

**Fairlawn
Elementary School
Media Center**

**Collection
Development Plan
2025-26**

Signature Page



Russell Ader
Principal



Kelly Ridle
Certified Educational Media Specialist

Fairlawn Elementary
FY25 Collection Development Policy

Date Drafted: September 10, 2025
Date Approved by Administration:

Media Specialist Name: _____ Kelly Ridle _____

Media Specialist Signature:  _____

Principal Name: _____ Russell Ader _____

Principal Signature:  _____

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Executive Summary

District Strategic Plan 2025

St. Lucie County School District is located on the east coast of Florida and includes the municipalities of the Cities of Fort Pierce and Port St. Lucie as well as St. Lucie Village, and Lakewood Park. The district has approximately 40,850 students enrolled in 44 schools.

Vision: St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of each individual. Our promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!

Mission: The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

School Board Policy

- [School Board Doc po2520](#)
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- The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

School Collection Development Plan

Fairlawn Elementary serves 654 students enrolled in kindergarten through fifth grade. The student population's ethnicity is made of 36.85% Hispanic and 63.15% Non-Hispanic students.

Additionally, we serve a diverse population made up of 33.79% White, 24.31% Black, 0% Native, 2.45% Asian, 0% Pacific, and 2.60% Multicultural students.

The administration includes Principal Russel Ader and Assistant Principal Dorcia Reid. Fairlawn is proud to offer many special programs which provide students with opportunities including AMP Math, Acaletics, Music, Art, Theater Performance, Challenge resource, and Odyssey of the Mind.

School Mission Statement

Fairlawn Elementary School will empower students to become life-long learners by giving them ownership of their learning. Students will utilize problem solving skills and effective communication to solve authentic tasks every day.

Fairlawn Elementary School will be a high-achieving learning community where all stakeholders work collaboratively to design experiences that will challenge and equip students with the skills needed to be successful in college and/or their chosen career in a globally competitive society.

Media Center Mission Statement

The mission of the Fairlawn's library program is to provide an inviting, dynamic learning environment and services that support and enhance teaching, literacy and learning.

Library Program

Fairlawn's media center is the heart of the school. As part of the resource wheel, each student spends at least 45 minutes amidst the books weekly. In addition, many more visit during open library hours from 8:00-8:30 daily. Students come in to read, take AR tests, and check in and out books. A big part of instructional time is spent learning and practicing how to choose a good fit book, practicing being an active reader, reading across a variety of genres, and taking tests on books to check comprehension. Media staff tracks, records and communicates Lexile levels, celebrates growth, and encourages deep dives into favorite subjects or authors. The end goal is to grow readers that happily read for enjoyment and knowledge.

A big part of Fairlawn's library program is the utilization of Accelerated Reader and STAR/IReady results for Lexile levels. To encourage utilization of the program, we use rewards and incentives (brag tags, medals, parties), parent involvement, teacher education and updates.

Another active and popular program run through the media center is participating in the Sunshine State Young Reader program. Students are encouraged to read 5, 7, or 10 selections (based on grade level) from each year's list. The librarian reads aloud the SSYRA, Jr. picture books to students. This year we've included the newly developed Orange Blossom Award nonfiction books.

Additional activities organized/coordinated/ managed include: Community Readers, Storybook Character Day, Summer Reading Challenges, Typing Club, Lego Club, Chess Club, Beanstack, 'One School, One Book', Read Across America, Florida Celebrates Literacy Week, Scholastic Book Fair (two annually), Minecraft Education, PBIS events, and School-Wide Reading Challenges.

A thorough analysis of the current media center collection at Fairlawn Elementary indicates that the average age of the collection is 2011 and the number of books per student is 15.8. The [American Association for School Libraries](#) supports *An Introduction to Collection Development for School Librarians* by Mona Kerby that media centers that includes a ratio of 10-12 items available per student is appropriate for a school library collection. Currently Fairlawn Elementary meets and exceeds the recommended standards for the number of books per student.

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

Strengths include:

- Percentage of books newer than 5 years is 18%
- Representative titles are 31 % of our collection

An area of concern is the age of our collection and the ratio of books to students. We need to weed books not circulating and aged books.

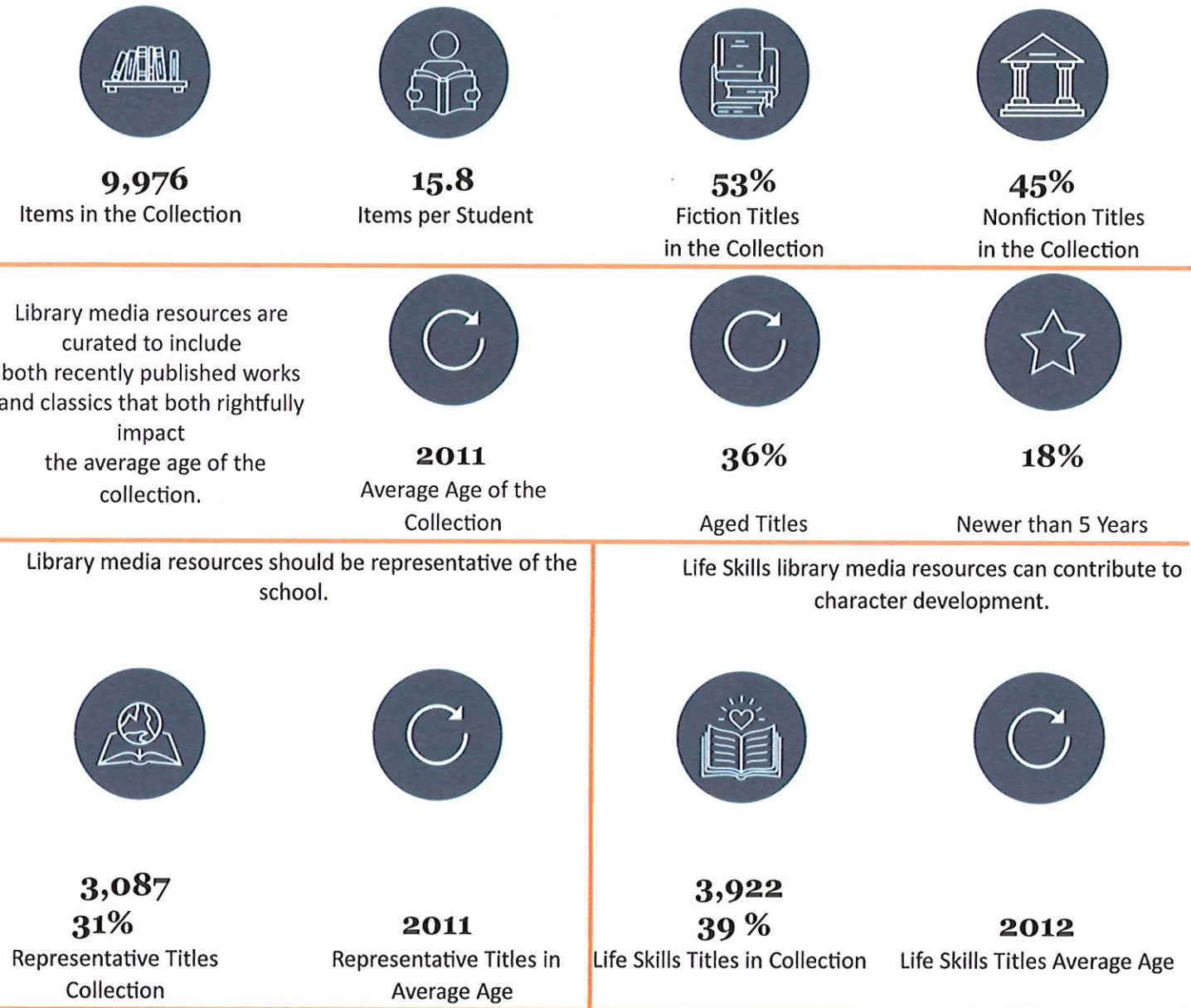
School Assessment Analysis

The school assessment analysis provides an overview of the school's assessment data for the previous two school years.

Proficiency Data		
Assessment	2023-24	2024-25
<i>Star Early Literacy/Reading Proficiency Grade K</i>	80%	62%
<i>Star Early Literacy/Reading Proficiency Grade 1</i>	63 %	77%
<i>Star Early Literacy/Reading Proficiency Grade 2</i>	75%	80%
<i>FAST ELA Grade 3</i>	71%	76%
<i>FAST ELA Grade 4</i>	69 %	80%
<i>FAST ELA Grade 5</i>	71 %	71 %
<i>NGSSS Sci 5 EOC</i>	79 %	78 %

Collection Analysis

The collection is developed for and influenced by students, their interests, academic needs and alignment to the curriculum. The data below is a snapshot of the collection based on a Titlewise Analysis from July 2024. Purchasing or weeding after that time is not reflected in this data.



 Library media resources are distributed across the **Lexile reading level ranges** noted below.

168	1994	2042	1913	1419	518	123
BR-199 Lexile Items	200-299 Lexile Items	300-399 Lexile Items	400-499 Lexile Items	500-599 Lexile Items	600-699 Lexile Items	700+ Lexile Items

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
Computer Science, Information & General Works	59	2017
Philosophy & Psychology	79	2014
Religion	7	2014
Social Sciences	548	2010
Language	14	2017
Science	998	2012
Technology	666	2013
Arts & Recreation	1244	2016
Literature	154	2005
History & Geography	467	2012
Biography	296	2009
Easy	2791	2008
General Fiction	2533	2013
Graphic Novels	785	2017

Notes

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Representation Analysis

Enrollment & Demographic Data					
654 2025-26 Student Enrollment as of September 10, 2025		Subgroups		Federal Ethnicity	
		ELL	ESE	36.85% Hispanic	63.15% Non-Hispanic
Federal Race Category					
33.79% White	24.31% Black	0% Native	2.45% Asian	0% Pacific	2.60% Multicultural

To deepen focus on strategic collection development, specific sections of the collection were analyzed in detail to determine whether the media center collection reflects and represents various points of view and experiences. The goal is to provide a balanced collection that can be both a mirror, to reflect a reader's experience, and a window, so readers can experience different viewpoints.

Results

Based on the available school data of Fairlawn Elementary in comparison to Collection Analysis results, it was found that:

Student Representation	% of Students	Total # of Titles	Total % of Titles	Avg. Age of Titles
Hispanic	36.85%	127	1.3%	2017
Black	24.31%	501	5.02%	2014
Asian	2.45%	120	1.3%	2017
Multiracial	2.60%			

Strategic Focus

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

School Year	Strategic Focus
2024-2025	Selection Priorities ● Representative title ● Early chapter books ● Narrative non-fiction
	Weeding Priorities ● Biographies ● Animals ● Enjoyable books
2025-2026	Selection Priorities ● 3-5 non-fiction ● Graphic novels ● Decodable texts
	Weeding Priorities ● 3-5 non-fiction ● Worn texts ● K-2 non-fiction ● Enjoyable Books

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year (2024-2025).

Annual Budget 2025-2026

State Funds	
<i>Source</i>	<i>Amount</i>
State (P2500)	\$3427
Internal Accounts	
<i>Source</i>	<i>Amount</i>
Book Fair Profits	\$5200
Scholastic Bucks	\$3000
Library Fines	\$300
Grants or Donations	\$2500
TOTAL	\$11000

Purchasing Plan 2025-2026

Approximate Purchasing Plan	
<i>Purpose</i>	<i>Amount</i>
Media Supplies (Account #)	\$450
Library Book (Account #P25 and internal)	\$6000
Furniture-Fix/Equip (Account #)	\$500
Student Reading Incentives	\$2000
Professional Development	\$1300
TOTAL	\$ 10250

Year-to-Year Collection Change

The information below represents the year-to-year change within the library media center collection from the 2023-24 to 2024-25 school year. The 2023-24 data is based on a collection analysis from June 2023, while the 2024-25 is based on a collection analysis from July 2024.

Data Reflection

- The average number of books per students tells me I need to weed strategically to make more room on the shelves. My plan is to look more closely at the circulation history of individual titles and to delete shabby/worn out titles.

2024-25 Purchased and Weeded Materials		
Materials Added to the Collection	619	Materials Weeded from the Collection 308
Category	2024-25	2025-26
 Items in the Collection	10013	9976
 Items per Student	15.9	15.8
 Average Age of Collection	2012	2012
 Representative Titles in the Collection	30%	31%

Appendix A

School Board Doc po2520

Book: Policy Manual

Section: 2000 Program

Title: SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS-

Code: po2520

Status: Active

Legal:

F.S. 119.071

F.S. 212.183

F.S. 1001.215

F.S. 1002.22

F.S. 1003.485

F.S. 1006.28

F.S. 1006.28 through 1006.42

F.S. 1006.40

F.S. 1008.22

F.S. 1008.25(5) (a)

F.S. 1008.25 (5) (c)

F.S. 1014.05

F.A.C. 6A-6.03028

F.A.C. 6A-7.0713

34 C.F.R. Part 300

Adopted: March 12, 2024

2520 - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The School Board adopts courses of study pursuant to State law and Policy 2220. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

"Library media center" means any collection of books, ebooks, periodicals, or videos maintained and accessible on the site of a school, including in classrooms.

As required by State law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list.

Each principal shall provide that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed pursuant to adopted Board policies. Each principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school and the procedures for contesting the adoption and use of instructional materials. Principals are also responsible for overseeing compliance with 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.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of students who will have access to such materials.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Certification by Superintendent

On or before July 1 each year, the Superintendent will certify to the Commissioner of Education the estimated allocation of state funds for instructional materials for the ensuing fiscal year.

By August 1 each year, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open publicly noticed meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Publication on Website of List of Instructional Materials and Process to Limit Student Access

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

Parent Permission

Parents and guardians play a major role in guiding their child's reading and library use. Each family has the right to determine which library resources are acceptable for their children. Students are able to select books at their discretion; however, some levels of books may require parent permission before a student may check them out. Parents will be notified at the beginning of each school year to complete the library access form for each child. This form will inform the media specialist of the parent/guardian's preferred level of book access for their child. Parents/Guardians may submit titles and authors of books to the media specialist at the school they are enrolled in that their child may not check out of the media center.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

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 Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

- A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos;
- B. list, at a minimum, the following information:
 - 1. the title and author for books and ebooks;
 - 2. the name or title for periodicals and videos; and,
 - 3. the title for any other material maintained in the media center.
- C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students shall be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, the suspension of student parking privileges, and the exclusion of the student from participation in school activities such as prom and graduation ceremonies or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-prekindergarten through grade 5 students who are not yet reading on grade level, who score below a level 3 in the preceding year's Statewide, standardized English Language Arts Assessment (ELA), or who have a substantial reading deficiency identified under F.S. 1008.25, or who have a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring under F.S. 1008.25.

The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall also establish a data sharing agreement with the initiative's administrator to allow for a streamlined student verification and enrollment process.

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Appendix B

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](#).