



Palm Beach Public Elementary School

FY25 Collection Development Policy

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Educational Media Specialist

Palm Beach Public Elementary School
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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 a 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 Palm Beach Public, 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 students of the Palm Beach Public Media Center range from kindergarten through fifth grade. Our student population, made up of 372 students, has a diverse ethnic and economic background, specifically 207 white, 119 Hispanic, 20 black, and 26 other ethnically diverse students. 39% of those students are free/reduced lunch recipients. Palm Beach Public has a large gifted population, as well as ESE (15%) and ESOL (22%) students. Palm Beach Public is a Strings Choice school.

School Mission Statement

Palm Beach Public School prepares students with the academic skills and character traits necessary to reach their academic potential. Palm Beach Public has become actively engaged in developing a School-wide Positive Academic and Behavior Support Plan called S.O.A.R. designed to promote and foster personal and academic responsibility and a sense of community. To be a part of the Palm Beach Public Community, each student is expected to be a S.O.A.R. student both inside and outside the classroom. Both students and staff have embraced this encouraging, rewarding, and harmonious school-designed plan that enables students to reach their full potential.

Media Center Mission Statement

The Media Specialist teaches classes as part of the Fine Arts Enrichment Program which supports the Language Arts, Media Literacy, Technology, and other benchmarks across the academic curriculum. The Library Media Center is dedicated to designing and maintaining a library media program that supports, compliments, and expands the instructional program of the school.

The library media center promotes an understanding of the importance of reading, creates a learning environment which promotes inquiry, stimulates intellectual curiosity, encourages reading for pleasure, supports staff members with materials

to assist instruction within classrooms, develops diverse interests, uses technology to present information, and promotes instruction to prepare students to become independent users of libraries and life long learners.

Responsibility for Collection Management & Development

The media specialist is responsible for the collection management and its development. Stakeholder input is publicly available for comment. All books and instructional materials are submitted to the media specialist from teachers and administration for review. Those materials are then listed on the District Stakeholder site for two weeks to allow for stakeholder input. After the two weeks, the materials are available for student use.

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. 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.

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.

Library Program

The Media Center is on the Fine Arts wheel and receives K-5 classes all day in 35 minute blocks for instruction. Check out occurs on a four day rotation. In a typical block, students listen to a targeted read aloud which supplements the grade level benchmark standard, complete a reflection activity/exit ticket, and complete check out procedures.

Students in grades 2 focus on creating google slide presentations for reflection. Students in grades 3-5 incorporate Adobe Express into their lessons. They create posters, animations, and webpages that are based on the standard.

The Media Center plans school wide events during Literacy Week which includes a variety of interactive reading activities. We also participated in Read Across America, International Dot Day, Read for the Record, and author visits for grades 2, 3,4, and 5.

The media center also houses the news studio with a news crew of 10 students.

Goals and Objectives

Goal 1: To purchase more books to update the non-fiction and biography sections

- Use Titlewave data to determine areas of need

- Continue weeding to update the section with current material

Goal 2: To incorporate more technology into media classes

- create assignments with Adobe Express for grades 3-5

- Create assignments for grade 2 using google slides

Goal 3: To expose students to more books that are available in the library

- create a book review (book talk) to be shown on the morning announcements

- have students highlight and label their favorite books in the media center and display

Budget and Funding

I receive state and district funds for supplies and books. I am also able to utilize funds from the internal library account and funds that were raised from the Fall Scholastic Book Fair.

In the FY25 projected budget amounts replace the amounts with your actual ones.

School-based Operating Budget	Budget FY24	FY25 Projected Budget
<i>Account 551100 - Media Supplies</i>	\$284	\$284
<i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i>	\$171	\$171
<i>Account 561100 - Library Books</i>	\$512	\$512
<i>Account 562230 - Media A/V Equipment</i>	\$227	\$227
<i>Account 564220 - Furn-Fix/Equip</i>	\$284	\$284
Fundraising/ Grants	Budget Amount	
<i>Media Center Internal Account number for your grant(s) (get this from your bookkeeper)</i>	\$2036	\$2036
State Media Allocation	Budget Amount	
<i>Account 556110 (program 3070) - Media Books</i>	\$903	\$903

Purchasing Plan FY25

Purpose	Amount
books	1900
supplies	400
Total:	\$2300

Scope of the Collection

The collection development is focused on the curriculum of Palm Beach Public Elementary School, which follows the guidelines of the School District of Palm Beach County, which in turn are governed by the Department of Education of the State of Florida. According to best practices for school libraries in the United States, the print collection at Palm Beach Public Elementary School is arranged by the Dewey Decimal Classification System (per District policy-see Section 8 Management of library Media Instructional Materials). The Fiction chapter books are arranged by author with designated sections for series, graphic novels, and reference books.. Additional resources are provided by district-wide subscriptions to electronic information databases. The library media collection includes all the resources available in the school library media center along with all those that students, faculty and administrators can access through interlibrary loan. Students also have access to eBooks 24/7 through numerous sites. Each student has their own laptop to enable more accessibility to research, projects and more. Materials at Palm Beach Public Elementary support both curriculum and pleasure reading as per School Board Policy 8.12 (see Section 5 d).

Equipment

Each student has access to their own laptop and headphone set in the media center. Students also have access to the desktop computers to search the catalog for books available within the library. These desktops are also available for teachers. In the media center, teachers are able to use the copy machine as well as the laminator. Located within the media center is the TV production studio. Students on the news crew team are able to utilize the equipment in this room.

Collection Development

Collection Development is an important process which provides quality materials for the library media center. The media specialist leads this process through the input of teachers, students, parents, and stakeholders. The goal of collection development is to ensure the collection adequately supports student's academic and personal interest needs.

Selection and Evaluation Criteria

Books will be selected according to the Board Policy on Selection. All books will require two positive reviews conducted through Titlewave and Mackin in order to be considered for selection.

District-Wide "Procedures for Selecting and 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

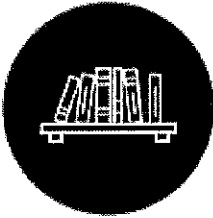
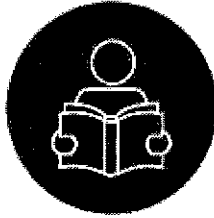
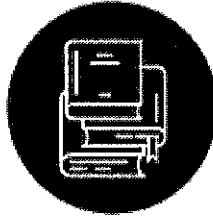



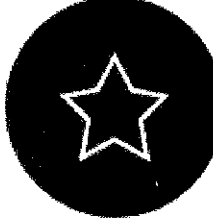



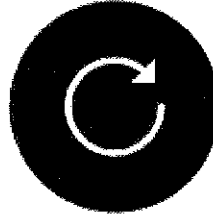
The School District Library Media Services provides support to school library media center personnel and establishes uniform policies and procedures for school library media centers throughout the district. These services include, but are not limited to:

- 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.

			
9602 Items in the Collection	22 Items per Student	26% Fiction Titles in the Collection	40% 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	49% Aged Titles	12% Newer than 5 Years
Library media resources should be representative of the school.		Skills for Lifelong Learning (SLL) library media resources can contribute to character development.	
			
32% Representative Titles in Collection	2006 Representative Titles Average Age	31% SLL Titles in Collection	2008 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	45	2014
Philosophy & Psychology	38	2009
Religion	24	2005
Social Sciences	635	2002
Language	75	2010
Science	1015	2010
Technology	580	2010
Arts & Recreation	568	2015
Literature	130	2002
History & Geography	745	2011
Biography	541	2005
Easy	2533	2004
General Fiction	2516	2009
Graphic Novels	73	2006

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 material 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.. Inventory will be completed on a three-year rotation as per Board Policy 8.12 (8).

SY 2024-25—Easy inventoried

SY 2025-26—Fiction inventoried

SY 2026-27—Non-Fiction and Biography inventoried

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.

Lost or Damaged Library Materials

Our school policy for lost or damaged books is to charge fees in accordance with School Board Policy 2.21B(9) . Notices are sent home with students. If students return the notice with payment, the fee is collected and deposited into the media internal account for book replacement. If fees are not returned, the fee is removed and set to 0 once the book is deleted from the system as lost.

Strategic Focus – Weeding and Acquisitions

School Year	
FY25	Selection Priorities <ul style="list-style-type: none">● Easy● Fiction● NonFiction
	Inventory/ Weeding Priorities <ul style="list-style-type: none">● Easy● Fiction● Non Fiction
FY26	Selection Priorities <ul style="list-style-type: none">● Fiction● Non Fiction● Easy
	Inventory/ Weeding Priorities <ul style="list-style-type: none">● Fiction● Non Fiction● Easy

FY27	Selection Priorities <ul style="list-style-type: none">● Non Fiction● Easy● Fiction
	Inventory/ Weeding Priorities <ul style="list-style-type: none">● Non Fiction● Easy● Fiction

Reconsideration of Materials

Materials that are challenged will be followed according to Board Policy 8.1205. This policy and the Specific Material Objection form are linked in your appendix.

Annual Evaluation and Revision of CDP

This collection development plan will be reviewed each school year.

Appendices

A: Library Bill of Rights

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

[Link](#) (Accessed 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.

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

Document ID: aaac95d4-2988-0024-6573-10a5ce6b21b2

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

School Board of Palm Beach County (November 14, 2023). Selection of Library Media Center Materials and Reading List Materials.

[Link](#) (Accessed March 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

School Board of Palm Beach County (November 14, 2023). Objection Procedures for Specific Library Media Center, Classroom Library, Reading List, Supplemental or Instructional Materials That Have Not Gone Through the Board Adoption Process.

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

E: Specific Material Objection Form

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

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



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 PBS 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 in the Library Media Training, states to "consider titles from state standards booklists 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.

⁶ The 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.

- 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.

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.

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



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

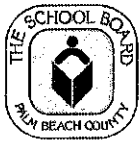
This Policy does not apply to the 30-day post-adoption challenges to specific instructional materials by parents or County residents in compliance with Fla. Stat. § 1006.28(1)(a)(3). The procedures to follow for those challenges are outlined in School Board Policy 8.122, subparagraph (3)(g).

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.

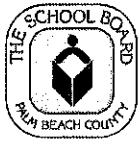
- ii. "Any material used in a classroom³, made available in a school or classroom library, or included on a reading list contains content which:"
 - A. "Is pornographic or prohibited under s. 847.012 [Harmful to minors];"

¹ Fla. Stat. §1006.31 contains 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).

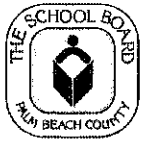
Fla. Stat. § 1006.31(2) further states that "[E]ach reviewer shall: (a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and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

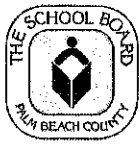
3. School Level: Formal Complaint

- 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 PBSO 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. PBSO 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*



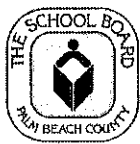
to sufficiently fill out the form along with complainant's signature will result in the rejection of the form and no formal review process under this subsection will be initiated.

- 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



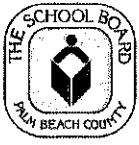
reasons and use form PBSB 1857, School Materials Review Committee Recommendations, or a signed letter written on school letterhead. The form can be found on the District's forms Web site at <https://www2.palmbeachschools.org/formssearch/pdf/1857.pdf> and is incorporated herein by reference.

- 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. 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)

LAWS IMPLEMENTED: 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

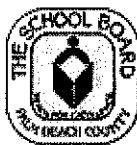
HISTORY: 5/7/2008; 1/24/2018; 11/30/22; 11/14/23

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



Book	School Board Policies
Section	Ch. 2. General Administration
Title	School Requests of Payment from Students
Code	2.21
Status	Active
Adopted	February 18, 1972
Last Revised	March 26, 2001
Prior Revised Dates	02/18/72; 07/21/82; 03/26/01

A. Purpose

1. This District acknowledges the provisions within Article IX, Sec. 1 of the Florida Constitution, which state, in relevant part, as follows:

The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty for the state to make adequate provision of the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education

The School Board of Palm Beach County affirms the state's duty to make adequate provision for this education for every student in the K-12 public school system, subject to the requirements of Florida and federal laws.

Policy 2.21 is intended to provide guidelines for interpretation of a portion of this constitutional provision and the relevant laws. Policy 2.21 neither adds nor removes the obligation that adequate provision be made by law to provide a uniform system of free public schools, but merely provides guidance for implementation, enforcement and compliance therewith.

2. No fee or charge may be required of any student as a condition of attendance and participation for credit in any class unless authorized under § 228.061, Fla. Stat., or any other federal or state statutes. Principals are permitted to request, as set forth in § A-5 herein, that students voluntarily purchase certain items or voluntarily pay to participate in an activity, which may aid in their learning. If a custodial parent/guardian does not make a voluntary payment to purchase a particular item, consumable or otherwise, or does not pay for an activity, and if the item is used and/or the activity is maintained, the school shall provide this item or activity without cost to the student of that custodial parent/guardian, or may choose to forego use of the item or engaging in the activity as part of the instructional program. Schools are required to provide technical and other resources at the school center for student use.
3. The basic supplies students need to complete work, such as paper, pens, pencils, notebooks, and rulers, are the responsibility of the parent or guardian and are not subject to the limitations of this policy.

4. There are items or activities that may be part of the regular curriculum of the school or courses where students may be requested, as set forth in § A-5 herein, to pay fees based upon the associated costs. This policy identifies these costs, which may be requested of a student, as set forth in § A-5 herein, and are in addition to those otherwise allowed by law, if any.
5. *Any request for money from a student shall be in writing, addressed to the student's parent or legal guardian, and shall clearly state: (a) no penalty of any type will be imposed against the student based upon a failure to pay; (b) no student shall be denied the right to participate for failure to pay; (c) the principal may forego a planned activity or use of a particular item based upon the collection of insufficient funds to cover the cost of the item or activity; and (d) this request is for a voluntary payment.* This notice shall also be provided in the schools' or students' handbooks, or addendum thereto, which is published and distributed to all students at the beginning of each school year.
6. All principals, assistant principals, and teachers shall be notified of this policy.
7. This policy does not apply to the purchase of uniforms by students attending schools which require uniforms or particular clothing for attendance pursuant to the school board's dress code policy.

B. Acceptable Requests for Payments

As applicable, the school may furnish either a book locker and/or physical education locker for each student. The school has a right to require that only locks in a master series of locks, which can be opened by the school's master key, be used on these lockers. The student should have the opportunity to purchase or rent such locks at the school's cost.

1. Students may be requested to pay the costs of materials which may be used for a take-home project. Such charges must be based on the actual cost of the materials and are subject to § A-5 herein.
2. In physical education class at secondary schools, students may be required to shower after physical activity. A student may purchase towel service and a physical education class uniform if provided by the school. The student may bring a towel or appropriate clothing from home for the physical education class.
3. Schools which sell items may request payment from students only for personal items. Principals must exercise caution to determine personal items from those that are clearly the responsibility of the school to provide.
4. Field trips, both off-school grounds and in-school field trips, are intended to enrich the educational experience of students and shall be related to the curriculum. Schools are permitted to request, subject to § A-5 herein, direct payments from a student for a field trip activity which occurs during school hours. If a custodial parent/guardian does not pay for a field trip, the student shall not be denied the opportunity to participate, and the school shall arrange for the student to attend without payment, provided other prerequisites (such as parental permission) have been met. The principal may forego a planned field trip based on insufficient payments to cover the cost of the field trip.
5. When students are given reading assignments which are not in the textbooks, or other materials provided for all students' use, adequate copies of these supplemental books and materials, and/or adequate technological equipment shall be available for use or loan in the school center or some other reasonably accessible location. Certain individual projects (such as book reports and term papers) may require use of reading materials available at a public library.
 - a. Schools may, subject to § A-5 herein, offer to sell to students books for the reading assignments. Purchase of these materials, is an option and shall not be required in order for a student to complete the assignment.
 - b. Charges for these materials shall be based on the cost of the materials to the school.
 - c. These books/reading materials may be made available to students to purchase at school, i.e. bookfairs.
6. Students who choose to complete an enhanced project, which costs more than the minimum cost of a class project, may be charged for the cost of the additional materials. The choice of an enhanced project or the choice of a regular class project will not result in a higher grade for the student who

chooses an enhanced project.

- 7. Cap and gown sales/rentals are appropriate, although no student shall be denied an opportunity to participate in graduation ceremonies by virtue of an inability to pay for cap and gown sales/rentals.
- 8. Students may be requested to pay fees for the costs of rental and cleaning of uniforms needed for extra-curricular programs which occur outside of regular school hours.
- 9. 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.
- 10. Students may be charged a modest fine for library books returned late.
- 11. Lockers.
- 12. Parking fees.
High school parking fees may be charged

C. Voluntary and Extracurricular Activities

- 1. Extracurricular activities are not considered a part of this policy, and costs associated with these activities may be charged to the student.
- 2. Schools may charge students costs associated with activities which occur outside of school hours. Student participation is optional. There can be no penalty if the student does not participate, nor may the student be rewarded or receive extra credit for participation.
- 3. Students may be requested to pay for items and admission tickets for events outside school hours, including athletic events, concerts, and theater productions. Attendance at these events shall be considered optional. Any student who attends shall not receive extra credit nor shall the student who does not attend be penalized.

STATUTORY AUTHORITY: §§ 1001.41(2); 1001.42(28); 1001.43(2)(e), Fla. Stat.

LAWS IMPLEMENTED: §§ 1001.42; 1001.32(2); Fla. Stat.; Fla. Const. art. 9 § 1.

HISTORY: 02/18/72; 07/21/82; 03/26/01

*Statutory Citation Updated 1.10.2022

[Policy 2.21 - Creole Version.pdf \(30 KB\)](#)

[Policy 2.21 - Portuguese Version.pdf \(55 KB\)](#)

[Policy 2.21 - Spanish Version.pdf \(23 KB\)](#)

Library Bill of Rights

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

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

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

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

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

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

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

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

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

Inclusion of "age" reaffirmed January 23, 1996.

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

The Freedom to Read Statement

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 rise 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 the 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