



Martin County School District Media Collection Development Procedure

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. To ensure these goals are met, Library Media Specialists apply selection criteria and use recommended selection tools. All acquisitions, including donations, should meet the same selection standards.

The Martin County School District complies with federal laws regarding internet safety and protection by requiring a filtering proxy server on its wide area network.

Collection Development

Library collection development can be defined as, "the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular district or school." Collection development primarily focuses on the acquisition of print, non-print, and other library materials by a trained librarian or school library media specialist for school staff, students and community stakeholders. Collection development also involves strategies for continuing acquisition, evaluation of new materials and the existing collection in order to determine how well a particular library serves its users. A thoughtful collection development includes improving the library's materials through the selection of materials and deselection of unwanted information.

In section [1006.28\(2\)\(d\)2 F.S.](#), each district school board is responsible for establishing and maintaining school library media services for all district public schools. The school board must establish policies on selection of books that includes providing training regarding the prohibition against distributing harmful materials to minors, including stakeholder input, including parents, and requires the consultation of reputable, professionally recognized reviewing periodicals.

Library materials and materials on a reading list must meet several statutory requirements. Materials must be:

1. Free of pornography and all materials prohibited under [s. 847.012, F.S.](#), are not permitted in a school library or media center;
 - a. While there is no statutory definition of pornography in the Florida Statutes, the Merriam-Webster dictionary defines it as "the depiction of erotic behavior (as in pictures or writing) intended to cause
2. Materials must be suited to student needs and their ability to comprehend the material presented;
3. Materials must be appropriate for the grade level and age group for which the materials are used and made available.

As outlined in [s. 847.012, F.S.](#) any person violating any provision of this section commits a felony of the third degree. To protect media specialists, a book that includes nudity, sexual conduct, or sexual excitement may not meet the tenets of "harmful to minors" 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. Please remember that violation of the harmful to minors statute is a crime.

All schools must post a list of all materials maintained in the schools media center and any required materials and grade level reading lists in a searchable format on the school website. All elementary schools will post any classroom library materials available to students in a searchable format on the school website. As outlined in [Martin County School Board Policy 2521](#), upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

As referred to in [s. 1006.40 F.S.](#), materials must be suited to student needs and their ability to comprehend the material. Media specialists should also consider at a minimum, the age, maturity level, and grade-level of students with access to the material. Media specialists should consider factors such as the degree to which the material will be supplemented or explained by classroom instruction, the educational purpose of the material, with priority given to materials aligned to state standards, as well as the accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination. Media specialists should also consider student interest, and the needs of their specific school population when choosing materials. Materials that are neither pornographic nor prohibited by section [847.012 F.S.](#) may still be inappropriate for students. Media specialists should always err on the side of caution when selecting materials. It's good practice to assess whether or not the adult making book selection decisions, would be comfortable reading aloud the material in question in a public meeting.

Additionally, section [1006.28\(2\)\(d\)2 F.S.](#), requires each district school board to adopt procedures for developing library media collections. The procedures must address the following criteria:

1. Book selection must meet the criteria in [s. 1006.40\(3\)\(d\) F.S.](#);
2. Consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders;
3. Library media center collections based on reader interest, support of state standards and curriculum, and the academic needs of students and faculty;
4. The regular removal of books based on physical condition, rate of circulation, alignment to state standards, relevancy to curriculum, and out of date content.

There are three main goals in collection development:

1. A good collection development policy provides guidelines for the selection of materials for the library that are balanced. Examples of a balanced collection include fiction, nonfiction and the inclusion of opposing viewpoints.
2. Collection development also provides guidelines for retention, preservation, and archiving of materials and
3. Collection development policies describe the ongoing process for removal of inappropriate materials including the regular removal or discontinuance of books based on criteria provided in [s. 1006.28\(2\)\(d\). F.S.](#)

A collection development process contains five categories:

1. **Goals:** The goals section should address the mission and vision of the school or district, and special program considerations, the current collection analysis and the responsibilities of the media specialist.
2. **Audience:** Factors such as the school or district community, the needs of the population and the ways in which transparency is offered to the community regarding the current collection and selection of new materials.
3. **Acquisition:** Prior to purchase of Media Center materials, media specialists should consider:
 - What is the purchasing budget for the year? Will there be any additional funds from fundraisers?
 - What are the district policies and procedures for selection of materials?
 - Are the curriculum needs of the students and faculty being met? Are readers' interest taken into consideration?
 - Have selections been reviewed by stakeholders? Are professional reviewing journals consulted for new purchases?
4. **Maintenance:** Maintenance considerations include the inventory policies of the district and knowing the procedures for removal of materials.
5. **Preservation:** It is important to consider the long-term development of the collection. District policies on preservation should be followed.

Florida Statute [1006.28\(2\)\(d\)](#) requires that School districts must adopt procedures to ensure that library and media center collections support academic standards and curriculum, support the academic needs of students and faculty, and are based on the interests of readers. Each of these requirements is important to the creation and maintenance of a school library media center with an environment capable of supporting students in their academic pursuits and creating life-long readers. A school Media Specialist should ask the following questions when developing a collection:

- Does the collection meet the current and future needs of the school population and align with the curricular and instructional needs?
- Does the collection align with the mission and vision of the district or school?
- Has the collection been developed in compliance with Florida Statutes, State Board of Education rules and school district policies?

Planning for the future is a best practice of collection and selection policies. Media specialists should consider a five-year purchase plan that takes into account planning for future collection needs.

Selection of Materials

In order to select materials for a school library or media center, a school district employee must possess certain qualifications. In addition to a professional license, he or she must be certified as an Educational Media Specialist. A person qualifies as certified educational media specialist in one of two ways. One way is

that an individual has an undergraduate or graduate major in library science or educational media or has a bachelor's degree with at least 30 semester hours in library science or educational media. The second way is that a certified educator adds the Educational Media Specialist certificate to their credential by passing the Educational Media Specialist exam. Section [1006.28 \(4\)\(f\), F.S.](#), states, "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." Elementary classroom libraries are a type of school library. Materials in all school libraries must be selected by a certified media specialist.

Each Media Specialist and anyone involved in the selection of library materials will have completed the training program pursuant to [s. 1006.29\(6\)](#) before reviewing and selecting age-appropriate materials and library resources. This training will assist reviewers in complying with the requirements of [s. 1006.31 \(2\)](#). Each year, the Superintendent must certify to the Department of Education that all school librarians and media specialists employed by the district have completed the online training program.

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 is selected by a school district employee who holds a valid educational Media Specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

Stakeholders are an important piece of the selection process. Section [1006.28\(2\)\(d\)](#) of the Florida Statutes requires consultation with school community stakeholders in the purchasing of new library media materials. All stakeholders should be given an opportunity for input. Consultation can provide valuable input to assist the media specialist in making selections that not only comply with Florida statute, rule and district policies but to assist with the selection and maintenance of a well-rounded library collection. Be aware that the school board is ultimately responsible for materials maintained in a school library and the school board must have procedures for the selection of materials as well as procedures for a parent or county resident to present objections. The Parental Bill of Rights, [s. 1014.04\(1\)\(a\), F.S.](#) states that parents have the right to direct the education and care of his or her minor child. Taking this into consideration, districts must have policies in place to ensure that parents have the opportunity to review library materials, including classroom libraries, and parents must be informed of these district policies. Be aware that each school district is required to provide parents access to any book in a school library if the district receives a written request.

Each school has a procedure for developing collections that includes a committee of school community stakeholders to review any proposed materials, and posts those procedures on the individual school website. Information regarding school stakeholder committees should be updated in this [document](#).

Procedures of the stakeholder committee must be posted on each school's website. Best practices of the stakeholder committee may include:

- How membership of the stakeholder committee was determined
- How training of the FLDOE Instructional Materials/Media Training will occur
- A review of all pertinent statute language
- The development of a calendar for media and book purchases
- A determination of how stakeholder committee members will review materials

- Meeting norms including note taking and how meetings will be conducted

When selecting books or media materials, the committee must consider:

- Pertinence to the curriculum and objectives of instructional program
- Appropriate for recommended levels in terms of readability and interest
- Accuracy of content
- Literary merit
- Recent copyright date as appropriate to the subject
- Evaluated for bias and stereotype
- Scope
- Authority
- Cost effectiveness
- Durability
- Appropriate for students with special needs
- Translation integrity

These criteria will apply to and include all print, nonprint and electronic media.

When choosing materials for the library media center, choose materials that are age appropriate by taking into consideration the ages, grade-levels, levels of maturity, reading levels and special curricular needs and programs of your school or district. Materials should reflect all levels of abilities from struggling readers through those that are advanced. Special curricular needs may include materials for English language learners, gifted learners, and schools that may have specialized programs such as technology magnets, and advanced programs. Section [1006.28\(2\)\(d\)2](#), of Florida Statutes states that the consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders is required. Consultation with stakeholders and professional periodicals can provide information helpful to ensuring the selection criteria set out in statute, rule and policy are met. Professional review journals typically include a summary of the plot, an appraisal of literary quality, and a recommended age or grade range. Best practices are to consult multiple professional review journals ([See Appendix A](#)). While the law requires consultation of peer reviews, districts should consider the consultation of crowd-sourced reviews.

When selecting new materials for the library media center, the following suggestions may be considered:

- The collection meets the curriculum needs of students and faculty;
- Survey stakeholders for suggestions;
- Ensure the collection has a mix of both fiction and nonfiction;
- Consider the diversity and age of your collection;
- Address the high interest needs of readers;
- Use reputable book vendors;
- Examine award and state lists that are appropriate for your school age level;
- Follow all district protocols for the selection of new books.

Book selection should take academic standards and the academic needs of students and faculty into consideration. Some ideas for gathering this information include assessing readers' interest through various methods including surveys, suggestion boxes, and other community stakeholder input. Titles from state

standards book lists such as the [ELA B.E.S.T.](#) Sample texts and the Civic Literacy Reading list should also be considered. Evaluate the school needs to include the school mission or vision, performance or improvement plans, any curriculum needs, or curriculum for specialized programs, and school population needs. Always consider any budgetary restrictions and the age of your population.

Materials Acquisition

The Library Media Specialist is responsible for entering requisitions online and arranging purchases via purchase order or P-card. Procedures for all purchasing are in compliance with Martin County Schools purchasing guidelines. See the following site: [Purchasing and Warehousing](#).

Maximizing Access

Library Media Specialists are responsible for developing ways to incorporate new materials as well as technology/equipment into the collection. The Library Media Specialist shall:

- Publicize diversity of resources
- Maximize search capabilities for users of the electronic catalog
- Provide accessibility for all users

Collection Maintenance

Inventory

An inventory of each school media center collection will be conducted annually. The inventory will yield the following benefits to the media program and the professional staff:

- Reconciliation of the catalog and shelf list
- Knowledge of the collection
- Analysis of patterns of usage
- Analysis of patterns of missing materials
- Preparation for removal or discontinuance of media materials

Removal or Discontinuance of Library Media Materials

Section [1006.28\(2\)\(d\)2.d., F.S.](#) states that each district must adopt procedures that 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, and out-of-date content. Consider the following questions as guidance for making removal or discontinuance decisions:

- Is the content outdated?
- Has the book circulated in the last few years?
- Are the materials age-appropriate for the school community?
- Does the material include information that is biased, racist or sexist?
- Is the book irrelevant to the needs and interests of students and staff?
- Has a subsequent edition of the book been added? Is there a better book that should be obtained instead?
- Are there multiple copies of the book available and do they circulate?
- Is it material that is available in an online database?
- Is the book physically damaged, beyond repair or poor quality?

District cataloging (Destiny) software may be able to report on collection of statistical data that will help media specialists to make decisions based on the age of collection, balance of materials, circulation data, and other important data points.

Reconsideration of Materials

Section [1006.28\(2\)\(a\)2., F.S.](#), states that: Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution.

Annually, beginning after the 2022-2023 school year, Florida Statute [1006.28\(2\)\(e\)3.](#) states that each superintendent must submit to the department a report that identifies each material that the school district received an objection to and each material that were removed or discontinued as a result of an objection. The Department of Education then must publish the list of materials that were removed or discontinued as a result of an objection. Media specialists should check this list as part of their selection procedures.

Procedures to be Observed as Established in [Martin County School Board Policy 2522:](#)

1. Objector sends an objection form in writing to the principal identifying the material(s) and states the basis for the objection. ([Appendix B](#))
2. The principal has 15 calendar days to review the objection and meet with the objector. While the material is being reviewed, copies of the material will be removed from the shelf for review.
3. If the objection is not resolved, the principal shall refer the matter to the Director of Curriculum and Instruction.
4. The Director of Curriculum shall meet with the objector within 15 calendar days to resolve the objection.
5. If the objection is not resolved, the matter will be referred to the School Board for a public hearing within 45 calendar days.

If the recommendation is to remove material from circulation, the site will remove the material from Destiny and classrooms. ([Appendix C](#))

Appendices (attached)

[Appendix A – List of Recommended Selection Tools](#)

[Appendix B – Form 1371 Request for Reconsideration of Materials](#)

[Appendix C – Sample Emails for Principal Communication on Recommendation](#)

Appendix A

Professional Selection Tools

All materials must be evaluated prior to purchase by the Media Specialist and the school stakeholder committee. The Media Specialist will consult professional evaluation sources to select print and non-print resources. Whenever possible, materials should also be examined directly. Following is a list of reputable sources for reviews and bibliographies of recommended materials.

Professional journals for reviews of new resources

Book Links, Booklist Bulletin for the Center for Children's Books, Horn Book, Kirkus Reviews, Reading Teacher, School Library Journal, Voices of Youth Advocates

Evaluation guides to basic collections

Elementary School Library Media Collection (Brodart) Children's Catalog, Middle & Jr. High School Library Catalog Senior High School Library Catalog Fiction Catalog (H. W. Wilson) Books for Secondary School Libraries (R. R. Bowker)

Evaluation guides for special collections

Magazines for Children: A Guide for Parent, Teachers, & Librarians Magazines for Libraries (R. R. Bowker), Encyclopedia Buying Guide (R. R. Bowker), Guide to Reference Books (ALA), Guide to Reference Books for School Media Centers (Libraries Unlimited), Reference Books for Small & Medium Sized Libraries (ALA), Reference Books for Children (Scarecrow Press), Reference Books for Young Readers (R. R. Bowker), A V Market Place (R. R. Bowker), Bowker's Complete Video Directory (R. R. Bowker), Educational Software Preview Guide (ISTE), The Educational Software Selector (TESS)

Recommended lists from professional societies

American Library Assoc. <http://www.ala.org>
American Assoc. of School Librarians <http://www.ala.org/aasl/>
Assoc. for Educational Communications & Technology <http://www.aect.org>
Nat'l Council for Geographic Ed. <http://www.ncge.org/>
Nat'l Council for Social Studies <http://www.socialstudies.org/>
Nat'l Council for Teachers of Mathematics <http://www.nctm.org/>
Nat'l Council for Teachers of English <http://www.ncte.org/>
National Science Teachers Assoc. <http://www.nsta.org/>

REQUEST FOR RECONSIDERATION OF MATERIALS**THE SCHOOL DISTRICT OF MARTIN COUNTY, FLORIDA**

1939 SE Federal Hwy

Stuart, Florida 34994

(772) 219-1200

REQUEST FOR RECONSIDERATION OF MATERIALS*Process:*

1. Send an objection form in writing to the principal identifying the material(s) and state the basis for the objection.
2. The principal has 15 calendar days to review the objection and meet with the objector.
3. If the objection is not resolved, the principal shall refer the matter to the Director of Curriculum and Instruction.
4. The Director of Curriculum and Instruction shall meet with the objector within 15 calendar days to resolve the objection.
5. If the objection is not resolved, the matter will be referred to the School Board for a public hearing within 45 calendar days.

Type of Media:School Library Materials
☐ Book ☐ eBook ☐ Periodical ☐ Video/DVD ☐ Audio Recording ☐ Other _____
Classroom Non-core Instructional Materials
☐ Book ☐ eBook ☐ Periodical ☐ Video/DVD ☐ Audio Recording ☐ Other _____

Title of Material: _____

Author/Producer: _____ Date of Publication: _____

1. Does this material have any *serious literary, artistic, political, or scientific value for students*?

☐ Yes ☐ No ☐ Unsure

2. What do you find objectionable about the material? _____
- _____
- _____

3. Identify the specific content you find objectionable; cite pages and sections (text and image), time stamps (audio and video). Be as specific as possible. _____

4. For what age group would you recommend this material? _____

5. Did you read, view, or hear this material in its entirety? ☐ Yes ☐ No

If not, what parts have you read/viewed/heard? _____

6. Are you aware of the judgment of this material by literary and educational critics? ☐ Yes ☐ No

7. What action would you like the school to take regarding this material?

☐ Do not assign this material to my child

☐ Withdraw it from the entire student body

☐ Other _____

8. Can you recommend unobjectionable material of equal literary/instructional quality on the same subject and of the same format?

Printed Name of Objector: _____

Signature of Objector: _____ Date: _____

Physical Address: _____ City: _____ Zip: _____

Telephone: _____ Email: _____

Please submit the completed form to your school site principal: Date received by principal. __/__/__

Principal action/resolution:

Date Director of Curriculum and Instruction received objection (if applicable): __/__/__

School District resolution (if applicable):

Date School Board referral submitted (if applicable): __/__/__

Martin County School Board action (if applicable):

Appendix C

Sample Emails for Principal Communication on Recommendation

Email to teachers if there is a book removed:

The following book (s) have been removed from the Media Center: *[Book Title]*

Please ensure that the title, *[Book Title]* is not in your classroom library for students to access.

Thank you,

[Principal Name]

Email to objector with recommendation:

Good morning, *[Objector Name]*.

Thank you for the email and attached Request for Reconsideration of Materials.

Pursuant to School Board Policy 2522, the material has been reviewed and recommends the *[Book Title(s)]*.
(*Insert site recommendation and justification*)

Please respond to this email as to whether or not you agree with the recommendation so I can be sure to take next steps, if warranted.

I am happy to discuss this with you further by phone and if you would like that option, please send me your phone number as well as a good time to call.

[Principal Name]

