

FY27 COLLECTION DEVELOPMENT PLAN



John I. Leonard High School FY27 Collection Development Plan

Maureen P. Krupski and Wendy Freeman

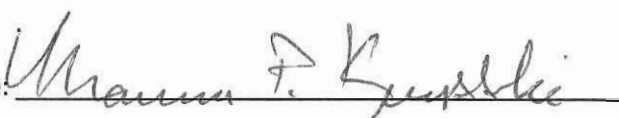
Educational Media Specialists

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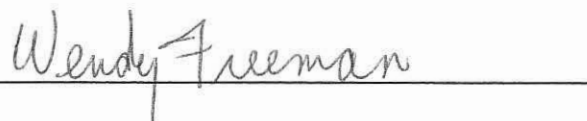
John I. Leonard High School
FY27 Collection Development Plan

Date Approved by Administration: **May 6, 2026**

Media Specialist Name: Maureen P. Krupski

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Principal Signature: 

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Purpose of Collection Development Plan

This Collection Development Plan serves as the school's official guide for the selection, acquisition, maintenance, and management of library media resources. Its purpose is to ensure that the collection supports the school's curriculum and instructional goals while strictly adhering to the statutory requirements of Florida Statute 1006.28 and School Board Policy 8.12.

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 (ISSA), 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 3,143 as of October 25, 2025. The community is made up of students from various racial backgrounds, with 7% identifying as white, 14% as black, and 76% as Hispanic. The student population is fairly evenly split in terms of gender, with 51% male and 49% 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 96.3% economically disadvantaged rate per our school's SIP, 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 economically 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 27% 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 other language 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 429 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, most predominantly Spanish, Haitian-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

Our mission is to provide students with a safe, positive learning environment in which each student is encouraged to achieve his or her highest level of educational excellence to acquire the skills necessary to make a positive impact on society.

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

In accordance with School Board Policy 8.12, the School Board is the legal owner of all library materials. The Principal is responsible for administering the school's library media program and for the physical maintenance of the facility.

Per state statute, the professional selection and vetting of materials must be performed by a Certified Educational Media Specialist. At schools with a certified specialist, this responsibility lies with that individual. At schools without a certified specialist, the selection and vetting of materials is managed by the District Library Media Services Department to ensure statutory compliance.

To ensure the collection remains relevant and responsive to the school community, input regarding selection and collection development is actively solicited from administration, faculty, students, parents, and District stakeholders.

Library Program

The library media program operates on a flexible schedule to ensure equitable access for all students. Instruction is provided at point-of-need to support academic standards and digital literacy. The program supports special school initiatives such as Battle of the Books, Literacy Week, various virtual author interviews, community library collaboration and library card sign-up days, Path to College recruitment, a hub for various other community groups to meet, and provides a collaborative space for inquiry and research.

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

The first goal is to develop a dynamic collaborative culture of learning and improvement programs. This includes, but is not limited to, classroom lesson support by both specialists throughout the year, assisted class visits to discuss resources available online and in the physical Media Center, etc.

The second goal is to increase the graphic novel collection. By doing so, we hope to promote a love of reading among our students of all reading levels and to provide them with a strong foundation for future learning. Graphic novels are helpful for language learners as they inherently include visual aides, and the lower amount of text per page is more appealing to emergent readers. Also, as the most popular section in our library grows, we strive to have our patronage grow as well. This will align with the SIP goal to increase literacy across the board due to the data from studies that have shown that students who read for pleasure are more likely to score higher on both reading and writing assessments.

The third goal is to develop an online presence via social media, the school's website, and Destiny's landing page. Students are more likely to respond to messages via their phone and traditional e-mail via school accounts has proven ineffective, so we are hoping to create dynamic advertisements of the various resources available, and activities that we host, in order to increase patronage and text circulation.

Goal 1: Develop a dynamic collaborative culture of learning and improvement programs.

Objective 1: Strategically identify departments on campus whose classes would benefit from literacy supplemental support in various forms.

Objective 2: Encourage students to utilize media center resources and subsequently increase circulation.

Goal 2: Increase graphic novel collection to increase patronage.

Objective 1: Expand the current graphic novel collection with future orders.

Objective 2: Increase literacy by fostering an innate desire to read.

Goal 3: Develop a dynamic online presence to reach the students more effectively.

Objective 1: Master how to create online content for Instagram, the school website, and Destiny's landing page through the student portal, following district-outlined ADA guidelines.

Objective 2: Increase patronage and circulation by having more students visit the media center once they are aware of all that we have to offer.

Budget and Funding

The LMC is given a school-based operating budget at the beginning of every school year. The school administration uses a formula to distribute the appropriated funds. The budget for the FY27 school year is expected to be similar to FY26.

School-based Operating Budget	Budget FY26	Projected FY27 Budget
Account 551100 - Media Supplies	\$1,579	\$1,579
Account 553420 - Media Subscriptions (Periodicals-Newspapers)	\$1,472	\$1,472
Account 561100 - Library Books	\$5,399	\$5,399
Account 562230 - Media A/V Equipment	\$0	\$0
Account 564220 - Furn-Fix/Equip	\$0	\$0
Fundraising and/or Grants	FY26	Projected FY27
Media Center Internal Account for grant(s)	\$0	\$0
State Media Allocation	FY26	Projected FY27
Account 561100 (program 3070) - Media Books	\$6,294	\$6,294

Purchasing Plan FY27

Purpose	Amount
Guest speakers	\$1,500
Supplies	\$2,000
Books on Current Events/Social Issues, Diverse Perspectives, and Graphic Novels	\$11,693
Board Games/Art Supplies for Cart	\$1,00
3D Printer Supplies	\$1,00
(no furniture this year due to district's Refresh this summer)	
Total:	\$17,193

Scope of the Collection

The Library Media Center manages a comprehensive collection of print, digital, and technological resources selected to support the school's instructional goals and the diverse needs of the student community. The following sections outline the specific formats and equipment currently maintained within the collection.

Formats:

- Print: Hardcover and Paperback Books, Graphic Novels, Reference Materials, Periodicals (Magazines/Newspapers), Professional Collection.
- Digital: eBooks, Online Databases (District, and vetted EBSCO/Flipster subscriptions).

Special Emphasis:

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.

Digital Resources:

The collection includes District-provided databases and eBooks that expand the local collection and provide students with 24/7 access to high-quality digital content. These resources are vetted

at the District level to ensure alignment with state standards and student privacy regulations.

Site Licenses:

In addition to district-provided digital resources, we also provide school-wide access to Student Conductor, Edmentum Study Island, IXL Learning Math grades 9-12, Turnitin Originality and Feedback Services, and Discovery Adobe K-12.

Policy Alignment and Organization:

In accordance with School Board Policy 8.12 (Section 5d), the library media collection is curated to support both the academic curriculum and the personal interest needs (pleasure reading) of the student body.

Furthermore, per School Board Policy 8.12 (Section 8) on the Management of Library Media Instructional Materials, the collection is organized and maintained using the standard Dewey Decimal Classification System to ensure uniform accessibility across the District.

Equipment

To support the school's curriculum and foster digital literacy, the Library Media Center maintains a curated inventory of audiovisual and technological equipment. The lists below detail the specific hardware available to students and staff for instruction, content creation, and daily access.

Instructional Area:

- Computer Lab: 24 Desktop Student Workstations.
- Classroom Technology: Interactive Flat Panel, Document Camera, Sound System.
- Makerspace: 3D Printers, Building Manipulatives, interactive construction materials.

Media Production:

- TV Studio: 1 TriCaster TC1, 1 TriCaster Control Panel, 3 Teleprompters, 3 Tripods, 1 Lighting Board, green screen.
- Mobile News: 8 Camcorders, 12 wireless mics, 8 tripods, 4 DJI Osmos, 8 camera bags, 12 camera batteries, 4 lighting kits.
- Student Production: Cameras/Tripods, Microphones, Podcasting Equipment.

Teacher Support and Workroom:

- Production: Large Format (Poster) Printer, Laminator, Die-Cut Machine, color printing.
- A/V Support: Portable Projectors, PA System, Portable Speakers, CD players, DVD players.

Circulation and Access:

- Devices: Student Laptops/Chromebooks, testing loaner laptop carts, Laptop Chargers, CTE/teacher laptops.
- Peripherals: Headphones, Webcams, document cameras, microphones, Smartboard pens and keyboards, computer keyboards, mice.

Collection Development and Maintenance

The collection is developed and maintained through a rigorous process of selection and weeding (deselection) to ensure materials remain current, relevant, and in good physical condition.

The development of the library collection is a continuous and dynamic process, informed by the latest pedagogical research and emerging educational trends. We actively engage with faculty, students, and community stakeholders to ensure the collection remains responsive to their unique informational needs. This evaluative process is rooted in the statutory requirements of School Board Policy 8.12, which serves as the foundational guide for ensuring our resources align with the mission and values of the school community.

To support both academic achievement and personal growth, the collection incorporates a diverse array of formats, including print books, e-magazines, eBooks, audiobooks, and digital media. Our primary objective is to curate a wide-ranging selection of high-quality resources that reflect a variety of global perspectives and experiences. These materials are carefully selected to be accessible to students both on campus and through 24/7 digital access at home, fostering a culture of lifelong learning.

In essence, collection development is vital to the library's mission of providing equitable access to materials that enrich and enhance the educational lives of our students. We are committed to maintaining a robust and inclusive collection that honorably reflects the diverse needs and interests of the entire school community.

Selection Criteria:

In accordance with School Board Policy 8.12, materials are selected based on educational significance, need, and accuracy. The selection process prioritizes resources that support the curriculum, foster factual knowledge growth, and reflect the diversity of the global community.

Weeding (Deselection) Policy:

Per Florida Statute 1006.28 and District guidelines, the collection is continuously reviewed. Materials are removed (weeded) if they are physically damaged, factually inaccurate, obsolete, or no longer circulating. This ensures the library remains a vital, attractive, and useful resource for students.

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, Booklist, Association for Library Service to Children, Young Adult Library Services Association, Penguin Random House, Southeast Florida Library Information Network, Florida Association for Media in Education, 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, age appropriateness, diverse language and reading needs of our student population, curriculum alignment to our choice academy programs, 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, which are followed District-wide.

District Resources and Services

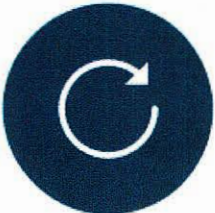
The School District Library Media Services Department supports school-based library media center personnel and establishes uniform policies and procedures for school library media centers throughout the District. These services include, but are not limited to:

- 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 Department collaborates 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 efficiently and effectively search for and find specific facts.

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.

			
6,631 Items in the Collection	1.9 Items per Student	51% Fiction Titles in the Collection	40% Percent of nonfiction in the collection
Library media resources are curated to include recently published works and classics that rightfully impact the average age of the collection.			
	2014 Average Age of the Collection	35% Aged Titles	26% 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.	
			
45% Representative Titles in Collection	2014 Representative Titles Average Age	46% SLL Titles in Collection	2014 SLL Titles Average Age

Collection Analysis By Category

This section provides a detailed look at the current library collection by classification and genre. It 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	37	2021
Philosophy & Psychology	90	2021
Religion	8	2014
Social Sciences	494	2017
Language	25	2005
Science	118	2013
Technology	242	2015
Arts & Recreation	1,288	2013
Literature	132	2008
History & Geography	250	2008
Biography	278	2015
Easy	35	2003
General Fiction	3,383	2014
Graphic Novels	1,102	2014

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 outdated or age-inappropriate, even if they were donated. All gifts and donations must follow the same processes as new book orders.

Collection Maintenance

Inventory and Weeding Cycle:

Per School Board Policy 8.12, the collection is inventoried on a three-year rotational basis. This ensures every item in the collection is physically accounted for, assessed for condition, and evaluated for relevance at least once every three years. Our current cycle's rotation plan is as follows: FY27 Fiction N-Z and biographies; FY28 Non-fiction and Graphic Novels; FY 29 Fiction A-M.

Ongoing Maintenance:

Collection maintenance is a continuous process that extends beyond the annual inventory window. Materials are repaired, relabeled, and deselected throughout the school year to maintain a high standard of accessibility and visual appeal.

Collection Organization and Visual Navigation:

Our library is organized into five primary sections, using the Dewey Decimal System within each section. We made the choice to retain organization following the Dewey Decimal System as opposed to genre-fying our sections due to the fact that as a high school, we want to encourage students to reach for higher education at college and professional institutions, and this being the system that academic libraries utilize, it would behoove students to have exposure to this method of shelving organization. We have separated Graphic Novels into their own section as they are our most popular section. Then we have a section of biographies, followed by non-fiction, and then fiction. Due to the diverse language needs of our student population, we also have a number of texts in other languages, so we have created a separate section for bilingual and books in languages other than English.

Lost or Damaged Library Materials

In reviewing our circulation over the past year and in light of the uncertainty of future budgeting, we have updated our policy to record when an item is missing or damaged, and place the responsible student on financial obligation based on age of the title lost and circulation demands. For books that are over ten years old and have not been circulated at least once in the past two school years, there is no fine; for books between 5-10 years old there is a flat rate fine of \$10; and for books that are less than five years old, the full cost of the title will be incurred. This policy is effective immediately.

Strategic Focus – Inventory, Deselection (Weeding), and Acquisitions

School Year	Strategic Focus
FY27	Selection Priorities • Diverse Representation • Current Events and Social Issues • Graphic Novels and Comics
	Inventory and Deselection (Weeding) Focus • Graphic Novels 741.5 AAA - ZZZ • Biographies
FY28	Selection Priorities • Award-Winning Books • Emerging Technology Materials • Multilingual Resources
	Inventory and Deselection (Weeding) Priorities • Non-fiction 000.00 - 999.99
FY29	Selection Priorities • Local Authors

	• Student and Teacher Recommendations • New Releases
	Inventory and Deselection (Weeding) Priorities 1) Fiction AAA - ZZZ

Reconsideration of Materials

Objection Protocols: In the event of a citizen objection to any material within the library or classroom collection, the school shall strictly follow the procedures outlined in School Board Policy 8.1205. Copies of this policy and the Specific Material Objection Form are included in the Appendices of this document for immediate reference.

Status of Challenged Materials: Materials currently under objection shall be managed in accordance with the District's reconsideration procedures. Except where immediate removal is required by state statute (e.g., alleged sexual conduct), no material shall be removed or restricted solely based on an objection until the formal review process has been completed.

Annual Evaluation and Revision of Collection Development Plan

This collection development plan will be reviewed annually.

Appendices

A: Library Bill of Rights

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

[Link](#) (Accessed March 13, 2026)

Document ID: d03f6aae-7e51-46b3-afed-50fa0809f8ca

B: Intellectual Freedom Statement

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

[Link](#) (Accessed March 13, 2026)

Document ID: 24cc13f0-22e4-4c16-ba92-d68ee65b9e28

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 13, 2026)

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 13, 2026)

E: Specific Material Objection Form

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

[Link](#) (Accessed March 13, 2026)