



Highland Elementary School FY27 Collection Development Plan

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Signature Page

Highland Elementary School

FY27 Collection Development Plan

Date Approved by Administration: 5/4/26

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Principal Name: _____ Frances Frye _____

Principal Signature: _____ Frances Frye

Signature verification page

Table of Contents

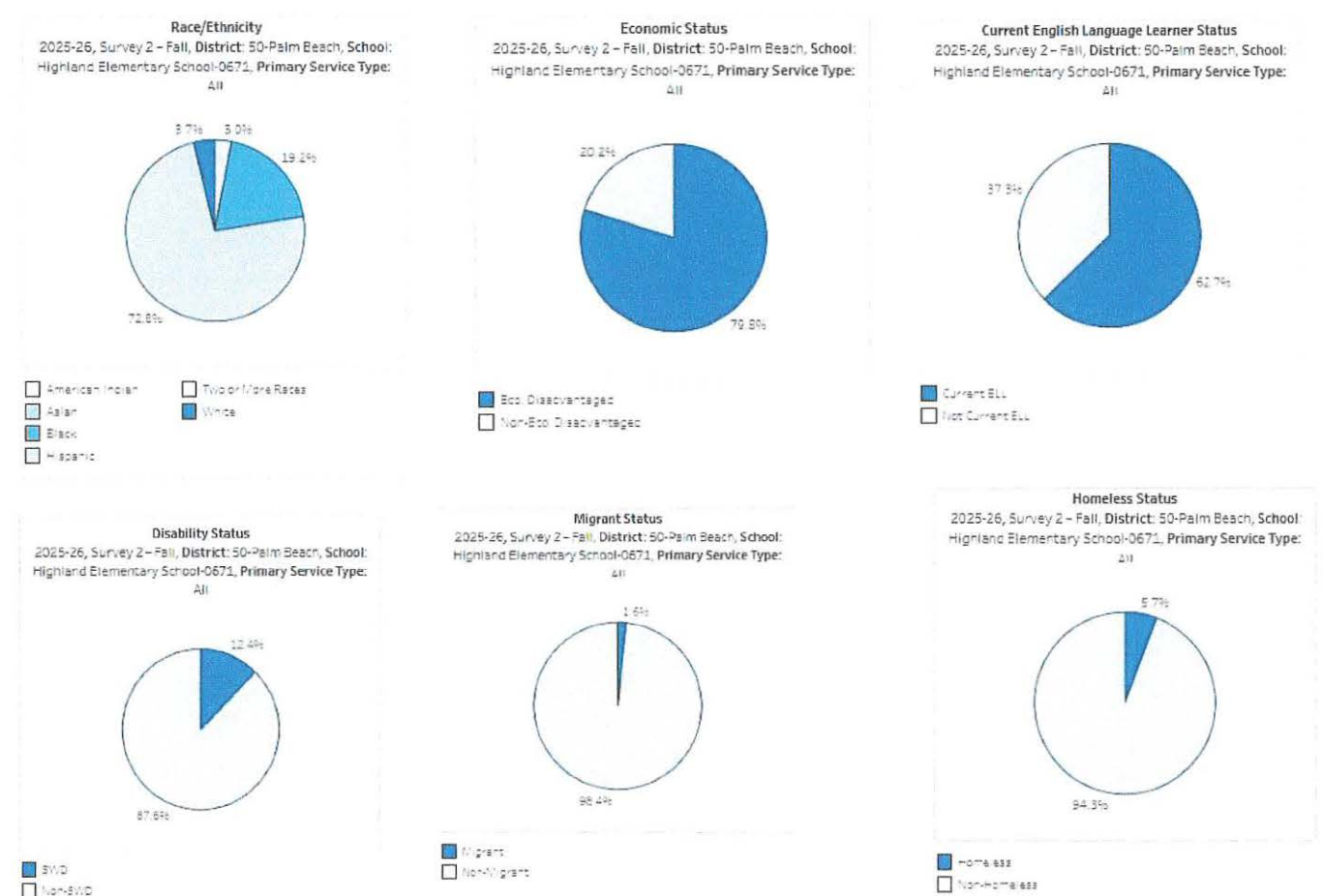
<u>Purpose Statement</u>	4
<u>Background Statement & School Community</u>	4
<u>School Mission Statement</u>	5
<u>Media Center Mission Statement</u>	6
<u>Responsibility for Collection Management Development</u>	6
<u>Library Program</u>	6
<u>Goals and Objectives</u>	7
<u>Budgeting and Funding</u>	9
<u>Scope of the Collection</u>	10
<u>Equipment</u>	11
<u>Collection Development</u>	12
<u>Selection Evaluation and Criteria</u>	13
<u>Analysis of the Collection</u>	15
<u>Gifts and Donations</u>	16
<u>Collection Maintenance</u>	16
<u>Lost or Damaged Library Materials</u>	17
<u>Strategic Focus – Weeding & Acquisitions</u>	18
<u>Reconsideration of Materials</u>	20
<u>Appendices</u>	21
<u>A - Library Bill of Rights</u>	21
<u>B - ALA Intellectual Freedom Statement</u>	21
<u>C - Board Policy 8.12</u>	21
<u>D - Board Policy 8.1205</u>	21
<u>E - Specific Material Objection Form</u>	21

Purpose of Collection Development Plan

This Collection Development Plan serves as the school's official guide for the selection, acquisition, maintenance, and management of library media resources. Its purpose is to ensure that the collection supports the school's curriculum and instructional goals while strictly adhering to the statutory requirements of Florida Statute 1006.28 and School Board Policy 8.12.

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 856 students: 32 (3.7%) White, 623 (72.8%) Hispanic, 164 (19.2%) Black, 10 (1.3%) subgroups, and 26 (3%) American Indian. 425 (49.6%) of our students are female, while the remaining 431 (50.4%) are male.



The school population includes 537 English Language Learners, 856 students identified as economically disadvantaged, 49 students experiencing homelessness, 14 migrant students, and 106 students with identified disabilities.

Highland serves students in Pre-K through Grade 5. The current student enrollment is distributed as follows: Pre-K: 45 students; Kindergarten: 120 students; Grade 1: 130 students; Grade 2: 135 students; Grade 3: 170 students; Grade 4: 117 students; and Grade 5: 139 students.

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, Students' Voice 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, Panther cash, Positive Office referrals, and Students of the Month 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.

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

In accordance with School Board Policy 8.12, the School Board is the legal owner of all library materials. The Principal is responsible for administering the school's library media program and for the physical maintenance of the facility.

Per state statute, the professional selection and vetting of materials must be performed by a Certified Educational Media Specialist. At schools with a certified specialist, this responsibility lies with that individual. At schools without a certified specialist, the selection and vetting of materials is managed by the District Library Media Services Department to ensure statutory compliance.

To ensure the collection remains relevant and responsive to the school community, input regarding selection and collection development is actively solicited from administration, faculty, students, parents, and District stakeholders.

Library Program

The library media program is on the Fine Arts wheel and operates on a fixed schedule to ensure equitable access for all students. Each homeroom will have Media approximately 4 times a year, every 7 - 10 weeks during the 30-minute Fine Arts time scheduled from 10:30 am - 2:00 pm. Instruction is provided weekly to support academic standards and digital literacy.

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, Tonies, 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, Literacy Week, Read Across America, and STEM Fair which foster reading comprehension, teamwork, and enthusiasm for literature. Authors and special guests are invited to share read-alouds and take part in our Read Across America celebration. On Fridays students 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 7:30 in the Production Room to livestream the morning news at 7:50. Two book fairs are held every year in the Fall and Spring, including Family Night and Teacher Preview to invite stakeholders. All profits support the Media Center. Additional responsibilities include vetting school materials that are used in the library, Ben Carson Room, and classroom.

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 visits, 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 school administration uses a formula to distribute the appropriated funds. The budget for the FY27 school year is expected to be similar to FY26.

2026-2027 ((FY27) projected budget amounts

<i>School-based Operating Budget</i>	<i>Budget FY26</i>	<i>Projected FY27 Budget</i>
<i>Account 551100 - Media Supplies</i>	<i>\$1,668</i>	<i>\$1,668</i>
<i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i>	<i>\$0.00</i>	<i>\$0.00</i>
<i>Account 561100 - Library Books</i>	<i>\$1,463</i>	<i>\$1,463</i>
<i>Account 562230 - Media A/V Equipment</i>	<i>\$0.00</i>	<i>\$0.00</i>
<i>Account 564220 - Furn-Fix/Equip</i>	<i>\$695</i>	<i>\$695</i>
<i>Fundraising / Scholastic Book Fair Dollars</i>	<i>FY26</i>	<i>Projected FY27</i>
<i>Media Center Internal Account number (5-1700-01)</i>	<i>\$1,433.07</i>	<i>\$1,433.07</i>
<i>State Media Allocation</i>	<i>FY26</i>	<i>Projected FY27</i>
<i>Account 561100 (program 3070) - Media Books</i>	<i>\$2,550</i>	<i>\$2,550</i>

Purchasing Plan FY27

Purpose	Amount
poster paper	\$500
laminating paper	\$400
books	\$3000
poster machine ink	\$500
Teaching supplies	\$600
Total:	\$5000

Scope of the Collection

The Library Media Center manages a comprehensive collection of print, digital, and technological resources selected to support the school's instructional goals and the diverse needs of the student community. The following sections outline the specific formats and equipment currently maintained within the collection.

Formats:

- Print: Hardcover and Paperback Books- Fiction and non-fiction books, picture books, early readers, chapter books, Graphic novels, biographies, teacher resources
- Digital: eBooks, Digital Audiobooks, Online Databases (District and Site-Licensed).
- Audiovisual: Manipulatives/Realia.

Special 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, and popular series and graphic novels to engage reluctant readers.

Digital Resources:

The collection includes District-provided databases and eBooks that expand the local collection and provide students with 24/7 access to high-quality digital content. These resources are vetted at the District level to ensure alignment with state standards and student privacy regulations.

Policy Alignment and Organization:

In accordance with School Board Policy 8.12 (Section 5d), the library media collection is curated to support both the academic curriculum and the personal interest needs (pleasure reading) of the student body.

Furthermore, per School Board Policy 8.12 (Section 8) on the Management of Library Media Instructional Materials, the collection is organized and maintained using the standard Dewey Decimal Classification System to ensure uniform accessibility across the District.

Equipment

To support the school's curriculum and foster digital literacy, the Library Media Center maintains a curated inventory of audiovisual and technological equipment. The lists below detail the specific hardware available to students and staff for instruction, content creation, and daily access.

Instructional Area:

- Classroom Technology: Interactive Flat Panel, chromebooks, Ozobots, Tonies, writing tablets, printer
- Makerspace: Building Manipulatives, playdough

Media Production:

- TV Studio: Full Production Studio (Cameras, Tri-Caster/Mixer, Lighting, Green Screen, Graphic monitor, Audio equipment, Script monitor, Live screen monitor).
- Mobile News: Portable News Crew Equipment (camera)
- Student Production: Cameras/Tripods, Microphones

Teacher Support and Workroom:

- Production: Large and small Format (Poster) Printer, 2 Laminators, 2 Die-Cut Machines, 2 copy machines
- A/V Support: 2 Smart boards, microphone, voice enhancer

Circulation and Access:

- Devices: Student Chromebooks (Daily Loaners), COW (cart on wheels houses chromebooks and chargers),
- Peripherals: Headphones, writing tablets

Collection Development and Maintenance

The collection is developed and maintained through a rigorous process of selection and weeding (deselection) to ensure materials remain current, relevant, and in good physical condition.

Selection Criteria:

In accordance with School Board Policy 8.12, materials are selected based on educational significance, need, and accuracy. The selection process prioritizes resources that support the curriculum, foster factual knowledge growth, and reflect the diversity of the global community.

Weeding (Deselection) Policy:

Per Florida Statute 1006.28 and District guidelines, the collection is continuously reviewed. Materials are removed (weeded) if they are physically damaged, factually inaccurate, obsolete, or no longer circulating. This ensures the library remains a vital, attractive, and useful resource for students.

Selection and Evaluation Criteria

Policy Alignment: As per School Board Policy 8.12 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.

Professional Tools: All books will be reviewed through Titlewave, Mackin, School Library Journal and /or, Kirkus reviews. 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.

Critical Criteria: 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

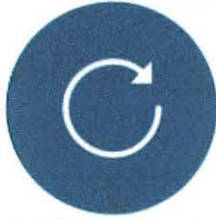
The School District Library Media Services Department supports school-based library media center personnel and establishes uniform policies and procedures for school library media centers throughout the District. These services include, but are not limited to:

- 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.

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 the collection based on a Titlewise Analysis.

			
8,104 Items in the Collection	6.9 Items per Student	16% Fiction Titles in the Collection	29% 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.			
	2012 Average Age of the Collection	28% Aged Titles	12% 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.	
			
26% Representative Titles in Collection	2012 Representative Titles Average Age	31% SLL Titles in Collection	2013 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	52	2012
Philosophy & Psychology	25	2006
Religion	8	2005
Social Sciences	604	2006
Language	57	2006
Science	543	2013
Technology	155	2014
Arts & Recreation	740	2017
Literature	47	2010
History & Geography	79	2014
Biography	237	2012
Easy	1831	2012
General Fiction	1,269	2012
Graphic Novels	740	2017

Gifts and Donations

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

Collection Maintenance

Inventory and Weeding Cycle:

Per School Board Policy 8.12, the collection is inventoried on a three-year rotational basis. This ensures every item in the collection is physically accounted for, assessed for condition, and evaluated for relevance at least once every three years.

The rotation plan will be as follows: FY27 Non-Fiction, FY28 Easy, FY29 Fiction.

Ongoing Maintenance:

Collection maintenance is a continuous process that extends beyond the annual inventory window. Materials are repaired, relabeled, and deselected throughout the school year to maintain a high standard of accessibility and visual appeal.

Collection Organization and Visual Navigation:

At Highland Elementary, the Easy Book collection is maintained as a distinct section and includes materials in both English and Spanish. English Easy Books are shelved separately from Spanish Easy Books, which are located on clearly designated adjacent shelves. Prominent, color-coded labels (e.g., "EASY" and "SPANISH") are displayed above each section to support efficient navigation. Consistent signage is used throughout the library to ensure clarity and accessibility for all users.

The English Fiction collection is organized alphabetically by the author and located on the right side of the media center. Spanish fiction titles are housed on dedicated shelving within this area. The right side of the media center also houses the Biography, Graphic Novel, and Haitian Creole collections. Alphabetically arranged, color-coded shelf dividers are utilized to facilitate easy browsing and retrieval.

The Nonfiction collection is located on the left side of the media center and is organized according to the Dewey Decimal Classification System to ensure standardization and ease of access. Spanish nonfiction materials are integrated within this section. Framed subject area posters are displayed above each area, with representative titles showcased alongside to guide student selection and promote engagement.

The makerspace is situated at the rear of the media center. This area is designed to encourage hands-on learning, with building manipulatives readily available on tables for immediate use. Additionally, origami books and paper are displayed to support creativity and independent exploration.

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 – Inventory, Deselection (Weeding), and Acquisitions

School Year	Strategic Focus
FY27	Selection Priorities The primary buying goal for this school year is to update and strengthen the Nonfiction collection to ensure accuracy, relevance, and alignment with current curriculum standards. Emphasis will be placed on replacing Aged Dewey Titles or the Age-Sensitive areas with current, high-interest, and culturally responsive titles. Priority areas include Political Science, Education, Science, and Geography, where information changes rapidly. New purchases will focus on age-appropriate, visually engaging texts that support inquiry-based learning and student research skills.
Non-Fiction	Inventory and Deselection (Weeding) Focus (1) Nonfiction: Inventory> 000-999 Deselection> 000-999 Biographies (All sections) Spanish Nonfiction Collection (2) Based on the Aged Dewey Titles reflected on the Titlewave analysis, books will be weeded from 002 - 999 and updated editions purchased.
FY28	Selection Priorities The primary buying goal for the EASY collection is to build a balanced, engaging, and developmentally appropriate selection of early literacy materials that support foundational reading skills. Emphasis will be placed on high-interest, diverse, and culturally responsive titles that reflect the backgrounds and experiences of the student population. Additional priority will be given to expanding bilingual and Spanish-language picture books to support English Language Learners. New acquisitions will include a mix of fiction and nonfiction titles that promote phonemic awareness,
Easy	

	vocabulary development, and comprehension. Visually appealing books with strong illustrations, predictable text patterns, and read-aloud quality will be prioritized to encourage independent reading and foster a love of books. Replacement of worn or outdated classics with updated editions will also be a key focus. Inventory and Deselection (Weeding) Priorities 1) EASY Collection (All picture books, including English and Spanish sections) 2) EASY Collection, with emphasis on: • Worn, damaged, or heavily used books that are no longer in good condition • Outdated titles based on the Aged Sensitive Areas on the Titlewave Analysis that no longer reflect current language use, cultural relevance, or student interests • Low-circulating titles that do not support curriculum or student engagement • Select titles will be replaced with updated, high-interest, and diverse materials to maintain a strong and relevant early literacy collection
FY29 Fiction	Selection Priorities The primary goal for the Fiction collections (General Fiction, Easy, Story Collection, and Graphic Novels) is to expand access to high-interest, diverse, and culturally responsive literature that reflects the experiences and identities of all students. Emphasis will be placed on adding engaging, age-appropriate titles that promote reading for enjoyment while supporting literacy development. Priority will be given to updating popular series, increasing representation across genres and cultures, and expanding graphic novels and early reader selections to motivate reluctant readers. Additional focus will be placed on bilingual and Spanish-language fiction to support English Language Learners. Replacing worn or outdated titles with current, relevant materials will remain a key component of collection development. Inventory and Deselection (Weeding) Priorities 1) Fiction (General Fiction, Easy, Story Collection, Graphic Novels). Inventory Focus (2025–2026): • General Fiction • Easy (Picture Books) • Story Collection (Short Stories/Folktales)

	• Graphic Novels Deselection (Weeding) Focus (2025–2026): • General Fiction, Easy, Story Collection, and Graphic Novels, with emphasis on: ◦ Worn, damaged, or outdated materials ◦ Low-circulating titles that no longer reflect student interest ◦ Titles with outdated content, stereotypes, or lack of cultural relevance • Select titles will be replaced with updated, high-interest, and diverse materials to maintain a relevant and engaging fiction collection
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Reconsideration of Materials

Objection Protocols: In the event of a citizen objection to any material within the library or classroom collection, the school shall strictly follow the procedures outlined in School Board Policy 8.1205. Copies of this policy and the Specific Material Objection Form are Included in the Appendices of this document for immediate reference.

Status of Challenged Materials: Materials currently under objection shall be managed in accordance with the District's reconsideration procedures. Except where immediate removal is required by state statute (e.g., alleged sexual conduct), no material shall be removed or restricted solely based on an objection until the formal review process has been completed.

Annual Evaluation and Revision of Collection Development Plan

This collection development plan will be reviewed annually.

Appendices

A: Library Bill of Rights

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

[Link](#) (Accessed March 13, 2026)

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

B: Intellectual Freedom Statement

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

[Link](#) (Accessed March 13, 2026)

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 March 13, 2026)

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 March 13, 2026)

E: Specific Material Objection Form

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

[Link](#) (Accessed March 13, 2026)