

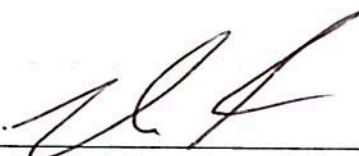
Saint Cloud High School  
School Library Collection Development Plan  
2022-2023

Prepared by:

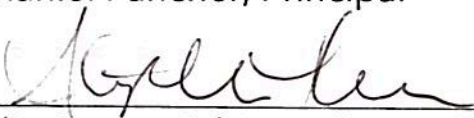
  
\_\_\_\_\_  
Camille Perez, Media Specialist

11/15/22  
Date:

Approved by:

  
\_\_\_\_\_  
Nathaniel Fancher, Principal

11/15/22  
Date:

  
\_\_\_\_\_  
Media Center Advisory Committee

11/15/22  
Date:

  
\_\_\_\_\_  
SAC Chair

11/14/2022  
Date:

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## Purpose Statement

The Media Center strives to foster in our students a spirit of intellectual curiosity and personal discovery. It aims to appeal to their strongest convictions, highest aspirations, and deepest yearnings in their pursuit of truth, beauty, and goodness.

To this end, the Media Center will:

1. Promote literacy and a love of reading;
2. Promote independent inquiry and a love of learning;
3. Teach information literacy, i.e. the skills necessary to access, evaluate, and use information effectively for personal and academic purposes;
4. Collaborate with teachers to meet instructional objectives;
5. Provide access to and instruction in information technology;
6. Help students to meet and exceed the Florida B.E.S.T. standards;
7. Prepare students for success in college and in their careers.

The Media Center and its materials (i.e. the collection) exists to support the recreational, informational, educational, and inspirational needs of our students. It serves to inspire a sense of curiosity and wonder plus a love of reading and learning.

The collection provides a wide range of materials to meet the diverse needs of our students. It embodies the understanding that *all books are not for all people*, embracing Ranganathan's library laws of "Every reader his / her book" and "Every book its reader."

The collection includes a large and vibrant fiction section to meet the pleasure-reading and personal enrichment needs of our students. It also includes a strong non-fiction collection supporting the academic curriculum and aligning with Florida state standards. Non-fiction books will be stimulating and engaging as well as factually accurate.

The non-fiction collection emphasizes the fine and performing arts, technical and college and career readiness with books on college admissions and test preparation,

college profiles, college majors, and with books concerning careers and preparation for professional success.

The overall balance and age of collection will be periodically reviewed via a collection analysis performed with Follett's Titlewise Collection Analysis service.

## School Background

Saint Cloud High is in Saint Cloud, Florida. It serves a diverse population of approximately 2,263 students in grades 9-12. For a complete breakdown of school demographics, refer to the information provided in 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 who 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 is committed to supporting literacy and instructional curriculum through school media programs in Osceola County by promoting collaboration among colleagues, emphasizing information literacy instruction and 21st century technology skills, and sharing the love of reading with students, colleagues and community members."

In order to engage their interest and to provide a spur to critical thinking, some book selections include those that involve sensitive issues. The content of some of the titles may be more mature than younger students may have previously encountered. *All*

*reading choices are voluntary and not every book selected will suit every student. In a democratic society, a variety of ideas must find voice. As readers, teens have the choice to read the more mature titles or to close the book.*

- 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, and the mission and goals of the school curriculum.
- Maintain a culturally diverse collection.
- Promote literacy and a love of reading;
- Promote independent inquiry and a love of learning;

## Target Audience

Students, high school teachers, support staff, and stake holders.

## Budgeting and Funding

Schools in Osceola County typically receive funding from the district/state at about \$4.50 per student each school year. The budget strip is released in early October and must be approved by the district; no book purchase will be done until after state training on State Statues [847.012](#) and [847.001](#). No part of this money can be used to purchase technology. It must be used for instructional resources such as print books, eBooks, journals, electronic resources, and databases. For any concerns or questions about materials, 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 through fundraising. Typically, this fundraising will include monies collected through lost book dues.

## Evaluation Criteria

All stake holders may put in a request for purchase at any time of the year. A stake holder would be considered any faculty, staff, student or parent. If approved, items will be ordered as funding is available. All request will be considered after consulting various selection aids, in addition to having the following questions in mind:

1. Is the item appropriate for students in grades 9-12?
2. Is the material publication date relevant and/or timely?
3. Is it a reliable resource?
4. Does it support the curriculum?
5. Does the collection already heavily represent the title/subject?
6. Is it a student request?
7. Is the material readable and visually appealing?
8. Do the illustrations and text features support the text?
9. How many patrons will benefit from the acquisition?
10. Is it a popular title/author?

# Collection Analysis

According to Follett's Titlewave, Saint Cloud High's collection breaks down as follows:

## St Cloud High School Library Collection Grades 9–12; 2,045 Students

SEPTEMBER 23, 2022

Prepared by  
St Cloud High School  
Librarian/Media Specialist  
407-891-3100

Items in collection

13,658

98.2% Recognized Call Numbers  
99.6% Recognized Publication Years  
98.9% Matched in Titlewave

Average age

2010

GOAL: N/A

Items per student

6.6

GOAL: 10 ITEMS

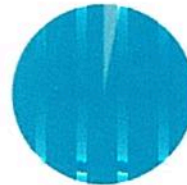
### Print, Audiovisual & Digital

Resource-rich school libraries play a key role in promoting both information literacy and reading for information and inspiration.

Physical vs. digital resources

98%  
Print

AVG. AGE: 2310



2%  
Digital

AVG. AGE: 2002

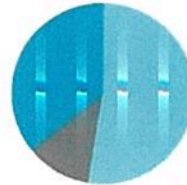
### Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

36%  
Fiction

AVG. AGE: 2015



53%  
Nonfiction

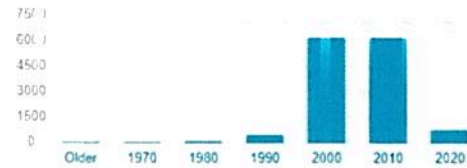
AVG. AGE: 2008

Collection by nonfiction classification



Avg. Age	Items
2009	155
2007	241
2007	180
2008	1,551
2002	70
2009	535
2008	950
2010	1,897
2007	651
2007	948
2008	7,178

Collection by year



Aged titles

28%

2017 and newer

18%

3,765 ITEMS

2,433 ITEMS

Dig into the Dewey divisions by 10s

Fiction

Classification	Items
General Fiction	4,856

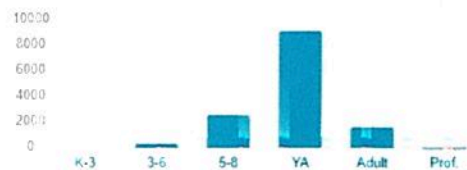
Avg. Age	Items
2015	4,856
2015	4,856

Other classifications

Classification	Items
Biography	1,022
Easy	2
Ebook	—
Professional	1
Reference	354
Unrecognized	245

Avg. Age	Items
2006	1,022
2016	2
—	—
1986	1
2000	354
2010	245
2006	1,624

Collection by interest level



## Diversity

Support an environment that values and promotes diversity, equity and inclusion.

Diverse titles in collection

5,053

Percent of collection

37%

Average age

2011

Explore diverse titles by topic

## Social & Emotional Learning

Support the skills to be emotionally intelligent, establish relationships and make responsible decisions.

SEL titles in collection

4,522

Percent of collection

33%

Average age

2013

Explore SEL titles by topic

## Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program

W

GUIDED READING/F&P

800

LEXILE

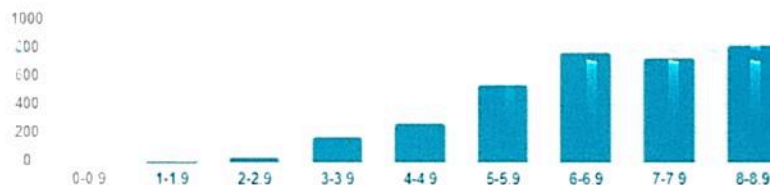
5.7

ACCELERATED READER

Average reading level

5th grade

Collection by reading level





## Analysis of collection by format

**EBooks:** We currently utilize MackinVia, Follett, and Gale for our collection of eBooks. Materials through MackinVia must be ordered through Mackin. This includes audiobooks.

**Databases:** We currently utilize Gale Resources for any databases. These subscriptions are evaluated each year using Gale usage reports and renewed accordingly using media funds. We will be looking at adding to our Gale databases this coming year.

**Print Books:** All books ordered and added to the collection should be hardcover and library bound covers where available. In the event paperback books are included in the collection, they will have a Kapco EasyCover to preserve the book.

**Audiobooks:** Currently we have 2,434 text-to-speech books available in MackinVia. We currently have 20 audiobooks in the Playaway format, no more audio books will be ordered on Playaway. We currently have 50 Audiobooks available digitally through MackinVia, any more audiobooks added to the collection will be through Mackin.

**DVD/Videos:** No DVDs will be purchased. All videos provided by the school will be a part of streaming services Safari Montage, PBS Learning Media, or any other district approved program or streaming service.

## Selection Aids

Selections aids include, but are not limited to the following resources:

- a) ALA awards lists
- b) Booklists
- c) We Need Diverse Books
- d) Florida Teen Reads Awards List
- e) School Library Journal
- f) School Library Connection
- g) Project Lit Community
- h) Book Links
- i) New York Times best sellers
- j) Teaching Books
- k) Bookstore best sellers
- l) Student/parent/staff suggestion
- m) Jobbers-such as Follet, Rainbow Books, Mackin, and Abdo

## 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.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION ©NEFEC Page 5 of 9 OSCEOLA

4.22+ Revised: 08/16/22

V. Challenge Process for Educational Media Materials Educational media materials deemed by some individuals to be objectionable may be considered by others to have sound educational value. Any concerned parent, Osceola County resident, or employee of the School District may request reconsideration of educational media materials in a school library/ media center. The following challenge procedure shall be followed:

A. The school media specialist shall discuss the matter informally with the complainant explaining the selection procedures for school library/ media center materials. If the complainant accepts the explanation given by the school media specialist, then the reconsideration process concludes.

B. If the explanation fails to resolve the objection, the school principal shall ask the complainant initiating the challenge to file, within two (2) weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.

C. School Educational Media Materials Review Committee

1. Upon receipt of the completed form "Request for Reconsideration of Library Media," the school principal shall forward copies of the form to the appropriate employees on the school-level Review Committee (e.g., a committee of teachers, educational media specialists, and parents of the school).

2. Pending a final decision, the challenged educational media material:

- shall not be available for student use; but
- shall not be removed from the school library/ media center collection.

3. The School Educational Media Materials Review Committee shall:

- review and consider the objections being raised;
- read and re-evaluate the challenged educational media material; and
- report its decision within fifteen (15) working days.

## CHAPTER 4.00 - CURRICULUM AND INSTRUCTION ©NEFEC Page 6 of 9

OSCEOLA 4.22+ Revised: 08/16/22 4.

The school principal shall inform the complainant in writing concerning the School Educational Media Materials Review Committee's decision.

## D. School District Educational Media Materials Review Committee

- If the complainant disagrees with the decision rendered by the school-level committee, an Appeal may be filed with the School District Educational Media Materials Review Committee.

E. The Superintendent shall appoint a School District Educational Media Materials Review Committee with the following composition:

1. One (1) representative of the Osceola County Public Library Board;
2. One (1) representative of the general public at large;
3. One (1) representative of a school parent organization;
4. One (1) principal from the level at which the complaint originated (K-5, 6-8, or 9-12);
5. Three (3) school-level instructional employees, including the following:
  - a. One (1) certified media specialist from the level at which the complaint originated;

- b. One (1) certified media specialist from another level; and
- c. One (1) classroom teacher from the level at which the complaint originated.

6. Two (2) School District-level instructional employees, including the following:

- a. One (1) School District-level instructional employee from the level where the material is in question; and
- b. The Director of Media and Instructional Technology or designee. *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, have older copyright or are unsightly will not help with circulation.

We will work with staff, students, and families to understand what and why we are weeding. *The collection will be evaluated and weeded regularly.* The final decision on whether to weed an item or not will rest on the media specialist.

Saint Cloud High School will evaluate the collection and average age to determine whether weeding is necessary. Items that are deemed damaged and are unable to be fixed will be weeded and replaced on an as needed basis.

## Gifts

We are not accepting book donations at this time.

## Replacements

Items will be replaced as necessary. If an item is lost, or damaged beyond acceptable salvation, the patron will be responsible for the original purchase price as indicated in the system.

## 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; we will consider relevancy and publication date as well.

## Three Year Goal

Our Library will be a safe space open to all students, teachers, and parents to meet, work, and collaborate. We will develop a dedicated Maker Space area for students to collaborate, problem solve, and create during school hours. This will also be a dedicated space where students can find materials to assist in their instructional tasks and projects. Our Fiction section will also be organized by genre to help students better identify the genre of text they like to increase reading interest. Our digital collection will continue to grow with a focus on non-fiction (GALE ebooks) to help build and support our CTE programs. We are also working with the district to provide a more flexible learning space by purchasing tables and chairs that can be moved to reflect the needs of the group using the space.



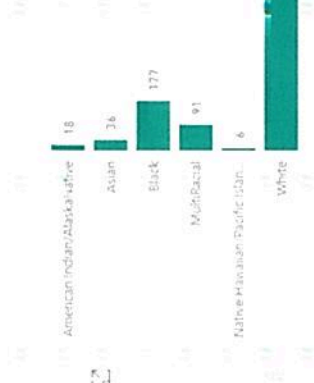
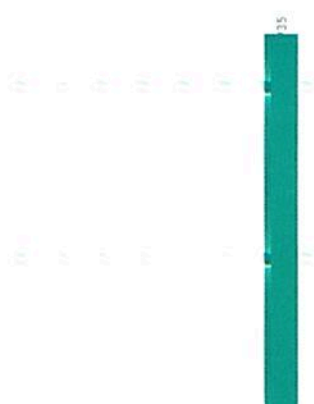
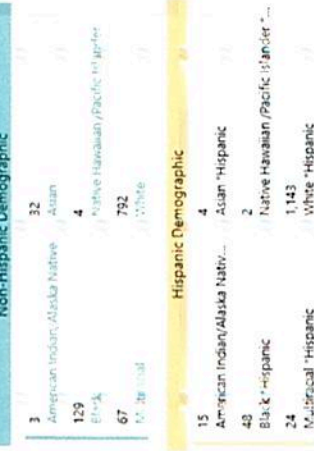
# Appendix A

Data is updated daily at 8:00 AM (EST)

School District of  
**OSCEOLA COUNTY**  
 FLORIDA

## Demographic Data

Total Enrollment  
**2263**



Filter by Grade: Select all, PK, 09, 10, 11, 12

Current School Name	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	Multiracial	White
ST. CLOUD HIGH SCHOOL	3	15	4	129	4	67	1,143
<b>Total</b>	<b>3</b>	<b>15</b>	<b>4</b>	<b>129</b>	<b>4</b>	<b>67</b>	<b>1,143</b>

Current School Name	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	Multiracial	White
ST. CLOUD HIGH SCHOOL	3	15	4	129	4	67	1,143
<b>Total</b>	<b>3</b>	<b>15</b>	<b>4</b>	<b>129</b>	<b>4</b>	<b>67</b>	<b>1,143</b>

# Appendix B

## 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
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

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