

FY27 COLLECTION DEVELOPMENT PLAN



Wellington Community High School FY27 Collection Development Plan

Dr. Sara Curry
Educational Media Specialist

Signature Page

Wellington Community High School _____
FY27 Collection Development Plan

Date Approved by Administration: 05/07/26

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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

Our school community (LOC 2191) is a diverse and vibrant population of 2,623 students, characterized by a "majority-minority" demographic that deeply influences our instructional and library needs. According to the Gold Report, our student body is 40% Hispanic (1,058 students), 38% White (1,003 students), and 14% Black (362 students), with a balanced gender distribution of 52% female and 48% male. This rich cultural tapestry necessitates a library collection that prioritizes multicultural representation and bilingual resources to mirror the lived experiences of our largest demographic groups. Furthermore, our community is defined by high academic rigor, supported by our specialized Magnet programs—including Equine/Pre-Veterinary Excellence, Fire Science, Fine Arts, and Marketing—alongside a robust suite of Advanced International Certificate of Education (AICE) and Advanced Placement (AP) courses. These accelerated programs require a collection that goes beyond standard high school materials, necessitating access to collegiate-level research databases, technical journals, and specialized texts that support advanced inquiry and critical thinking across all disciplines.

School Mission Statement

Wellington Community High School is dedicated to providing every student a world-class education in a safe and orderly environment while developing lifelong learners who are productive and ethical citizens.

Media Center Mission Statement

In alignment with the American Association of School Librarians (AASL) standards, the mission of the Wellington Community High School Library Media Center is to foster a safe, inclusive, and collaborative learning environment centered on student growth. We serve as a vital instructional hub, partnering with faculty to deepen student achievement through mastery of research, digital literacy, and information technology. Beyond academic rigor, we are dedicated to cultivating a lifelong love of reading by maintaining a diverse "own voices" collection that reflects our community and ensures every student—including those who have yet to find the "right" book—is empowered to become an effective, ethical user of ideas and information.

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 Hybrid schedule to ensure equitable access for all students. Instruction is provided at the point of need to support academic standards and digital literacy. The program supports special school initiatives such as Literacy Week and provides a collaborative space for inquiry and research.

Goals and Objectives

Goal 1: Modernize the Science and Technology Sections (500s & 600s)

Objective 1.1: Use the library management software to pull a "Collection Age Report" for the 500s and 600s and identify titles older than 2015 for immediate removal.

Objective 1.2: Dedicate time to "Shelf-Check Weeding"—scanning one shelf at a time for worn or dusty covers that no longer appeal to students, making the physical collection easier to maintain.

Goal 2: Refresh the First-Impression Areas

Objective 2.1: Create a "New Arrivals" or "Librarian's Choice" permanent display near the entrance. You can populate this once a week with a handful of books, making the library look active and curated.

Objective 2.2: Update clear, simplified shelf signage for the most popular genres (e.g., Graphic Novels, Mystery, True Crime) so students can self-navigate the collection.

Goal 3: Expand Access to Academic Support Systems

Objective 2.1: Increase student access by opening the Media Center during critical non-instructional windows, specifically before school and during lunch periods, to provide a reliable environment for study and collaboration.

Objective 2.2: Formalize partnerships with on-campus academic services, such as Math Lab and Peers for Papers, by inviting them to hold regular sessions within the library to provide peer-to-peer tutoring and writing support.

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.

<i>School-based Operating Budget</i>	<i>Budget FY26</i>	<i>Projected FY27 Budget</i>
<i>Account 551100 - Media Supplies</i>	<i>\$2,214</i>	<i>\$2,214</i>
<i>Account 561100 - Library Books</i>	<i>\$4,551</i>	<i>\$4,551</i>
<i>State Media Allocation</i>	<i>FY26</i>	<i>Projected FY27</i>
<i>Account 561100 (program 3070) - Media Books</i>	<i>\$5,270</i>	<i>\$5,270</i>

Purchasing Plan FY27

Purpose	Amount
Books	\$9,821
Supplies	\$2,214
Total:	\$12,035

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, and Reference Materials
- Digital: eBooks, Digital Audiobooks, Online Databases (District and Site-Licensed).

Special Emphasis:

The collection maintains a special emphasis on high-interest, diverse literature to reflect the school's student population, alongside collegiate-level technical and academic resources to support the Equine/Pre-Veterinary, Fire Science, Fine Arts, and Marketing Magnet programs, as well as the AICE and AP curricula.

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:

The school provides essential site licenses to support high-level academic research and literacy across the curriculum. These include **Turnitin**, which is utilized to maintain academic integrity and refine student writing skills for **AICE** and **AP** courses, and **UpFront Magazine**, which offers students current, complex non-fiction texts to support social studies and language arts standards.

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:

- Classroom Technology: Interactive Flat Panel, Desktop Computer, Sound System, Large Monitors in Study Rooms

Teacher Support and Workroom:

- Production: Large Format (Poster) Printer, Laminator, Die-Cut Machine.

Circulation and Access:

- Devices: Student Laptops/Chromebooks, Laptop Chargers

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.

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

In accordance with School Board Policy 8.12, the selection of materials for the Wellington Community High School Media Center is a deliberate process designed to provide a wide range of materials that enrich and support the curriculum. As the sole selector for the collection, I rely on the consultation of reputable professional review journals, specifically School Library Journal, Booklist, and Kirkus Reviews. These expert resources ensure that every acquisition is vetted by library professionals for quality and merit. To ensure the collection remains responsive to the interests of our 2,623 students, I also regularly conduct student surveys to gather input on preferred genres, series, and topics.

Each item is evaluated against critical criteria to ensure it meets the needs of our diverse student body. Specifically, we prioritize:

Educational Significance: Supporting the specialized requirements of our Equine/Pre-Veterinary, Fire Science, Fine Arts, and Marketing Magnets.

Curriculum Alignment: Providing high-level research materials for our AICE and AP student body.

Age Appropriateness and Accuracy: Ensuring content is developmentally suitable for high school learners and factually current based on state requirements.

Furthermore, all gifted or donated materials are subject to the same rigorous selection criteria and evaluation process as purchased materials. Donated items must align with School Board Policy 8.12 and meet our standards for condition, accuracy, and curricular relevance before being added to the permanent collection.

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.

			
6,937 Items in the Collection	2.1 Items per Student	43% Fiction Titles in the Collection	39% 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.			
	2012 Average Age of the Collection	31% Aged Titles	20% Newer than 5 Years
Library media resources should be representative of the school.		Skills for Lifelong Learning (SLL) library media resources can contribute to character development.	
			
43% Representative Titles in Collection	2014 Representative Titles Average Age	38% SLL Titles in Collection	2016 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	24	2012
Philosophy & Psychology	44	2009
Religion	92	1998
Social Sciences	394	2006
Language	69	1991
Science	187	2005
Technology	199	2009
Arts & Recreation	1,151	2014
Literature	268	1999
History & Geography	254	2008
Biography	170	2015
Easy	6	1997
General Fiction	2,954	2015
Graphic Novels	808	2017

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. FY 26 Fiction, FY 27 Non-Fiction, FY 28 Fiction.

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:

Fiction is genrified with color-coded stickers for each section. Non-Fiction is in the front of the library on movable bookshelves. Holocaust and Biography books are on display at the front of the library, around the first pillar.

Lost or Damaged Library Materials

While the Media Center at WCHS works to eliminate barriers that inhibit students from accessing and using reading, reference, and research materials, the responsibilities of students, parents, and teachers for lost or damaged instructional materials are outlined in SDPBC Policy 8.1225. Students, parents, and teachers are held accountable for lost or damaged material.

High schools have the option of imposing late fines as students mature and prepare for similar responsibility and experiences in public libraries and university settings; however, in an effort to encourage book check-out, Wellington Community High School does not charge late fees. Notices are sent to students to alert them about overdue materials.

Fees for damaged or lost items will be assessed and placed in Destiny. If a student leaves WCHS with an outstanding fine, that fine will be transferred to SIS. If a student graduates without paying a fine, the fine will be deleted. Therefore, administration and guidance must adhere to the sign-out process for graduating seniors and collect outstanding fines before graduation.

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

School Year	Strategic Focus
FY27	Selection Priorities
	Non-Fiction
	Inventory and Deselection (Weeding) Focus 1) Non-Fiction 000-999 2) Fiction
FY28	Selection Priorities
	Fiction
	Inventory and Deselection (Weeding) Priorities 1) Fiction 2) Non-Fiction
FY29	Selection Priorities
	Non-Fiction
	Inventory and Deselection (Weeding) Priorities 1) Non-Fiction 000-999 2) Fiction

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)

