

**Tohopekaliga High School  
School Library Collection  
Development Plan**

**2018-2019**

**Marie Hunnicutt, Media Specialist**

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## Purpose Statement

The purpose of the collection development plan is to serve as guidelines for the continued building and improvement of the Tohopekaliga High School Media Center to best serve our students, faculty and staff.

## School Background

Tohopekaliga is a school in its first year, located in Kissimmee, Florida. It serves a diverse population of 2,308 students in grades 9-12 and a VPK program. 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.”

- Provide, obtain, evaluate, 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.
- Maintain a collection that meets the mission and goals of the school and curriculum.

### Target Audience

High school teachers, students, 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 and spent completely by the December break. 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 overdue books, lost books, and printing services.

### 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, Tohopekaliga’s collection breaks down as follows:

### Tohopekaliga High Sch Library Collection

Grades 9–12; 2,351 Students

DECEMBER 14, 2018

Prepared by

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Items in collection

10,359

Average age

2013

Items per student

4.4

100% Recognized Call Numbers  
99.2% Matched in Titlewave

100% Recognized Publication Years

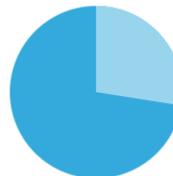
GOAL: N/A

### 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

73%  
Print



27%  
Digital

AVG. AGE: 2013

AVG. AGE: 2015

### Fiction & Nonfiction

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

Literary vs. informational texts

85%  
Fiction



15%  
Nonfiction

AVG. AGE: 2013

AVG. AGE: 2014

[Compare recommended balance by Dewey >>](#)

Collection by Dewey classification

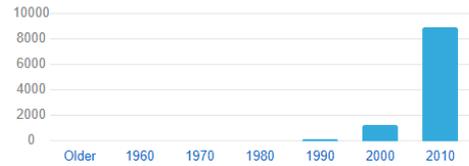
All Dewey Classes		Age-Sensitive Areas	
Dewey		Avg. Age	Items
000	Computer Science, Information & General Works	2016	19
100	Philosophy & Psychology	2013	44
200	Religion	2013	6
300	Social Sciences	2015	168
400	Language	2006	3
500	Science	2014	118
600	Technology	2015	218
700	Arts & Recreation	2015	130
800	Literature	2006	64
900	History & Geography	2013	304
		2014	1,074

[Dig into the Dewey divisions by 10s >>](#)

Fiction, Reference, Biography & other classifications

Classification	Avg. Age	Items
General Fiction	2013	5,898
Reference	2017	15
Biography	2012	236
Professional	—	—
Story Collection	—	—
Paperback	—	—
Easy	—	—
Ebooks	2015	2,847
Graphic Novels	2013	289
	2013	9,285

Collection by year



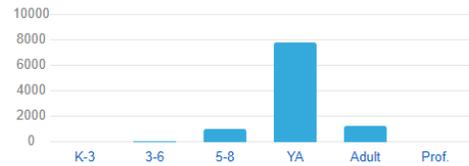
Aged titles 2013 and newer



363 ITEMS

7,481 ITEMS

Collection by interest level



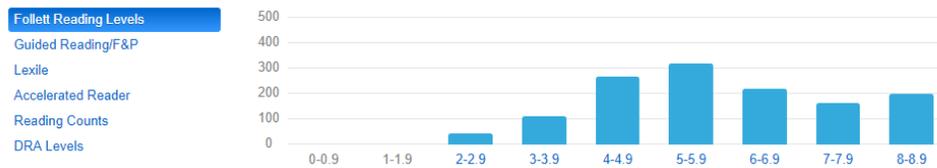
## Reading Levels

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

Average reading level by program



Collection by reading level



Average reading level

5th grade

## Analysis of collection by format

**EBooks:** We currently utilize MackinVia 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.

**Print Books:** All books ordered and added to the collection should be hardcover and library bound covers where available. Paperbacks are only permitted for class sets and professional development materials.

**Audiobooks:** Currently we have 2182 text-to-speech books available in MackinVia. However, no audio books will be ordered on CD.

**Weblinks:** Any Weblinks on the school's website must support the mission, vision, and school wide action plan. All sites must be approved through district level administration.

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

## Selection Aids

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

- a) School Library Journal
- b) Booklists
- c) Book Links
- d) ALA awards lists
- e) New York Times best sellers
- f) Trending on Amazon.com

- g) Bookstore best sellers
- h) Student/parent/staff suggestion
- i) Jobbers-such as Follet, 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.

- 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 stationery.
  - 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 with books that contain outdated information can be detrimental to knowledge acquisition. 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.

Tohopekaliga 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

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.

## 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 consider relevancy and publication date.

## 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.

The Spanish language title section is the main section that needs to be strengthened. Currently, we do not have any titles in Spanish, however we serve a significant ELL population.

2. The need(s) from which the project springs -- not objectives, but rather the "whys."

In order to present a truly diverse collection, it should represent the population of our students, their language, culture, and ethnicity. Our school has a population that is 74% Hispanic, however there are no Spanish language titles and few titles that represent the different cultures.

3. The main objectives sought by you in terms of changes to be effected as a result of your plan of action.

Objectives: By purposeful purchasing, we will develop a Spanish language title collection that is multi-level and high interest.

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.

First, I would do a small survey regarding only those classifications to see what patrons are looking for in genre and topic. Then I will meet with a jobber to go over good fit options for high school and the best way to stretch the budget. I would also consider popular lists, or blogs for title reviews/selections.

5. The resources, human and material, you anticipate employing for the purpose of achieving the "how."

I would utilize Forms to develop the survey and ask that students and teachers the quick 2-3 question survey at their convenience. The survey link would be posted through QR codes throughout the school and an active link on the school website.

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.

After a time period of 3 months, 6 months, and one school year, I will pull usage reports for each Spanish language title from Destiny. Within this report, I will evaluate the collection of purchase on patron usage versus interest level, genre, and grade level. This information will show if the new Spanish titles are indeed being utilized and which category is the most popular among patrons.

7. The critically **annotated** bibliography of professional references employed by you to make decisions about this project. **Note: your annotations should one or**

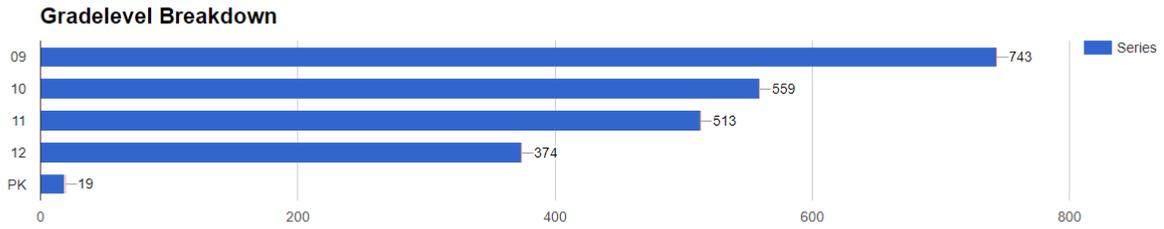
two sentences that explain why these materials were important or why they were the best ones to use.

Alamillo, L.A., & Arenas, R. (2012). Chicano children's literature: using bilingual children's books to promote equity in the classroom. *Multicultural Education*, 19(4), 53+. Retrieved from <https://link.galegroup.com/apps/doc/A411196890/PROF?u=toho&sid=PROF&id=bf084861>

Krashen, S. (1997, December). Bridging inequity with books. *Educational Leadership*, 55(4), 18+. Retrieved from <https://link.galegroup.com/apps/doc/A20445484/PROF?u=toho&si=PROF&xi=201cc70d3>

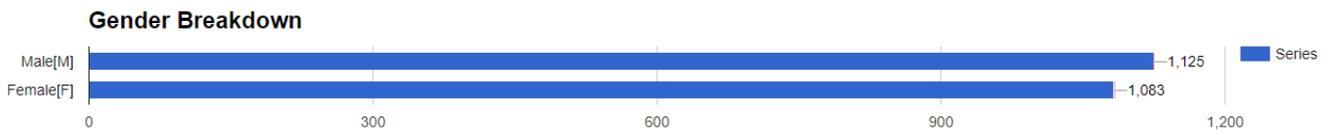
# Appendix A

[Download](#)



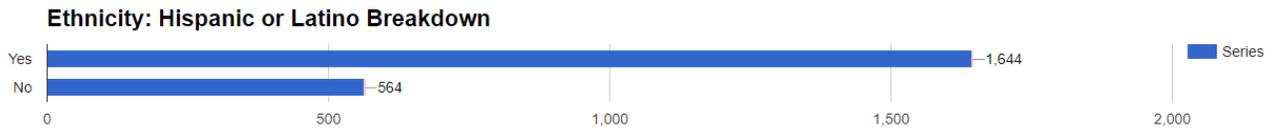
Total: 2208

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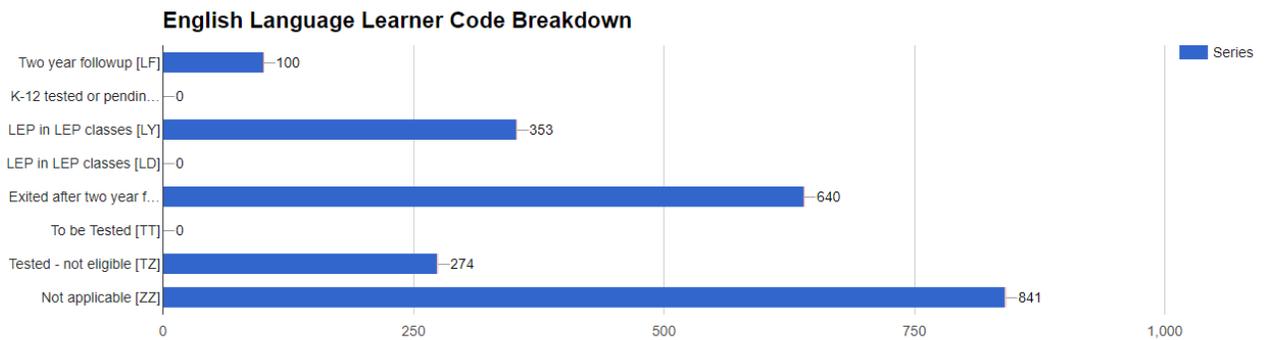
Total: 2208

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Total: 2208

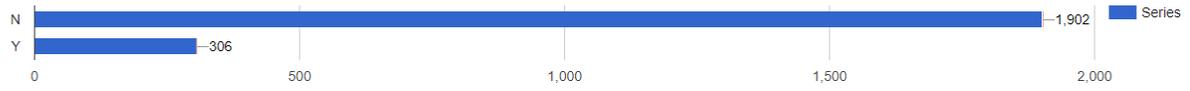
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Total: 2208

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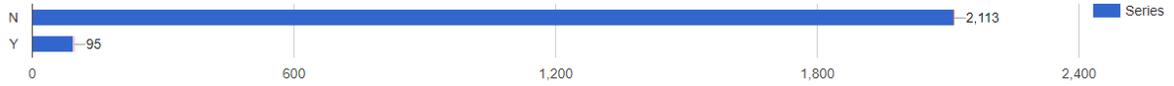
### ESE Alert Indicator Breakdown



Total: 2208

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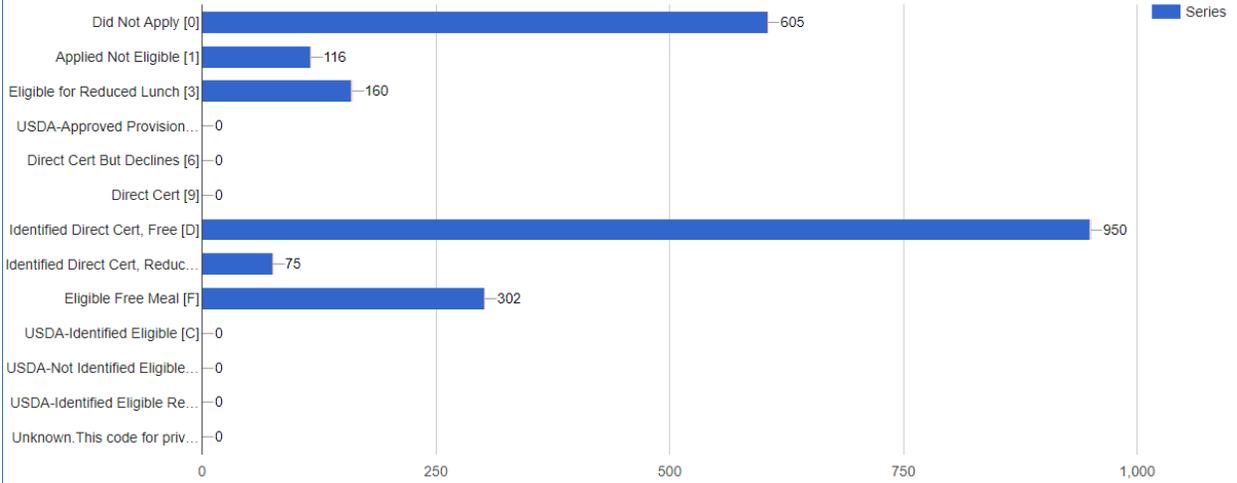
### Gifted Student Breakdown



Total: 2208

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### Free/Reduced Meals Program Breakdown



Total: 2208

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 [X] 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.)

Blank lines for providing answers to the objection question.

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

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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?*

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**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*

**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