Fundraising/ Grants	Budget Amount	
Media Center Internal Account Number for your grant(s) and Book Fair Profit	\$5,903.20	\$6,000
State Media Allocation	Budget Amount	
Account 561100 (program 3070) - Media Books	\$1,190	\$1,200

Purchasing Plan FY26

Approximate Purchasing Plan	
Purpose	Amount
New Books	\$3,500
Reading Celebrations & Bookmarks/ Incentives	\$500
Office Supplies & teacher Workroom Items	\$125
STEAM supplies & GAP (Games Activities Puzzles)	\$500
Memberships: FAME, Conference Registrations	\$375
Furniture	\$20,000
Total:	\$25,000

Scope of the Collection

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

Our digital collection in MackinVIA has eBooks, databases, and DogoNews. The District provides databases and eBooks that expand our local digital collection and provide 24/7 access for students. I have ordered new eBooks this year based on interest inventories that children shared with me in our Google Classrooms. We currently have 458 eBooks, including SSYRA nominees. We have less than 500 students in grades K-5, yet this year on MackinVIA, we had a total of 5,833 Logins, 8,705 Views, and **1,648 eBook Checkouts**. We averaged 164 eBook checkouts a month, with two months having over 300 eBook checkouts in FY25. This is similar statistics for eBook checkouts FY24. More ebooks were checked out second semester when I did a review backpack tool lesson. Our current collection of ebooks is 40% fiction and 20% graphic novels. Since some ebooks only have 26 checkouts and others have a 2-year subscription, our collection waxes and wanes. This year I purposely purchased more perpetual titles. I am working on building this collection and learning how best to manage it.

Our Library Media books, eBooks, and media materials will support both curriculum and pleasure reading as per School Board Policy 8.12 (section 5d) and District policy, our collection will be arranged in standard Dewey order. (See section 8 of Management of Library Media Instructional Materials.)

From this year's teacher survey, it seems we still need more scientists and positive difference-makers in our biography collection. We also still need more children's poetry books. The Maker Space movement + our Green School Status + STEAM emphasis = need for more craft, recipe, and creative how-to books. This year's inventory was of our fiction section. I have now done every section and made a complete circle for inventory. While books were weeded out, it was not thousands of books, it was hundreds. For this coming year, the main areas of focused growth for our collection and resources are the numbered Dewey Decimal books. I am planning activities to showcase each Dewey Section and conduct an informal needs assessment. Our school's science test scores are very low. Highlighting the science topics in Non-Fiction hopefully will boost interest and scores. Our reading scores are on the rise. Showcasing authors and genres will be key to keeping our readers reading. We will still continue to add authors and series to update our E and F sections as well. Students give me feedback at our Scholastic Book Fairs for books they would like to see on the shelves. I will continue to use that feedback to guide purchases at our Book Fairs as well.

Equipment

Our library media center includes a Windows computer lab of Dell Computers that children and staff use. We also have a few touchscreen Chromebooks, iPads, and a green screen that have been used for book reviews and more. Where filmstrip projectors and cassette players were once stored, we now have Sharing Shelves with resources and materials for staff to use and share. It is now a Teacher Workroom with Ellison Dycuts, paper cutters, electric hole punchers, laminators, and more. Our Tiger TV Studio was updated this year with new state-of-the-art equipment. The library has bookshelves and tables used by students and grown-ups for daily learning, meetings, and special events.

Collection Development

Collection development is the process of procuring and providing quality materials and equipment for the library media center. The goal of collection development is to ensure the collection has information sources in adequate quantity and variety to support our students' academic and personal interest needs. We want to enrich every student's educational experience. The media specialist leads this process with input from administration, teachers, staff, students, parents, and other stakeholders.

Selection and Evaluation Criteria

Materials considered for purchase are selected based on the criteria established in SDPBC Policy 8.12. There are many professional reviews to consider when choosing a book. The *School Library Journal* Book Review offers professional reviews of approximately 6,000 current titles published for children and young adults across a wide range of genres and subject areas. *The Horn Book, Inc. Guide/Reviews Database* offers short, critical reviews by

trusted professionals of recommended hardcover trade books published in the United States for young people from 2000 to the present. *Booklist Reader* features diverse readers' advisory recommendations for readers and listeners of all ages. *The Children's Book Review* has been a resource devoted to children's literature and literacy since 2008, finding the best books for kids of all ages. Many other professional review sites also put together reviews and book lists to help with book selections for our Library Media Center. Many factors are taken into consideration as per SDPBC Policy 8.12. Award-winning materials are also considered for our Library Media Center such as books on these lists: The Newbery Medal and Honor Books, Coretta Scott King Book Awards, Caldecott Medal Winners, Pura Belpre Awards, Sunshine State Young Reader Award Nominees and Winners, Florida Literacy Association's Children's Book Award Nominees, and more. Materials are also considered for purchase based on the reputation and significance of the author/producer. South Olive Elementary School supports *Intellectual Freedom* as stated in documents published by the American Library Association.

District-Wide "Procedures for Selecting & Developing Library Collections"

[School Board Policy 8.12](#) sets out the procedures for selecting and developing library collections. These procedures are followed District-wide.

District Resources And Services

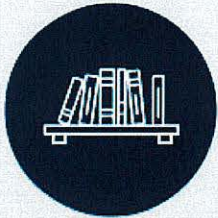

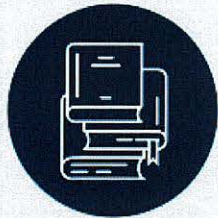

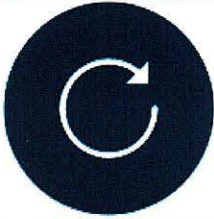



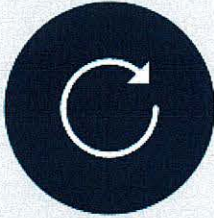

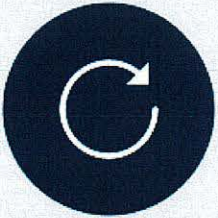
The School District Library Media Services provides support to school library media center personnel and establishes uniform policies and procedures for school library media centers throughout the District. These services include, but are not limited to:

- 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 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.

Collection Analysis

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 our library collection based on a Titlewise Analysis.

			
9,475 Items in the Collection	19.0 Items per Student	27% Fiction Titles in the Collection	36 % 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. Ave. Age 2010 Aged Titles 41% 2020 & Newer 17%			
	Print Books 98%	Digital eBooks 2%	750 Biographies 2,692 Early Readers & Picture Books
Top Homerooms for Book Circulation: 1st Grade Mrs. S. 318 Circulations 5th Grade Mrs. N with 208 2nd Grade Miss F. with 205		Top Three Patrons FY25: Genesis first grade with 61 circulations. Aubrey in 5th grade with 51 Diya in 3rd grade with 50	
			
Diverse Titles 30% Representative Titles in Collection	Diverse Titles 2009 Representative Titles Average Age	SLL Titles 32% SLL Titles in Collection	SLL Titles 2011 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	73	2015
Philosophy & Psychology	30	2013
Religion	51	2009
Social Sciences	483	2002
Language	39	2001
Science	974	2010
Technology	315	2012
Arts & Recreation	715	2016
Literature	147	2003
History & Geography	612	2008
Biography	750	2005
Easy	2,692	2009
General Fiction	2,589	2013
Graphic Novels	2,500	2021

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

Our library book inventory will continue to be completed on a three-year rotation as per **SDPBC Policy 8.12 (8)** i.e., FY26 - E for picture books for Everyone and Early Readers Inventory, FY27 - NF for Non-Fiction Dewey Decimal classified books, FY28 - F for Fiction Inventory. Note that holiday and seasonal books are on shelves in my office and need to be included during inventory. The Graphic Novels (741.5) are in spinning racks and not with the other Dewey Decimal books. Paperback books are labeled but separate from hardback books. All numbered books are on the north wall, and all the "E" books wrap around the other three walls. Fiction shelves are in the middle of the library. Upon completion of each inventory, books will be weeded out. This means that books marked lost will be deleted. It also means that books that are aged and yellow, not being checked out, or no longer current/accurate will be weeded out and removed from the collection. Some fiction and nonfiction titles may be available as giveaways. However, out-of-date material will not be placed in classrooms or hands of children. Weeded materials will be boxed and disposed of according to district policy. Once materials are identified to be weeded, in Destiny, the copies will be updated and marked "track as weeded." The barcode will be removed or marked out, and DISCARD will be written or stamped inside the front cover. Broken equipment will be weeded out if broken beyond repair or obsolete. Our ITSA would complete the forms and process for e-waste.

Lost or Damaged Library Materials

Students are encouraged to keep their library books in their backpacks. Even our digital library in MackinVIA has virtual backpacks for checked-out eBooks. Book checkouts are for two weeks, both for eBooks and print books. Students and staff library patrons may return library books at one of two book return bins in the downstairs hall or in person to the library during fine arts. The last 15 minutes of fine arts is a recess time we call Games, Activities, and Puzzles, AKA GAP Time. Students may use a library pass during fine arts GAP time for library business i.e., check out or return a book, ask a question, pay a fine, etc. We do not charge daily fines for overdue books. If books are overdue and lost, we ask that students find and return them, replace them (with a note so it is credited to their account), or pay for them. At the end of the school year, a fine will be posted as an obligation in SIS for the value of any lost books in accordance with [School Board Policy 2.21B\(9\)](#) which states: "If a student loses or damages District property, including library books and textbooks loaned to said student, said to pay for, replace or repair said district property." As a practice, we do not refund monies if a long-lost book is finally found. The fine paid is considered a donation. Exceptions to this rule would be made with administration approval.

Strategic Focus – Weeding and Acquisitions

School Year	Strategic Focus
FY26	Selection Priorities <ul style="list-style-type: none"> • Add new authors & series of beginning chapter books • Add Science topics to Dewey and fill in number gaps • Add more paperback “Speed Reads”, Holiday/Seasonal, eBooks, & Award Winners
	“E” Inventory / Weeding Priorities <ul style="list-style-type: none"> • E for Everyone Hardback Picture Books • E for Everyone Paperback Picture Books • E for Everyone Holiday Picturebooks
FY27	Selection Priorities <ul style="list-style-type: none"> • Add more E hardback & paperback books • Procure more fiction chapter books with intermediate grade 4/5 appeal • Use Titlewise report to find and fill in gaps in our collection
	Dewey Decimal Inventory/ Weeding Priorities <ul style="list-style-type: none"> • 000 - 400’s (& Biographies 92 separately) • 500 - 600’s • 700 - 900’s
FY28	Selection Priorities <ul style="list-style-type: none"> • Add new authors for middle school & intermediate shelves • Purchase more eBooks for MackinVIA • Use Titlewise report to identify areas in need of more resources
	Fiction Inventory/ Weeding Priorities <ul style="list-style-type: none"> • Inventory fiction chapter books A-Z • Inventory fiction intermediate chapter books • Inventory fiction paperback speed read baskets & holiday fiction in the office

Reconsideration of Materials

SDPBC Policy 8.1205 “Challenge Procedures for Instructional Materials” will be followed as our guide for the district-approved steps for any resident within our school boundary or parent of a student attending our school who wishes to challenge specific instructional material, such as a library book in our South Olive Library Media Center. (See [Board Policy 8.1205](#) on challenged materials. The Specific Material Objections SDPBC form is linked in the appendix.)

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)