



John I. Leonard High School

FY25 Collection Development Policy

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Signature Page

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Purpose of Collection Development Policy

This collection development policy is a statement of the principles and guidelines used by John I. Leonard High School Library Media Center in its selection, acquisition, evaluation, and maintenance of materials. It will be used both in providing consistency among those responsible for developing the collection and in communicating the Library Media Center's policies to faculty, students, staff, and other interested members of our school community. It is understood that as the programs and information needs of the school change, the collection development policy will change to meet these needs.

Another key element of this collection policy is ensuring that books are accessible to all students, regardless of reading level or learning style. This means that priority will include a range of books that are appropriate for different reading levels, from emergent readers to advanced readers. Additionally, the collection will include books in various formats, such as audiobooks, graphic novels, and e-books, to cater to students who may have difficulty with traditional print materials.

The policy ensures that the library's collection is up-to-date, diverse, and relevant to the needs and interests of John I. Leonard students. By providing students with access to a range of high-quality books and materials, this policy can help to promote a love of reading and learning that can last a lifetime. Additionally, we are committed to creating a welcoming and inclusive environment in the library, where all students feel valued and supported in their reading journeys.

Background Statement & School Community

John I. Leonard High School offers a variety of specialized academies and programs that cater to students' unique interests and skill sets. These programs allow students to explore and develop their passions in specific areas. For instance, the Academy of Finance provides students with a comprehensive understanding of business and finance, while the Computer Technology Academy emphasizes technology and computer science. The International Spanish Academy, on the other hand, promotes language learning and cultural awareness, while the Medical Academy prepares students for careers in healthcare. The Culinary Arts Program and Fashion Design Program provide hands-on learning opportunities for students interested in pursuing careers in these fields. All in all, this high school provides a diverse and engaging educational experience that caters to the needs and interests of a wide range of students.

The school serves a vast diverse community with a total student population of 3,221 as of May 2024. The community is made up of students from various racial backgrounds, with 10% identifying as white, 19% as black, 66% as Hispanic, 2% as Asian, 1% as Indian, 1% mixed race and 1% other. The student population is fairly evenly split in terms of gender, with 52% male and 48% female students. Considering the diverse racial backgrounds of the students, it is important to select library resources that are culturally

relevant and inclusive, representing a variety of racial, ethnic, and cultural perspectives.

Our school library plays a vital role in the education of our community's economically disadvantaged students. With 89% of our student body qualifying for free or reduced lunch, it is crucial that we provide access to books, computers, and other learning materials they may not have at home. By offering these resources, we can help level the playing field for these students and ensure that they have the same opportunities as their more advantaged peers. Our library strives to be a welcoming and inclusive space for all students, regardless of their economic background, to explore and learn.

As a school community, we recognize the importance of supporting our English language learners. With 14% of our student population being English language learners, it is crucial that we provide resources to help them succeed. Our library literacy collection includes fiction and nonfiction books with content focused on genres for teen English language learners, which can prove to be valuable in supporting emergent readers. By having a variety of books that cater to their specific needs, we can encourage our English language learners to not only improve their language skills but also develop a love for reading.

At our school, we strive to meet the diverse learning needs of all of our students, including the 12% who have identified exceptionalities. To support exceptional students in the school library program, we provide accessible resources such as large print books, digital resources with assistive technologies, and easy reading books. We believe that all students deserve equitable access to our library collection, and we work to ensure that our materials meet the needs of all learners. We are committed to providing an inclusive and welcoming environment for all students, and we are always seeking new ways to support exceptional learners in our library program.

The school community is linguistically diverse, with students who speak languages other than English at home, such as Spanish, Creole and French. The library acknowledges the importance of providing resources in multiple languages to support the diverse needs of its students. Overall, our school community is unique in its racial and ethnic diversity, economically disadvantaged students, English language learners, and exceptionalities. The library is committed to ensuring equitable access and support for all students by reflecting these characteristics in its programs, services, and resources.

School Mission Statement

John I. Leonard High School will provide students with a safe, positive learning environment in which each student is encouraged to achieve his or her highest level of educational excellence and acquire the skills necessary to make a positive impact on society. We believe all children can learn and achieve. We believe in setting high expectations for all students, regardless of race and ethnic background. We believe in a rigorous and relevant curriculum for all students and creating a safe and nurturing environment in which they can attain their highest potential.

Media Center Mission Statement

The school library media program strives to provide information resources in multiple formats on a wide variety of topics that will facilitate the educational goals of the students as well as the professional development of the faculty and staff. In addition to providing information resources it also strives to meet the personal and recreational reading and information needs of students. The library media program provides instruction on the use of various technologies and online resources, and offers programs that encourage students to read for enjoyment. Students are motivated to achieve their full potential that is required for responsible citizenship and productive employment as an integral part of the district goals and mission statement.

Responsibility for Collection Management & Development

The responsibility for collection management and development for the John I. Leonard Library Media Center falls under the purview of the library media specialists. The media specialists are responsible for selecting, acquiring, organizing, and maintaining the library collection, as well as ensuring that it aligns with the mission and goals of the school.

In seeking stakeholder input, we engage with various stakeholders, including administration, faculty, students, parents, and district stakeholders. The media specialists often meet with John I. Leonard's principal, faculty and other administrators to discuss the library's collection development policy, where we share our vision for the library and ask for feedback and input on how to best support the curriculum, school's educational goals and the needs of the student body.

Students participate in the collection development process by providing their input on their reading interests, preferences, and needs. This is done through surveys, class visits, and other interactive activities to gather feedback on the types of books, genres, or formats they would like to see in the library collection. Students' input help ensure that the collection is inclusive, diverse, and engaging for all learners.

Parents and caregivers are also encouraged to provide input on the types of resources they would like to see in the library collection. This is done through parent-teacher conferences, and other parent engagement activities. Parents can provide feedback on the appropriateness of the resources for different age levels, cultural relevance, and overall educational value.

Library Program

As media specialists at a diverse school with a large student population, our primary goal is to create a welcoming and inclusive library program that meets the needs and interests of all of our students. To accomplish this, we are committed to supporting special initiatives that promote diversity, equity, and inclusion, such as creating book

displays and reading lists that highlight diverse perspectives and cultures, hosting author talks and other events that celebrate diversity and encourage dialogue, and working with teachers and other stakeholders to ensure that our library program reflects the unique needs and interests of our student body.

In terms of instruction, the library plays a critical role in supporting student learning and academic success. To this end, we work closely with teachers and other stakeholders to design and implement instruction that is aligned with the school's educational goals and the needs of our students. This may include teaching research skills, digital literacy, media literacy, and other key competencies, as well as providing individualized support and guidance to students who may need extra help or resources. We are committed to fostering a love of reading and lifelong learning among our students by providing access to a wide range of high-quality books, digital resources, and other learning materials that support their interests and aspirations. Overall, we are excited to be part of this dynamic and diverse school community, and are committed to working tirelessly to support the academic and personal growth of all of our students.

Goals and Objectives

We have identified three SMART goals to help guide our work and ensure that our library program is as effective and responsive as possible.

The first goal is to develop a dynamic, diverse, and multicultural library collection that reflects the needs and interests of our student population.

The second goal is to update the easy reader collection within the next six months. By doing so, we hope to promote a love of reading among our youngest students and to provide them with a strong foundation for future learning.

The third goal is to genrefy our fiction collection by the end of the school year. This means that our fiction books will be organized into genres, such as mystery, romance, and science fiction, to make them more accessible and user-friendly. Within each genre, the books will still be organized in standard Dewey order. By doing so, we hope to make our fiction collection more accessible and user-friendly, and to help students discover new authors and genres that they may not have otherwise encountered.

Goal 1: Familiarize new staff with current collection.

Objective 1: Conduct a thorough review of the current fiction and non-fiction collection (identifying and replacing lost materials), as well as online databases available to students and faculty.

Objective 2: Develop an effective and efficient method of identifying what resources are available and where to find them for media center patrons.

Goal 2: Increase library patronage and supports to supplement classroom instruction.

Objective 1: Develop classroom outreach programs to increase class visits to the physical library to at least one class per week.

Objective 2: Collaborate with teachers and students to identify literacy and research methodology lessons that can supplement classroom instruction; plan said supplemental instruction; and deliver instruction in a methodological manner to classes.

Goal 3: Collaborate and outreach with local public libraries for enrichment beyond the school calendar year.

Objective 1: Evaluate the interested student population’s demographics and identify the top three local library branches in proximity to students and teen department resources and availability.

Objective 2: Foster continued periodic communication with said branches, inviting librarians to our Media Center to collaborate at least twice throughout the academic year to encourage students to sign up for library cards and take advantage of resources available in their communities, and learn best practices for our library.

Budget and Funding

The LMC is given a school-based operating budget at the beginning of every school year. The John I. Leonard High School administration uses a formula to disperse the appropriated funds. The budget for the 2023 - 2024 school year is expected to be similar to the 2022-2023.

2024-2025 (FY25) projected budget amounts

<i>School-based Operating Budget</i>	<i>Budget FY24</i>	<i>FY25 Projected Budget</i>
<i>Account 551100 - Media Supplies</i>	\$1635	\$1635
<i>Account 553420 - Media Subscriptions (Periodicals-Newspapers)</i>	\$1635	\$1635
<i>Account 561100 - Library Books</i>	\$5996	\$5996
<i>Account 562230 - Media A/V Equipment</i>	\$0	\$0
<i>Account 564220 - Furn-Fix/Equip</i>	\$0	\$0
<i>Fundraising/ Grants</i>	<i>Budget Amount</i>	
<i>Media Center Internal Account number for your grant(s) (get this from your bookkeeper)</i>	\$146.97	\$147.97
<i>State Media Allocation</i>	<i>Budget Amount</i>	
<i>Account 556110 (program 3070) - Media Books</i>	\$4973	\$4973

Purchasing Plan FY25

Approximate Purchasing Plan	
Purpose	Amount
furniture: chair replacement, game table	\$1,000
guest speakers	\$1,000
mental health and self help books	\$1,000
board games	\$500
supplies	\$2,000
Total:	\$5,500

Scope of the Collection

Our collection includes a variety of formats, such as print books, eBooks, audiobooks. Access to these materials will be facilitated through hardware and software such as desktop computers, laptops, tablets, e-readers, and smartphones. The hardware and software used to access the materials in our collection are continually reviewed to ensure that they are compatible with current technology standards. We also offer a collection of district-provided databases that provide students with 24/7 access to a wealth of information.

In keeping with our mission to promote intellectual growth and encourage lifelong learning, we do not include materials that are harmful to minors or pornographic in nature, nor that promote hate speech or intolerance. We also prioritize areas of special emphasis, such as non-fiction materials that support our computer technology, culinary, and fashion programs, as well as fiction materials that support our international Spanish academy.

Our primary goal is to support the educational and informational needs of our diverse student population, and we strive to provide resources that will enhance and enrich their learning experiences. We take pride in our carefully curated collection, and are always open to suggestions for new titles and formats.

Our library collection supports both curriculum and pleasure reading as per School Board Policy 8.12 (see Section 2 d). Additionally, the collection is arranged in standard Dewey order per District policy.

Equipment

In addition to traditional print books in our library collection, we also have a Media Lab containing a whiteboard, projector/computer/screen, Smartboard, and microphone with a PA system separate from the larger Media Center as a whole. This room is often utilized by faculty for department meetings, by students for after school tutorials or clubs, and by the testing department for small group testing. In the main area of the Media Center, we have a PA system including two microphones and a projector connected to a computer which is useful for larger faculty meetings, district seminars, or larger group student lessons and tutorials. Our Media Center back office also shares space with our school's technology department, which is in charge of student laptop distribution, additional laptop carts for classroom and event usage, security technology such as badge scanners for events and morning entry, and more.

Collection Development

As media specialists, collection development is one of our main duties. But what exactly does that mean? In simple terms, it refers to the process of selecting, acquiring, and maintaining a diverse range of materials for our school library that will meet the needs and interests of our students and support their academic and personal growth.

Collection development is an ongoing process that involves staying up-to-date with the latest trends and research in education, as well as engaging with teachers, students, and other stakeholders to understand their needs and preferences. This process also takes into account School Board Policy, which guides our decision-making and ensures that our collection is aligned with our school's values and goals.

The materials we acquire for our collection can include books, magazines, e-books, audiobooks, videos, and other resources. Our goal is to provide a wide range of materials that reflect diverse perspectives and experiences, and that support our students' learning and personal development.

In summary, collection development is a crucial aspect of our library's mission to provide access to high-quality materials that will enrich and enhance the lives of our students. We take this responsibility seriously and are committed to maintaining a dynamic and diverse collection that reflects the needs and interests of our school community.

Selection and Evaluation Criteria

As media specialists one of our primary responsibilities is selecting materials that will support the diverse needs and interests of our students. To make informed decisions about which books and other resources to add to our collection, we use a variety of tools and resources that are grounded in School Board Policies 8.12 -Selection of Library Media Center Materials and Reading List Materials

<http://go.boarddocs.com/fl/palmbeach/Board.nsf/goto?open&id=CMRMQE581128>.

A few of the key resources that we rely on are School Library Journal, Horn Book, Booklist, Association for Library Service to Children, Kirkus, Young Adult Library Services Association, and other professional organizations and academic publications which provide comprehensive reviews of books and other materials that are relevant to our school community. We also consult with teachers, students, and other stakeholders to understand their needs and preferences, and to ensure that our collection reflects a wide range of perspectives and experiences.

In addition to these tools, we also consider factors such as the accuracy and currency of the information, the quality of the writing and illustrations, and the potential educational value of the resource. By doing this, we are able to make informed decisions about which materials to add to our collection, and to ensure that our library supports the academic and personal growth of all of our students.

District-Wide “Procedures for Selecting and Developing Library Collections”

[School Board Policy 8.12](#) sets out the procedures for selecting and developing library collections. These procedures are followed District-wide.

District Resources And Services

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

- Maintaining a professional library collection to assist with recertification and knowledge acquisition on education-related topics;
- Managing the online catalog including the library inventory and circulation software;
- Selecting and making accessible online information databases for reference and research;
- Providing guidance and training to school library media staff in program planning, curriculum development, budget, technology, collection maintenance, facility use and media production;
- Participating in inter-departmental curriculum development, facility planning, personnel staffing, and task forces at the administrative level;
- Managing technical services for acquiring and processing resources for schools;
- Distributing to schools and monitoring categorical and capital budgets allocated for library programs, and
- Fostering a global range of services that facilitate the transformation of school-based library activities to meet the changing needs of an information society.

The School District Library Media Services works in collaboration with other District departments including the Department of Educational Technology to provide selected electronic information,

the technology to access it, and the training needed to search and find specific facts efficiently and effectively.

Collection Analysis

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

			
8,734 Items in the Collection	2.4 Items per Student	46% Fiction Titles in the Collection	43% Percent of nonfiction in the collection
Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection.			
	2007 Average Age of the Collection	53% Aged Titles	13% Newer than 5 Years
Library media resources should be representative of the school.		Skills for Lifelong Learning (SLL) library media resources can contribute to character development.	
			
43% Representative Titles in Collection	2007 Representative Titles Average Age	40% SLL Titles in Collection	2008 SLL Titles Average Age

Collection Analysis By Category

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

Section	# of Titles	Average Age (year)
Computer Science, Information & General Works	25	2013
Philosophy & Psychology	36	2013
Religion	14	2012
Social Sciences	1,071	2009
Language	41	1997
Science	203	2007
Technology	675	2009
Arts & Recreation	657	2005
Literature	241	2003
History & Geography	749	2003
Biography	442	2010
Easy	32	2000
General Fiction	4,058	2007
Graphic Novels	312	2015

Gifts and Donations

Any books gifted or donated to the school must meet the same selection criteria as all other materials. No materials will be added to the collection if they are out-of-date or age-inappropriate simply because they were donated. All gifts and donations must follow the same processes as new book orders.

Collection Maintenance

As per Board Policy 8.12(5), our library inventory will be completed on a three-year rotation. This helps ensure that our collection remains up-to-date and relevant to our

students' needs. Our rotation plan is as follows: FY25 Fiction A-S; FY26 Fiction T-Z, Biographies, Easy and Professional; and FY27 Nonfiction.

Lost or Damaged Library Materials

In reviewing our circulation over the past year, the amount of books that are lost or damaged is small in comparison to our overall circulation, and it is not often that we have to replace items. In light of this, our policy is to record when an item is missed or damaged, and use existing funds to replace said item if it is assessed to be a current title that has been circulated at least twice in one school year.

Strategic Focus – Weeding and Acquisitions

School Year	Strategic Focus
FY25	Selection Priorities <ul style="list-style-type: none"> ● Award-Winning Books ● Emerging Technology Materials ● Multilingual Resources
	Inventory/Weeding Priorities <ul style="list-style-type: none"> ● History & Geography ● Technology ● Science
	Weeding Priorities <ul style="list-style-type: none"> ● History & Geography ● Technology ● Science
FY26	Selection Priorities <ul style="list-style-type: none"> ● Local Authors ● Student and Teacher Recommendations ● New Releases
	Inventory Priorities <ul style="list-style-type: none"> ● Economics ● Religion ● Graphic Novels/Comics
	Weeding Priorities <ul style="list-style-type: none"> ● Economics ● Religion ● Graphic Novels/Comics
FY27	Selection Priorities <ul style="list-style-type: none"> ● Diverse Representation ● Current Events and Social Issues ● Graphic Novels and Comics
	Inventory Priorities <ul style="list-style-type: none"> ● Language ● Easy ● Literature
	Weeding Priorities <ul style="list-style-type: none"> ● Language ● Easy

- | | |
|--|--------------|
| | • Literature |
|--|--------------|

Reconsideration of Materials

As library media specialists, we understand the importance of adhering to the policies and procedures set forth by the school board. In particular, Board Policy 8.125 on Challenged Materials is a critical guideline that ensures that all materials in our library collection are appropriate for our students. In the event that a challenge is made to any material, we will follow the procedures outlined in this policy to ensure that the challenge is handled in a fair and respectful manner. To facilitate this process, we have included a copy of Board Policy 8.1205 and the accompanying Specific Material Objection Form in our appendix for easy reference.

Annual Evaluation and Revision of CDP

This collection development plan will be reviewed each school year.

Appendices

A: Library Bill of Rights

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

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

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

B: Intellectual Freedom Statement

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

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

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

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

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

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

D: Policy 8.1205 - Objection Procedures for Specific Library Media Center, Classroom Library, Reading List, Supplemental or Instructional Materials That Have Not Gone Through the Board Adoption Process

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

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

E: Specific Material Objection Form

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

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