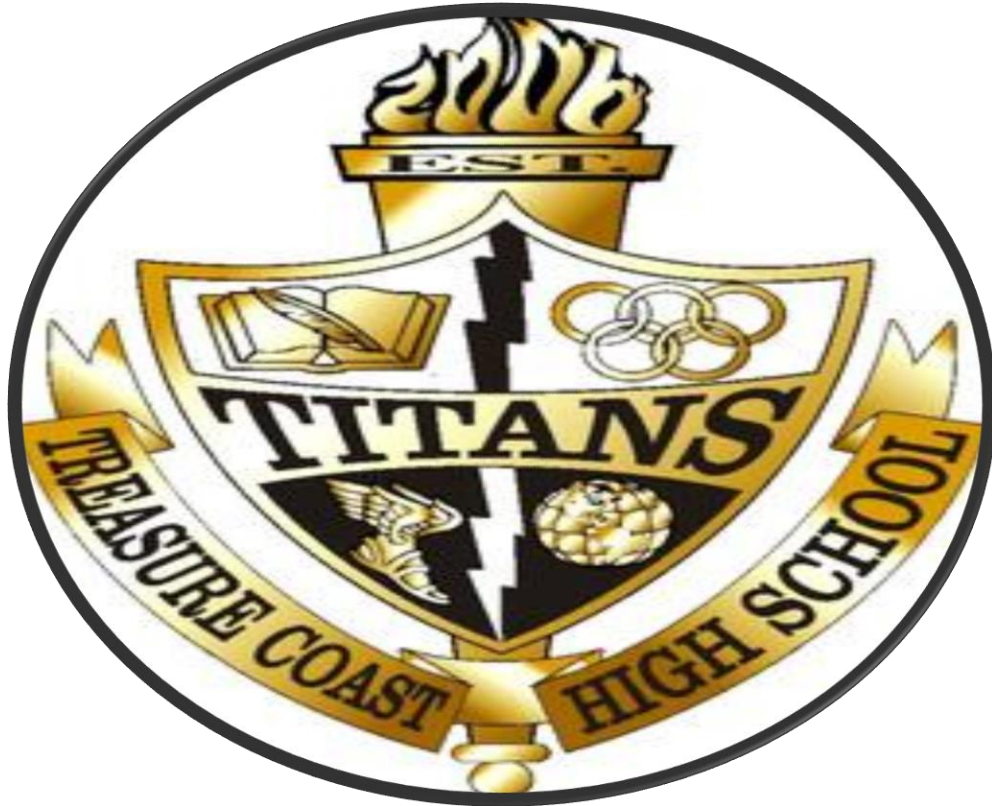


*Treasure Coast High School*  
*FY25 Collection Development Policy*



*Renea Homer*

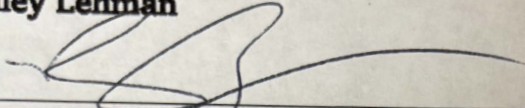
*Certified Educational Media Specialist*

**Treasure Coast High School  
FY25 Collection Development Policy**

Date Drafted: April 30<sup>th</sup>, 2025

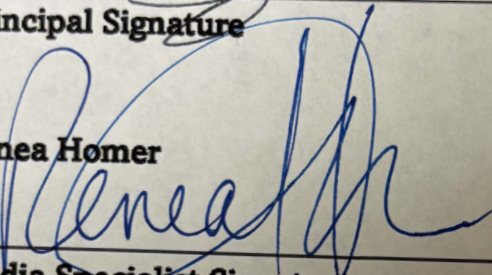
Date Approved by Administration: April 30<sup>th</sup>, 2025

**Bradley Lehman**



**Principal Signature**

**Renea Homer**



**Media Specialist Signature**

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# Executive Summary

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## **District Strategic Plan 2025**

St. Lucie County School District is located on the east coast of Florida and includes the municipalities of the Cities of Fort Pierce and Port St. Lucie as well as St. Lucie Village, and Lakewood Park. The district has approximately 40,850 students enrolled in 44 schools.

## **Vision**

St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of everyone. Our promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!

## **Mission Statement**

The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

## **School Board Policy**

### **School Board Doc P.O.2520:**

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.



## **School Collection Development Plan**

Treasure Coast High School serves a student body of over 3,100 students in grades 9<sup>th</sup> – 12<sup>th</sup>. The school's ethnicity includes: 35.2 % Hispanic, 64.9 % Non-Hispanic, 20.7 % White, 38.27 % Black, 0.2 % Native, 1.6 % Asian, and 4 % Multicultural.

The administrative team: Principal Bradey Lehman, Assistant Principals Regina Roberts, Jason Monroe, Erik Wiles, Lauren Kosinski, Alex Oge, and Teacher on Special Assignment Dr. Shunte Thomas.

Treasure Coast High School offers a variety of programs and academics designed to provide students with learning opportunities. These academics include Cambridge AICE program, Health Sciences, Engineering, Graphic Arts, Band, Chorus, Dance, Theater, Criminal Justice, International Business, Culinary Arts, Digital Information, Manufacturing, Entrepreneurship, and Global Logistics.

### **School Mission Statement**

The mission of Treasure Coast High School is to ensure that all students are successful in high school and immersed in a caring, challenging, relevant learning environment.

### **Media Center Mission Statement**

The mission of the library media program is to support students in reaching their highest potential by preparing a 21st Century learning environment that enhances information technology skills. The Media Specialist collaborates with teachers to help students develop reading skills, critical thinking, and become ethical users of information. Our program offers print and digital resources that align with the school academic standards to support student success.

### **Library Program**

The Media Center is open Monday - Friday from 7:00 am – 2:30 pm. Students are welcome to visit before and after school as well as during lunch. To ensure equitable access, the media center is open daily to students except during testing days. Teachers could reserve the media center to utilize a variety of resources and with accommodation of up to two classes per day. Current research indicates that access to the media center enhances students learning gains when it's available to students.

Students have access to laptops, digital resources, library books, periodicals and online research databases such as: Noodle tools and SIRS Researcher to support their academic needs. Additionally, the media staff provides services such as printing student IDs, laminating materials, printing posters, circulating laptops and textbooks, distributing classroom novels and supervising groups of students as needed.

**The analysis of the collection also revealed the following areas of strength and concern:**

- Digital eBooks are underutilized.
- Average age of collection is 2007.
- Limited student engagement with book checkout in grades 9-12.
- The collection lacks representation of the school evolving demographics.
- The collection circulation has increased since the 2024 school year.

**School Assessment Analysis**

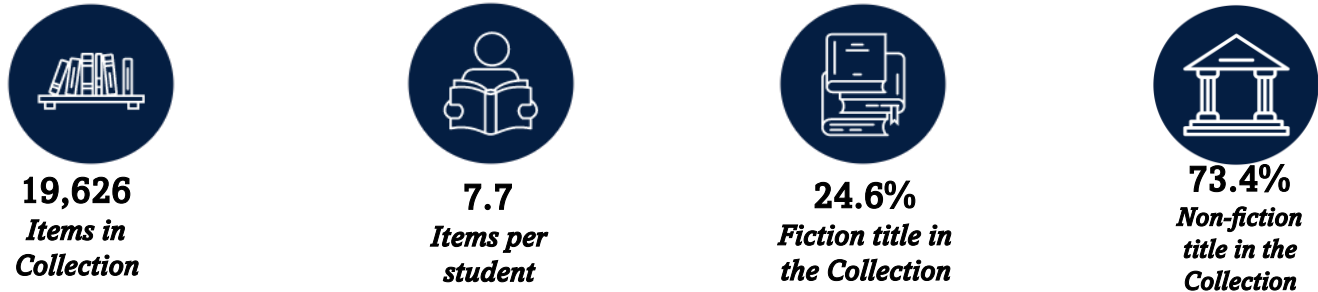
The school assessment analysis provides an overview of the school’s assessment data for the previous two school years.

<u>Proficiency Data</u>		
<u>Assessment</u>	<u>2022-23</u>	<u>2023-24</u>
ELA Grade 10 PM3	Level 3 or Above: 51%	Level 3 or Above: 51%
B.E.S.T. Algebra 1 EOC	Level 3 or above: 18%	Level 3 or above: 16%
B.E.S.T Geometry EOC	Level 3 or above: 33%	Level 3 or above: 33%
Biology EOC	Level 3 or above: 67%	Level 3 or above: 64%
U.S. History EOC	Level 3 or above: 64%	Level 3 or above: 67%

**Comparison between 2022-23 and 2023-24 Testing Data**  
(adapted from <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.stml>)

# Collection Analysis

The collection is developed for and influenced by students, their interests, academic needs and alignment to the curriculum. The data below is a snapshot of the collection based on a Title wise Analysis from July 2024. Purchasing or weeding after the time is not reflected in this data.



Library media resources are curated to include both recently published works and classics that both right fully impact the average age of the collection.



**2007**  
*Average Age of the Collection*



**11%**  
*Aged Titles*



**.08%**  
*Newer than 5 Years*

*Library media resources should be representative of the school.*



**40 %**

*Representative Titles Collection*



**2007**

*Representative Titles in Average Age*

*Life Skills library media resources can contribute to character development.*



**26%**

*Life Skills Titles in Collection*



**2010**

*Life Skills Titles Average Age*



Library media resources are distributed across the **Lexile reading level ranges** noted below.

5	32	109	1029	2984	1767	222
BR-199 Lexile Items	200-349 Lexile Items	350-499 Lexile Items	500-674 Lexile Items	675-909 Lexile Items	910-1299 Lexile Items	1300+ Lexile Items

## Collection Analysis by Category

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<u>Section</u>	<u># of Titles</u>	<u>Average Age</u>
Computer Science, Information & General Works	330	2009
Philosophy & Psychology	454	2005
Religion	305	2004
Social Sciences	2,772	2008
Language	177	2005
Science	1,334	2006
Technology	1,689	2008
Arts & Recreation	1,613	2008
Literature	1,753	2003
History & Geography	2,071	2006
Biography	1,464	2005
Easy	1	2019
General Fiction	4,923	2010
Reference	644	2002
Professional	68	2009
Unrecognized	2	2019



## Representation Analysis

Enrollment & Demographic Data					
3,102 2024-25 Student Enrollment as of March 11 <sup>th</sup> , 2025		Subgroups		Federal Ethnicity	
		20 % ELL	13 % ESE	35 % Hispanic	65 % Non-Hispanic
Federal Race Category					
20.7% White	38.3 % Black	.16% Native	1.5 % Asian	0% Pacific	4 % Multicultural

To deepen focus on strategic collection development, specific sections of the collection were analyzed in detail to determine whether the media center collection reflects and represents various points of view and experiences. The goal is to provide a balanced collection that can be both a mirror, to reflect a reader's experience, and a window, so readers can experience different viewpoints.

### Results

Based on the available school data of Treasure Coast High School in comparison to Collection Analysis results, it was found that:

<u>Student Representation</u>	<u>% of Students</u>	<u>Total # of Titles</u>	<u>Total % of Titles</u>	<u>Avg. Age of Titles</u>
Hispanic	35%	135	.68 %	2007
Black	38.3%	644	3.3 %	2007
Native	.16%	0	0	N/A
Asian	1.5 %	85	.43%	2009
Pacific	0%	0	0	N/A

## Strategic Focus

<u>School Year</u>	<u>Strategic Focus</u>	
2024-2025	<b><u>Selection Priorities</u></b> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-Fiction</li> <li>• Professional Library</li> </ul>	<b><u>Access Needs:</u></b> Conduct a collection analysis by identifying gaps in fiction, nonfiction, and professional library resources.  <b><u>Gather Input:</u></b> Survey students and staff to determine high interest topics.  <b><u>Promote New Library Books:</u></b> Showcase new books on display, reading programs, or digital media center newsletters.
	<b><u>Weeding Priorities</u></b> <ul style="list-style-type: none"> <li>• Reference</li> <li>• Biography</li> <li>• Non-Fiction</li> </ul>	<b><u>Evaluate Materials:</u></b> Check and identify outdated and underutilized materials.  <b><u>Remove Outdated Material:</u></b> Discard no longer accurate engaging or books that don't align to the curriculum.
2025-2026	<b><u>Selection Priorities</u></b> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-Fiction</li> <li>• Biography</li> </ul>	<b><u>Expand Diverse Representation:</u></b> Prioritize books that reflect our school changing demographics.  <b><u>Vendors:</u></b> Work with Follet Title wave and other vendors to acquire high quality and relevant material.
	<b><u>Weeding Priorities</u></b> <ul style="list-style-type: none"> <li>• Fiction Section</li> <li>• Professional Library</li> <li>• Non-Fiction</li> </ul>	<b><u>Replace Key Titles:</u></b> Replace non-fiction, non-fiction and biography books with updated editions.  <b><u>Repurpose or Donate:</u></b> Determine if removed books can be used in the classroom through proper procedures. Donate or discard according to district guidelines and policies.

## Budget and Purchasing Plan

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### *Annual Budget 2024-2025*

<u>State Funds</u>	
<i>Source</i>	<i>Amount</i>
State (P2500)	\$21,099.52
<u>Internal Accounts</u>	
<i>Source</i>	<i>Amount</i>
Book Fair Profits	\$0.00
Scholastic Bucks	\$0.00
Library Fines	\$300.00
Grants or Donations	\$0.00
<b>TOTAL</b>	<b>\$300.00</b>

### *Purchasing Plan 2024-2025*





Approximate Purchasing Plan	
<i>Purpose</i>	<i>Amount</i>
Media Supplies (Account #85040)	\$2,500
Library Book (Account # 85040)	\$4,000
Furniture-Fix/Equip (Account #)	\$0.00
Media Subscriptions- (Periodicals, newspapers) (Account #)	\$300
<b>TOTAL</b>	<b>\$6,800</b>

# Year-to-Year Collection Change

The information below represents the year-to-year change within the library media center collection from the 2023-24 to 2024-25 school year. The 2023-24 data is based on a collection analysis from June 2023, while the 2024-25 is based on a collection analysis from July 2024.

## Data Reflection

- The data shows minimum growth in the overall collection size.
- There’s a slight increase in representative titles indicating a need for selection efforts to align with the school changing demographics.
- Despite weeding, the overall age of the collection has not improved.

2023-24 Purchased and Weeded Materials		
Materials Added to the Collection: None	Materials Weeded from the Collection: 1,643	
Category	2023-24	2024-25
 Items in the Collection	19,626	17,983
 Items per Student	7.7	6.2
 Average Age of Collection	2007	2007
 Representative Titles in the Collection	37%	40%

## **Appendix A**

### School Board Doc po2520

Book: Policy Manual

Section: 2000 Program

Title: SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS-

Code: po2520

Status: Active

Legal:

F.S. 119.071

F.S. 212.183

F.S. 1001.215

F.S. 1002.22

F.S. 1003.485

F.S. 1006.28

F.S. 1006.28 through 1006.42

F.S. 1006.40

F.S. 1008.22

F.S. 1008.25(5) (a)

F.S. 1008.25 (5) (c)

F.S. 1014.05

F.A.C. 6A-6.03028

F.A.C. 6A-7.0713

34 C.F.R. Part 300

Adopted: March 12, 2024

### **2520 - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS**

The School Board adopts courses of study pursuant to State law and Policy 2220. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the district.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

"Library media center" means any collection of books, eBooks, periodicals, or videos maintained and accessible on the site of a school, including in classrooms.

As required by State law, instructional materials adopted and used in the district shall be consistent with the goals and objectives in the district's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list.

Each principal should provide that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed pursuant to adopted Board policies. Each principal shall communicate to parents the way instructional materials are used to implement the curricular objectives of the school and the procedures for contesting the adoption and use of instructional materials. Principals are also responsible for overseeing compliance with District procedures for selecting school library media center materials at the school to which they are assigned and notifying parents of the process for objecting to the use of specific materials.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be notified and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of students who will have access to such materials.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

### **Certification by Superintendent**

On or before July 1 each year, the Superintendent will certify to the Commissioner of Education the estimated allocation of state funds for instructional materials for the ensuing fiscal year.

By August 1 each year, the Superintendent will certify to the Commissioner of Education that the board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

Adoption of Instructional Materials



Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open publicly noted meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

### **Publication on Website of List of Instructional Materials and Process to Limit Student Access**

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

### **Parent Permission**

Parents and guardians play a major role in guiding their child's reading and library use. Each family has the right to determine which library resources are acceptable for their children. Students can select books at their discretion; however, some levels of books may require parent permission before a student may check them out. Parents will be notified at the beginning of each school year to complete the library access form for each child. This form will inform the media specialist of the parent/guardian's preferred level of book access for their child. Parents/Guardians may submit titles and authors of books to the media specialist at the school they are enrolled in that their child may not check out of the media center.

### **School Library Media Centers and Reading Lists**

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

### **Procedure**

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book

reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media centers and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided with access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

- A. identify the type of material maintained in the library media center by category, such as books, eBook's, periodicals, and videos.
- B. list, at a minimum, the following information:
  - 1. the title and author for books and eBooks.
  - 2. the name or title for periodicals and videos; and,
  - 3. the title for any other material maintained in the media center.
- C. Books and eBook's must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

### **Purchase of Instructional Materials**

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

The district shall maintain on its website a current list of instructional materials, by grade level, purchased by the district.

### **Replacement and Purchase of Instructional Materials by Students/Parents**

Students shall be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, the suspension of student parking privileges, and the exclusion of the student from participation in school activities such as prom and graduation ceremonies or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the district's purchase price, including shipping.

The cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

### **New Worlds Reading Initiative**

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-prekindergarten through grade 5 students who are not yet reading on grade level, who score below a level 3 in the preceding year's Statewide, standardized English Language Arts Assessment (ELA), or who have a substantial reading deficiency identified under F.S. 1008.25, or who have a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring under F.S. 1008.25.

The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres to maximize student interest in reading. The district must

participate in the initiative by partnering with local nonprofit organizations and raise awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The district shall also establish a data sharing agreement with the initiative's administrator to allow for a streamlined student verification and enrollment process. © **Neola 2023**

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## **Appendix B**

### **Library Bill of Rights**

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 people 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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all libraries' use of data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning the application of these principles to specific library practices.

[Interpretations of the Library Bill of Rights](#)