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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

In our infinite pursuit of excellence, Auburndale Elementary Community School provides its students with a well-rounded educational experience, which will enable them to reach their highest potential and become the effective leaders of our future global community.

Provide the school's vision statement

At Auburndale Elementary Community School we envision our students receiving a state-of-the-art educational experience, which will nurture and encourage them to become effective information managers, creative and complex thinkers and ultimately life-long learners.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jacqueline Villazon

Position Title

Principal

Job Duties and Responsibilities

The school principal develops, implements, and monitors the instructional framework that aligns curriculum with state standards. She oversees effective instructional practices, and reflects on student learning needs and assessments. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.

Leadership Team Member #2

Employee's Name

Nicole Benitez

Position Title

Assistant Principal

Job Duties and Responsibilities

The school Assistant Principal assists the principal in developing, implementing, and monitoring the instructional framework that aligns curriculum with state standards She also oversees effective instructional practices, and reflects on student learning needs and assessments. She provides effective decision making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.

Leadership Team Member #3

Employee's Name

Marlyn Luque

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach works with teachers/students on standard-based aligned curriculum. The Coach works with teachers to maximize differentiated instruction, and provides training when necessary to ensure quality instruction. The Coach also plans, develops, and manages intervention schedules and implementation. The Coach pulls data reports, to conduct data chats, from multiple sources such as iReady and Performance Matters to analyze data and plan for instruction to meet students' needs.

Leadership Team Member #4

Employee's Name

Diem Nguyen

Position Title

PLST Leader & Teacher

Job Duties and Responsibilities

This person oversees the Professional Learning Support Team and leads professional development at the school. The Teacher attends professional development in critical areas to train the teachers. She forms part of the Leadership Team to give feedback and suggestions at the teacher level.

Leadership Team Member #5

Employee's Name

Aimee Morera

Position Title

SPED Chairperson

Job Duties and Responsibilities

This person oversees the Inclusion SPED program, trains teachers and conduct SSTs. The Teacher attends professional development in critical areas to train the teachers. She forms part of the Leadership Team to give feedback and suggestions at the teacher level.

Leadership Team Member #6

Employee's Name

Yahaira Rufin

Position Title

Lead MINT Mentor Teacher

Job Duties and Responsibilities

The Lead MINT Mentor Teacher helps new teachers to the school get acclimated with all programs and policies. The Teacher attends professional development in critical areas to train teachers. She forms part of the Leadership Team to give feedback and suggestions at the teacher level.

Leadership Team Member #7

Employee's Name

Olegna Fiera

Position Title

SPED Program Specialist

Job Duties and Responsibilities

The school Program Specialist assists the principal in developing, implementing, and monitoring the instructional framework that aligns curriculum with state standards in the area of Special Education. She also oversees effective instructional practices, and reflects on student learning needs and assessments. She coordinates IEP meetings. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school involves stakeholders through a plethora of committee gatherings, such as curriculum events hosted, EESAC, PTA, Title I, the Kiwanis Club and political visits. The members and participants of these gatherings are notified of all events and opportunities of engagement. The EESAC must approve the SIP during its development annually. Their input is used to make suggested revisions to the SIP that are agreed upon by the teams.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP outlines strategies to help improve achievement and it is consistently reviewed and revised by stakeholders. The stakeholders teams will monitor results of the strategies in place for its effectiveness several times throughout the school year during team meetings by analyzing relevant data and making revisions, as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	98.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	21	17	18	5	19				80
One or more suspensions	0	2	0	0	0	2				4
Course failure in English Language Arts (ELA)	0	0	18	37	21	6				82
Course failure in Math	0	0	12	27	16	6				61
Level 1 on statewide ELA assessment	0	0	0	17	42	47				106
Level 1 on statewide Math assessment	0	0	0	14	32	38				84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	48	75	64						188
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	27	28	27	19					102

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	30	38	45	55	57				226

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				17						17
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	26	23	19	26	12	22				128
One or more suspensions				1	2	3				6
Course failure in ELA		4	17	21	4	11				57
Course failure in Math		6	13	15	7	19				60
Level 1 on statewide ELA assessment				51	33	57				141
Level 1 on statewide Math assessment				37	30	52				119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	57	49	64	71						357

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		5	10	42	25	47				129

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				13						13
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52	63	57	42	60	53	59	62	56
ELA Grade 3 Achievement **	49	63	58	43	60	53			
ELA Learning Gains	56	64	60				68		
ELA Learning Gains Lowest 25%	59	62	57				48		
Math Achievement *	56	69	62	41	66	59	53	58	50
Math Learning Gains	58	65	62				54		
Math Learning Gains Lowest 25%	67	58	52				49		
Science Achievement *	38	61	57	34	58	54	40	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	63	64	61	45	63	59	72		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	498
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	46%	55%	45%		57%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
English Language Learners	53%	No		
Hispanic Students	57%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	1	1
English Language Learners	45%	No		
Hispanic Students	46%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Economically Disadvantaged Students

43%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

46%

No

English Language Learners

53%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

54%

No

Multiracial Students

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	49%	56%	59%	56%	58%	67%	38%					63%
Students With Disabilities	23%	21%	45%	57%	35%	48%	54%	16%					44%
English Language Learners	46%	49%	53%	58%	52%	58%	67%	33%					63%
Hispanic Students	53%	52%	57%	63%	57%	58%	67%	39%					63%
Economically Disadvantaged Students	48%	38%	57%	57%	52%	59%	73%	29%					62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	42%	43%			41%			34%					45%
Students With Disabilities	26%	33%			23%			17%					53%
English Language Learners	40%	42%			39%			37%					68%
Hispanic Students	42%	43%			42%			35%					69%
Economically Disadvantaged Students	36%	39%			37%			33%					72%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	59%		68%	48%	53%	54%	49%	40%					72%
Students With Disabilities	42%		62%	54%	35%	51%	48%	16%					56%
English Language Learners	54%		66%	48%	49%	52%	52%	33%					72%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	59%		67%	46%	52%	53%	46%	38%					72%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	57%		69%	50%	51%	54%	49%	37%					73%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	35%	56%	-21%	55%	-20%
Ela	4	39%	55%	-16%	53%	-14%
Ela	5	40%	56%	-16%	55%	-15%
Math	3	51%	65%	-14%	60%	-9%
Math	4	47%	62%	-15%	58%	-11%
Math	5	37%	59%	-22%	56%	-19%
Science	5	27%	53%	-26%	53%	-26%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component demonstrating the most improvement was the Math proficiency rate. 2023-2024 school year, our data demonstrates 56% proficiency. 2022-2023, our data demonstrated 41% proficiency. This demonstrates an increase of 15 percentage points. The actions taken for improvement were incorporating computer lab time within the school day to complete Math lessons in technology programs such as iReady and iXL Math.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component demonstrating the lowest performance was the 5th grade Science proficiency rate. Beginning this school year, our data demonstrates 38% proficiency. Last school year, our data demonstrated 34% proficiency. Although this component showed the lowest performance, it demonstrates an increase of 4 percentage points. Contributing factors to last year's low performance in this data component could be that we did not have enough funds to purchase Science Lab materials. Therefore, completing laboratory experiments was difficult.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There were no data components that demonstrated a decline. Our school increased proficiency rate in all data components.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, the greatest gap in proficiency is currently undetermined as Power BI is not updated with State data.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Systems, an area of concern is the number of students scoring a Level 1 on the ELA Reading FAST PM3.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1-ELA

2-Science

3-Math

4-Attendnace

5-SWD Subgroup

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 52% of students in grades 3-5 were proficient in English Language Arts (ELA). This demonstrates an increase of 10% when compared to last school year. Literacy skills are required to make sense of complex information and expressing yourself effectively. This data component was identified as a crucial need because we have high SPED and ELL populations, which require additional support for success. Student readiness levels limit the ability to master grade level standards.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2024 FAST STAR Reading PM3 data, the median percentile was 29% of students were proficient in English Language Arts (ELA) when compared to the district average of 53%. This is a result of the identified contributing factors of high SPED and ELL populations. Student readiness levels limit the ability to master grade level standards, therefore, we will implement the evidence-based strategy differentiated instruction during the ninety-minute block. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessments measures whether all students within a classroom can learn effectively, regardless of differences in ability.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2024 FAST ELA PM3 data in, 52% of students were proficient in English Language Arts (ELA). This is a result of the identified contributing factors of high SPED and ELL populations. Student readiness levels limit the ability to master grade level standards, therefore, we will implement the evidence-based strategy of differentiated instruction during the ninety-minute block. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessments measures

whether all students within a classroom can learn effectively, regardless of differences in ability.

Grades K-2: Measurable Outcome(s)

With the implementation of differentiated instruction, there will be a 5 percentage point increase of proficiency from 52% to 57% demonstrating on grade-level or above in the area of ELA based on the FAST STAR PM3 .

Grades 3-5: Measurable Outcome(s)

With the implementation of differentiated instruction, there will be a 5 percentage point increase of proficiency from 56% to 61% demonstrating on grade-level or above in the area of ELA based on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will attend weekly Common Planning to monitor teachers collaborating with instructional coaches to plan for differentiated instruction in the classroom. The administrative team will conduct classroom walkthroughs to determine if differentiated instruction strategies are being utilized in the classroom, evidence of student grouping and leveled student work.

Person responsible for monitoring outcome

Jacqueline Villazon, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based strategy being implemented for this Area of Focus will be differentiated instruction during the ninety-minute block. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessments measures whether all students within a classroom can learn effectively, regardless of differences in ability.

Rationale:

Differentiated Instruction will allow for effective teaching that involves providing all students with different avenues to learning in terms through acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability will increase student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

DI Time in Schedule

Person Monitoring:

Nicole Benitez, AP

By When/Frequency:

August 30, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide teachers with time in their schedule to implement differentiated instruction. As a result, students will have additional time to develop necessary skills needed to make learning gains.

Action Step #2

DI Professional Development

Person Monitoring:

Diem Nguyen

By When/Frequency:

October 18, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will provide professional development in differentiated instruction (DI) the beginning of the school year. As a result, teachers will be able to effectively plan for DI as well as select appropriate materials for each DI lesson.

Action Step #3

Collaborative Planning

Person Monitoring:

Reading Coach

By When/Frequency:

August 30, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Reading coach will attend collaborative planning sessions to guide effective planning for DI. As a result, teachers will be able to provide effective DI lessons.

Action Step #4

Progress Monitoring Assessments

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Progress Monitoring Assessments will be administered bi-weekly. As a result, teachers will be able to identify and address student learning gaps for targeted differentiated instruction.

Action Step #5

Individualized iReady Lessons

Person Monitoring:**By When/Frequency:**

Jacqueline Villazon, Principal

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to close the achievement gap, teachers in every grade level will dig deeper into data for additional differentiated instruction and assign specific iReady lessons to students based on their individual weaknesses. As a result, the student area of weakness will be targeted for reteach.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As a result of 2024 data analysis, it was determined that the area of critical need was in Science proficiency. According to the Science Statewide Assessment data, 38 percent of grade 5 students achieved proficiency. This represents a 4 percentage point increase from last year's State Assessment. The goal for the 2024-2025 school year is to increase proficiency by 1 percentage point to 39%. We will focus on standard based science instruction to address this critical need.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of standard based instruction, there will be a percentage point increase demonstrating 34 proficiency points on the 2025 State Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will attend weekly Common Planning to monitor teachers collaborating to plan for science inquiry essential labs in the classroom. The administrative team will conduct classroom walkthroughs to analyze student work and to determine if science inquiry essential labs are being implemented in the classroom.

Person responsible for monitoring outcome

Jacqueline Villazon, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based strategy being implemented for this Area of Focus will be science inquiry essential labs during the instructional block. Science labs provide students with hands-on experiences and guides them through the Scientific Method while formulating their own ideas. It fosters curiosity and encourages creativity through self-directed learning while developing critical analysis skills.

Rationale:

Science inquiry essential labs provide students with hands-on experiences and guides them through the Scientific Method while formulating their own ideas. It fosters curiosity and encourages creativity through self-directed learning while developing critical analysis skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Acquire Lab Materials

Person Monitoring:

Jacquelin Villazon, Principal

By When/Frequency:

September 30, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will acquire materials for each Science teacher, either by purchase order or donations. As a result, teachers will be able to conduct essential labs following the scientific method with necessary materials to be able to conduct hands on essential labs.

Action Step #2

Essential Labs

Person Monitoring:

Nicole Benitez, AP

By When/Frequency:

August 19, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will conduct essential labs once per week during class time. As a result students will be more knowledgeable in the Nature of Science strand. Science inquiry essential labs provide students with hands-on experiences and guides them through the Scientific Method while formulating their own ideas. It fosters curiosity and encourages creativity through self-directed learning while developing critical analysis skills.

Action Step #3

EduSmart DI

Person Monitoring:

Nicole Benitez, AP

By When/Frequency:

August 30, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be scheduled into the EduSmart technology intervention program and conduct weekly lessons. As a result, the students will have additional opportunities to learn the content.

Action Step #4

Topic Assessments

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Topic Assessment data will be analyzed on a biweekly basis during common planning. As a result, we will determine strategies that will be implemented to meet all student needs.

Action Step #5

Professional Development

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

3rd through 5th teachers attended District Science iCads PD and will turn key their newly learned knowledge with their grade level teams.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST ELA Reading PM3 data, Students With Disabilities (SWD) scored 24% proficiency, which is below the Federal Percent of Points Index of 55% proficiency. This is a result of the identified contributing factors of a high SPED population. Student readiness levels limit the ability to master grade level standards. Therefore, we will implement the targeted element of academic vocabulary instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of vocabulary instruction, there will be a 5 percentage point increase from 56% to 61% of proficiency demonstrating on grade-level or above in the area of ELA based on the the

ELA Reading FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will attend weekly Common Planning to monitor teachers collaborating with instructional coaches to plan for vocabulary instruction in the classroom. The administrative team will conduct classroom walkthroughs to determine if vocabulary strategies are being utilized in the classroom.

Person responsible for monitoring outcome

Jacqueline Villazon, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Academic vocabulary instruction play a critical role in improving vocabulary skills for all learners. Academic vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse text, visual stimuli, incorporation into daily dialogue, and associated with the content being taught.

Rationale:

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners, especially student with below average linguistic abilities..

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Vocabulary Training

Person Monitoring:

Marlyn Luque, Reading Coach

By When/Frequency:

October 18, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coaches will provide an interactive training to teachers of all subjects on research-based vocabulary strategies. As a result, teachers will be able to implement effective vocabulary instruction

in the classroom with all students.

Action Step #2

Print-Rich Environment

Person Monitoring:

Malryn Luque, Reading Coach

By When/Frequency:

October 18, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create a print-rich and information-rich environment in the classroom setting. Items will be labeled and anchor charts will be utilized and posted in the classroom setting for each subject. As a result, students will be able to reference these resources during instruction.

Action Step #3

Frontload Vocabulary

Person Monitoring:

Marlyn Luque, Reading Coach

By When/Frequency:

October 18, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will frontload vocabulary and key concepts for all subjects prior to diving into the lesson and utilize an interactive vocabulary journal. As a result, students will be able to comprehend and utilize newly acquired vocabulary.

Action Step #4

More Inclusion Classes

Person Monitoring:

Nicole Benitez, Assistant Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Depending on the number in students with inclusion support in their IEP, allow space in the schedule for each grade level to have more than one inclusion class. This particularly affects grades 4 and 5.

Action Step #5

Push-In Support

Person Monitoring:

Nicole Benitez, Assistant Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Support personnel is assigned to each class in grades 3-5 to conduct additional small group instruction.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As a result of data analysis, it was determined that the area of critical need was in student attendance. The 2024 District Attendance Report indicates that 80 out of 776 students had an attendance rate below 90%. Last school year, 89 out of 712 students had an attendance rate below 90%. This demonstrates a significant improvement in the number of students with 11 or more absences resulting in a 3% decrease in the number of students with excessive absences.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the successful implementation of monitoring and support systems, there will be a decrease in the number of students with 11 or more absences from 80 to 70 students showing improvement in attendance rate.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Homeroom teachers will implement an attendance incentive program for their whole class and for each individual student. The Daily Attendance Bulletin will be disseminated to teachers daily in order to make changes to absences and tardies. School-wide incentives will be implemented for good attendance.

Person responsible for monitoring outcome

Jacqueline Villazon, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Phone calls will be made for students with 3 or more absences. Attendance interventions will be implemented, such as Attendance Contract, Progress Reports, parent conferences and official home visits. The Truancy process will be followed if need be.

Rationale:

The absentee rate affects FTE, therefore, school-wide funding. The absentee rate also affects school-wide testing data. If students are not in school, they will not learn.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Daily Attendance Bulletin

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

August 15, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Daily Attendance Bulletin will be emailed to teachers daily. As a result, teachers will be able to identify and address discrepancies. Updates will be made daily.

Action Step #2

Targeted Student Status Form

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

August 15, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will complete the Targeted Student Status Form monthly, contacting parents and implementing attendance interventions. This will help make parents accountable and motivate students to attend school regularly. As a result, parents will be held accountable for their child's attendance.

Action Step #3

ARC Meetings

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

August 15, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Review Committee (ARC) will conduct ARC meetings with families of students with increasing unexcused absences to assist in resolving the absences and following up with Truancy procedures, if needed. As a result, this will help improve the attendance rate.

Action Step #4

Incentives

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will provide incentives, such as an ice cream party, to students who achieve perfect attendance each month. As a result, this will help improve the monthly attendance rate.

Action Step #5

Awards Ceremony

Person Monitoring:

Jacqueline Villazon, Principal

By When/Frequency:

October 14, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Special Awards Ceremonies are held in grades K-5 after each grading period to recognize students with perfect attendance. As a result this will help improve the quarterly attendance rate.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our school's website is <https://auburndaleelem.com/>

The School Wide Program and the School Improvement Plan will be available in our Parent Resource Center and a School Messenger is sent out to families informing them of so. We hold an annual Title I parent meeting. We also share and disseminate information the the EESAC meetings as well.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Our school gathers stakeholders to collaborate and create a Parent & Family Engagement Plan (PFEP). The purpose of the PFEP is to enhance parent and family engagement, and provide access and advocacy to build parents' and families' capacity for meaningful school and community engagement. Our Parent Student Compact also assists in fulfilling our goals. Our school's website is <https://auburndaleelem.com/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

The Instructional Coaches will collaborate with teachers for meaningful planning sessions and utilize

the instructional coaching cycle to enhance the academic program. Professional Learning opportunities are made available throughout the school year. Interventionists will provide push in and pull out support.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Title I provides resources to enhance the academic program. Project UpStart is the housing program we use District wide for families in need. Our school also offers free after school care services through our after school programs. To prevent violence we use the Values Matter and Do The Right Thing programs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The Student Services Department strives to provide all the students of Auburndale Elementary School a comprehensive and quality program maintaining a standard of inclusive and supportive education that addresses the academic, career, and personal/social development of all students in a safe and nurturing environment. Individual/Group Counseling, the Values Matter Initiative, Do the Right Thing Program, Bullying Prevention, Crisis Intervention, Career Readiness, and Mental Health Coordinator Contracted Services are some of the varied ways our program aims to address student needs and offer services beyond the classroom to improve student skills and expand their horizons to offer all students a brighter future.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

We host Career Day and Take Your Child to Work Day where students have an opportunity to begin thinking about postsecondary opportunities and the workforce.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The implementation of a schoolwide tiered model for addressing student needs focuses on a structured approach to prevention, problem-solving, behavior management, and early intervention. Our Tier 1 universal support is supported by the implementation of Values Matter program, close collaboration with the School Counselor and the MTSS Team to ensure that students are receiving interventions and opportunities versus consequences. Targeted supports are provided in the form of teacher support for behavioral challenges, parent conferences to ensure that students are supported at home and at school, and counseling to help address needs. Intensive support is provided for students with significant or persistent challenges. These supports can be in the form of individualized

intervention plans or recommendations to the School Support Team. Throughout all the tiers, ongoing support to staff, data-driven decision making and collaboration among educators, administrators and families are essential to success. This approach helps proactively address the behavioral needs of students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

The school has a Professional Learning Support Team (PLST) and a School Leadership Team who work together to identify areas of weakness and in need of improvement based on student data. Therefore, the PLST creates professional development trainings for teachers, paraprofessionals to refine their skills and deliver effective instruction based on student needs. The MINT program is a group of highly trained mentors who are paired with new teachers to facilitate the transition into school programs for teaching and learning. MINT is implemented to retain effective teachers in the field of education. To recruit teachers, the School Leadership Team attends recruitment fairs and curriculum fairs across Miami-Dade County and promotes school programs.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

In an effort to involve and engage children and families prior to the start of school, we implement the Kindergarten Rocks 'N' ENROLLS campaign during the month of February and March to establish effective transition practices for the upcoming school year. This campaign provides an opportunity to advocate for and promote the transition to kindergarten initiative and to ensure families are well-informed of the expectations of their child's kindergarten year and ensure the transition to kindergarten is smooth and pleasant. We plan for our prekindergarten students to participate in a visit to a kindergarten classroom at the school. Students participate in developmentally appropriate activities (e.g., kindergarten teacher reads a story related to transitioning to kindergarten and students draw a picture of their favorite part of the story). We provide opportunities for discussion and answering questions. We have circle time and conduct a read aloud. We coordinate fieldtrips with neighboring private providers. We even host Parent Orientation Meetings.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The school follows School Board Policy:

2510 - INSTRUCTIONAL MATERIALS, SCHOOL LIBRARY/MEDIA CENTER, AND OTHER EDUCATIONAL MATERIALS

1. Introduction

The School Board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with F.S. 1006.28 and 1006.283. For core subject areas, the Board must either (1) adopt instructional materials selected from the State-approved materials according to the State adoption cycles, (2) adopt instructional materials pursuant to a (local) Board instructional materials review program prescribed by this policy, or (3) a combination of both.

The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library/media center, or included on a reading list whether adopted and purchased from the State-adopted instructional materials list, adopted and purchased through the District instructional materials program, or otherwise purchased or made available in the classroom.

Instructional materials and resources shall be provided in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives and are free of bias, stereotypes, distortions, and prejudices.

1. This policy shall provide processes for objections (see Sections VII and IX) that will allow a parent or resident the opportunity to proffer evidence that:
 1. an instructional material does not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review,

comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.

2. any material used in a classroom, made available in a school or classroom library, or included on a reading list contains content which:
 1. is pornographic or prohibited under F.S. 847.012;
 2. depicts or describes sexual conduct as defined in F.S. 847.001(19), unless such material is for a course required by F.S. 1003.46, F.S. 1003.42(2)(n)1.g., or F.S. 1003.42(2)(n)3., or identified by State Board of Education rule;
 3. is not suited to student needs and their ability to comprehend the material presented; or
 4. is inappropriate for the grade level and age group for which the material is used.
2. As a result of an objection any material that is subject to an objection on the basis of A.2.a. or A.2.b. above must be removed within five (5) school days of receipt of the objection and remain unavailable to students of the school where the objection was filed until the objection is resolved. All other challenged materials may be removed from use only after the following informal and formal procedures have been completed in sequence. No challenged material may be removed from the curriculum or from a collection of resource materials solely because it presents ideas that may be unpopular or offensive to some individuals.
3. Parents shall have the right to read passages from any material that is subject to an objection. If the parent is refused the right to read passages due to the content that meets the requirements under A.2.a. above, the district shall discontinue to the use of the material.
4. If any material meets the requirements under A.1. above or that any other material contains prohibited content under A.2.a. above, the district shall discontinue use of the material.
5. If materials are found to contain prohibited content under A.2.b.-d. above, the district shall discontinue use of the material for any grade level or age group for which such use

is inappropriate or unsuitable.

6. Annually, the Superintendent shall submit to the Commissioner of Education a report as specified in F.S. 1006.28(2)(e)3. and shall forward a copy of the report to the Board.

2. Definition of Instructional Materials

F.S. 1006.29(2) defines the term "instructional materials" as items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. Pursuant to F.S. 1006.28(1)(a)(1), "adequate instructional materials" means a sufficient number of student or site licenses or sets of materials.

3. Use of Instructional Materials

Principals shall ensure that instructional materials are used to provide instruction to students enrolled at the grade level(s) for which the materials are designed and for effectively communicating to parents the manner in which materials are used to implement the curricular objectives. Principals are also responsible for overseeing compliance with School District procedures for selecting school library/media center materials at the school to which they are assigned. Use of materials must adhere to the "fair use" doctrine permitting the use of copyrighted works for instructional purposes. (See <https://www.copyright.gov/help/faq/>)

4. Adoption of Core Subject and Reproductive Health and Disease Education Instructional Materials

The Board shall adopt adequate instructional materials, as recommended by the Superintendent, that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

1. State-Adopted Instructional Materials

The Florida Commissioner of Education shall determine annually the areas in which instructional materials shall be submitted for adoption and evaluate them pursuant to law.

The Superintendent shall assign responsibilities for the District's participation in the State adoption of instructional materials, determine areas of the curriculum in which State adoption of instructional materials is needed and communicate those needs to the Commissioner of Education, and establish procedures for the requisition, purchase, receipt, storage, distribution, use, conservation, maintenance of records and reports, and management practices, and property accountability concerning instructional materials. The duties and responsibilities include keeping adequate records and accounts for all financial transactions for funds collected pursuant to F.S. 1006.28(3)(a). Such records and accounts shall be a component of the educational service delivery scope of the District's best financial management practices review under F.S. 1008.35.

2. Board-Adopted Instructional Materials (Not from State-Adopted List)

The Board shall implement its own instructional materials adoption program for the selection of materials to be used in the subjects listed above in this section when materials from the State-adopted list are not available or recommended by the District.

Procedures shall be established, which are incorporated by reference in and made a part of this policy, to provide for evaluation and selection of Board-adopted instructional materials. These procedures shall include processes, criteria, and requirements for (1) selection of reviewers, one or more of whom must be a parent with a child enrolled in a District public school, (2) review of instructional materials, (3) selection of materials, including a thorough review of curriculum content, and (4) reviewer recommendations. The procedures must also identify by subject area, a review cycle for instructional materials, specify the qualifications of reviewers, establish a process that certifies the accuracy of instructional materials, and comply with all other requirements in F.S. 1006.283(2).

5. Content Standards for Instructional Materials

Pursuant to F.S. 1006.34, in the selection of instructional materials, library material, and other reading material used in the public school system, the standards used to determine the propriety of the instructional material shall include: the age of the students who normally could be expected to have access to the material; the educational purpose to be served by the material with priority given to the selection of materials that align with Florida State Standards as provided for in F.S. 1003.41 and include instructional objectives contained within the curriculum frameworks for career and technical education; and the degree to which the material would be supplemented and explained by mature classroom instruction as part of a

normal classroom instructional program.

1. Alignment with Subject Standards

Textbooks and instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. Instructional materials evaluation committees shall evaluate instructional materials utilizing the procedural guidelines provided by the District's Instructional Materials department. Listed below are the major components of the review guidelines.

1. Content (Alignment with curriculum and Florida State Standards; level of treatment; expertise for content development; accuracy of content; currency of content; authenticity of content; multicultural representation; humanity and compassion)
 2. Presentation (Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials)
 3. Learning (Motivational strategies; teaching a few "big ideas"; explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies)
2. Accurate, Objective, Balanced, Noninflammatory, Current, Free of Pornography and Prohibited Material and Suited to Student Needs

Pursuant to F.S. 1006.40(3)(d), any materials purchased shall be free of pornography and material prohibited under F.S. 874.012, 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.

Pursuant to F.S. 1006.31, instructional materials recommended by each reviewer shall be accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under F.S. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses.

The District shall rely on Florida Department of Education rules to determine what is age-appropriate, or in the absence of rules, on a preponderance of reviews by subject experts and/or professionally recognized periodicals or organizations.

3. Bias-Free

Instructional materials must also be evaluated for bias-free content, of which there are five (5) areas in which bias is evidenced in instructional materials:

1. Contextual Invisibility (The omission or under-representation of various racial and ethnic groups, people with disabilities, older people, women, and people from a variety of social classes.)
2. Stereotyping and Characterization (Assignment of traditional and rigid roles or attributes to a group.)
3. Historical Distortions and Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
4. Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.)
5. Inaccurate and Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)

4. Additional Considerations for Selection of Instructional Materials

1. When recommending instructional materials, each reviewer shall:
 1. 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.
 2. 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.

3. include materials that encourage thrift, fire prevention, and humane treatment of people and animals.
 4. 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.
2. Consideration should be given to the broad racial, ethnic, socioeconomic, and cultural diversity of this State. 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.

6. Instructional Materials Adoption Procedures

An adoption process must comply with the content standards in Sections I and V above and the following procedural requirements:

1. Review Committee Membership

1. Meetings of review committees convened for the purpose of ranking, eliminating, or selecting District-adopted instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. Committees convened for such purposes must include parents of District students. Parents of District students will receive notifications of meetings via e-mail, phone calls, and through the parent portal/app and website.
2. Each review committee must consist of a minimum of five (5) participating members (three (3) instructional professionals and two (2) parents) with the flexibility of assigning an equal number of alternates. A member of a State adoption committee may not serve on the local adoption committee. The majority composition of a committee must consist of certified instructional professionals that teach, supervise, or otherwise have an expertise in the subject area under review. Certified school-site teachers, certified District subject area specialists, or resource teachers including those from any academic or other appropriate

District department may serve as committee members. Committee members will be appointed by the curriculum department whose subject area is under review for adoption from a pool of nominations submitted by principals, region staff, and/or District staff.

3. Each review committee must include two (2) participating parents and two (2) alternates as follows:
 1. Parents of District students will receive notification via e-mail, phone calls, and through the parent portal/app of upcoming adoptions with procedures to express interest in volunteering to participate in a specific review committee. One (1) participating committee member and one (1) alternate will be selected from the eligible applicants interested in volunteering. If there are more parents interested in being part of a review committee than there are open parent seats, the parents to serve on the committee will be randomly selected with the first name serving as the participating committee member and the subsequent name as the alternate. Additional weighting will be applied to non-employee parents of the District prior to random selection. Likewise, selected employees that voluntarily applied to serve as parents must utilize personal or vacation days if selected to serve on a committee.
 2. One (1) participating committee member and one (1) alternate will be appointed by the President of the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Association. The appointed parents may not be employees of the District.
4. Parents selected to serve on any review committee must have a verified child enrolled in a District public school and have the required availability for participation. Review committees must include parents of students who will have access to the materials being reviewed. Should the participating parent be unavailable during any stage of the adoption process, the alternate parent shall assume the role of committee member for the duration of the process.
5. Certified District subject area supervisors who have taught in the subject area being reviewed will serve as review committee facilitators to provide subject matter expertise to committee members. Supervisors may assist in the review process and correlation of publisher submissions with course and subject

instructional objectives. Certified District subject area supervisors will serve as the committee chairperson. The committee chairperson is not a voting member of the selection committee.

6. Each reviewer of materials shall sign an affidavit that contains the requirements set forth in F.S. 1006.30.

2. Evaluation Procedure

1. Members of a review committee must apply the standards set forth in Sections I and V above in evaluating all instructional materials.
 2. Members of a review committee will receive instructions and training in the evaluation techniques to be used, characteristics of effective instructional materials, and the skills necessary to make valid and objective decisions regarding the content and rigor of instructional materials.
 3. Evaluation techniques will include, as available, collection and review of the research about the instructional materials under consideration, as well as other districts' experiences with the instructional materials being reviewed.
 4. The review process will include scrutiny of each program's correlation to the State Standards and the assessments that are based on such standards.
 5. Evaluation instruments employed by the review committee members in its evaluation and selection process may be instruments developed by the Florida Department of Education or District-modified versions of the same.
 6. If a review committee elects to have publisher presentations, every publisher submitting materials for consideration in a specific subject area will be provided an equal opportunity to present. All publishers will be given equal time for the presentation. The committee chair will be responsible for ensuring equity.
 7. Review committee members will review materials and return recommendations to the Assistant Superintendent over Instructional Materials.
3. Public notice and access to the recommended materials (student editions) must be provided at least twenty (20) calendar days prior to Board consideration of State-

adopted or District-adopted materials being recommended for adoption. Parent notification of the availability of the materials will be provided using parent e-mails, postings on the District website/portal/app, and using automated phone calls.

4. The Board shall conduct an open noticed Board hearing to receive public comment on any (State-adopted or District-adopted) instructional materials being recommended by the Superintendent to the Board for adoption. Parents will be notified at least seven (7) calendar days prior through the regular publication procedures for Board meetings, as well as through use of the methods described above. The notice must specifically state which instructional materials are being reviewed and the manner in which the public can access the materials for review.
5. The Board shall conduct an open noticed public meeting on a date other than the date of the Board hearing required above to approve an annual instructional materials plan identifying instructional materials that will be purchased for the subsequent academic year by the District for the entire District (this does not include instructional materials by a school or teacher for the benefit of only that teacher or school.) Parents will be notified at least seven (7) calendar days prior through the regular publication procedures for Board meetings, as well as through use of the methods described above. The notice must specifically state which instructional materials are being reviewed and the manner in which the public can access the materials for review.
6. The Board shall receive public comment at the School Board hearing and the public meeting in accordance with Policy 0169.1, Public Participation.
7. Instructional materials will be purchased in accordance with the requirements of Policy 6320, Purchasing. A publisher that offers instructional materials to a district school board must provide such materials at a price that, including all costs of electronic transmission, does not exceed the lowest price at which the publisher offers such instructional materials for approval or sale to any state or school district in the United States. A publisher shall reduce automatically the price of the instructional materials to the Board to the extent that reductions in price are made elsewhere in the United States.
8. No school official or member of a District or State instructional materials council shall accept any emolument, money, other valuable things, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

9. No member of a District evaluation committee may discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee shall have been called into session for the purpose of evaluating instructional materials submitted for adoption or in a public presentation showcasing the materials. Aside from exception noted above, both parties (District evaluation committee member and agent of a publisher or manufacturer of instructional materials) must comply with the District's "Cone of Silence" (Policy 6325). Definition of the cone of silence and its stipulations may be found at <http://procurement.dadeschools.net/pdp.asp>.
10. The District will notify parents of their ability to access their children's instructional materials and encourage parents to access the materials. This notification must be displayed prominently on the District's website and provided annually in written format to all parents of enrolled students.
11. All materials used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, must be approved by the Florida Department of Education.
12. The Board may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the school district's website and reported to the Florida Department of Education. The fees may not exceed the actual cost of the review process, and the fees may not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes. The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of a school district's instructional staff is absent from his/her assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with F.S. 112.061 for actual service in meetings.
13. Additional Public Participation Requirements

The District will publish, on its website, in a searchable format prescribed by the Florida Department of Education, a list of all instructional materials, including those used to

provide instruction required by F.S. 1003.42. The Board must:

1. provide access to student editions of recommended instructional materials in accordance with F.S. 1006.283(2)(b)8.a. before the Board takes any official action on such materials. This process will include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
2. select, approve, adopt, or purchase all materials as a separate line item on the agenda and provide a reasonable opportunity for public comment. Materials may not be selected, approved, or adopted as part of a consent agenda.
3. annually submit to the Commissioner of Education a report that identifies:
 1. each material for which the school district received an objection pursuant to F.S. 1006.28(a)(2), including the grade level and course the material was used in, for the school year and the specific objections thereto.
 2. each material that was not removed or discontinued and the rationale for not removing or discontinuing the material.

The Florida Department of Education shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

1. The Superintendent shall annually certify to the department that all instructional materials for core courses used by the District are aligned with all applicable State standards and have been reviewed, selected, and adopted by the Board in accordance with the Board hearing and public meeting requirements of this section.
2. Emergency Review and Adoption of Instructional Materials

The Board may waive the instructional materials and adoption process requirements in this policy only when a statewide emergency has been declared by the Governor and the Governor has suspended the statutory instructional materials review and adoption process. The policy waiver shall be approved in advance by the Board in a public meeting before any instructional materials may be used by any instructional staff. The reason(s) for the requested waiver and the anticipated cost of the proposed instructional materials shall be specified in the Board item. The Board item requesting the waiver shall also include a link to the proposed instructional materials that is accessible to the public. If the emergency purchase of instructional materials is approved by the Board, the materials may be used immediately. However, the instructional materials review and adoption process in this policy shall be initiated at the next regular Board meeting even if the statutory process provisions are suspended.

1. Lost and Damaged Instructional Materials

The principal shall collect from each student or the student's parent the purchase price of any instructional materials the student has lost, destroyed, or unnecessarily damaged and report and transmit the amount collected to the Superintendent. The failure to collect such sum upon reasonable effort by the principal may result in the suspension of the student from participating in extra-curricular activities or satisfaction of the debt by the student through community service activities at a rate of one (1) hour of community service for every \$15 valuation at the school site.

All money collected from the sale, exchange, loss, or damage of instructional materials shall:

1. be transmitted to the District and added to the District appropriation for instructional materials for all textbook materials; or
2. be deposited into the school's library internal fund account for all library/media center materials.

2. Parent and Resident Objections to Adoption of Specific Instructional Materials

Any parent of a public-school student in the District or resident of Miami-Dade County may contest the Board's adoption of a specific instructional material. For purposes of this policy, "resident" means a resident of the county who has maintained his/her residence in Florida for the preceding year, has purchased a home that is occupied by him/her as his/her residence, or

has established a domicile in Florida pursuant to F.S. 222.17.

Pursuant to F.S. 1006.28(2)(a)3. the following is the process by which the parent of a public-school student in the District or a resident of Miami-Dade County may contest the Board's adoption of a specific instructional material:

1. A parent of a public-school student in the District or a resident of Miami-Dade County may file a petition with the Board Clerk within thirty (30) calendar days after the Board's adoption of specific instructional materials on a form provided by the Board (as prescribed by State Board of Education rule and the District's process) (also found on the District's website, identifying the District's point of contact and contact information for the submission of an objection). An individual petitioner may submit only one (1) petition directly to the Board Clerk that contains all of the petitioner's objections to the specific adopted instructional materials.
2. The petition form shall be publicly available on the District's website. The petition must be signed and attested by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d) and Sections I and V above. The petitioner must cite to the specific sections and pages of the text that are objectionable. Petitions that do not contain the requisite information may not be considered by the hearing officer.
3. Within thirty (30) days after the thirty (30) day period has expired, an unbiased and qualified hearing officer shall conduct an open public hearing on all petitions timely received. The hearing officer shall be appointed by the Superintendent and shall be neither an employee nor an agent of the Board.
4. The hearing before the hearing officer is not subject to the provisions of F.S. Chapter 120 but the hearing officer shall provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.
5. Petitioners will have an adequate and fair opportunity to be heard and present evidence (including documents and testimony) to the hearing officer that is related to the criteria for adopted instructional materials.
6. Additional procedures for the review of petitions may be established by the hearing

officer.

7. Within fourteen (14) days of the conclusion of the hearing, the hearing officer will present his/her findings and recommendation in writing to the Board.
8. Within thirty (30) days after the Board receives the hearing officer's findings and recommendation, the Board, at a public meeting, will consider the petition, the hearing officer's findings and recommendation, and any evidence presented to the hearing officer, and make a final decision on the petition.
9. If a parent disagrees with the decision made by the Board on the objection to the use of a specific material, a parent may request the Commissioner of Education to appoint a special magistrate who is a member of the Florida Bar in good standing and who has at least five (5) years' experience in administrative law. The special magistrate shall determine facts relating to the School District's determination, consider information provided by the parent and the School District, and render a recommended decision for resolution to the State Board of Education within thirty (30) days after receipt of the request by the parent. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than seven (7) calendar days and no more than thirty (30) days after the date the recommended decision is transmitted. The costs of the special magistrate shall be borne by the School District.
10. Any committee meetings 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 F.S. 286.011. Any committees convened for such purposes must include parents of students who will have access to such materials.

3. School Library/Media Center and Other Educational Materials

In accordance with F.S. 1006.28(d), the Board shall establish and maintain a program of school library media services for all public schools in the District, including school library/media centers, or school library/media centers open to the public, and, in addition, such traveling or circulating libraries as may be needed for the proper operation of the District school system.

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. After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections. The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

A wide choice of materials that support the instructional program shall be available to students and professional staff to allow for varying achievement levels, free choice reading interests, and teaching/learning styles. Quality materials should be available in a variety of formats and reading levels, offer a well-balanced coverage of subjects, and support the diverse interests, needs, and viewpoints of the school community. The Chief Academic Officer, Office of Academics and Transformation, in conjunction with the Assistant Superintendent, Innovation and School Choice; the District Director, Division of Instructional Technology, Instructional Materials, and Library Media Services; and the Instructional Supervisor, Library Media Services, shall establish procedures for the evaluation, selection, management, and disposal of library media materials. School librarians, media specialists, and other personnel involved in the selection of School District library materials must complete a training program developed pursuant to F.S. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources.

Upon written request, the District shall provide access to any material or book specified in the request that is maintained in the school library and is available for review. The school principal shall arrange for a convenient time to provide such access subject to the procedures provided in Policy 9150, School Visitors. The Board shall also publish on its website the process for a parent to limit his/her student's access to materials in the school or classroom library. Parents may complete the Request to Limit Access form to limit their child's access to specific materials in the school library or classroom library. School administrators will then be notified of the request.

1. Purpose of Library/Media Center Materials

The library/media center shall contain a comprehensive collection of materials and equipment in a variety of media formats, to:

1. provide a broad background of information resources in all areas of knowledge;
 2. 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 all media and intellectual integrity in forming judgments;
 3. meet the personal needs and interests of students, including materials that:
 1. nurture the development of recreational reading/listening/viewing, cultural appreciation, and aesthetic values;
 2. 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;
 3. foster respect for the diverse roles available to all people in today's society;
 4. support the professional needs of teachers and administrators; and
 5. introduce new instructional technologies into the learning environment.
2. Evaluation and Selection of Library/Media Center Materials

The school library/media center collection affords students the opportunity to explore the unknown and discover areas of interest and thought not covered by the prescribed curriculum; therefore, it should contain materials that allow for free inquiry, study, and evaluation. The selection process may include consultation with school administrators, other teachers, students, and parents to assure a comprehensive collection appropriate for users of the library/media center. 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.

1. 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, regardless of whether the book is purchased, donated, or otherwise made available to students.

2. The Board shall adopt procedures for developing library/media center collections and post the procedures on the website for each school within the District. The procedures must:
 1. require that book selections meet the criteria in F.S. 1006.40(3)(d);
 2. require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders;
 3. 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; and
 4. 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, or otherwise found to be in violation of F.S. 1006.28(2)(a)2 as follows:
 1. an instructional material does not meet the criteria of F.S. 1006.31(2) or 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.
 2. any material used in a classroom, made available in a school or classroom library, or included on a reading list that contains content that is pornographic or prohibited under F.S. 847.012 or depicts or describes sexual conduct as defined in F.S. 847.001(19), 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.
 3. the District shall rely on Florida Department of Education rules to

determine what is age-appropriate, or in the absence of rules, on a preponderance of reviews by subject experts and/or professionally recognized periodicals or organizations.

3. Each elementary school must publish on its website, in a searchable format prescribed by the Florida Department of Education, a list of all materials maintained and accessible in the school library/media center or classroom library or required as part of a school or grade-level reading list.
4. Materials should support the school's and the District's educational goals and policies, including the advancement of student literacy.
5. Materials should be selected to support, enrich, and extend the school's curriculum and to encourage informational, educational, and recreational reading, viewing and/or listening.
6. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.
7. Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze, and make intelligent judgments.
8. The value of a work should be examined as a whole.
9. To assure quality selection, the following additional factors may be considered, when appropriate:
 1. educational significance and/or contribution to the curriculum;
 2. informational or recreational interest;
 3. reputation and significance of the author, producer, editor, and/or publisher;
 4. degree of potential user appeal;

5. contribution to the variety in viewpoints offered on controversial issues;
6. accuracy and currency of information;
7. arrangement and organization of the material (for example, indices, glossaries, tables of contents, chapter headings, etc.);
8. artistic quality, literary style or production values;
9. readability levels;
10. quality and variety of format;
11. need to replace essential/required worn, damaged, or missing materials;
and
12. value commensurate with cost and/or need.

3. Selection Tools and Resources

The library media specialists should use, but are not limited to, the following tools and resources to assist in the selection of quality library materials:

1. reviews in reputable, professionally recognized sources such as Booklist, School Library Journal, Kirkus Reviews Starred, Horn Book, Bulletin for the Center for Children's Books, and Voice of Youth Advocates;
2. reading lists/recommendations compiled by government agencies or departments, educational institutions, or professional organizations such as American Library Association (ALA), Young Adult Library Services Association (YALSA), American Association of School Librarians (AASL), National Council of Teachers of English (NCTE), International Reading Association (IRA), Florida Department of Education (FLDOE), and Florida Association for Media in Education (FAME);
3. State and national awards such as Caldecott Medal, Newbery Medal, Coretta Scott King Book Award, Alex Award, Sunshine State Young Readers Award

(SSYRA), Michael L. Printz Award, Pura Belpre Award, Florida Teens Read;

4. professional selection bibliographies such as Wilson's Children's Core Collection, Wilson's Middle and Junior High Core Collection, Wilson's Senior High Core Collection, Wilson's Graphic Novels Core Collection, Best Books for Young Adults, Great Middle School Reads, Notable Children's Books;
 5. supplemental reading lists contained in District created curriculum resources and adopted textbooks; and
 6. recommendations by faculty, administration, students, parents or school community stakeholders.
4. Management and Disposal of Library/Media Center Materials

School library/media specialists will implement procedures for managing and maintaining the library collection to keep library collections accurate, up-to-date, attractive, and accessible.

1. Procedures for the management and maintenance of the library collection should include the following:
 1. a continuous review, evaluation, and discontinuance (if applicable) of library materials;
 2. identification of materials for removal based on the criteria outlined in this policy and Board Policy 7310, *Disposition of Surplus Property*;
 3. the utilization of the district's library circulation and catalog system or other appropriate district-licensed asset tracking system to maintain accurate collection and availability status of materials; and
 4. completion of an annual library media center inventory to reconcile physical collection with electronic catalog.
2. Procedures for the removal and disposal of materials from the library collection should include the following:

1. Process for removing materials that is in accordance to established district procedures, Board Policy 7310, *Disposition of Surplus Property*.
2. Processes for physically marking materials as “discard,” removing materials from circulation, and updating the library catalog/asset tracking system by deleting the material information.

4. Objections Regarding Non-Adopted Instructional and Library/Media Center and Other Educational Materials

Except as required by Section I.B.1., access to challenged materials shall not be restricted during the review process. The materials shall remain in use pending the outcome of the review. No challenged material may be removed from the curriculum or from a collection of resource materials solely because it presents ideas that may be unpopular or offensive to some.

Any reference to calendar days in this policy shall not include school holidays; Thanksgiving recess; or winter, spring, and summer recess as set forth in the school calendar adopted by the Board.

1. School Level – Informal Complaint for Non-Adopted Instructional, Library, and Other Educational Materials Only
 1. The complainant shall file an “Informal Complaint for Non-Adopted Instructional, Library, and Other Educational Materials” objection form online (as prescribed by State Board of Education rule and the District’s process) (also found on the District’s website, identifying the District’s point of contact and contact information for the submission of an objection). The complainant must cite to the specific sections and pages of the text that are objectionable. The form must be signed and attested by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d) and Sections I and V above. An individual complainant may submit only one (1) complaint directly to the school, that contains all the complainant’s objections to the specific material. Complaint forms that do not contain the requisite information may not be considered. The online complaint form will be routed to the principal and notifications will be sent to the Region and District’s Library/Media Services department.

2. In preparation for a meeting with the complainant, the principal or designee and a school media specialist should conduct a review of the material based on the selection criteria set forth in this policy.
 3. Within seven (7) calendar days of the complaint notification, the principal and/or designee will schedule the complainant for a meeting.
 4. Within fourteen (14) calendar days of the complaint notification, the principal and/or a designee and any relevant staff member(s) shall meet with the complainant to hear the grievance regarding the material and to explain:
 1. the school's materials selection procedures;
 2. the criteria used for the selection of instructional materials;
 3. the role that the material in question has in the school's curriculum or library/media center collection; and
 4. whatever additional information is needed regarding the item's use.
 5. Upon receipt of written notification by the Principal if the complainant is not satisfied with the explanation regarding the retention of the material in the school, the complainant will then be provided with the option to file a formal complaint online as outlined below.
2. School Level - Formal Complaint for Non-Adopted Instructional, Library, and Other Educational Materials Only
1. The complainant must complete the online "Citizen's Complaint regarding Non-Adopted Instructional, Library, or Other Educational Materials"(FM-3448) form. All required fields must be completed, the form must be signed and attested and provided to the Principal by the complainant. Electronic copies of the form responses will be immediately provided to:
 1. the Region Superintendent; and
 2. the District Supervisor over Library/Media Services.

The form must also include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d) and Sections I and V above. The complainant must cite to the specific sections and pages of the text that are objectionable. An individual complainant may submit only one (1) complaint directly to the school, that contains all the complainant's objections to the specific material. Complaint forms that do not contain the requisite information may not be considered.

1. The completed form and the material(s) in question shall be provided by the principal within seven (7) calendar days of receipt of form FM-3448 to a six (6) member School Materials Review Committee (SMRC). The SMRC will be appointed on an ad hoc basis by the principal with the following provisions:
 1. The committee shall consist of:
 1. the principal or designee;
 2. one (1) teacher for secondary or two (2) teachers for elementary in the appropriate subject area/grade;
 3. one (1) library media specialist;
 4. one (1) student from the appropriate grade level or for whom the material is considered to be age-appropriate (middle and senior high school only with parental approval);
 5. one (1) parent/resident from the school's Parent-Teacher/Parent-Teacher-Student Association or the Educational Excellence School Advisory Council; and
 6. one (1) region director or the region superintendent.
 2. The SMRC shall meet within fourteen (14) calendar days of the principal's receipt of form FM-3448. Committee meetings 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 F.S. 286.011. Any committees convened for such purposes must include parents of students who will have access to such materials.

Parents of the impacted school shall be notified of the complaint and the upcoming committee meeting.

3. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons. The SMRC shall read/view the material, consider the reviews of the material, study the comments on the complainant's questionnaire, consider the evaluative standards and criteria provided in Sections I and V of this policy and render a decision based on a majority vote.
4. Within (30) calendar days of the principal's receipt of form FM-3448, the SMRC shall prepare a written report for the principal to follow. The committee's determination shall be any or a combination of the following:
 1. allow the challenged material to maintain its current status prior to the complainant's objection;
 2. leave the challenged material in the classroom or library/media center and permit the complainant to complete the Request to Limit Access form to limit their child's access to the specific material and request that the teacher provide an alternate assignment;
 3. reclassify the challenged material to an appropriate age or reading level based upon professional/literary reviews (details about the limitations must be outlined in the report); or
 4. remove the challenged material from the total school environment. This action will require an automatic review of the material by the District Materials Review Committee (DMRC).
5. Within seven (7) calendar days after receipt of the SMRC determination, the principal shall inform the complainant of the decision and shall send copies of all reports and communications to the appropriate Region Superintendent and the District Supervisor of Library/Media Services. If the SMRC determined to reclassify or remove the challenged material (per Section X.B.2d.3-4), notification via memorandum must be sent to the

Board.

2. Except as required by Section I.B.1, access to challenged materials shall not be restricted during the review process. The materials shall remain in use pending the outcome of the review. No challenged material may be removed from the curriculum or from a collection of resource materials solely because it presents ideas that may be unpopular or offensive to some.
 3. A copy of the selection and reconsideration procedures shall be placed in the library/media center's professional collection for reference.
 4. Each school principal shall include a copy of this policy in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing the policies pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.
 5. The Chief Academic Officer (CAO) may request that the DMRC review any SMRC determination.
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1. District Level - Formal Appeal for Reconsideration of Non-Adopted Instructional, Library/Media Center, and Other Educational Materials Only

The following steps are to be followed for a complaint to appeal a School Materials Review Committee (SMRC) determination or when the CAO requests a DMRC review:

1. The complainant must complete the "Appeal of the School Material Review Committee's Determination" form. All required fields must be completed, and the form must be signed, attested, and filed within seven (7) calendar days of receipt of the decision made by the SMRC from the principal. The complainant must file the "Appeal of the School Material Review Committee's Recommendation" form with the Assistant Superintendent of Innovation & School Choice. Appeal requests will not be accepted after the appeal window has elapsed. During the time that a specific material is under review by the DMRC, the material may not be reviewed by any SMRC. Any ongoing reviews will be immediately suspended pending the outcome of the DMRC review.
2. The complainant shall be notified in writing by the Assistant Superintendent of

Innovation & School Choice, or designee, that the appeal request is being transmitted to a District Materials Review Committee for review. Within fourteen (14) calendar days of receipt of the “Appeal of the School Material Review Committee’s Determination” form from the complainant, the District shall convene the District Materials Review Committee.

The complaint shall be submitted to a fifteen (15) member District Materials Review Committee (DMRC), for materials challenged in grades 6-12 and by a thirteen (13) member DMRC for materials challenged in grades 5 and below. The DMRC will be chaired by the Assistant Superintendent of Innovation & School Choice, or designee, as a non-voting member, while voting members will be appointed on an ad hoc basis by the Superintendent, with the following provisions:

1. The committee shall consist of:
 1. the Chief Academic Officer, or designee;
 2. the Deputy Superintendent, or designee;
 3. two (2) principals of the appropriate school configuration;
 4. the Director over Instructional Materials and Library Media Services;
 5. one (1) appropriate subject area director/supervisor;
 6. the Supervisor of Library Media Services;
 7. the Supervisor of Instructional Materials;
 8. two (2) teachers for secondary or (1) teacher for elementary in the appropriate subject area/grade;
 9. two (2) library media specialists;
 10. one (1) student from the appropriate grade level or for whom the material is considered to be age-appropriate (middle and senior high school only with parental approval);

11. two (2) representatives from the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Associations who will be appointed by the President of the District Association;
2. If a person named above cannot be present at the DMRC meeting(s), the Superintendent or designee may appoint an alternate. Committee meetings 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 F.S. 286.011. Any committees convened for such purposes must include parents of students who will have access to such materials.
3. The DMRC may solicit professional/literary written reviews of the materials. The DMRC shall read/view the material, consider the reviews of the material, study the comments on the complainant's questionnaire, consider all artifacts produced through prior reviews, consider one (1) or more of the evaluative standards and criteria provided in Sections I and V of this policy, and render a decision based on a majority vote.
4. Within (30) calendar days of receipt of the "Appeal of the School Material Review Committee's Determination" form, the DMRC shall prepare a written report for the Superintendent or designee to consider. The committee's determination may be any or a combination of the following:
 1. allow the challenged material to maintain its current status prior to the complainant's objection;
 2. leave the challenged material in the classroom or library/media center and permit the complainant to complete the Request to Limit Access form to limit their child's access to the specific material and request that the teacher provide an alternate assignment;
 3. reclassify the challenged material to an appropriate age or reading level based upon professional/literary reviews (details about the limitations must be outlined in the report); or
 4. recommend to the Board to remove the challenged material from the total District environment.

5. The Superintendent or a designee shall make a final decision within seven (7) calendar days of receipt of the DMRC recommendation, and a written report of that decision will be forwarded to the complainant. Documentation regarding the removal of material must contain a statement of its reasons for the removal.
6. The Superintendent's decision shall be applied uniformly across all schools and supersede any prior determinations. The Superintendent's decisions to reclassify or remove challenged materials (per Section X.C.2.d. 3-4) must be communicated via memorandum to the Board. Neither the SMRC nor the DMRC will be convened for future challenges on the same material.
7. Within fifteen (15) days of the decision by the Superintendent, if the parent is not satisfied with the decision, the parent may submit the issue to the Board in writing.
8. If a parent disagrees with a decision made by the Board on the objection to the use of a specific material, a parent may request the Commissioner of Education to appoint a special magistrate who is a member of the Florida Bar in good standing and who has at least five (5) years' experience in administrative law. The special magistrate shall determine facts relating to the School District's determination, consider information provided by the parent and the School District, and render a recommended decision for resolution to the State Board of Education within thirty (30) days after receipt of the request by the parent. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than seven (7) calendar days and no more than thirty (30) days after the date the recommended decision is transmitted. The costs of the special magistrate shall be borne by the School District.

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Legal

F.S. 847.012

F.S. 1002.20(19)

F.S. 1003.02(1)(d)

F.S. 1006.28

F.S. 1006.283

F.S. 1006.29

F.S. 1006.30

F.S. 1006.31

F.S. 1006.34

F.S. 1006.40

F.A.C. 6A-6.03028

34 C.F.R. Part 300

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The school follows School Board Policy:

2510 - INSTRUCTIONAL MATERIALS, SCHOOL LIBRARY/MEDIA CENTER, AND OTHER EDUCATIONAL MATERIALS

1. Introduction

The School Board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with F.S. 1006.28 and 1006.283. For core subject areas, the Board must either (1) adopt instructional materials selected from the State-approved materials according to the State adoption cycles, (2) adopt instructional materials pursuant to a (local) Board instructional materials review program prescribed by this policy, or (3) a combination of both.

The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library/media center, or included on a reading list whether adopted and purchased from the State-adopted instructional materials list, adopted and purchased through the District instructional materials program, or otherwise purchased or made available in the classroom.

Instructional materials and resources shall be provided in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives and are free of bias, stereotypes, distortions, and prejudices.

1. This policy shall provide processes for objections (see Sections VII and IX) that will allow a parent or resident the opportunity to proffer evidence that:
 1. an instructional material does not meet the criteria of F.S. 1006.31(2) or F.S. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.
 2. any material used in a classroom, made available in a school or classroom library, or included on a reading list contains content which:
 1. is pornographic or prohibited under F.S. 847.012;

2. depicts or describes sexual conduct as defined in F.S. 847.001(19), unless such material is for a course required by F.S. 1003.46, F.S. 1003.42(2)(n)1.g., or F.S. 1003.42(2)(n)3., or identified by State Board of Education rule;
 3. is not suited to student needs and their ability to comprehend the material presented; or
 4. is inappropriate for the grade level and age group for which the material is used.
2. As a result of an objection any material that is subject to an objection on the basis of A.2.a. or A.2.b. above must be removed within five (5) school days of receipt of the objection and remain unavailable to students of the school where the objection was filed until the objection is resolved. All other challenged materials may be removed from use only after the following informal and formal procedures have been completed in sequence. No challenged material may be removed from the curriculum or from a collection of resource materials solely because it presents ideas that may be unpopular or offensive to some individuals.
 3. Parents shall have the right to read passages from any material that is subject to an objection. If the parent is refused the right to read passages due to the content that meets the requirements under A.2.a. above, the district shall discontinue to the use of the material.
 4. If any material meets the requirements under A.1. above or that any other material contains prohibited content under A.2.a. above, the district shall discontinue use of the material.
 5. If materials are found to contain prohibited content under A.2.b.-d. above, the district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.
 6. Annually, the Superintendent shall submit to the Commissioner of Education a report as specified in F.S. 1006.28(2)(e)3. and shall forward a copy of the report to the Board.

2. Definition of Instructional Materials

F.S. 1006.29(2) defines the term "instructional materials" as items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. Pursuant to F.S. 1006.28(1)(a)(1), "adequate instructional materials" means a sufficient number of student or site licenses or sets of materials.

3. Use of Instructional Materials

Principals shall ensure that instructional materials are used to provide instruction to students enrolled at the grade level(s) for which the materials are designed and for effectively communicating to parents the manner in which materials are used to implement the curricular objectives. Principals are also responsible for overseeing compliance with School District procedures for selecting school library/media center materials at the school to which they are assigned. Use of materials must adhere to the "fair use" doctrine permitting the use of copyrighted works for instructional purposes. (See <https://www.copyright.gov/help/faq/>)

4. Adoption of Core Subject and Reproductive Health and Disease Education Instructional Materials

The Board shall adopt adequate instructional materials, as recommended by the Superintendent, that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.

1. State-Adopted Instructional Materials

The Florida Commissioner of Education shall determine annually the areas in which instructional materials shall be submitted for adoption and evaluate them pursuant to law.

The Superintendent shall assign responsibilities for the District's participation in the State adoption of instructional materials, determine areas of the curriculum in which State adoption of instructional materials is needed and communicate those needs to the Commissioner of Education, and establish procedures for the requisition, purchase, receipt, storage, distribution, use, conservation, maintenance of records and reports, and management practices, and property accountability concerning instructional

materials. The duties and responsibilities include keeping adequate records and accounts for all financial transactions for funds collected pursuant to F.S. 1006.28(3)(a). Such records and accounts shall be a component of the educational service delivery scope of the District's best financial management practices review under F.S. 1008.35.

2. Board-Adopted Instructional Materials (Not from State-Adopted List)

The Board shall implement its own instructional materials adoption program for the selection of materials to be used in the subjects listed above in this section when materials from the State-adopted list are not available or recommended by the District.

Procedures shall be established, which are incorporated by reference in and made a part of this policy, to provide for evaluation and selection of Board-adopted instructional materials. These procedures shall include processes, criteria, and requirements for (1) selection of reviewers, one or more of whom must be a parent with a child enrolled in a District public school, (2) review of instructional materials, (3) selection of materials, including a thorough review of curriculum content, and (4) reviewer recommendations. The procedures must also identify by subject area, a review cycle for instructional materials, specify the qualifications of reviewers, establish a process that certifies the accuracy of instructional materials, and comply with all other requirements in F.S. 1006.283(2).

5. Content Standards for Instructional Materials

Pursuant to F.S. 1006.34, in the selection of instructional materials, library material, and other reading material used in the public school system, the standards used to determine the propriety of the instructional material shall include: the age of the students who normally could be expected to have access to the material; the educational purpose to be served by the material with priority given to the selection of materials that align with Florida State Standards as provided for in F.S. 1003.41 and include instructional objectives contained within the curriculum frameworks for career and technical education; and the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.

1. Alignment with Subject Standards

Textbooks and instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State

Standards. Instructional materials evaluation committees shall evaluate instructional materials utilizing the procedural guidelines provided by the District's Instructional Materials department. Listed below are the major components of the review guidelines.

1. Content (Alignment with curriculum and Florida State Standards; level of treatment; expertise for content development; accuracy of content; currency of content; authenticity of content; multicultural representation; humanity and compassion)
 2. Presentation (Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials)
 3. Learning (Motivational strategies; teaching a few "big ideas"; explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies)
2. Accurate, Objective, Balanced, Noninflammatory, Current, Free of Pornography and Prohibited Material and Suited to Student Needs

Pursuant to F.S. 1006.40(3)(d), any materials purchased shall be free of pornography and material prohibited under F.S. 874.012, 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.

Pursuant to F.S. 1006.31, instructional materials recommended by each reviewer shall be accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under F.S. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses.

The District shall rely on Florida Department of Education rules to determine what is age-appropriate, or in the absence of rules, on a preponderance of reviews by subject experts and/or professionally recognized periodicals or organizations.

3. Bias-Free

Instructional materials must also be evaluated for bias-free content, of which there are five (5) areas in which bias is evidenced in instructional materials:

1. Contextual Invisibility (The omission or under-representation of various racial and ethnic groups, people with disabilities, older people, women, and people from a variety of social classes.)
 2. Stereotyping and Characterization (Assignment of traditional and rigid roles or attributes to a group.)
 3. Historical Distortions and Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
 4. Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.)
 5. Inaccurate and Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)
4. Additional Considerations for Selection of Instructional Materials
1. When recommending instructional materials, each reviewer shall:
 1. 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.
 2. 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.
 3. include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

4. 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.
2. Consideration should be given to the broad racial, ethnic, socioeconomic, and cultural diversity of this State. 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.

6. Instructional Materials Adoption Procedures

An adoption process must comply with the content standards in Sections I and V above and the following procedural requirements:

1. Review Committee Membership

1. Meetings of review committees convened for the purpose of ranking, eliminating, or selecting District-adopted instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. Committees convened for such purposes must include parents of District students. Parents of District students will receive notifications of meetings via e-mail, phone calls, and through the parent portal/app and website.
2. Each review committee must consist of a minimum of five (5) participating members (three (3) instructional professionals and two (2) parents) with the flexibility of assigning an equal number of alternates. A member of a State adoption committee may not serve on the local adoption committee. The majority composition of a committee must consist of certified instructional professionals that teach, supervise, or otherwise have an expertise in the subject area under review. Certified school-site teachers, certified District subject area specialists, or resource teachers including those from any academic or other appropriate District department may serve as committee members. Committee members will be appointed by the curriculum department whose subject area is under review for adoption from a pool of nominations submitted by principals, region staff, and/or District staff.
3. Each review committee must include two (2) participating parents and two (2)

alternates as follows:

1. Parents of District students will receive notification via e-mail, phone calls, and through the parent portal/app of upcoming adoptions with procedures to express interest in volunteering to participate in a specific review committee. One (1) participating committee member and one (1) alternate will be selected from the eligible applicants interested in volunteering. If there are more parents interested in being part of a review committee than there are open parent seats, the parents to serve on the committee will be randomly selected with the first name serving as the participating committee member and the subsequent name as the alternate. Additional weighting will be applied to non-employee parents of the District prior to random selection. Likewise, selected employees that voluntarily applied to serve as parents must utilize personal or vacation days if selected to serve on a committee.
2. One (1) participating committee member and one (1) alternate will be appointed by the President of the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Association. The appointed parents may not be employees of the District.
4. Parents selected to serve on any review committee must have a verified child enrolled in a District public school and have the required availability for participation. Review committees must include parents of students who will have access to the materials being reviewed. Should the participating parent be unavailable during any stage of the adoption process, the alternate parent shall assume the role of committee member for the duration of the process.
5. Certified District subject area supervisors who have taught in the subject area being reviewed will serve as review committee facilitators to provide subject matter expertise to committee members. Supervisors may assist in the review process and correlation of publisher submissions with course and subject instructional objectives. Certified District subject area supervisors will serve as the committee chairperson. The committee chairperson is not a voting member of the selection committee.
6. Each reviewer of materials shall sign an affidavit that contains the requirements set forth in F.S. 1006.30.

2. Evaluation Procedure

1. Members of a review committee must apply the standards set forth in Sections I and V above in evaluating all instructional materials.
 2. Members of a review committee will receive instructions and training in the evaluation techniques to be used, characteristics of effective instructional materials, and the skills necessary to make valid and objective decisions regarding the content and rigor of instructional materials.
 3. Evaluation techniques will include, as available, collection and review of the research about the instructional materials under consideration, as well as other districts' experiences with the instructional materials being reviewed.
 4. The review process will include scrutiny of each program's correlation to the State Standards and the assessments that are based on such standards.
 5. Evaluation instruments employed by the review committee members in its evaluation and selection process may be instruments developed by the Florida Department of Education or District-modified versions of the same.
 6. If a review committee elects to have publisher presentations, every publisher submitting materials for consideration in a specific subject area will be provided an equal opportunity to present. All publishers will be given equal time for the presentation. The committee chair will be responsible for ensuring equity.
 7. Review committee members will review materials and return recommendations to the Assistant Superintendent over Instructional Materials.
3. Public notice and access to the recommended materials (student editions) must be provided at least twenty (20) calendar days prior to Board consideration of State-adopted or District-adopted materials being recommended for adoption. Parent notification of the availability of the materials will be provided using parent e-mails, postings on the District website/portal/app, and using automated phone calls.
 4. The Board shall conduct an open noticed Board hearing to receive public comment on any (State-adopted or District-adopted) instructional materials being recommended by

the Superintendent to the Board for adoption. Parents will be notified at least seven (7) calendar days prior through the regular publication procedures for Board meetings, as well as through use of the methods described above. The notice must specifically state which instructional materials are being reviewed and the manner in which the public can access the materials for review.

5. The Board shall conduct an open noticed public meeting on a date other than the date of the Board hearing required above to approve an annual instructional materials plan identifying instructional materials that will be purchased for the subsequent academic year by the District for the entire District (this does not include instructional materials by a school or teacher for the benefit of only that teacher or school.) Parents will be notified at least seven (7) calendar days prior through the regular publication procedures for Board meetings, as well as through use of the methods described above. The notice must specifically state which instructional materials are being reviewed and the manner in which the public can access the materials for review.
6. The Board shall receive public comment at the School Board hearing and the public meeting in accordance with Policy 0169.1, Public Participation.
7. Instructional materials will be purchased in accordance with the requirements of Policy 6320, Purchasing. A publisher that offers instructional materials to a district school board must provide such materials at a price that, including all costs of electronic transmission, does not exceed the lowest price at which the publisher offers such instructional materials for approval or sale to any state or school district in the United States. A publisher shall reduce automatically the price of the instructional materials to the Board to the extent that reductions in price are made elsewhere in the United States.
8. No school official or member of a District or State instructional materials council shall accept any emolument, money, other valuable things, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.
9. No member of a District evaluation committee may discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee shall have been called into session for the purpose of evaluating instructional materials submitted for adoption or in a public presentation

showcasing the materials. Aside from exception noted above, both parties (District evaluation committee member and agent of a publisher or manufacturer or instructional materials) must comply with the District's "Cone of Silence" (Policy 6325). Definition of the cone of silence and its stipulations may be found at <http://procurement.dadeschools.net/pdp.asp>.

10. The District will notify parents of their ability to access their children's instructional materials and encourage parents to access the materials. This notification must be displayed prominently on the District's website and provided annually in written format to all parents of enrolled students.
11. All materials used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, must be approved by the Florida Department of Education.
12. The Board may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the school district's website and reported to the Florida Department of Education. The fees may not exceed the actual cost of the review process, and the fees may not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes. The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of a school district's instructional staff is absent from his/her assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with F.S. 112.061 for actual service in meetings.
13. Additional Public Participation Requirements

The District will publish, on its website, in a searchable format prescribed by the Florida Department of Education, a list of all instructional materials, including those used to provide instruction required by F.S. 1003.42. The Board must:

1. provide access to student editions of recommended instructional materials in accordance with F.S. 1006.283(2)(b)8.a. before the Board takes any official action on such materials. This process will include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional

materials considered for adoption.

2. select, approve, adopt, or purchase all materials as a separate line item on the agenda and provide a reasonable opportunity for public comment. Materials may not be selected, approved, or adopted as part of a consent agenda.
3. annually submit to the Commissioner of Education a report that identifies:
 1. each material for which the school district received an objection pursuant to F.S. 1006.28(a)(2), including the grade level and course the material was used in, for the school year and the specific objections thereto.
 2. each material that was not removed or discontinued and the rationale for not removing or discontinuing the material.

The Florida Department of Education shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.

1. The Superintendent shall annually certify to the department that all instructional materials for core courses used by the District are aligned with all applicable State standards and have been reviewed, selected, and adopted by the Board in accordance with the Board hearing and public meeting requirements of this section.
2. Emergency Review and Adoption of Instructional Materials

The Board may waive the instructional materials and adoption process requirements in this policy only when a statewide emergency has been declared by the Governor and the Governor has suspended the statutory instructional materials review and adoption process. The policy waiver shall be approved in advance by the Board in a public meeting before any instructional materials may be used by any instructional staff. The reason(s) for the requested waiver and the anticipated cost of the proposed instructional materials shall be specified in the Board item.

The Board item requesting the waiver shall also include a link to the proposed instructional materials that is accessible to the public. If the emergency purchase of instructional materials is approved by the Board, the materials may be used immediately. However, the instructional materials review and adoption process in this policy shall be initiated at the next regular Board meeting even if the statutory process provisions are suspended.

1. Lost and Damaged Instructional Materials

The principal shall collect from each student or the student's parent the purchase price of any instructional materials the student has lost, destroyed, or unnecessarily damaged and report and transmit the amount collected to the Superintendent. The failure to collect such sum upon reasonable effort by the principal may result in the suspension of the student from participating in extra-curricular activities or satisfaction of the debt by the student through community service activities at a rate of one (1) hour of community service for every \$15 valuation at the school site.

All money collected from the sale, exchange, loss, or damage of instructional materials shall:

1. be transmitted to the District and added to the District appropriation for instructional materials for all textbook materials; or
2. be deposited into the school's library internal fund account for all library/media center materials.

2. Parent and Resident Objections to Adoption of Specific Instructional Materials

Any parent of a public-school student in the District or resident of Miami-Dade County may contest the Board's adoption of a specific instructional material. For purposes of this policy, "resident" means a resident of the county who has maintained his/her residence in Florida for the preceding year, has purchased a home that is occupied by him/her as his/her residence, or has established a domicile in Florida pursuant to F.S. 222.17.

Pursuant to F.S. 1006.28(2)(a)3. the following is the process by which the parent of a public-school student in the District or a resident of Miami-Dade County may contest the Board's adoption of a specific instructional material:

1. A parent of a public-school student in the District or a resident of Miami-Dade County may file a petition with the Board Clerk within thirty (30) calendar days after the Board's adoption of specific instructional materials on a form provided by the Board (as prescribed by State Board of Education rule and the District's process) (also found on the District's website, identifying the District's point of contact and contact information for the submission of an objection). An individual petitioner may submit only one (1) petition directly to the Board Clerk that contains all of the petitioner's objections to the specific adopted instructional materials.
2. The petition form shall be publicly available on the District's website. The petition must be signed and attested by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d) and Sections I and V above. The petitioner must cite to the specific sections and pages of the text that are objectionable. Petitions that do not contain the requisite information may not be considered by the hearing officer.
3. Within thirty (30) days after the thirty (30) day period has expired, an unbiased and qualified hearing officer shall conduct an open public hearing on all petitions timely received. The hearing officer shall be appointed by the Superintendent and shall be neither an employee nor an agent of the Board.
4. The hearing before the hearing officer is not subject to the provisions of F.S. Chapter 120 but the hearing officer shall provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.
5. Petitioners will have an adequate and fair opportunity to be heard and present evidence (including documents and testimony) to the hearing officer that is related to the criteria for adopted instructional materials.
6. Additional procedures for the review of petitions may be established by the hearing officer.
7. Within fourteen (14) days of the conclusion of the hearing, the hearing officer will present his/her findings and recommendation in writing to the Board.
8. Within thirty (30) days after the Board receives the hearing officer's findings and

recommendation, the Board, at a public meeting, will consider the petition, the hearing officer's findings and recommendation, and any evidence presented to the hearing officer, and make a final decision on the petition.

9. If a parent disagrees with the decision made by the Board on the objection to the use of a specific material, a parent may request the Commissioner of Education to appoint a special magistrate who is a member of the Florida Bar in good standing and who has at least five (5) years' experience in administrative law. The special magistrate shall determine facts relating to the School District's determination, consider information provided by the parent and the School District, and render a recommended decision for resolution to the State Board of Education within thirty (30) days after receipt of the request by the parent. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than seven (7) calendar days and no more than thirty (30) days after the date the recommended decision is transmitted. The costs of the special magistrate shall be borne by the School District.
10. Any committee meetings 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 F.S. 286.011. Any committees convened for such purposes must include parents of students who will have access to such materials.

3. School Library/Media Center and Other Educational Materials

In accordance with F.S. 1006.28(d), the Board shall establish and maintain a program of school library media services for all public schools in the District, including school library/media centers, or school library/media centers open to the public, and, in addition, such traveling or circulating libraries as may be needed for the proper operation of the District school system.

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. After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections. The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

A wide choice of materials that support the instructional program shall be available to students and professional staff to allow for varying achievement levels, free choice reading interests, and teaching/learning styles. Quality materials should be available in a variety of formats and reading levels, offer a well-balanced coverage of subjects, and support the diverse interests, needs, and viewpoints of the school community. The Chief Academic Officer, Office of Academics and Transformation, in conjunction with the Assistant Superintendent, Innovation and School Choice; the District Director, Division of Instructional Technology, Instructional Materials, and Library Media Services; and the Instructional Supervisor, Library Media Services, shall establish procedures for the evaluation, selection, management, and disposal of library media materials. School librarians, media specialists, and other personnel involved in the selection of School District library materials must complete a training program developed pursuant to F.S. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources.

Upon written request, the District shall provide access to any material or book specified in the request that is maintained in the school library and is available for review. The school principal shall arrange for a convenient time to provide such access subject to the procedures provided in Policy 9150, School Visitors. The Board shall also publish on its website the process for a parent to limit his/her student's access to materials in the school or classroom library. Parents may complete the Request to Limit Access form to limit their child's access to specific materials in the school library or classroom library. School administrators will then be notified of the request.

1. Purpose of Library/Media Center Materials

The library/media center shall contain a comprehensive collection of materials and equipment in a variety of media formats, to:

1. provide a broad background of information resources in all areas of knowledge;
2. 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 all media and intellectual integrity in forming judgments;

3. meet the personal needs and interests of students, including materials that:
 1. nurture the development of recreational reading/listening/viewing, cultural appreciation, and aesthetic values;
 2. 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;
 3. foster respect for the diverse roles available to all people in today's society;
4. support the professional needs of teachers and administrators; and
5. introduce new instructional technologies into the learning environment.

2. Evaluation and Selection of Library/Media Center Materials

The school library/media center collection affords students the opportunity to explore the unknown and discover areas of interest and thought not covered by the prescribed curriculum; therefore, it should contain materials that allow for free inquiry, study, and evaluation. The selection process may include consultation with school administrators, other teachers, students, and parents to assure a comprehensive collection appropriate for users of the library/media center. 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.

1. 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, regardless of whether the book is purchased, donated, or otherwise made available to students.
2. The Board shall adopt procedures for developing library/media center collections

and post the procedures on the website for each school within the District. The procedures must:

1. require that book selections meet the criteria in F.S. 1006.40(3)(d);
2. require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders;
3. 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; and
4. 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, or otherwise found to be in violation of F.S. 1006.28(2)(a)2 as follows:
 1. an instructional material does not meet the criteria of F.S. 1006.31(2) or 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.
 2. any material used in a classroom, made available in a school or classroom library, or included on a reading list that contains content that is pornographic or prohibited under F.S. 847.012 or depicts or describes sexual conduct as defined in F.S. 847.001(19), 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.
 3. the District shall rely on Florida Department of Education rules to determine what is age-appropriate, or in the absence of rules, on a preponderance of reviews by subject experts and/or professionally recognized periodicals or organizations.
3. Each elementary school must publish on its website, in a searchable format prescribed by the Florida Department of Education, a list of all materials

maintained and accessible in the school library/media center or classroom library or required as part of a school or grade-level reading list.

4. Materials should support the school's and the District's educational goals and policies, including the advancement of student literacy.
5. Materials should be selected to support, enrich, and extend the school's curriculum and to encourage informational, educational, and recreational reading, viewing and/or listening.
6. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.
7. Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze, and make intelligent judgments.
8. The value of a work should be examined as a whole.
9. To assure quality selection, the following additional factors may be considered, when appropriate:
 1. educational significance and/or contribution to the curriculum;
 2. informational or recreational interest;
 3. reputation and significance of the author, producer, editor, and/or publisher;
 4. degree of potential user appeal;
 5. contribution to the variety in viewpoints offered on controversial issues;
 6. accuracy and currency of information;
 7. arrangement and organization of the material (for example, indices,

glossaries, tables of contents, chapter headings, etc.);

8. artistic quality, literary style or production values;
9. readability levels;
10. quality and variety of format;
11. need to replace essential/required worn, damaged, or missing materials;
and
12. value commensurate with cost and/or need.

3. Selection Tools and Resources

The library media specialists should use, but are not limited to, the following tools and resources to assist in the selection of quality library materials:

1. reviews in reputable, professionally recognized sources such as Booklist, School Library Journal, Kirkus Reviews Starred, Horn Book, Bulletin for the Center for Children's Books, and Voice of Youth Advocates;
2. reading lists/recommendations compiled by government agencies or departments, educational institutions, or professional organizations such as American Library Association (ALA), Young Adult Library Services Association (YALSA), American Association of School Librarians (AASL), National Council of Teachers of English (NCTE), International Reading Association (IRA), Florida Department of Education (FLDOE), and Florida Association for Media in Education (FAME);
3. State and national awards such as Caldecott Medal, Newbery Medal, Coretta Scott King Book Award, Alex Award, Sunshine State Young Readers Award (SSYRA), Michael L. Printz Award, Pura Belpre Award, Florida Teens Read;
4. professional selection bibliographies such as Wilson's Children's Core Collection, Wilson's Middle and Junior High Core Collection, Wilson's Senior High Core Collection, Wilson's Graphic Novels Core Collection, Best Books for Young Adults, Great Middle School Reads, Notable Children's Books;

5. supplemental reading lists contained in District created curriculum resources and adopted textbooks; and
 6. recommendations by faculty, administration, students, parents or school community stakeholders.
4. Management and Disposal of Library/Media Center Materials

School library/media specialists will implement procedures for managing and maintaining the library collection to keep library collections accurate, up-to-date, attractive, and accessible.

1. Procedures for the management and maintenance of the library collection should include the following:
 1. a continuous review, evaluation, and discontinuance (if applicable) of library materials;
 2. identification of materials for removal based on the criteria outlined in this policy and Board Policy 7310, *Disposition of Surplus Property*;
 3. the utilization of the district's library circulation and catalog system or other appropriate district-licensed asset tracking system to maintain accurate collection and availability status of materials; and
 4. completion of an annual library media center inventory to reconcile physical collection with electronic catalog.
2. Procedures for the removal and disposal of materials from the library collection should include the following:
 1. Process for removing materials that is in accordance with established district procedures, Board Policy 7310, *Disposition of Surplus Property*.
 2. Processes for physically marking materials as "discard," removing materials from circulation, and updating the library catalog/asset tracking system by deleting the material information.

4. **Objections Regarding Non-Adopted Instructional and Library/Media Center and Other Educational Materials**

Except as required by Section I.B.1., access to challenged materials shall not be restricted during the review process. The materials shall remain in use pending the outcome of the review. No challenged material may be removed from the curriculum or from a collection of resource materials solely because it presents ideas that may be unpopular or offensive to some.

Any reference to calendar days in this policy shall not include school holidays; Thanksgiving recess; or winter, spring, and summer recess as set forth in the school calendar adopted by the Board.

1. School Level – Informal Complaint for Non-Adopted Instructional, Library, and Other Educational Materials Only
 1. The complainant shall file an “Informal Complaint for Non-Adopted Instructional, Library, and Other Educational Materials” objection form online (as prescribed by State Board of Education rule and the District’s process) (also found on the District’s website, identifying the District’s point of contact and contact information for the submission of an objection). The complainant must cite to the specific sections and pages of the text that are objectionable. The form must be signed and attested by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d) and Sections I and V above. An individual complainant may submit only one (1) complaint directly to the school, that contains all the complainant’s objections to the specific material. Complaint forms that do not contain the requisite information may not be considered. The online complaint form will be routed to the principal and notifications will be sent to the Region and District’s Library/Media Services department.
 2. In preparation for a meeting with the complainant, the principal or designee and a school media specialist should conduct a review of the material based on the selection criteria set forth in this policy.
 3. Within seven (7) calendar days of the complaint notification, the principal and/or designee will schedule the complainant for a meeting.

4. Within fourteen (14) calendar days of the complaint notification, the principal and/or a designee and any relevant staff member(s) shall meet with the complainant to hear the grievance regarding the material and to explain:
 1. the school's materials selection procedures;
 2. the criteria used for the selection of instructional materials;
 3. the role that the material in question has in the school's curriculum or library/media center collection; and
 4. whatever additional information is needed regarding the item's use.
 5. Upon receipt of written notification by the Principal if the complainant is not satisfied with the explanation regarding the retention of the material in the school, the complainant will then be provided with the option to file a formal complaint online as outlined below.
2. School Level - Formal Complaint for Non-Adopted Instructional, Library, and Other Educational Materials Only
 1. The complainant must complete the online "Citizen's Complaint regarding Non-Adopted Instructional, Library, or Other Educational Materials"(FM-3448) form. All required fields must be completed, the form must be signed and attested and provided to the Principal by the complainant. Electronic copies of the form responses will be immediately provided to:
 1. the Region Superintendent; and
 2. the District Supervisor over Library/Media Services.

The form must also include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d) and Sections I and V above. The complainant must cite to the specific sections and pages of the text that are

objectionable. An individual complainant may submit only one (1) complaint directly to the school, that contains all the complainant's objections to the specific material. Complaint forms that do not contain the requisite information may not be considered.

1. The completed form and the material(s) in question shall be provided by the principal within seven (7) calendar days of receipt of form FM-3448 to a six (6) member School Materials Review Committee (SMRC). The SMRC will be appointed on an ad hoc basis by the principal with the following provisions:

1. The committee shall consist of:

1. the principal or designee;
2. one (1) teacher for secondary or two (2) teachers for elementary in the appropriate subject area/grade;
3. one (1) library media specialist;
4. one (1) student from the appropriate grade level or for whom the material is considered to be age-appropriate (middle and senior high school only with parental approval);
5. one (1) parent/resident from the school's Parent-Teacher/Parent-Teacher-Student Association or the Educational Excellence School Advisory Council; and
6. one (1) region director or the region superintendent.

2. The SMRC shall meet within fourteen (14) calendar days of the principal's receipt of form FM-3448. Committee meetings 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 F.S. 286.011. Any committees convened for such purposes must include parents of students who will have access to such materials.

Parents of the impacted school shall be notified of the complaint and the upcoming committee meeting.

3. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons. The SMRC shall read/view the material, consider the reviews of the material, study the comments on the complainant's questionnaire, consider the evaluative standards and criteria provided in Sections I and V of this policy and render a decision based on a majority vote.
 4. Within (30) calendar days of the principal's receipt of form FM-3448, the SMRC shall prepare a written report for the principal to follow. The committee's determination shall be any or a combination of the following:
 1. allow the challenged material to maintain its current status prior to the complainant's objection;
 2. leave the challenged material in the classroom or library/media center and permit the complainant to complete the Request to Limit Access form to limit their child's access to the specific material and request that the teacher provide an alternate assignment;
 3. reclassify the challenged material to an appropriate age or reading level based upon professional/literary reviews (details about the limitations must be outlined in the report); or
 4. remove the challenged material from the total school environment. This action will require an automatic review of the material by the District Materials Review Committee (DMRC).
 5. Within seven (7) calendar days after receipt of the SMRC determination, the principal shall inform the complainant of the decision and shall send copies of all reports and communications to the appropriate Region Superintendent and the District Supervisor of Library/Media Services. If the SMRC determined to reclassify or remove the challenged material (per Section X.B.2d.3-4), notification via memorandum must be sent to the Board.
2. Except as required by Section I.B.1, access to challenged materials shall not be restricted during the review process. The materials shall remain in use pending the outcome of the review. No challenged material may be removed from the curriculum or from a collection of resource materials solely because it presents ideas that may be unpopular or offensive to

some.

3. A copy of the selection and reconsideration procedures shall be placed in the library/media center's professional collection for reference.
 4. Each school principal shall include a copy of this policy in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing the policies pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.
 5. The Chief Academic Officer (CAO) may request that the DMRC review any SMRC determination.
-
1. District Level - Formal Appeal for Reconsideration of Non-Adopted Instructional, Library/Media Center, and Other Educational Materials Only

The following steps are to be followed for a complaint to appeal a School Materials Review Committee (SMRC) determination or when the CAO requests a DMRC review:

1. The complainant must complete the "Appeal of the School Material Review Committee's Determination" form. All required fields must be completed, and the form must be signed, attested, and filed within seven (7) calendar days of receipt of the decision made by the SMRC from the principal. The complainant must file the "Appeal of the School Material Review Committee's Recommendation" form with the Assistant Superintendent of Innovation & School Choice. Appeal requests will not be accepted after the appeal window has elapsed. During the time that a specific material is under review by the DMRC, the material may not be reviewed by any SMRC. Any ongoing reviews will be immediately suspended pending the outcome of the DMRC review.
2. The complainant shall be notified in writing by the Assistant Superintendent of Innovation & School Choice, or designee, that the appeal request is being transmitted to a District Materials Review Committee for review. Within fourteen (14) calendar days of receipt of the "Appeal of the School Material Review Committee's Determination" form from the complainant, the District shall convene the District Materials Review Committee.

The complaint shall be submitted to a fifteen (15) member District Materials Review Committee (DMRC), for materials challenged in grades 6-12 and by a thirteen (13) member DMRC for materials challenged in grades 5 and below. The DMRC will be chaired by the Assistant Superintendent of Innovation & School Choice, or designee, as a non-voting member, while voting members will be appointed on an ad hoc basis by the Superintendent, with the following provisions:

1. The committee shall consist of:
 1. the Chief Academic Officer, or designee;
 2. the Deputy Superintendent, or designee;
 3. two (2) principals of the appropriate school configuration;
 4. the Director over Instructional Materials and Library Media Services;
 5. one (1) appropriate subject area director/supervisor;
 6. the Supervisor of Library Media Services;
 7. the Supervisor of Instructional Materials;
 8. two (2) teachers for secondary or (1) teacher for elementary in the appropriate subject area/grade;
 9. two (2) library media specialists;
 10. one (1) student from the appropriate grade level or for whom the material is considered to be age-appropriate (middle and senior high school only with parental approval);
 11. two (2) representatives from the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Associations who will be appointed by the President of the District Association;
2. If a person named above cannot be present at the DMRC meeting(s), the Superintendent or designee may appoint an alternate. Committee meetings

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 F.S. 286.011. Any committees convened for such purposes must include parents of students who will have access to such materials.

3. The DMRC may solicit professional/literary written reviews of the materials. The DMRC shall read/view the material, consider the reviews of the material, study the comments on the complainant's questionnaire, consider all artifacts produced through prior reviews, consider one (1) or more of the evaluative standards and criteria provided in Sections I and V of this policy, and render a decision based on a majority vote.
4. Within (30) calendar days of receipt of the "Appeal of the School Material Review Committee's Determination" form, the DMRC shall prepare a written report for the Superintendent or designee to consider. The committee's determination may be any or a combination of the following:
 1. allow the challenged material to maintain its current status prior to the complainant's objection;
 2. leave the challenged material in the classroom or library/media center and permit the complainant to complete the Request to Limit Access form to limit their child's access to the specific material and request that the teacher provide an alternate assignment;
 3. reclassify the challenged material to an appropriate age or reading level based upon professional/literary reviews (details about the limitations must be outlined in the report); or
 4. recommend to the Board to remove the challenged material from the total District environment.
5. The Superintendent or a designee shall make a final decision within seven (7) calendar days of receipt of the DMRC recommendation, and a written report of that decision will be forwarded to the complainant. Documentation regarding the removal of material must contain a statement of its reasons for the removal.
6. The Superintendent's decision shall be applied uniformly across all schools and

supersede any prior determinations. The Superintendent's decisions to reclassify or remove challenged materials (per Section X.C.2.d. 3-4) must be communicated via memorandum to the Board. Neither the SMRC nor the DMRC will be convened for future challenges on the same material.

7. Within fifteen (15) days of the decision by the Superintendent, if the parent is not satisfied with the decision, the parent may submit the issue to the Board in writing.
8. If a parent disagrees with a decision made by the Board on the objection to the use of a specific material, a parent may request the Commissioner of Education to appoint a special magistrate who is a member of the Florida Bar in good standing and who has at least five (5) years' experience in administrative law. The special magistrate shall determine facts relating to the School District's determination, consider information provided by the parent and the School District, and render a recommended decision for resolution to the State Board of Education within thirty (30) days after receipt of the request by the parent. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than seven (7) calendar days and no more than thirty (30) days after the date the recommended decision is transmitted. The costs of the special magistrate shall be borne by the School District.

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Revised 12.09.2020

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Legal

F.S. 847.012

F.S. 1002.20(19)

F.S. 1003.02(1)(d)

F.S. 1006.28

F.S. 1006.283

F.S. 1006.29

F.S. 1006.30

F.S. 1006.31

F.S. 1006.34

F.S. 1006.40

F.A.C. 6A-6.03028

34 C.F.R. Part 300

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00