



FY25 COLLECTION DEVELOPMENT POLICY

Emerald Cove Middle School

FY25 Collection Development Policy

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Emerald Cove Middle School FY25 Collection Development Policy

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Purpose of Collection Development Policy

The Collection Development Policy is designed to support the Library's Mission statement and serves as guide for the selection, acquisition, maintenance, and retention of materials by establishing roles, responsibilities, and a process for addressing Library user concerns. As our student population changes, the Media Center at Emerald Cove Middle School reassesses and adapts its collections to reflect new and differing areas of interest and concern. The collection development policy is annually evaluated and revised as necessary to provide guidance for implementing changes in the collection.

Background Statement & School Community

The primary users of ECMS Library Media Center are students in grades six through eight. Faculty and staff frequently check out books and materials for classroom and personal use, and parents in our community are welcome to utilize our resources as well. According to District data, ECMS has a culturally and ethnically diverse student population representing different economic backgrounds. According to the most recent information in the School District's SIS School Report and the FLDOE Report Card, students at Emerald Cove include 29% white, 27% black, 31% Hispanic, 8% Asian, and 5% multiracial. The total enrollment is 1,235. Fifty-two percent of our students are classified as economically disadvantaged. The Exceptional Student Education population is 17.3% of our school, and 3.6% of the student body are English Language Learners. There are eleven different primary languages spoken by students at Emerald Cove. Our school has an AVID program and a Pre-IT program which set it apart from other middle schools and impacts our collection development.

https://sis.palmbeachschools.org/focus/Modules.php?force_package=SIS&modname=Reports/DistrictReports.php#!export/86

<https://edudata.fldoe.org/ReportCards/Schools.html?school=3371&district=50>

School Mission and Vision Statement

Emerald Cove Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

The school's vision is that the students will maintain high standards through a rigorous and relevant program that enriches their lives and enhances academic achievement, develops creative thinking and analytical skills and embraces reading. In addition, the school works towards making sure the academic and elective curriculum reflects a real world perspective.

Media Center Mission Statement

The Emerald Cove Middle School Library Media Center exists to provide informational and instructional resources to support the school's curriculum and to meet the academic and recreational information needs and interest of students, staff and parents. To achieve these purposes, the LMC collection covers a wide range of subjects, reflects differentiated levels of student ability, and represents diverse points of view. In addition to providing information, the collection also includes items that portray the creative artistry, insight and vision of the human mind and materials that contribute to the development of both cognitive and affective attributes in students. To accommodate varying learning styles and to enrich learning for all, providing information through a variety of formats is essential. These formats, which are print and non-print, visual and auditory, verbal and non-verbal, concrete and abstract, are delivered through various technologies and media. Non-fiction materials are organized using the Dewey Decimal system. Fiction books are arranged by genre with large colorful wooden signs and are labeled with genre stickers for easy access for all library users. A professional resource collection and a curriculum support collection of print materials and DVD's are available in the production room.

Responsibility for Collection Management & Development

The Library Media Specialist is primarily responsible for collection management and its development. Department chairs, special program teachers, and guidance counselors also play a vital role in selection of materials. All teachers, parents, and students have the opportunity to request materials, which are then reviewed thoroughly by the LMS before being purchased. Teachers may request materials in person, in writing, or through email. Students have a “request box” in which to place their choices, or they may also request books verbally for the LMS to review.

Library Program

The Library Media Specialist is available to assist and collaborate with teachers to plan and enhance instructional lessons. The LMS not only provides assistance in gathering informational resources and materials, but is also available to provide instruction to teachers and students in the areas of information literacy skills, instructional methodologies, and educational technology applications. Assistance from the LMS is made available in the library or classroom both informally and formally. For the 2023-2024 school year, the LMS has worked closely with the language arts teachers to support the use of classroom novels, genre-specific book tasting activities, whole-class independent book check-out days, an on-site Scholastic book fair, and a summer reading program. The library provides resources and programs for Black History Month & Women’s History Month. The LMS supports the social studies department by assisting with special resources for our Holocaust presentation, a visit by a State’s Attorney, and the Mel Fisher “Florida’s Hidden History” Pop-Up Museum in our media center for the month of February. The AVID program hosts speakers and representatives from colleges to discuss university life. The LMS also supports our STEM club, ESE department, AVID program, and Pre-Information Technology courses with various presentations, resources, and curriculum materials. The anticipation for the 2024-2025 school year is to continue these same programs while adding even more.

To ensure student access, the ECMS LMC is open in the mornings for students to return or check out books, read, use the computers, study, and work on homework & projects from 8:55 to 9:25. Individuals or small groups of students may visit the library anytime during the school day on our flexible schedule with permission from the classroom teacher. Teachers of all subjects are encouraged to bring an entire class to the library during the regular school day, and many do so quite often.

Goals and Objectives

Goal #1: To support the ECMS School Improvement Goal and District’s Strategic Plan of developing a single school culture & appreciation of multicultural diversity. In alignment to S.B. 2.09, this instruction includes but is not limited to: History of Holocaust; History of Africans and African Americans; History of Asian Americans & Pacific Islanders; Health Education, Life Skills & Social Media; Hispanic Contributions; Women’s Contributions; Civic & Character Education; and Sacrifices of Veterans, and the value of Medal of Honor recipients.

- A. Researching scholarly journals and surveying the departments for input on resources necessary for the advancement of multicultural diversity
- B. Purchasing age-appropriate resources for the media center
- C. When available, advertising and promoting these resources to teachers and all stakeholders

Goal #2: To make the media center a physically safer place.

- A. To obtain and install a convex mirror for the back right corner. This will make it easier to see students who are trying to hide behind the shelves
- B. Persuade administration to assign a morning duty post on the stairwell to eliminate students congregating and playing on the stairs and the two landings.
- C. To obtain security cameras for the media center and computer lab.

Goal #3: To ease the transition of the new media specialist into Emerald Cove

- A. I will encourage teachers to include the new media specialist in PLCs, meetings, lunchtime, and collaborative events so that she will feel supported and can get to know the school climate and procedures.
- B. I will provide a written “Things You Need to Know” guide for the new media specialist, but I will wait to be asked to help with events such as book fair, Literacy Week, author visits, etc. This will allow her to forge her own path without feeling that I am interfering.

Budget and Funding

| School-based Operating Budget | Budget FY24 | FY25 Projected Budget |
|--|----------------------|------------------------------|
| <i>Account 551100 - Media Supplies</i> | \$770 | \$770 |
| <i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i> | \$578 | \$578 |
| <i>Account 561100 - Library Books</i> | \$963 | \$963 |
| <i>Account 562230 - Media A/V Equipment</i> | \$578 | \$578 |
| <i>Account 564220 - Furn-Fix/Equip</i> | \$300 | \$300 |
| Fundraising/ Grants | Budget Amount | |
| <i>Media Center Internal Account 1500.00</i> | \$2889 | \$2889 |
| State Media Allocation | Budget Amount | |
| <i>Account 556110 (program 3070) - Media Books</i> | \$2200 | \$2200 |

Purchasing Plan FY25

| Approximate Purchasing Plan | |
|---|----------------|
| Purpose | Amount |
| Books | \$4000 |
| Poster-Making Supplies (paper, ink, laminating) | \$800 |
| General Supplies | \$1200 |
| Chair leg cushions | \$300 |
| | |
| | |
| Total: | \$6.300 |

Scope of the Collection

During the 2023-2024 school year, 744 print books and 15 Ebooks were added to our collection. I weeded 124 books due to age, condition, and appropriateness for our population. There are 20,290 books in our collection according to the Destiny Titlewave Analysis. This total includes 11,303 fiction books, 8,552 non-fiction books, and 904 biographies & autobiographies. Spanish language books is a growing section with 113 fiction & non-fiction books. There are 105 Easy books to support our ESE, self-contained, and ELL students. There are also 232 DVDs for teachers to check out for use in their classrooms and 88 resources in the Professional library. 275 electronic books are available through the MackinVIA student and teacher portal which give our students and staff access to materials 24 hours a day. 192 books on CD and 150 books on Playaway MP3 player supplement the expansive print collection.

Databases and reference websites that are available through the teacher and student portals are Gale Researcher, Worldbook, Tumblebooks, Florida Electronic Library, Google Scholar, Imagine Language & Literature, ISeek, Khan Academy, and SIRS. These resources are available around the clock.

Materials in the ECMS media center will support both curriculum and pleasure reading as per School Board Policy 8.12 (see Section 5 d). The non-fiction collection is arranged in standard Dewey order (see Section 8 Management of Library Media Instructional Materials] with the exception of the 714.5 graphic novels, which are grouped with other graphic texts, and the 920 group biography section which is situated next to the 92 Biography section. In addition, books in Spanish have their own section of fiction & non-fiction texts. Genres in the fiction section are as follows: Adventure, Classics, Easy, Chapter Books, Fantasy, Graphic Novels, Historical Fiction, Horror, Humor, Mystery, New, Realistic, Science Fiction, Sports, Sunshine State Young Readers Award, Fantasy/Sci Fi Series, and the Friends Book Club Corner.

The entire print and ebook collection is viewable through the Destiny catalog and MackinVIA tile located in teacher and student portals 24 hours a day.

Equipment

The ECMS media center has a computer lab with 26 desktop computers, of which five will print to a black & white printer. The TV production room is also attached to the media center in a separate room. The media center contains one large SMART panel, one small SMART panel, microphones and audio enhancement devices, portable whiteboards and markers, board and card games, and art supplies which may be borrowed for use in the media center or for classroom use.

To assist in media production and project presentation, the ECMS LMC Production Room is fully equipped and available for use by all school staff. A wide variety of machines and equipment are available including a single color Variquest printer, an Epson poster-sized color printer, twelve rolls of colored bulletin board paper, a copy machine, a laminating machine, an electric hole punch, electric staplers, a binding machine, an AccuCut die cut machine, etc. Basic production supplies such as rechargeable batteries, staples, paper clips, tape, etc. are provided as well. LMC staff and volunteers are available to provide production room assistance.

Collection Development

This collection development policy is a statement of the principles and guidelines used by the ECMS LMC in the selection, acquisition, evaluation and maintenance of library media center materials and follows district guidelines. It will be used both in providing consistency among those responsible for developing the collection and in communicating the library media center's policies to students, faculty and staff, as well as, other interested stakeholders of our school community. The goal of collection development is to ensure that the collection has age-appropriate updated information available for students as well as a variety of fiction books for pleasure reading and enjoyment. It is understood that as curriculum support programs and other information needs of the school change, the collection development policy will also change to meet those needs. Any member of the ECMS community including students, faculty, staff, parents, and other stakeholders may suggest a book for the collection. The media center provides a box for student requests, which the LMS will then carefully review for appropriateness, quality, interest, cost, among other factors. Parents, faculty, and staff members may request materials, which will receive careful consideration by the LMS, administration, and other school and district stakeholders.

Selection and Evaluation Criteria

The LMS follows all procedures stated in the Palm Beach County School Board's Policy 8.12 on Selection of Materials. This policy states that materials in the Emerald Cove Middle School media center are free of pornography and material prohibited under Florida Statute 847.012 [harmful to minors]. These materials are suited to student needs and their ability to comprehend the material presented. The content is to be appropriate for the grade level and age group for which the materials are used or made available.

The primary tool that the LMS uses is Titlewave in the Destiny portal tile, which provides academic reviews for books that are being considered for placement in the school's media center. A book under consideration must have at least two favorable academic reviews which state the material is age-appropriate. If sufficient information is not available there, other sources the LMS uses for finding age-appropriateness of materials are Mackin, Kirkus Reviews, School Library Journal, and Publishers Weekly.

Once the LMS has decided to purchase materials for the media center, it must be placed on the district's Active Book Order website for two weeks for public scrutiny and comment before it can be ordered.

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 monitor categorical and capital budgets allocated for library programs
- Fostering a global range of services that facilitate the transformation of school-based library activities to meet the changing needs of an information society.

The School District Library Media Services works in collaboration with other district departments including the Department of Educational Technology to provide selected electronic information, the technology to access it, and the training needed to search and find specific facts efficiently and effectively.

Collection Analysis

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

| | | | |
|--|---|---|---|
|  |  |  |  |
| 20,290 Items in the Collection | 15.5 Items per Student | 56% Fiction Titles in the Collection | 42% Percent of nonfiction in the collection |
| Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection. |  |  |  |
| | 2007 Average Age of the Collection | 68% Aged Titles | 8% 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. | |
|  |  |  |  |
| 44% Representative Titles in Collection | 2008 Representative Titles Average Age | 42% SLL Titles in Collection | 2009 SLL Titles Average Age |

Collection Analysis By Category

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

| Section | # of Titles | Average Age (year) |
|---|-------------|--------------------|
| Computer Science, Information & General Works | 182 | 2009 |
| Philosophy & Psychology | 154 | 2006 |
| Religion | 69 | 2005 |
| Social Sciences | 1455 | 2006 |
| Language | 85 | 2004 |
| Science | 1317 | 2006 |
| Technology | 834 | 2006 |
| Arts & Recreation | 1150 | 2010 |
| Literature | 497 | 2005 |
| History & Geography | 1905 | 2006 |
| Biography | 904 | 2007 |
| Easy | 105 | 2004 |
| General Fiction | 1198 | 2008 |
| Graphic Novels | 579 | 213 |

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

Per Florida Statute governing Instructional Materials, instructional material stored in the Library Media Center must be inventoried annually. This policy is outlined in Palm Beach County School Board's Policy 8.12(5). To facilitate the circulation and inventory process, Destiny Library Manager software has been made available to all schools. Emerald Cove Middle School typically inventories one-third of its collection each year on a rotational basis, with a full inventory completed every 3 years. In the 2023 school year, I inventoried Non-Fiction, and I completed all of Fiction in 2024. I will advise the new media specialist to concentrate on Play-Aways, Biographies, and Non-Fiction in 2025. The inventory in 2026 should include fiction, Easy/Chapter, and the Textbook Room Novels. (This procedure is more fully described on page 18 in the Strategic Focus section.) Weeding of materials and resources is essential for the maintenance of a healthy reading, research and reference library media collection. Weeding is a form of quality control of the collection in which outdated, inaccurate, and worn-out materials and equipment are discarded from the electronic catalog and physically removed from the collection.

As stated earlier, our fiction sections are divided into SSYRA, Humor, Sports, Horror, Adventure, Graphic, New Fiction, Science Fiction, Fantasy, Mystery, Historical Fiction, and Realistic Fiction sections. These sections are labeled with large colorful wooden letters on the walls and countertops, as well as having genre stickers on the spine. Non-fiction books follow the Dewey Decimal System and are grouped by labeled shelf.

Lost or Damaged Library Materials

Emerald Cove Middle School charges fees for lost and damaged materials 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 student shall be required to pay for, replace or repair said district property."

Strategic Focus – Weeding and Acquisitions

| School Year | Strategic Focus |
|-------------|--|
| FY25 | Selection Priorities <ul style="list-style-type: none"> ● Priority 1–Computer Science (100’s) ● Priority 2–Biography (92 and 920)) ● Priority 3–New Fiction |
| | Inventory/ Weeding Priorities <ul style="list-style-type: none"> ● Priority 1–Non-fiction ● Priority 2--Play-Aways ● Priority 3--Biography |
| FY26 | Selection Priorities <ul style="list-style-type: none"> ● Priority 1–History & Geography (900’s) ● Priority 2–Social Sciences (300’s) ● Priority 3–New Fiction |
| | Inventory/ Weeding Priorities <ul style="list-style-type: none"> ● Priority 1–Fiction ● Priority 2–Textbook Room Novels ● Priority 3–Easy/Chapter |
| FY27 | Selection Priorities <ul style="list-style-type: none"> ● Priority 1–Science (500’s) ● Priority 2–Technology (600’s) ● Priority 3–New Fiction |
| | Inventory/ Weeding Priorities <ul style="list-style-type: none"> ● Priority 1–Graphic Novels ● Priority 2–Fiction ● Priority 3–Friends Corner |

Reconsideration of Materials

The Library Media Specialist is responsible for the on-going maintenance of a quality collection which includes procurement of new materials and discarding of ineffective items. The guiding document in this procedure is [Board Policy 8.1205](#) on Challenged Materials. Teachers, administration and the school library media advisory committee assist in the re-evaluation and systematic deleting of materials and equipment to ensure that the collection remains responsive to user needs, changing curriculum and advancing technology. If an item is challenged, the objecting person must follow Policy 8.125 and use the form PBSB 113, both of which are found in the appendix. In coordinating this process, the library media specialist will follow objective criteria for removing materials and equipment from the media center, which include obsolescence, physical age and

condition, and general inapplicability for continued inclusion in the existing collection. One popular criteria for weeding is found in the CREW Manual.

Annual Evaluation and Revision of CDP

This Collection Development Plan will be reviewed each school year.

Appendices

A: Library Bill of Rights– American Library Association, June 30, 2006.

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](#).

[Link](#) (Accessed March 20, 2024)

Document ID: 669fd6a3-8939-3e54-7577-996a0a3f8952

B: Intellectual Freedom Statement—

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

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently arise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No

society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad"*

idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)
[The Association of American University Presses](#)
[The Children's Book Council](#)
[Freedom to Read Foundation](#)
[National Association of College Stores](#)

National Coalition Against Censorship

National Council of Teachers of English

The Thomas Jefferson Center for the Protection of Free Expression

[Link](#) (Accessed March 20, 2024)

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C: Policy 8.12 - Selection of Library Media Center Materials, Classroom Library Materials, and Reading List Materials

1. Per SBE Rule: 6A-7.0715, "The primary objective of the library media center" is to "implement, enrich, and support the educational program of the school. The library media center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and with the representation of different points of view."

2. **Adequate Library Media Materials** -- Library media materials for the school's Library Media Center, including print, non-print, serials [periodicals], electronic resources, computer software, video images, films, and instructional television programs, represent fundamental resources selected for schools to support instruction, promote reading, further the pursuit of knowledge through research and exploration, and provide information literacy experiences of educational significance for class groups, individual students, teachers, and administrators. It is the shared responsibility of the State, District, and school, within budgetary constraints, to provide an adequate number and range of library media materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives subject to District policy and State law. It is also the responsibility of the State and District and school to provide library media materials that represent the diverse cultures, ethnic groups, languages, and religious beliefs of the community and that are free of bias, stereotypes, distortions, and prejudices.

3. Per HB 5101 (2023), which created this definition in Fla. Stat. § 1006.28 (1) (a) 3, "Library media center means any collection of books, eBooks, periodicals, or videos maintained and accessible on the site of a school, including in classrooms."

4. **Reading List Materials** -- Reading list materials are recommended or assigned materials school-wide or grade level.

5. **Purpose** -- The Board believes that the selection of library media materials and reading list materials is within its jurisdiction pursuant to relevant statutes, rules, and constitutional provisions. The library media center, within budgetary constraints, shall contain a comprehensive collection of materials and equipment, in a variety of media formats that are accessible to students during the school day, to:

- a. Promote the development of lifelong reading habits and information literacy skills in students.
- b. Provide a broad background of information resources in areas

of knowledge.

c. Support the general educational goals of the District and the objectives of specific courses, including materials that represent diverse points of view in order that young citizens may develop, under guidance, the practice of critical analysis of media and intellectual integrity in forming judgments.

d. Meet the personal needs and interests of students, including materials that: nurture the development of recreational reading/listening/viewing, cultural appreciation, and aesthetic values; represent the many religious, racial, ethnic, linguistic, and cultural groups in our society and reflect their contributions to the heritage and culture of our civilization; foster respect for the diverse roles available to women and men in today's society; and provide access to materials in heritage language as stipulated by the META agreement.

e. Support the professional needs of teachers and administrators.

f. Introduce new instructional technologies into the learning environment.

6. **Choice** -- Library media materials are available to students and staff as optional resources and are usually not mandatory reading as is the case with textbook instructional materials.

a. Library media that is sensitive or mature may not be appropriate for all readers in a school but remains a part of the collection to address the needs of some of the reading community if it meets the selection criteria of the school. Educators and library media specialists should be sensitive to the reading level, belief system, interest level, and maturity level of students when helping make selections for individuals, reading aloud to groups, or when having whole-class participation in a reading project.

b. If a parent or adult student states a reasonable objection to library reading material assigned to a class, comparable instruction will be made available for the student through an alternate reading assignment without penalty.

7. **Use of Library Media Materials Allocation** -- School principals are responsible for ensuring that operating budget and state funds are used to purchase library media materials that reinforce instruction and stimulate leisure reading for the students enrolled at the grade level(s) for which the materials are designed and to effectively communicate to parents the manner in which materials are used to implement the curriculum of the school under Fla. Stat. § 1006.40.

8. **Management of Library Media Materials** -- Following practice and

precedent, the school library media centers in Palm Beach County will arrange media and materials according to the Dewey Decimal Classification System. Library media materials acquired with funds from the General Appropriation Act of the State of Florida are to be cataloged and inventoried as part of the library media collection. Library media materials may be inventoried in one-to-three-year cycles.

9. **Selection--** Fla. Stat. § 1006.28 provides selection requirements.

a. Initial Review Process

i. "Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, who has completed the required training provided by the State, regardless of whether the book is purchased, donated, or otherwise made available to students." This training must be completed annually (SBE Rule 6A- 7.0715).

Employees holding a valid educational media specialist certificate (with the required FDOE in the Library Media Training) at each school location, or if a qualified person is not employed at the school, by another District employee with these qualifications, shall evaluate and select print and non- print materials for the library media center using criteria outlined below, as appropriate for the media type.

Per SBE Rule 6A-7.0715, "School librarians, educational media specialists and other persons employed by a school district who are involved in the selection of school district library materials must complete the online training, entitled Library Media Training, before selecting library materials." These persons must complete this training before reviewing and selecting age-appropriate materials, reading list materials, and library resources.

ii. For resources needing additional review by District Library Media Services, school-based certified library media specialists or principal designee will use PBSD 2671, attached hereto and incorporated as part of this policy, to solicit additional input.

b. SBE Rule 6A-7.0715, in the Library Media Training, contains information describing what is considered pornography and harmful to minors. Sexual conduct is defined in Fla. Stat. § 847.001(19).

c. Additionally, as stated in Fla. Stat. § 1006.34 (2) (b)," In the selection of ...library media, and other reading material used in the public school system, the standards used to determine the propriety of the

material shall include:

- i. The age of the students who normally could be expected to have access to the material.
- ii. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the state academic standards as provided for in [s. 1003.41](#) and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under [s. 1004.92](#).
- iii. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
- iv. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

Any instructional material containing pornography or otherwise prohibited by s. [847.012](#) may not be used or made available within any public school.

- d. "SBE Rule 6A-7.0715, in the in the Library Media Training, also states:
 - i. "Choose materials that address the reading levels, special curricular needs, and programs of your school/district."
 - ii. Evaluate school academic organizational needs to include, but not be limited to: School mission and vision; School performance or improvement plan; Specialized curriculum needs such as those for career or technical courses; School population needs such as exceptional student education (ESE), gifted and English language learners (ELL); and Material to supplement the state-approved, district-adopted core curriculum.
 - iii. Factors to consider for any material include Avoiding unsolicited theories that may lead to student indoctrination.
- e. The School Board has adopted "procedures for developing library media center collections" and shall "post the procedures" on each school's website within the District.
- f. Each elementary school₁ must "publish on its website, in a searchable format prescribed by the [Florida Department of Education (FDOE)], a list of all materials maintained and accessible in the school library media center or a classroom library or required as part of a

school or grade-level reading list.”

g. Per HB 1069 (2023) in Fla. Stat. § 1006.28, the School Board “shall adopt and publish on its website the process for a parent to limit his or her student's access to materials in the school or classroom library.”

h. Per Fla. Stat. § 1006.28 (2) (d), these procedures for developing library media center collections must and do:

- i. “Require that book selections meet the criteria in s. 1006.40(3) (d).”²

¹ The District relies on the definitions of an “elementary school” and “elementary school grade level” as stated in SBER 6A-7.0713 Elementary School Website Listing of Library Materials and Reading Lists.

² Former Fla. Stat. §1006.40(3)(d) now (c) states that the materials must be:

“1. Free of pornography and material prohibited under s. [847.012](#) [harmful to minors]. 2. Suited to student needs and their ability to comprehend the material presented and 3. Appropriate for the grade level and age group for which the materials are used or made available.”

- ii. Require consultation of reputable, professionally recognized reviewing periodicals³, and school community stakeholders. ⁴

The District shall rely on any State Board of Education Rules, to determine what is age appropriate. See SBE Rule 6A-7.0715, in the Library Media Training, for a description of what constitutes Materials Prohibited by Fla. Stat. § 847.012 (harmful to minors). Sexual conduct is defined in Fla. Stat. § 847.001(19).

This Library Media Training also states: “it must be clear that a book depicting nudity, sexual conduct, or sexual excitement does **not** meet the tenets of “Harmful to minors” (s. 847.001, F.S.), which are:

- (a) Predominantly appeals to a prurient, shameful, or morbid interest;
- (b) Is patently offensive to prevailing standards in the adult community as a

whole with respect to what is suitable material or conduct for minors; and
(c) Taken as a whole, is without serious literary, artistic, political, or scientific value for minors.

³ These periodicals are print or non-print media including video footage that have been favorably reviewed by two or more professional sources, , such as a School Library Journal, Horn Book, Booklist, Association for Library Service to Children, Kirkus, Young Adult Library Services Association, and/or Children’s Catalog. Also, SBE Rule 6A-7.0715, in the Library Media Training, states to “consider titles from state standards book lists such as the ELA B.E.S.T. Sample texts and the Civic Literacy Reading List, and that selection “should consider the consultation of crowd- sourced reviews.”

⁴ Per SBE Rule 6A-7.0715, in the training for media specialists, stakeholders must include parents.

Any community stakeholders may provide consultation on selections via the list of LMS Selections for the current school year at <http://l.sdpbc.net/luluc> then click on Active LMS Book Orders. On the date of the requested purchase or acceptance of library media center materials after media specialist review, the District will provide an email or text notice to current members of the Board’s Academic Advisory Committee (Board Policy 1.097). The message will state that there are new materials under consideration, the link to find the list of materials, the request that the list be reviewed, and the deadline(s) for submitting questions or comments. The members will be asked to provide comments to the district email address below and to send the information to persons in the community who are not committee members. In addition, there will be a standing item on this committee’s agenda for all meetings relating to input on the new materials under consideration.

Stakeholders with questions, comments, or concerns are directed to the following email address: librarymediaservices@palmbeachschools.org , for sending their feedback to be reviewed by the District Library Media team for consideration. Selections may be purchased or accepted 72 hours after posting for book fair materials and two weeks after posting for all other purchases or donations. If a

- iii. “Provide for library media center collections, including classroom libraries, based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.”
- iv. “Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2.” ⁵

In addition to regular review, removal, or discontinuance by a school library media specialist, the Superintendent or designee, even

without an Objection or challenge, has the authority to remove library media materials or materials on reading lists based on statutory considerations. The basis for the removal shall be documented.

Removal procedures regarding an Objection are based on Statute and/or School Board Policy 8.1205 Objection Procedures for Instructional Materials.

10. Additional Selection Criteria

- a. The following may be considered in the selection process but must be consistent with Florida law requirements stated above and in SBE Rule 6A-7.0715 Certifications and Plans for Instructional Materials and Library Media. Materials for use in school media centers or classroom library collections shall be carefully selected subject to the requirements stated above in Paragraph 9.
- b. A choice of materials that support the instructional program and promote reading shall be available to students and professional staff to allow for varying achievement levels, interests, and teaching/learning styles. Each school shall, in conjunction with the "Library Bill of Rights" (<https://www.ala.org/advocacy/intfreedom/librarybill>) of the American Library Association ("ALA"), State Statute, and District policy, follow District procedures for the evaluation, selection, management, and disposal of library media materials in conformance with this Policy and Policy 8.1205.
- c. Annually, the District requires using the selection criteria and the removal criteria referenced in this Policy to have library media specialists evaluate their collection in order to write a School Collection

concern is raised about any item on an order, that order may be discussed at an Academic Advisory Committee meeting or reviewed and considered by District staff.

⁵ Subparagraph (a) (2) relates to School Board Policy 8.1205 Objection Procedures for Library Media Materials, Supplemental Classroom Materials, Classroom Library Materials, and Reading Lists.

Development Plan to enhance their individual library programs that align to the District required components⁶. They will share that plan with both their principal and District Library Media Services. Once the plan is approved, the school will post the school's plan on the school

website. District Library Media Services will offer annual training on this process.

d. The SBE Rule 6A-7.0715 Certifications and Plans for Instructional Materials, in the Library Media Training, suggests a balance of fiction and non-fiction.

e. The "Library Bill of Rights" referenced herein is to be used as a suggested guideline. To the extent that there are inconsistencies between the guidelines in the "Library Bill of Rights" and State Statute, or District policy, State Statute and District policy shall take precedence and shall govern the selection, retention and disposition criteria of library media materials for library media centers and classrooms.

f. Selection of materials shall also be consistent with the provisions in the School Board's collective bargaining agreement with CTA relating to academic freedom and responsibilities--Article II, Section K--to the extent those provisions are applicable.

g. Additional criteria, again if consistent with Florida law requirements, that may be used in evaluating and selecting all materials (although copyright and graphic novels are mandatory criteria) include:

- i. EDUCATIONAL SIGNIFICANCE -- Material is valuable to an individual course of study or to the library media collection; the degree to which the material would be supplemented and explained by mature classroom instruction.
- ii. APPROPRIATENESS -- Material is geared to the age, maturity, diverse interests, and learning levels of students for whom it is intended. Reading levels and Lexile's are considered to provide a range of material that challenges the student and guides their selection process.
- iii. ACCURACY -- Nonfiction information is correct, recent, and objective.
- iv. LITERARY MERIT -- Fiction that has a noteworthy plot, setting, characterization, style and theme
- v. SCOPE -- Content is covered adequately to achieve its intended purpose.
- vi. AUTHORITY -- The author, editor, or producer has a superior

reputation for producing materials of this nature.

- vii. SPECIAL FEATURES -- The item has maps, charts, graphs, glossaries, and/or other learning aids that support the content, are unique, or are valuable.
- viii. TRANSLATION INTEGRITY -- Material translated from one language to another maintains the stylistic characteristics of the original.
- ix. ARRANGEMENT -- Concepts are presented in a logical sequence and in a way that assures learning.
- x. TREATMENT -- Typeset, visuals, style, and/or medium capture and hold the student's attention.
- xi. TECHNICAL QUALITY -- Sound is clear and audible and visuals project clearly.
- xii. AESTHETIC QUALITY -- Material is superior to similar items in attractiveness and presentation of content.
- xiii. POTENTIAL DEMAND -- Item has particular timeliness or popular appeal.
- xiv. DURABILITY -- Material has the potential for frequent use or is of a nature that it will be considered consumable.
- xv. COPYRIGHT -- Library media materials used in a school shall be procured and used in accordance with federal, state and District copyright laws, rules, and policies as referenced in School Board Policy 8.121.
- xvi. GRAPHIC NOVELS AND PERIODICALS -- In addition to the above criteria, all pictures are to be reviewed for appropriateness prior to placing the graphic novel or periodical into circulation.

⁶The School Collection Development Plan will include School Mission Statement, Library Mission Statement, Purpose of the Collection Development Plan, School Community Description, Description of Your Library Program, Budget and Funding, Scope of Collection, Collection Development, Gifts and Donations, Collection Maintenance, Challenged Materials, and Goals and Objectives.

11. Compliance

- a. Per Fla. Stat. § 1006.28 (4) (f), “school principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned and notifying parents of the process for objecting to the use of specific materials.”
- b. Support toward compliance is available when the assigned school library media specialist(s) attend professional development/training hosted by the District Library Media team.
- c. Per Fla. Stat. § 1006.29 (6), no later than July 1 of each year, the Superintendent must certify to the FDOE that all school librarians and media specialists employed by the District have completed the FDOE online Library Media Training, program. The certification form is incorporated in SBE Rule 6A-7.0715.

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|--------------------------|--|
| RULEMAKING AUTHORITY: | Fla. Stat. §§ 120.81 (1) (a); 1001.32(2); 1001.41(1), (2), & (5); 1001.42. |
| LAWS IMPLEMENTED : | Fla. Stat. §§ 1001.32(2); 1001.42 (8), (9), (13), & (19)(a); 1001.43(2), (3) & (5); 1006.28; 1006.29; 1006.34; 1006.40; 1006.41; 847.012; SBE Rule 6A-7.0715; SBER 6A-7.0713 |
| HISTORY: | 2/18/72; 4/6/83; 2/20/85; 6/16/99; 5/7/2008; 1/24/2018; 12/27/22; 11/14/23 |

RELATED POLICIES:

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

[Link](#) (Accessed March 20, 2024)

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

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

This Policy does not apply to the 30-day post-adoption challenges to specific instructional materials by parents or County residents in compliance with Fla. Stat. § 1006.28(1)(a)(3). The procedures to follow for those challenges are outlined in School Board Policy 8.122, subparagraph (3)(g).

In addition, the Superintendent or designee, even without an objection or challenge, has the authority to remove instructional materials, library media materials, supplemental classroom materials, or reading lists based on statutory considerations. The basis for the removal shall be documented.

This Policy implements Fla. Stat. § 1006.28 (2)(a)2 relating to: objections by parents or this County's residents to: a) instructional materials that have not gone through the Board's adoption process and b) library media center materials, including reading lists, and non-adopted classroom materials. The procedures to follow for those challenges are outlined below; however, a parent or a resident of this County has the option to speak and proffer evidence at the Board hearing on adopting instructional materials and the Board adoption meeting without having followed the procedures below.

1. Grievance Procedures Concerning Library Media Center Materials, Classroom Library, Reading Lists, Supplemental Classroom Instructional Materials, and Instructional Materials That Have Not Gone Through the Board Adoption Process

- a. The Superintendent or his/her designee is authorized to administer the following procedures in accordance with federal and state law.
- b. Any resident of Palm Beach County or parent of a child attending public school in Palm Beach County may file an objection with a school concerning the use of or content in specific instructional materials, library media center materials, classroom libraries, and supplemental classroom materials, reading lists, and instructional materials that have not gone through the Board's adoption process.
- c. The parent or resident will be provided the opportunity to proffer evidence on the grounds stated within Fla. Stat. § 1006.28(2)(a)(2), as interpreted by SBE Rule 6A- 7.0714, relating to library media center materials, classroom libraries, supplemental classroom materials, reading lists, and instructional materials that have not gone through the Board's adoption process.
- d. However, if the School Board has previously made a decision on a challenged material within the last three (3) calendar years unless reversed on appeal, the formal process stated below (starting with Paragraph 3) will

not apply. The school will forward the Objection form and the evidence proffered by the challenger to the Superintendent/designee. The Objections and its supporting items will be placed as a School Board agenda item with its previous decision, and unless new information is provided, the prior decision will remain.

e. Per Fla. Stat. § 1006.28 (2)(a)2, the basis for Objections where the parent or resident is provided the opportunity to proffer evidence is as follows:

i. If the instructional material did not go through the District's public adoption process, the instructional material does not meet the criteria of s. 1006.31(2)[1]or s. 1006.40(3)(d)2 if it was selected for use in a course or otherwise made available to students in the school district.

ii. "Any material used in a classroom³, made available in a school or classroom library, or included on a reading list contains content which:" A. "Is pornographic or prohibited under s. 847.012 [Harmful to minors];"

1 Fla. Stat. §1006.31contains standards for selecting instructional materials and several of these are found in Fla. Stat. § 1006.34(2)(b): "In the selection of instructional materials... the standards used to determine the propriety of the material shall include: 1. The age of the students who normally could be expected to have access to the material. 2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the state academic standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92. 3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program. 4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state."

"Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school." (Fla. Stat. § 1006.34 (2)(b)). Recommended materials are "only those instructional materials aligned with the state standards provided for in s. 1003.41. Instructional materials ... shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. ..." Fla. Stat. § 1006.31(2).

Fla. Stat. § 1006.31(2) further states that "[E]ach reviewer shall: (a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances. (c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals. (d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race. "color, creed, national origin, ancestry, gender,

religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3). (e) When such instructional materials are for foundational reading skills, include only materials that are based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies within such materials may not employ the three- cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies within such materials may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.”(Fla. Stat. § 1006.31(2)

2 Fla. Stat. §1006.40 (3)(d) [now(c)] states: (d) Any materials purchased pursuant to this section must be: 1. Free of pornography and material prohibited under s. 847.012. 2. Suited to student needs and their ability to comprehend the material presented. 3. Appropriate for the grade level and age group for which the materials are used or made available. B. “Depicts or describes sexual conduct as defined in s. 847.001(19), unless such material is for a course required by s. 1003.46, s. 1003.42(2)(n)1.g., or s. 1003.42(2)(n) 3., or identified by State Board of Education rule [material used in instruction on HIV/AIDS, child sexual abuse prevention, abstinence and the impacts of teenage pregnancy, or any other course identified by the FDOE].;”

C. “Is not suited to student needs and their ability to comprehend the material presented; or”

D. “Is inappropriate for the grade level and age group for which the material is used.”

f. Fla. Stat. § 1006.28 (2)(a)2 further states:

i. “Any material that is subject to an objection on the basis of [1]) being pornographic or prohibited under s. 847.012 [Harmful to minors] or [2]) depicts or describes sexual conduct as defined in s. 847.001(19)[3], unless such material is for a course required by s. 1003.46, s. 1003.42(2)(n)1.g., or s. 1003.42(2)(n)3., or identified by State Board of Education rule must be removed within 5 school days of receipt of the objection and remain unavailable to students of that school until the objection is resolved.”

ii. Parents shall have the right to read passages from any material that is subject to an objection. If the School Board denies a parent the right to read passages due to content that meets the requirements of being pornographic or prohibited under s. 847.012 [Harmful materials to minors], the District shall discontinue the use of the material.

g. In addition to the removal of materials as stated above in sub-paragraph 1(e)i, challenged materials, based on objections for other reasons, may be removed from use in the school where the objection was initiated after the procedures of this Policy have been completed or if it is agreed by the District at any of these stages. Moreover, per Fla. Stat. § 1006.28(2)(a) 2, if the School Board “finds that any material meets the requirements under sub-subparagraph a. [the basis stated in paragraph (1)(e) i above for challenging instructional materials] or that any other material contains prohibited content under sub-sub-subparagraph b.(I) [is pornographic or prohibited under s. 847.012 (harmful to minors)]., the school district shall discontinue the use of the material. If the district school board finds that any other material contains prohibited content under sub-sub-subparagraph b. (II)-(IV),[depicts or describes sexual conduct (unless under the exceptions), is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used] the school district shall discontinue use of the

material for any grade level or age group for which such use is inappropriate or unsuitable.”

h. Objections filed by a parent shall be heard in the school in which that student is registered. If the parent has children at different schools in Palm Beach County, then the objection must specify which school(s) the objection pertains to and it will be heard in that/those school(s). If the objecting party is not the parent of a child in the School District, the objection will be assigned to the appropriate school within the boundary

3 As per SBE Rule 6A-7.0714 This does not include instructional materials as defined in Section 1006.29(2), F.S., except as noted in subparagraph (3)(a)4 of this rule which relates to instructional materials that have not gone through the Board’s adoption process.

corresponding to the residence of the objecting party for review if the material is located at that school or to the school in close proximity where the material is located.

i. If objections are made to instructional materials for reasons not state applicable to them within SBE Rule 6A-7.0714, they will be rejected by the Superintendent on behalf of the School Board without going through the process stated below.

2. School Level: Informal Complaint

a. Any complaint arising out of the use of material in a school shall be registered in writing with the principal of the school. The principal shall forward a copy to the District’s Department of Instructional Materials. Within five school days of the receipt of the complaint, the principal and/or his/her designee and the appropriate staff member(s) shall meet with the complainant to explain:

- i. the school's selection procedures for these materials;
- ii. the criteria used for the selection of these materials;
- iii. the role that the material in question has in the school's curriculum or library media center or classroom collection; and
- iv. whatever additional information is deemed needed regarding the item's use.

b. If the complainant is not satisfied with the explanation and desires to file a formal complaint, the formal procedures below shall be followed.

3. School Level: Formal Complaint

a. As stated in Policy 8.122, objections to instructional materials that are currently in use, and as noted in School Board Policy 8.12 objections for other school materials, shall be filed with the school principal on the standard template/form adopted by the State Board of Education rule (once one is adopted) and the District’s Part I template to the form which are part of this policy and incorporated herein.

i. Until the adoption of this State form, the complainant shall assert these objections by filing form PBSB 1113 (Objections to Library Media Center, Classroom Library, Reading List, Supplemental, or Instructional Materials

That Have Not Gone Through the Board's Adoption Process) which is part of this policy and incorporated herein as part of this Policy. PBSB 1113 can be found on the District's forms website at: <https://www2.palmbeachschools.org/formssearch/pdf/1113.pdf>

ii. The form must be posted and easily accessible on the homepage of the District's website alongside the objection process.

iii. Alternatively, until the State form is adopted, the complainant can file a document specifying the objection which also identifies the School District point of contact and contact information for the submission of an objection and is easy to read and understand.

iv. The principal shall forward a copy of any objection to materials to the District's Department of Instructional Materials.

b. The complainant shall sign and sufficiently complete the applicable form in its entirety for each material to be considered, including stating the basis of the objection, retain one copy, and send one copy of the completed form to the principal of the school. Failure to sufficiently fill out the form along with the complainant's signature will result in the rejection of the form and no formal review process under this subsection will be initiated.

c. A challenge to the same material(s) by multiple challengers within one school can be consolidated into one challenge for consideration by the School Materials Review Committee, Principal, Superintendent, District Material Review Committee, and School Board (the reviewing persons and entities) as set forth in the below proceedings.

d. A challenge to multiple materials will require additional preparation time for the reviewing persons and entities set forth below. A challenge of more than five materials will add an additional five (5) school work days per item to the time deadlines for the school or District actions that are specified within this Policy.

e. For materials used in that school, the form and the material in question shall be studied by a School Materials Review Committee appointed on an ad hoc basis by the school Principal. Representation on the School Materials Review Committee should reflect the diversity of the District and school, and the following provisions apply:

i. The committee shall consist of the Principal or his/her designee of the school where the complaint was made; two teachers in the appropriate subject area/grade; one teacher from another subject area/grade; a library media specialist; a guidance counselor; one student from the appropriate grade level or a student who is accomplished in the specific subject area (middle and senior high school only); one layperson from the school's Parent-Teacher Association or the School Advisory Council; a representative designated by the Regional Superintendent, and a representative from the District department representing Instructional Materials and/or Library Media Services. The committee must include parents of students who will have access to such materials.

ii. The School Materials Review Committee shall meet within fifteen (15) school work days of receipt by the

Principal of the reconsideration form. The complainant shall be notified of the committee's meeting date and time and shall be invited to present arguments for no more than 10 minutes unless time is extended by the committee for good cause. A question/answer period or committee discussion may follow the presentation at the committee's discretion.

iii. Per HB 1069 (2023) "Meetings of committees convened for the purpose of resolving an objection by a parent or resident to specific materials must be noticed and open to the public in accordance with s. 286.011 [the Sunshine law]".

iv. The School Materials Review Committee shall solicit, if readily available, professionally written reviews of the material, from sources such as those listed in School Board Policy 8.12(9), footnote 3.

v. The School Materials Review Committee shall be chaired by the Principal or his/her designee. A recorder of minutes shall be appointed from the membership of the committee to take minutes and to record the recommendation of the committee.

vi. If the review is not completed, the committee may schedule additional meetings. Within five (5) school work days of its final meeting, the School Materials Review Committee shall prepare the committee's recommendation with supporting

reasons and use form PBSB 1857, School Materials Review Committee Recommendations, or a signed letter written on school letterhead. The form can be found on the District's forms Web site at <https://www2.palmbeachschools.org/formssearch/pdf/1857.pdf> and is incorporated herein by reference.

f. Guidelines for Committee's Recommendation. -- The School Materials Review Committee shall review enough of the relevant portions of the material being challenged in order to make an informed recommendation on the request. The committee shall also consider readily available reviews of the material, study the comments on the complainant's Objection form, and consider applicable Florida statutes and rules which are a basis for an objection as stated in sub-paragraphs (1)(e) and (f) above and Fla. Stat. § 1006.28 (2)(a) 2 or any other State laws which are the basis for an objection. in) The committee shall render its recommendation based on a majority vote.

i. The criteria for asserting objections stated above in the Policy shall be made available to all interested persons.

ii. ii. The recommendation to the Principal will be based on the same criteria stated above in sub-paragraph (3)(f)

iii. In addition, the recommendation shall also consider the provisions in the School Board's collective bargaining agreement with CTA relating to academic freedom and responsibilities--Article II, Section K--to the extent those provisions are applicable and consistent with State law. However, pursuant to current case law, the committee may not recommend the removal of non-curricular books from the school's media center or classroom simply because a majority of the committee dislikes the ideas or the points of view contained in the media center instructional or supplemental classroom instructional materials.

g. Committee's Recommendation to the Principal. -- The committee's final recommendation shall be

immediately forwarded to the school Principal and may be any or a combination of the following:

- i. allow the challenged material to maintain its current status;
- ii. leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item;
- 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.

h. **Principal's Written Decision.** -- Within five (5) school work days after receipt of the School Materials Review Committee's recommendation, the Principal shall make a decision, based on the same criteria considered by the committee as set forth in subsection (3)(f) above, on whether to follow the committee's recommendation, and shall inform the complainant in writing of the recommendation of the committee, the Principal's decision, and the reasons for the recommendation and decision. This written

communication must inform the complainant of the next level of appeal under this policy and the time deadline if the decision is not the relief sought by the objecting party. Such communication shall be sent by regular U. S. Mail, and certified mail, return receipt requested. The principal shall forward a copy to the District's Department of Instructional Materials

4. District Level: Formal Appeal. -- The complainant may appeal the Principal's decision to the Superintendent, subject to the following provisions.

a. If the complainant appeals the Principal's decision, the Principal shall send copies of all reports and communications to division and department heads that supervise Instructional Materials and Library Media Services and to the appropriate Regional Superintendent.

b. Access to challenged materials shall be governed by Paragraph (1)(e) above, or if not based on one of those grounds, will not be restricted during the reconsideration process; the materials shall remain in use unless removal is required by State law or the School Materials Review Committee, through a formal vote, recommended removal of the instructional materials to the Principal, and the decision to remove is made by the Principal.

c. Within twenty (20) calendar days of the date of the Principal's decision, the complainant shall notify the Superintendent in writing of the request to appeal. Failure to comply with these requirements will result in the appeal not being considered.

d. Within twenty (20) school work days of receipt of such request, the Superintendent or his/her designee and appropriate staff shall review the action taken at the school level and issue a decision based on the same criteria set forth in subsection (3)(f) above and with the same alternative results as set forth in subsection (3)(g) above. If the decision does not include further review by the Superintendent/designee (and District Materials Review Committee), the complainant shall be so notified of the decision and be informed of the

ability and deadline to request in writing an appearance to appeal directly to The School Board of Palm Beach County, Florida in accordance with this Policy. Notice to the complainant shall be made by regular U. S. Mail and certified mail, return receipt requested.

e. If the Superintendent finds cause for further review, the complaint shall be submitted to a District Materials Review Committee whose representation reflects the diversity of the District and school, appointed on an ad hoc basis by the Superintendent or his/her designee, according to the following provisions:

i. Representation on District Instructional Materials Committees should reflect the diversity of the District and schools.

ii. Individuals on the District Materials Review Committee cannot be the same as those who served on the School Materials Review Committee.

iii. The committee shall consist of the Chief Academic Officer or his/her designee; an appropriate Regional Superintendent or designee; one Principal at the appropriate level; a division or department head that supervises Instructional Materials, and/or Library Media Services, an appropriate subject area Administrator/Program Planner; one teacher in the appropriate subject area/grade; one library media specialist; one student from the appropriate

grade level or a student who is accomplished in the specific subject area (middle and senior high only); a representative from the Palm Beach County Council of Parent-Teacher Associations who will be appointed by the President of the District Association, a representative from the District Academic Advisory Committee; and one lay person. The General Counsel to the School Board, or designated attorney(s) of his/her Office, may be invited to provide legal advice to the Committee, if deemed appropriate by the Superintendent. The committee must include parents of students who will have access to such materials.

iv. In the event that a person from a position named above cannot be present at the District Materials Review Committee meeting(s), the Superintendent may appoint an alternate.

v. District Materials Review Committee Procedures

A. The District Materials Review Committee shall be chaired by the Chief Academic Officer or his/her designee. A recorder of minutes shall be appointed from the membership of the committee to take minutes and to record the recommendation of the committee.

B. The District Materials Review Committee shall solicit, if readily available, professionally written reviews of the material, from sources such as those listed in Policy 8.12(9), footnote 3.

C. Per HB 1069 (2023) "Meetings of committees convened for the purpose of resolving an objection by a parent or resident to specific materials must be noticed and open to the public in accordance with s. 286.011[the Sunshine law]."

D. The District Materials Review Committee shall meet and provide a recommendation with supporting reasons to the Superintendent within twenty (20) school work days of receipt of the referral from the Superintendent, based on the criteria set forth in subparagraph (3) (f) above. The complainant shall be notified

of the committee's meeting date and time and shall be invited to present argument for no more than 10 minutes, unless time is extended by the committee for good cause. A question/answer period or committee discussion may follow the presentation at the committee's discretion.

E. If the review is not completed, the committee may schedule additional meetings. Within five (5) school work days of its final meeting, the District Materials Review Committee shall prepare the committee's recommendations with supporting reasons.

f. Guidelines for Recommendation to the Superintendent. -- The District Materials Review Committee shall review enough of the relevant portions of the material being challenged in order to make an informed recommendation on the request. The committee shall also consider readily available reviews of the material, study the comments on the complainant's Objection form, and consider the same criteria in sub-paragraph (3)(f) above. The committee shall render its recommendation based on a majority vote.

i. The Criteria for asserting objections stated above in the Policy shall be made available to all interested persons.

ii. The recommendation to the Superintendent will be based on the consider the same criteria in sub-paragraph (3)(f) above.

g. Committee's Recommendation to the Superintendent. -- The recommendation of the District Materials Review Committee and the basis for that recommendation shall be transmitted to the Superintendent; the Chief Academic Officer, the Principal of the school that received the original complaint; and the complainant.

h. Superintendent's/Designee's Written Decision. -- The Superintendent or his/her designee shall make a final decision, based on the same criteria considered by the committee as set forth in subparagraph (4)(f) above, within five (5) school work days of receipt of the District Materials Review Committee recommendation, and send a written report of that decision to the Chief Academic Officer, the appropriate Assistant Superintendent, the Principal of the school; and the complainant. The written decision shall state procedures and time limits to appeal to the Board if the complainant is dissatisfied. This decision shall be sent to the complainant by regular U. S. mail and certified mail, return receipt requested.

i. The Department of Strategic Communications & Engagement shall make the criteria for objections and a copy of the material(s) in question available for review upon request of interested persons.

5. Board Level Appeal

a. The complainant may appeal the decision of the Superintendent/designee to the School Board under subsection (4)(d) or paragraph (4)(h) above by filing a signed writing with the School Board Clerk within thirty (30) days of the decision and may request an appearance before the School Board.

b. After notice to the appealing party, the School Board Level review shall occur at a public meeting. The Board shall review all evidence and materials presented previously in this process. If the complainant wishes to proffer any additional evidence, it must be submitted to the superintendent no less than five (5) days prior to the meeting at which the matter will be heard.

c. The complainant and public shall be afforded an opportunity to comment before the Board makes a final decision.

d. The School Board's decision shall be based on the same criteria considered by the Superintendent as set forth in subsections (4)(d) and (h) above.

e. The parents who were the complainants may request on the appropriate State form the appointment of a special magistrate if they disagree with the local decision about an objection to materials used in school or classroom libraries as set forth in SBER 6A- 1.094126 Special Magistrate for Materials Used in Classroom or School Libraries. The magistrate “will not be appointed for parental objections to instructional materials that were adopted by a school district or are in the process of adoption by a school district using district procedures for public review and comment” as required by the Statute. The District’s obligations during this process are stated in this Rule. This includes the designation of at least one person responsible for responding to FDOE inquiries regarding a request for the appointment of a special magistrate and notifying FDOE of the name and email address of the individual.

6. Policy Awareness

a. A copy of the selection and reconsideration procedures, as set forth in this Policy and in Board Policy 8.12, should be a part of the Collection Development Plan for each school library media center and should be available for easy access and reference.

b. Each school Principal should include at a minimum, a summary or references to this Challenge Policy and School Board Policy 8.12 in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing Board policy pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.

7. Reporting Objections

a. Fla. Stat. § 1006.28 (2)(e)3.a requires that: “Annually, beginning June 30, 2023, [the School Board] submit to the Commissioner of Education a report that identifies: a. Each material for which the school district received an objection pursuant to [Fla. Stat. 1006.28] subparagraph (a)2 [regarding an objection by a parent or a resident of the county to the use of a specific instructional material or any material used in a classroom, made available in a school library, or included on a reading list], including the grade level and course the material was used in, for the school year and the specific objections thereto. b. Each material that was removed or discontinued. c. Each material that was not removed or discontinued and the rationale for not removing or discontinuing the material.”

b. The most recently adopted SBER 6A-7.0714 Library and Instructional Materials Objection Report sets forth the form of the Report and the method of reporting the information to the Florida Department of Education (FDOE).

c. Accordingly, this data must be collected for these reports in a manner as determined by the Superintendent/designee.

d. The FDOE publishes and regularly updates a list of materials that “were removed or discontinued as a result of an objection and disseminates the list to school districts for consideration in their selection procedures.”

RULEMAKING AUTHORITY: Fla. Stat. §§ 120.81 (1) (a); 1001.32 (2); 1001.41(1)(2) & (5); 1001.42(29) Fla. Stat. §§ 1001.32(2); 1001.41(1)(2) & (5); 1001.42 (8)(13) & (15) 1001.43(2)(3); 1006.28; 1006.283; 1006.31; 1006.34; 1006.40; 847.012; SBER 6A-7.0714; SBER 6A-1.094126 5/7/2008; 1/24/2018; 11/30/22; 11/14/23

LAWS IMPLEMENTED:

HISTORY:

RELATED POLICIES:

School Board Policy 8.122 Textbooks and Related Instructional Materials

School Board Policy 8.12 Selection of Library Media Center Materials, Classroom Library Materials, and Reading List Materials

School Board Policy 5.735 Parent’s Bill of Rights

[Link](#) (Accessed March 20, 2024)

E: Specific Material Objection Form

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

Part I:

This form is for use by a parent of a student or resident of Palm Beach County who is challenging a specific library media center, classroom library, reading list, supplemental, or instructional materials that have not gone through the Board's adoption process. This form must be used after the informal objection process, as described in School Board Policy 8.12051, has occurred if the challenger remains dissatisfied.

Pursuant to Board Policy 8.1205, which implements F.S. 1006.28(2)(a)2, as interpreted by SBE Rule 6A- 7.0714, this form must be used by the parent of a student or a resident of Palm Beach County to object to the use of the aforementioned materials. However, a parent or County resident may object without using this form at the Board's public hearing or meeting to adopt instructional materials.

The process for filing this objection form is as follows in compliance with School Board Policy 8.1205.

Objections filed by a parent shall be heard in the school in which that student is registered. If the parent has children at different schools in Palm Beach County, then the objection must specify which school(s) the objection pertains to and it will be heard in that/those school(s). If the objecting party is not the parent of a child in the School District but a County resident, the objection will be assigned to the appropriate school within the boundary corresponding to the residence of the objecting party for review if the material is located at that school or to the school in close proximity where the material is located.

The school's and principal's email address and mailing address are located on the bottom of the school's website or can be obtained by contacting the District's Strategic Department of Communications and Engagement.

First Step: Informal Complaint at the School Level

Any complaint arising out of the use of a material in a school shall be registered in writing with the principal of the school. Within five school days of the receipt of the complaint, the principal and/or his/her designee and the appropriate staff member(s) shall meet with the complainant.

Next Step: School Level: Formal Complaint

If the complainant is not satisfied with the school's explanation and desires to file a formal complaint, the formal procedures shall be followed, including filing this form. Provide the information requested on the form so that adequate information is received to process the Objection and attempt resolution. Failure to

sufficiently fill out the form along with the complainant's signature will result in the rejection of the form and no formal review process.

If, however, the School Board has previously decided on a challenged material within the last three (3) calendar years, unless reversed on appeal, the formal process in the Policy will not apply. The school will forward the objection form and the evidence proffered by the challenger to the Superintendent/designee.

The Objections and its supporting items will be placed as a School Board agenda item with its previous decision, and unless new information is provided, the prior decision will remain.

Moreover, if objections are made to instructional materials for reasons not stated applicable to them within

1 School Board 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—can be found on the School District's website at this link: <http://l.sdpbc.net/htai7> .

SBE Rule 6A-7.0714, they will be rejected by the Superintendent on behalf of the School Board without going through the process stated below.

If the formal process applies, the School Materials Review Committee will review the material and hold an open public meeting subject to the Sunshine laws. The complainant shall be notified of the committee's meeting date and time and shall be invited to present arguments for no more than 10 minutes unless time is extended by the committee for good cause. A question/answer period or committee discussion may follow the presentation at the committee's discretion. The Policy states the composition of the committee and the committee must include parents of students who will have access to such materials. The Committee will vote and make a recommendation to the Principal based on statutory criteria for objections to materials, as interpreted by State Board of Education Rules, any readily available, professionally written reviews of the material, the objection form, and the CTA agreement to the extent it is consistent with State law. The committee's recommendation with supporting reasons will be stated on form PBSB 1857--School Materials Review Committee Recommendations—and is provided to the Principal. The Principal makes a written decision based on the same criteria and states the reasons for the recommendation and decision. This written communication forwarded to the complainant must inform the complainant of the next level of appeal under this policy and the time deadline if the decision is not the relief sought.

Next Step: District Level: Formal Appeal

The complainant may appeal the Principal's decision to the Superintendent within twenty (20) calendar days of the date of the Principal's decision. The Superintendent or his/her designee and appropriate staff shall review the action taken at the school level and issue a decision based on the same criteria. If the decision does not include further review by the Superintendent/designee (and District Materials Review Committee), the

complainant shall be so notified of the decision and be informed of the ability and deadline to request in writing an appearance to appeal directly to the School Board.

If, however, the Superintendent finds cause for further review, the complaint shall be submitted to a District Materials Review Committee and the Policy sets forth its diverse composition including parents of students who will have access to such materials. The committee will hold an open public meeting subject to the Sunshine laws. The complainant shall be notified of the committee's meeting date and time and shall be invited to present an argument for no more than 10 minutes, unless time is extended by the committee for good cause. A question/answer period or committee discussion may follow the presentation at the committee's discretion. The committee will vote and provide a recommendation with supporting reasons to the Superintendent based on the same criteria. The Superintendent or his/her designee shall make a final decision, based on the same criteria considered by the committee, and send the written report to the complainant, which will contain time limits to appeal to the Board if the complainant is dissatisfied.

Next Step: Board Level Appeal

The complainant may appeal the decision of the Superintendent/designee to the School Board by filing a signed writing with the School Board Clerk within thirty (30) days of the decision and may request an appearance before the School Board. After notice to the appealing party, the School Board Level review shall occur at a public meeting.

The Board shall review all evidence and materials presented previously in this process. If the complainant wishes to proffer any additional evidence, it must be submitted to the superintendent no less than five (5) days prior to the meeting at which the matter will be heard. The complainant and public shall be afforded an opportunity to comment before the Board makes a final decision. The School Board's decision shall be based on the same criteria considered by the Superintendent.

Next Step—Special Magistrate

Parents who were the complainants may request on the appropriate State form the appointment of a special magistrate if they disagree with the local decision about an objection to materials used in school or classroom libraries as set forth in SBER 6A-1.094126 Special Magistrate for Materials Used in Classroom or School Libraries.

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 at <http://l.sdpbc.net/htai7> or <http://l.sdpbc.net/z8uvg> .
2. Materials made available to students in a school or classroom library.
3. Materials included on a school or classroom reading list.
4. Instructional Materials adopted and made available to students without the opportunity for public notice, review and hearing procedures by districts that implement their own instructional materials program under s. 1006.283, F.S.

Section 1: Parent or Resident Information

Check the box that applies to you. Check all that apply.

Parent/guardian of a student Resident of this county

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:

Specific Material Objection Incorporated in Rule 6A-7.0714, F.A.C. Effective November 2023

[Link](#) (Accessed March 20, 2024)