

East Lake Elementary School Library Collection Development Plan and Action Plan

October 2020

Written by Jennifer Glasheen

Signatures

Media Specialist

Date

Administration

Date

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Purpose Statement: The purpose of this plan is to serve as a guideline for selecting materials that will serve the needs of both students and classrooms while supporting curriculum and igniting a love of reading.

Background Statement: East Lake serves a diverse population of over 800 students. For a full breakdown of our population at the time of writing, please see Appendix A.

Responsibility for Collection/Development: The Osceola County School board holds the final say in library material acquisition. They will rely on the certified, school media specialist/librarian will work collaboratively with academic coaches, teachers, and students to identify needs and develop the collection with approval from administration.

Mission, goals, and objectives:

"The Osceola County School Librarians' Association supports literacy and curriculum through school media programs by promoting collaboration, emphasizing information literacy, technology skills cultivating the love of reading with students, colleagues and our community."

- Evaluate, provide, obtain, and promote information resources to meet the learning needs of all students.
- Maintain a collection that is balanced in format and content to meet the needs of all students.
- Maintain a culturally diverse collection.

Target Audience: Elementary school teachers, students, and support staff.

Budgeting and Funding: School's in Osceola County typically receive funding from the district/state at about \$2.55 per student this school year. The budget strip is released in early October and must be approved by the district and spent COMPLETELY by the December break. None of this money can be used to purchase technology. It must be used for instructional materials including print books, ebooks, journals, electronic resources and databases, if your collection is up to date (within 10 years), makerspace items may be purchased. For any concerns or questions about a material, contact Pam Fordham at the district office. The technology department will receive its own funding through fundraisers. All other Library/Media Center funding must be supplemented with a fundraiser. Typically, that entails two, for profit, book fairs through Scholastic, and one not-for profit, buy one get one free book fair, where the school is awarded 10% of sales in scholastic points/dollars to be used on the scholastic catalog, and the commission from picture day.

Evaluation Criteria: All stake holders may put in a request to be considered for purchase at any time of year. A stakeholder in our case would be faculty, staff, students, and parents. If approved, items will be ordered as funding is available. All requests will be considered after consulting various selection aids as well as with the following questions in mind:

1. Was it a student request?
2. Is the item appropriate for students in grades Pk-5?
3. Is the material/publish date relevant and/or timely?
4. Is it a reliable source?
5. Does it support the curriculum?
6. Does the collection already heavily represent the title/subject?
7. Is the material readable and visually appealing?
8. Do illustrations/text features support the text?
9. How many patrons will benefit from the source?
10. If the request is for a class set: is there a multiuser ebook available? Does the title have a heavy presence in the district? (If so, utilizing the ILL system may be more appropriate/cost efficient.)
11. Is it a popular title/author?

Grades K–5; 910 Students

SEPTEMBER 30, 2020

Items in collection

10,907

96.5% Recognized Call Numbers
99.4% Matched in Titlewave

Average age

2009

99.9% Recognized Publication Years

Items per student

11.6

GOAL: 10 ITEMS

Fiction, Reference, Biography & other classifications

Classification	Avg. Age	Items
General Fiction	2009	2,239
Reference	2008	32
Biography	2009	708
Professional	2005	287
Story Collection	—	—
Easy	2009	2,751
	2009	6,017

Analysis of collection by format:

EBook- We use MackinVIA as our EBook platform. Materials for MackinVIA must be ordered through Mackin (materials include but are not limited to ebooks and audiobooks). We also have FOLLETT shelf built in to the catalogue, students have responded better to MackinVIA thus far. Brain Hive has been approved but not tested at ELES.

Web links- Any web links on the school's website must support the mission, vision, and school-wide action plan. All sites must be approved through district level administration.

Magazines- We currently subscribe to:

- Ranger Rick
- Rick Junior
- High Five
- Highlights
- Nat Geo Kids
- Zoo Books

Magazine subscriptions are paid for by the school budget, NOT the library budget.

Print Books- Any book added to the collection should be hardcover (Perma-bound can assist in hardcovers if only paperbacks are available through other vendors). Paperbacks permitted for group/class sets, recorded book pairings, professional materials also permitted in paperback.

Items may be ordered through any approved vendor.

Selection Aids: Selection aids include, BUT ARE NOT LIMITED TO the following resources:

- a. School Library Journal
- b. Booklists
- c. Book Links
- d. Publisher's Weekly Children's Books Reviews
- e. Horn Book
- f. ALA awards lists
- g. New York Times best sellers
- h. Trending on Amazon.com
- i. Bookstore bestsellers
- j. Students
- k. Jobbers- such as Follett reps, Rainbow Book Co., Children's Plus, and Mackin.
- l. Blogs
- m. Digital PLNs

Intellectual Freedom:

We stand with ALA on Intellectual freedom that, “ALA actively advocates in defense of the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment. A publicly supported library provides free and equal access to information for all people of that community. We enjoy this basic right in our democratic society. It is a core value of the library profession.”

Challenging Materials: Osceola County has a procedure as follows:

“CHALLENGE TO INSTRUCTIONAL AND LIBRARY MATERIAL

The final decision for Instructional and Library Materials rests with the School Board. The following procedures will be used for challenges to Instructional Library Materials. The Superintendent has designated the Director of Media and Instructional Technology to process all paper work associated with any challenged instructional material.

- I. A parent or guardian of a child enrolled in the District (The “Petitioner), an employee of the District, or a resident of Osceola County may object to Instructional and Library Material by filing form **FC-820-244**, Request for Reconsideration of School Library Materials (the “Petition”) with the Principal.
 - a. The Petition must be made in writing on the prescribed form, an oral complaint is not sufficient.
 - b. The Principal will forward a copy of the petition to the Director of Media and Instructional Technology Department (MITD).
 - c. The Director of MITD will notify the Superintendent of the challenge.
 - d. A Petitioner who does not complete and return the form receives no further consideration.
 - e. The challenge to any material applies only to the individual school where the challenge originated.
 - f. During the pendency of a challenge under this procedure, the Instructional and Library Material which is the subject of the Petition will not be accessible to students.
 - g. “Instructional and Library Material” as used in this document refers to books, other than textbooks adopted by the District or the State, utilized for classroom instruction or in the school library, digital media including but not limited to videos, DVDS, records, periodical, computer software, or other electronic media.
- II. The Principal will within thirty (30) days of receiving the Petition call a special meeting of the School Library Media Center Advisory Committee to address the Petition.

- a. The Principal or the Library Information Specialist will notify the Director of MITD on the Committee meeting.
 - b. The Committee Chair or Library Information Specialist will request additional copies of the challenged material from MITD.
 - c. Every committee member will receive a copy of the completed “Request for Reconsideration of School Library Material” and a copy of the material to be examined and read in its entirety.
 - d. If there are professional reviews of the material, copies of those will be given to each committee member.
 - e. The standards used by the Committee to determine the propriety of the Instructional and Library Material will be related to educational concerns and will include:
 - i. The age of the children who normally could be expected to have access to the Instructional and Library Material.
 - ii. The educational purpose to be served by the material.
 - iii. The degree to which the Instructional and Library Material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
 - iv. The consideration of the broad, racial, ethnic, socioeconomic, and cultural diversity of the children.
 - f. The Committee will meet and give their decision to the Principal within the 30 days.
 - g. The Principal or Library Information Specialist will notify the Director of MITD of the Committee meeting date and time.
 - h. The Petitioner may be present to make a verbal and/or written statement to the Committee.
 - i. The Committee will give its recommendation to the Principal on Form **FC-820-0249**.
 - j. The Principal will notify the Petitioner of the recommendation immediately on school letterhead stationary.
 - k. The Director of MITD will receive a copy of Form **FC-820-0249** and of the Petitioner notification letter. If the school committee recommends that the book be removed, it will be sent to the Director with the accompanying paperwork.
- III. The Petitioner may appeal the recommendation of the school Committee to the Director of MITD in writing with ten (10) days of receipt of the school recommendation.
- IV. The Director of MITD will organize a meeting of the District Media Review Committee (DMR) within twenty (20) days of receipt of the Petition, unless the timeline is waived by the Petitioner.

- a. The DMR Committee will be appointed by the Superintendent and will consist of no less than two principals, three District Level Administrators, and two persons from the community who are not employed by the District.
- b. The Petitioner will be notified of the time and place of the meeting.
- c. The Petitioner will be allowed to make a presentation at the DMR Committee meeting.
- d. The DMR Committee will read and examine the material in its entirety. Professional reviews and a copy of the material will be given to each committee member.
- e. The DMR Committee meeting is a public meeting, but no student identifying information may be made public without the parent or guardian's consent.
- f. The standards used by the school Committee will apply to the DMR Committee, but will be expanded to include the concerns or issues related to all district schools.
- g. The DMR Committee will issue a written decision to the Director of MITD within thirty (30) days of the date of meeting.
- h. The decision of the DMR Committee will be mailed to the Petitioner via certified mail, return receipt requested, and will be reported to the Superintendent and School Board on the next available School Board agenda.
- i. The Petitioner may appeal the decision of the DMR Committee to the School Board by filing a written notice of appeal with the Director of MITD within ten (10) days of the date of receipt of the decision.
- j. If appealed, the School Board will make the final determination at the next available School Board meeting. The written decision of the School Board will be issued within thirty (30) days of the date of the School Board meeting.
- k. If the Instructional and Library Material has been challenged in accordance with this procedure and the School Board has issued a decision, the determination will be binding on all schools in the District at the same grade level as the school where the Petition originated.”(Revised 7/29/2008, Media and Instructional Technology Department)

Appropriate forms can be found in Appendix B.

We will also operate our library according to the ALA Library Bill of Rights as follows:

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

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

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

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

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

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

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

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996."

Weeding:

It is important to keep a collection fresh and relevant. Having books on the shelf that appear damaged or unsightly is not going to help with circulation. Providing children with books that state Pluto is a plant is also detrimental to knowledge acquisition. Work with staff, students, and families to understand WHY you are weeding. The collection will be evaluated regularly, ergo weeded regularly. The final decision on whether to weed an item or not will rest on the media specialist.

For when to weed each category refer to the amazingly detailed work of Pamela K. Kramer found here: <http://www.islma.org/pdf/weeding.PDF>

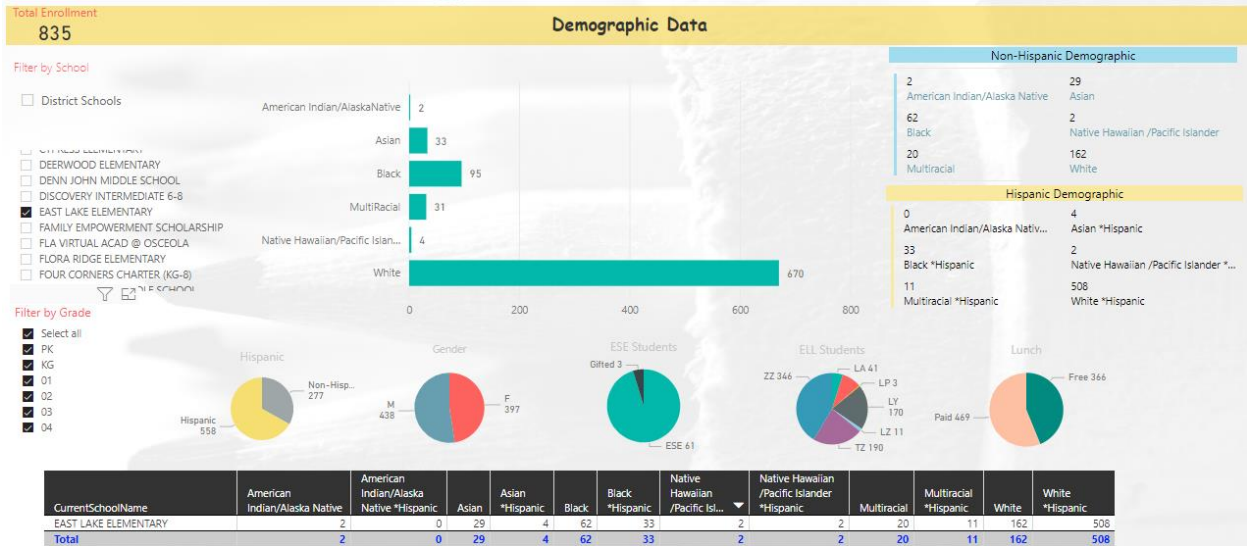
Gifts: Gifts to the library are accepted and will be evaluated using the same requirements and expectations of purchased materials. Materials must be in excellent used condition. The donor agrees beforehand, that any items deemed unacceptable or unnecessary will be donated to a local charity. Duplicate, appropriate titles will be offered to classroom teachers.

Replacements: Items will be replaced as necessary. If an item is lost, or damaged beyond acceptable salvation, the patron will not be asked to replace/pay to replace. If they offer to pay/replace the offer will be accepted.

Special Collections: The School Library Media Specialist will work to develop the professional section of the media center to aid teachers in professional development. Material should benefit more than one teacher consider relevancy and publication date.

Appendix A-

East Lake School Analysis October, 2020



Appendix B

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

REQUEST FOR RECONSIDERATION OF SCHOOL LIBRARY MATERIAL
SOLICITUD DE RECONSIDERACIÓN DE MATERIAL DE BIBLIOTECA ESCOLAR

Petitioner: Please answer the following questions after you have read, viewed, or listened to the school library material in its entirety. You may attach additional pages, if necessary. Please sign and return all pages to the school principal.

Peticionario: *Por favor conteste las siguientes preguntas luego de leer, ver o escuchar el material de biblioteca escolar en su totalidad. Usted puede anexar páginas adicionales, si es necesario. Por favor firme y regrese las páginas al Director/a de la escuela.*

Name of School: _____
Nombre de la escuela

Please type of material / *Por favor marque el tipo de material:*

BOOK / *LIBRO* PERIODICAL/MAGAZINE / *PUBLICACIÓN PERIÓDICA/ REVISTA* KIT / *JUEGO DE MATERIALES*

DVD SOFTWARE / *PROGRAMA DE COMPUTADORA* FILM/VIDEO / *PELÍCULA/VIDEO*

CD SOUND RECORDING / *GRABACIÓN DE AUDIO* PAMPHLET / *FOLLETO*

Title: _____
Título

Author: _____
Autor

Publisher/Producer: _____
Editorial/Productor

1. To what in the material do you object? (Specify page, film sequence, etc.) _____
¿Contra qué dentro del material, tiene usted objeción?(Especifique página, secuencia en la película, etc.)

2. What do you believe is the theme or purpose of this material? _____
¿Qué considera usted el tema o el propósito de este material?

3. What do you feel might be the result of a student using this material? _____
¿Qué piensa usted podría ser el resultado del uso de este material por un estudiante?

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA
REQUEST FOR RECONSIDERATION OF SCHOOL LIBRARY MATERIAL
SOLICITUD DE RECONSIDERACIÓN DE MATERIAL DE BIBLIOTECA ESCOLAR

4. For which age group would you recommend this material? _____
¿Para qué edad recomendaría usted este material?

5. Do you feel there is anything positive in this material? _____
¿Cree usted que haya algo positivo en este material?

6. Is there another school library material of the same subject and format, which you would recommend? / *¿Existe otro material de biblioteca escolar sobre el mismo tema y con el mismo formato que usted recomendaría?*

Print petitioner name: _____
Escriba el nombre del peticionario en letra de molde

Address: _____ Phone: _____
Dirección Teléfono

City: _____ State: _____ Zip code: _____
Ciudad Estado Código Postal

Signature of petitioner _____ Date: _____
Firma del peticionario Fecha

An Equal Opportunity Agency/Una agencia de igualdad de oportunidades Pg. 2 of 2
ALA166(07/27/04) FC-820-0244E/S (Rev. 07/04)

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA
CHECKLIST FOR MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF
LIBRARY MATERIAL
FICTION AND OTHER LITERARY FORMS

Please print and use ink

Title:

Author:

A. PURPOSE

1. What is the purpose, theme, or message of the material? How well does the author / producer / composer accomplish this purpose? _____
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? Yes No; for young adults? Yes No
If both are No, which age group would you recommend? _____
3. Will the reading, viewing, and/or listening to material result in a more compassionate understanding of human beings? Yes No
4. Does it offer an opportunity to better understand and appreciate the aspirations achievements, and problems of various minority groups? Yes No
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? Yes No

B. CONTENT

1. Does a story about modern times give a realistic picture of life as it is now? Yes No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? Yes No
3. When factual information is part of the story, is it presented accurately? Yes No
4. Is prejudicial appeal readily identifiable by the potential reader? Yes No
5. Are concepts presented appropriate to the ability and maturity of the potential readers? Yes No
6. Do the characters speak in a language true to the period and section of the country in which they live?
Yes No
7. Does the material offend some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? Yes No
8. Is there a preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate for children? Yes No
An Equal Opportunity Agency Pg. 1 of 2 FC-820-0249 (Rev. 07/19/04)
9. If there is use of offensive language, is it appropriate to the purpose for the text for children?
Yes No
10. Is the material free from derisive names and epithets that would offend minority groups? Yes No; children? Yes No; young adults? Yes No
11. Is the material well written or produced? Yes No
12. Does the story give a broader understanding of human sexual behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? Yes No
13. Does the material make a significant contribution to the history of literature or ideas? Yes No

- 14. Are the illustrations appropriate and in good taste? Yes No
- 15. Are the illustrations realistic in relation to the story? Yes No

Additional Comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Signatures of Media Advisory Review Committee:

_____ Date Date

_____ Date Date

_____ Date Date

Part B- Action Plan

1. Using your needs survey that has already been completed and your collection development policy, pick a subject area or areas that need strengthening. Our fiction needs a small weed and an injection of diverse books by diverse authors. . Our most popular section also needs more titles, 741 to keep students engaged in the reading. We will continue to add to our picture book collection as it is weeded and updated as well.
 2. The need(s) from which the project springs -- not objectives, but rather the "whys." To present a truly informative and diverse collection it should represent our students more.
 3. The main objectives sought by you in terms of changes to be affected as a result of your plan of action.
- Objectives:
- To help students find themselves in the books their reading
 - Drive a love and excitement for book selections based on student choice
4. The strategies and techniques you will employ to achieve the changes, the "how." Include the process you will use for selection of materials to meet the objectives of the selection project. Analyze the titles in the collection, consult book lists and recently published titles, build an order list.
 5. The resources, human and material, you anticipate employing for the purpose of achieving the "how." Surveying the students and adding requests in live time to an ongoing list.
 6. The means you will use for evaluation of whether you have indeed achieved success and the degree of success. Thus, be sure to spell out in your objectives the extent of success that would be satisfactory. The success of the selections to be added will be noted by the number of checkouts.
 7. The critically **annotated** bibliography of professional references employed by you to make decisions about this project. **Note: your annotations should one or two sentences that explain why these materials were important or why they were the best ones to use.**

ALA (Ed.). (1996, January 23-last amended). Library Bill of Rights. Retrieved March 1, 2015, from <http://www.ala.org/advocacy/intfreedom/librarybill>

I used the library bill of rights in my intellectual freedom section. It's so clear and concise, I felt there was nothing else to be used.

Gregory, V. (2011). *Collection development and management for 21st century library collections: An introduction*. New York: Neal-Schuman.

The text served as the backbone for building the policy. It provided thorough and in depth information about writing plans, and broke sections up to accommodate different types of plans.

Huff, B. (Director) Collection Development for School Libraries. Lecture retrieved from <http://www.infoway.org/kids/documents/CollectionDevelopment.pdf>

This was a great resource for compiling selection aids as well as questions to consider for material acquisition.

Kreitzer, M. (2010, October 1). Pine View High School Library Collection Development Policy. Retrieved March 1, 2015, from http://www.pineview.org/uploads/3/8/6/3/3863562/pvhs_library_collection_policy_updated_oct-2010.pdf

This was an actual collection development policy that assisted me in understand the “responsibilities” portion of the plan, as well as reassuring my thoughts on gifts to the library.

Montana State Library. (2015, March 17-last modified). Collection Development Policy Guidelines for School Library Media Programs. Retrieved March 18, 2015, from <http://msl.mt.gov/slr/cmpolsch.html>

This was a great resource to help coach you through writing a collection development policy. It offered prompt questions to consider for each section.

Part C-Selection of materials

Budget: \$3,000 ish

The list: Will be updated when the order is compiled and submitted for purchase.