Established 1915

BROWARD

County Public Schools

2025-2026

New Renaissance Middle School

Media Center

Collection Development Plan

Earnest Toliver

Aimee Sangster

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Executive Summary

District Strategic Plan 2025

Broward County Public Schools is the sixth-largest school district in the United States and the second-largest in Florida. The district serves more than 256,021 students at 231 schools and is one of the largest employers in South Florida, with 30,529 team members.

Vision: Educating today's students to succeed in tomorrow's world.

Mission: Educating all students to reach their highest potential.

Core Values: **S**tudent Focus, **T**eaching Excellence, **A**ccountability, **R**espect, **S**afety

School Mission Statement

New Renaissance Middle School is committed to providing a rigorous curriculum that aims to develop inquiring, knowledgeable, and caring students that see the world through a more global and intercultural perspective that supports understanding and respect.

School Community

New Renaissance Middle serves 835 students enrolled in grades 6-8. The student population's ethnicity comprises 24.4% Hispanic and 75.6% Non-Hispanic students. Additionally, we serve a diverse population made up of 21.1% White, 73.3% Black, .02% Native, 3.4% Asian, 0% Pacific, and 2.0% Multicultural students.

The administration includes Principal Earnest Toliver and Assistant Principal Kienna Knowles, Phillip Perez, Kenyetta McKie. New Renaissance Middle Schol is proud to offer the many unique programs which provide students with opportunities. These include the international baccalaureate program, innovative learnings program, Verizon Program, and the performing arts program

Purpose of Collection Development Policy

A school library collection development plan serves as a roadmap to guide library materials' selection, acquisition, and maintenance. It ensures the collection aligns with Florida statutes, the District's Strategic Plan Goals and Guardrails, the school's curriculum, and student needs by providing a framework for choosing resources that best support student learning across different subjects and interests while also addressing diversity and appropriate content levels.

A Collection Development Plan Serves Several Important Purposes:

Statutory Compliance: A Collection Development Plan establishes the framework for adhering to the mandatory state statute, requiring each district school board to adopt procedures for developing library media center collections and to post these procedures on each school's website.
District Alignment: Aligns with Broward County Public Schools 2022-2027 Strategic Plan Goals and Guardrails.
Supporting curriculum: The plan should directly connect library materials to the school's curriculum, ensuring students access relevant study resources.
Student needs assessment: It considers students' diverse needs, including reading levels, interests, and learning styles, to select materials that cater to a wide range of abilities.
Selection criteria: The plan outlines clear criteria for choosing materials, such as quality, accuracy, relevance, and alignment with school values.
Budget management: It helps allocate library funds effectively by prioritizing purchase needs based on identified gaps in the collection.
Collection maintenance: The plan includes procedures for discarding outdated or damaged materials and replacing them with current resources.
Community engagement: It involves collaboration with students, teachers, administrators, and parents to gather input on collection needs.

A thorough analysis of the current media center collection at New Renaissance Middle indicates that the average age of the collection is 2004 and the number of books per student is 11.3. The American Library Association has established a criteria for a highly effective media center that includes a ratio of 10 books available per student in the collection.

Currently, New Renaissance Middle does meet the recommended standards for the number of books per student.

Library Program

The library program offers a flexible schedule designed to accommodate the diverse needs of students and staff. Key initiatives include the Reading Beanstack challenges, which encourage students to set and track reading goals, as well as the highly anticipated Book Fair, which fosters a love of reading and provides access to a variety of new books. The program also plays an integral role in supporting Literacy Week, highlighting the importance of reading and writing across the curriculum. Classroom visits are conducted regularly in the media center, where students receive valuable instruction on library resources, media center orientation, and skills development. In addition, the space is used for activities such as

testing, tutoring, and collaborative learning, ensuring that all students have the support they need to succeed academically.

School Analysis

The school analysis provides an overview of the school's enrollment, demographics, and special programs.

School Enrollment & Demographics Data

Student Enrollment	Federal Ethnicity (Hispanic)	Federal Ethnicity (Non-Hispanic)
835 **Student Enrollment**	**24.4%** Hispanic	**75.6%** Non-Hispanic

Federal Race Category

21.1% White	**73.3%** Black	**.02%** Native	**3.4%** Asian	**0%** Pacific	**2.0%** Multicultural

Scope of the Collection

The library collection is designed to provide a wide range of materials that support diverse learning needs and interests. The collection includes both fiction and non-fiction books, catering to various age groups, reading levels, and subject areas. Formats include traditional print books, as well as e-books accessible through platforms like Sora, which provides an extensive selection of online reading materials. For non-book formats, the collection offers access to magazines covering a variety of topics, from current events to hobbies, ensuring that students have up-to-date, engaging reading options. The library also subscribes to Gale, a powerful digital resource providing access to a wealth of databases, research tools, and academic journals. The library uses the Destiny library system to catalog and manage all physical and digital materials, enabling easy access and efficient management of resources. This system also allows students and staff to check out books, reserve materials, and track reading progress. For accessing e-books and digital content, students can use devices such as tablets, laptops, and desktop computers, all equipped with the necessary software to interact with platforms like Sora and Gale. The library collection does not include physical materials like CDs, DVDs, or VHS tapes, as the focus is on digital accessibility and modern learning tools. Additionally, hardware like dedicated e-readers or library-specific devices may be available for checkout to ensure equitable access to digital materials for all students.

The district provides online resources to ensure equitable access to information for teaching and learning to improve student performance and achievement. Students and teachers can use Clever or Canvas to access age-appropriate materials that support educational and social-emotional needs through the following online resources: Follett Destiny Online Library Catalog, Gale Online Databases and eBooks, Beanstack, and Sora by Overdrive.

School media centers provide access to library media materials that eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity, expression, or other protected group status and that are free of bias, stereotypes, distortions, and prejudices. This includes the ability to obtain information in a variety of formats -electronic as well as print, without fear of censorship or reprisal.

Collection Development

Collection Development is the process of 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 student's academic and personal interest needs. The media specialist is charged with leading this process with the input of teachers, students, and parents. Resources are selected according to principles of intellectual freedom and provide all learners with access to information representing diverse points of view.

Selection and Evaluation Criteria (Drawn from BCPS Policy 4120)

Selection of Materials

Funded by the state, district, and school, the media collection will contain a wide range of appropriate materials on varying levels of difficulty in various existing and emerging formats. It will focus on materials that address different learning styles and levels.

Responsibility

The School Board of Broward County is legally responsible for all matters relating to the operation of the Broward County Schools. The professionally trained media specialist is responsible for coordinating the selection of instructional materials for the School Media Center, consulting with the principal, teachers, and students.

***In the event there is not a school library media specialist,** the Principal and/or Administrative Designee will assume the responsibility for identifying and selecting an instructional staff member(s) to engage in the selection process to ensure materials support the needs of the school community.

NOTE: *Clerical personnel should NOT be responsible for library material collection development and/or resource management and selection of materials.*

Criteria for Selection of Print and Non-Print Materials

1. Materials are selected to support the mission of New Renaissance Middle School.
2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the ***Library Bill of Rights,*** materials will be considered based on the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills
- Relationship of the material to the overall collection
- Cost, packaging, and documentation

Selection Tools

The following professional resources are available to assist the media specialist in the selection process. However, selection is not limited to the use of these tools.

Follett Titlewave: Titlewave is a collection development and curriculum support tool for school libraries, librarians, and educators, featuring professionally curated content from Follett library services and support tools that help you find the most relevant materials.

Mackin: Mackin uses highly acclaimed review sources (AudioFile, Booklist, Horn Book Magazine, Kirkus Reviews, Library Media Connection, Publishers Weekly, and School Library Journal). It places them in one convenient location to make the best selections for school libraries and students.

Periodicals: School Library Journal, Kirkus Reviews, Booklist, Horn Book, Library Media Connection, Journal of Adolescent and Adult Literacy, Young Adult Library Services, Knowledge Quest.

Books: Children's & YA Book Lists: Best Books, Best Books for Young Adult Readers; Books for You: An Annotated Booklist for Senior High Students; Outstanding Books for the College Bound: Choices for a Generation; and Senior High School Library Catalog.

Note: Common Sense Media, Amazon, Goodreads, The Manga Critic and Reviews from paid reviewing sources **may be used** in conjunction with professional reviewing sources.

Gifts and Donations

Any gifted or donated items must meet the same selection criteria as all other materials—the criteria listed in Florida Statute 1006.28 and Broward County School Board Policy 4120.

Collection Maintenance

Removing materials from a library collection that are no longer educationally appropriate is as an equally important process as selecting new items of high quality. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and to keep the collection relevant to the changing needs of the curriculum, personal interests, and needs of students. Evaluation of items under consideration for removal from the Library Media Center should be based on criteria related to the educational value of the resources. The removal (weeding) of library materials from the collection is the responsibility of a skilled professional library media specialist. Weeded items should not be disposed of or discarded at the school site. Weeded items should be boxed and identified as DISCARDED or WITHDRAWN and scheduled for pick up by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

Reconsideration of Materials

Inquiries regarding the appropriateness of particular library and supplemental instructional materials are a normal part of the process of providing a wide variety of resources for student use.

Opt-Out Form

Parents may submit their request to limit their student's access to materials in the school or classroom library by submitting a completed Opt-Out Form to the school principal.

Procedures for Objections to Library Materials and Reading Lists

Superintendent Review Committee

1. The School Board shall form a Superintendent Review Committee (SRC) to review objections to library materials. The SRC must have a minimum of five members but may have as many additional members as the Superintendent or his/her designee appoints based on need.
2. Any committees convened for the purpose of resolving an objection by a parent or resident to specific materials must include parents of students who will have access to such material.
3. The membership of the review committee should reflect the broad racial, ethnic, socioeconomic, and cultural diversity of Broward County Public Schools as well as individual(s) with noted or reasonable subject matter expertise.

Phase 1: Complete Objection to Library/Instructional Materials Form

a. A parent or resident of Broward County who wishes to object to materials used within the School Board of Broward County Public Schools must complete the "Objection to Library/Instructional Materials Form," located on the school's Library Media website. The objection shall include the following information:
b. Parent or resident of Broward County must specify the text within the material he/she believes is out of compliance with the requirements of Section 1006.28(2)(a)2.a. or b., Florida Statutes, and the nature of the alleged noncompliance.

Phase 2: Notifications

a. Upon receipt of the completed "Objection to Library/Instructional Materials" form, notifications will be sent to the principal where the challenge originates as well as the Innovative Learning Department staff, school board members, and superintendent.
b. Any item subject to an objection on the basis of sub sub-subparagraph b. (I) or sub-sub-subparagraph b.(II) must be removed within 5 school days of receipt Page 9 of 10 of the objection and remain unavailable to students of that school until the objection is resolved.

Phase 3: Superintendent's Review Committee Review

a. The Innovative Learning Department Director shall convene the SRC to review the material.
b. SRC will utilize an approved review rubric aligned to School Board policies and state statutes approved by the Superintendent.

Phase 4: SRC's Recommendation to the Superintendent

a. A decision will be rendered within ninety (90) days after receipt of the objection.
b. Committee will submit their recommendation to the School Board of Broward County, the Superintendent, and the parent or resident of Broward County.
    i. allows the challenged material to maintain its current status;
    ii. leave the challenged material in the classroom or school media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed items;
    iii. limit the educational use of the challenged material;
    iv. transfer the challenged material to a higher-level school (e. g. elementary to a middle school); and/or
    v. remove the challenged material from the school environment.

Phase 5: Appeal

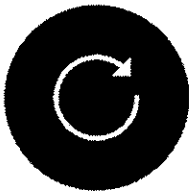
a. If a parent or resident of Broward County disagrees with the determination made by the SRC, he/she may request inclusion on the School Board agenda.
b. If they disagree with the School Board's decision on the objection to the use of a specific material, a parent or resident of Broward County may request from the Commissioner of Education appointment of a special magistrate who is a member of the Florida Bar in good standing and who has at least 5 years' experience in administrative law to render a recommended decision.

Collection Analysis

The information provided in this section gives an overview of the entire library collection. Collection analysis is based on a Titlewave Analysis completed.



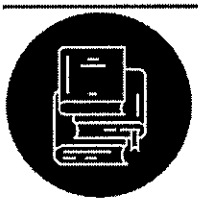
10,478
Items in the Collection



2004
Average Age of the Collection



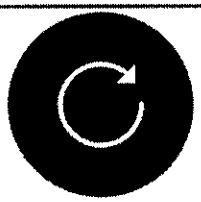
11.3
Items per Student



54%
Fiction titles in the Collection



2%
Digital Resources

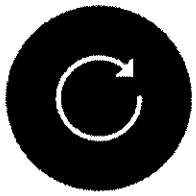


69 %
Aged Titles

Diverse library media resources. The resources provide "mirrors, windows, and sliding glass doors" for students and teachers to see themselves in books and also learn about the lives of others through literature.



43 %
Diverse Titles in Collection

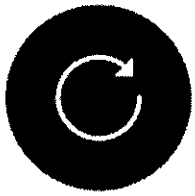


2002
Diverse Titles Average Age

Social-Emotional Learning (SEL) library media resources can contribute to the ***development of character and social-emotional skills.***



43%
SEL Titles in Collection



2002
SEL Titles Average Age

Collection Analysis by Category

This section provides a detailed look at the current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool (Balanced Dewey Comparison Report).

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2011	80	**0.8%**	**0.8%**	**0%**
Philosophy & Psychology	2013	42	**0.4%**	**0.8%**	**-0.4%**
Religion	2005	18	**0.2%**	**0.3%**	**-0.1%**
Social Sciences	2014	350	**3.3%**	**5.5%**	**-2.2%**
Language	2006	53	**0.5%**	**0.1%**	**0.4%**
Science	2013	149	**1.4%**	**5.8%**	**-4.4%**
Technology	2016	287	**2.7%**	**4.2%**	**-1.5%**
Arts & Recreation	2012	298	**2.8%**	**8.9%**	**-6.1%**
Literature	2004	38	**0.4%**	**1.1%**	**-0.7%**
History & Geography	2011	403	**3.8%**	**6.3%**	**-2.5%**
Biography	2002	2226	**21.2%**	**4.2%**	**17%**
Easy	2016	5	**0.1%**	**n/a**	**n/a**
General Fiction	2002	5,628	**53.7%**	**62%**	**8.3%**
Paperback	1999	19	**0.2%**	**n/a**	**n/a**
Professional	2009	37	**0.3%**	**n/a**	**n/a**
Reference	2008	50	**0.5%**	**n/a**	**n/a**
Story Collection	2000	338	**3.2%**	**n/a**	**n/a**

The analysis of the collection also revealed the following areas of **strengths** and **concerns**:

Strengths

- We currently have 10478 titles in our collection, of which 106 were classified.
- We are compliant with 10 books per student.
-
-

Focus Areas

- Throughout the collection, the average copyright date is 2002 or 23 years old.
- The average age is 13 years older than recommended.
- Size deficits are greatest in the General Fiction, 900s and 500s.
- The oldest areas are the General Fiction, 800s and Biography.

Strategic Focus

This page lists the priorities for weeding and purchasing for each school year and includes the actions, updates, and outcomes. This is subject to change due to funding and time constraints.

School Year	Strategic Focus
Year 1 Current Year	Purchasing Priority 1- Purchase non-fiction collection sets that include Presidents, countries, states, careers, encyclopedias. Purchasing Priority 2- Purchase graphic novels to increase students reading for pleasure. Weeding Priority 1- Weed the Biography section by 15% Weeding Priority 2, - Weed the General Fiction section by 16%
Year 2	Purchasing Priority 1- Purchase non-fiction collection sets that include Presidents, countries, states, careers, encyclopedias. Purchasing Priority 2- Purchase graphic novels to increase students reading for pleasure. Weeding Priority 1- Weed sections as necessary.
Year 3	Purchasing Priority 1- Purchase non-fiction collection sets that include Presidents, countries, states, careers, encyclopedias. Purchasing Priority 2- Purchase graphic novels to increase students reading for pleasure. Weeding Priority 1- Weed sections as necessary.

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year.

Annual Budget 2025-2026

Annual Budget	
Source	***Amount***
State Allocation Funds (amount provided in the spring)	$
Approximate Annual Budget	
Source	***Amount***
School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil)	$7011.43
Library Media Internal Funds (Lost books, book fairs, and fundraising)	$1903.61
Grants	$0.00
TOTAL	$8915.04

Note: State Allocation Funds (Fund 1000 Function 6200 Activity 7220). Please confirm this amount with your school bookkeeper.

Purchasing Plan 2025-2026

Approximate Purchasing Plan	
Purpose	***Amount***
Purchasing books for the media center.	$6,000
TOTAL	$6,000

Reviewed by Principal **Earnest Toliver**

Signature: _____ **Date** 10/7/25

- ☐ **Share this plan with SAC by January 31, 2026**
- ☐ **Post this plan on the school's website by February 7, 2026**

Appendix

- Library Bill of Rights
- Library Reading Materials Opt-Out Form 2024/2025 (All Grades)
- Objection to Library/Specific Materials Form

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

Library Reading Materials Opt Out Form 2024/2025 (All Grades)

THE SCHOOL BOARD OF BROWARD COUNTY,
FLORIDA LIBRARY MEDIA SERVICES

LIBRARY READING MATERIALS OPT-OUT FORM

As a parent, you always have the right to opt your child out of any library material. Please complete the Opt-Out Form.

Upon submission of the Opt-Out Form, please discuss this decision with your child to ensure they are aware before visiting the library. Upon the Opt-Out Form submission, your child's account will be updated in the library checkout system. It is our goal to make this process easy for parents.

Please contact your building principal if you have questions or need additional information.

_____ **I WILL NOT** permit my student to check out library materials.

Student Name (PRINT) Student	Signature Date
Parent/Guardian Name (PRINT)	Parent/Guardian Signature Date

Objection to Library/Specific Materials Form

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
INNOVATIVE LEARNING DEPARTMENT — LIBRARY MEDIA SERVICES

OBJECTIONS TO LIBRARY/SPECIFIC MATERIALS

Part I:

In order to assist a parent or resident of Broward County with the submission of an objection, Policy 4120 provides information on the Objection to Library/Specific Materials Form as required by Section 1006.28(2)(a)2., F.S. A parent or resident of Broward County that wishes to object to materials used within the School Board of Broward County, Florida public schools must complete the "Objection to Library/Specific Materials Form" located on the School Board of Broward County homepage and on the media center page of each school. All completed objection forms must be emailed to the Director or Innovative Learning at objectiontomaterials@browardschools.com. Parents or residents of this county may share their concerns regarding any library/specific materials with the principal at the school site where the material is located prior to filing an objection. The committee will only consider book objections if they are submitted with at least 90 days remaining in the school year. Objections submitted outside this timeframe will not be reviewed until the following school year.

Part II:

Introduction

This form must be used by a parent or resident of this county, in conjunction with district policies and procedures, to submit an objection to the school board for the following material:

1. Materials used in a classroom in the district, except for instructional materials as defined in s. 1006.29(2), F.S. The process and forms to object to instructional materials can be found on the Innovative Learning website under Instructional Materials Adoption Information.

2. Materials made available to students in a school or classroom library.

3. Materials included on a school or classroom reading list.

Section 1: Parent or Resident Information

1. I am a parent or guardian of a district or homeschool student who has access to school district materials described in Part II of this form. ☐ Yes ☐ No (If yes, skip question 2)
2. ☐ I am a resident of this county and
   ☐ I have not submitted an objection to any other materials described in Part II of this form during this calendar month. (Both boxes under question 2 must be checked to submit an objection as a resident.)

First Name _____ Last Name _____

Address _____

City _____ State _____ Zip Code _____

County _____ Email _____

Phone Number _____

Section 2: Information Regarding Material

Type of material: ☐ Book ☐Non-print material ☐ Other (identify): _____

Title of the material: _____

Author(s): _____ Publisher or Producer: _____

Copyright Date: _____ Grade Level used: _____

Where is the material found: ☐ Media Center ☐ Classroom Library ☐ Reading List ☐ Other: _____

School(s) where material is found: _____

ISBN, if available: _____

Section 3: Basis for the Objection

Identify the basis for your objection:

☐The material is pornographic.

☐The material is prohibited under Section 847.012, F.S.

☐The material depicts or describes sexual conduct as defined in Section 847.001(19), F.S.

☐The material is not suited to student needs and their ability to comprehend the material.

☐The material is inappropriate for the grade level and age group for which it is used.

Section 4: Objection Specific Information

1. What brought this material to your attention?

   _____

   _____

   _____

2. Did you examine this material in its entirety? ☐ Yes ☐ No

If not, what sections did you examine?

3. Identify the portion of the material objected to and why. (*You must be specific and provide page numbers, sections, or timestamps, as appropriate. You may attach additional information that does not fit within this form.*)

4. Is there any age or grade you would recommend this material? ☐ Yes ☐ No

   If yes, please specify: _____

5. Is there any value in this material?

6. What is your desired outcome for this material?

   ☐ Remove or discontinue use of material.

   ☐ Limit access to certain grade levels: _____

   ☐ Limit my child's access.

   ☐ Other: _____

Signature: _____ Date: _____