CITY OF MOUNT DORA

City of Mount Dora
W.T. Bland Public Library
1995 N. Donnelly St.
Mount Dora, FL 32757
352-735-7180
E-mail: library@cityofmountdora.com

W.T. BLAND PUBLIC LIBRARY
BOARD MEETING
Community Room, W.T. Bland Public Library, 1995 N. Baker Street, Mount Dora, FL 32757
February 10, 2025 at 5:00 PM

AGENDA

I. Call to Order

II. Roll Call

III. Approval of Minutes

A. January 13, 2025 Library Advisory Board Meeting Minutes

IV. Public Comment

V. Presentations

VI. Library Director's Report

VII. Action Items

VIII. Discussion Items

A. Imagination Library

B. Review of Collection Items

IX. Future Meeting Dates

X. Adjournment

NOTICE: Please note that, for purposes of Section 286.011, Florida Statutes, two or more members of the City Council may be present at this meeting, and this meeting may be considered a City Council meeting.

NOTICE: If any person decides to appeal any decisions at this meeting with respect to any matter considered, such person may need a record of these proceedings. For such purpose, a person may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

NOTICE: In accordance with the Americans with Disabilities Act ("ADA") and Florida Statutes, Section 286.26, persons with disabilities needing a reasonable accommodation to participate in a public hearing or meeting should contact the City of Mount Dora's ADA Coordinator at least 48 hours prior to the proceeding. The ADA Coordinator may be contacted by phone at 352-735-7126, ext. 1111, or by email at clerk@cityofmountdora.com.

If hearing impaired, telephone the Florida Relay Service numbers (800) 955-8771 (TDD) or (800) 955- 8770 (Voice) for assistance.

If you have any comments or question regarding the contents of this agenda packet, please call LaJun Garry at(352) 735-7180

ext. 3101.

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W. T. BLAND PUBLIC LIBRARY BOARD MEETING
W.T. Bland Public Library, 1995 N. Donnelly Street, Mount Dora, FL 32757
Monday, January 13, 2025 - 5:00 p.m.

MINUTES

PRESENT: Cathy Gillespie (Chair), Laura Busch, Beth Sharpe, Amber Perretti William Lowery and Janet Manchon

ABSENT: Marcia Ford

CITY STAFF: Cathy Lunday-Library Director, Sarah Feller-Adult Services Librarian, and LaJun Garry-Administrative Assistant

OTHERS PRESENT: None

I. Call to Order
Ms. Gillespie (Chair) called the meeting to order at 5:02pm.

II. Roll Call

III. Approval of Minutes for December 9, 2024
MOTION by Ms. Sharpe SECONDED by Mr. Lowery to approve minutes from December 9, 2024.

AYE: Gillespie, Busch, Sharpe, Perretti, Lowery, Manchon

NAY: None

MOTIONED CARRIED 6-0

IV. Public Comment
None

V. Presentations
Story Time Review
Ms. Feller shared an overview of the library's story times.

A few points:

1. Story time is important for early literacy.
2. The education behind story time is what sets us apart from other libraries.
3. We offer five story times a week.
4. Between the dates of 7/1/24 – 12/20/24 we had a total of 5,818 attendees (Children & Parents) in our story time sessions.

VI. Library Director's Report

Ms. Lunday introduced Erin Creel, City Archivist.

Ms. Creel gave a summary of her background:

- Two Bachelor degrees. One in film and the other one in history.
- Master Degree in Library Information Science with a concentration in Archives from USF.
- Interned at Tulane University in their University collection.
- Hired by City of Mount Dora via the Florida Division Historical Resources Department of State grant. Completed and added three collections to Archives.
- Currently:
  - Migrated all of the City of Mount Dora Archives from Biblioboard to a more standard online system called ContentDM.
  - Scanning City's historical minutes from 1917 on. Also working with teen volunteers who are transcribing these handwritten minutes.
  - Maps of Mount Dora.
  - Gives a quarterly program report on archives and works closely with Mount Dora Historical Society.

Ms. Lunday shared:

- Initiated purchase order for architect plans of Simpson Farmhouse Expansion. The company has ninety days to produce drawing as soon as they receive purchase order.
- The Library will be celebrating its 120th year. The Friends of the Library and Mount Dora Library Association are interested in presenting something commemorative in honor of the celebration.
- Waiting on vendor to finalize price sheet on Newline boards.
- Asked City Manager to bring back one of our part-time positions.

VII. Action

None

VIII. Discussion Items

None

IX. Future Meeting Date

1. February 10, 2025 @ 5:00pm

X. Adjournment

MOTION by Ms. Manchon, SECONDED by Ms. Sharpe to adjourn the January 13, 2025 meeting.

AYE: Gillespie, Busch, Sharpe, Perretti, Lowery, Manchon

NAY: None

MOTIONED CARRIED 6-0

Meeting adjourned.

_____ _____

Cathy Gillespie, Chair Cathy Lunday, Director

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DATE: **February 10, 2025**

TO: **Library Advisory Board Members**

FROM: **Cathy Lunday, Library Director**

SUBJECT: Imagination Library

Introduction:
Founded in 1995, Dolly Parton's Imagination Library is a book gifting program that mails free books to children from birth until they begin school in participating areas.

Discussion:
In 1995, Dolly Parton created her Imagination Library in Sevier County, Tennessee. This monthly book gifting program for children under the age of five was originally designed to inspire a love of reading and learning for all preschool children in the county. What was founded as a local program became such a success that in 2000 a national replication effort was underway, and by 2003 Dolly Parton's Imagination Library had mailed one million books. It would prove to be the first of many millions of books sent to children around the world. The Imagination Library's webpage can be found here: https://imaginationlibrary.com/.

Budget Impact:
n/a

Strategic Impact:
n/a

Recommendation n/a

Attachment(s):
1. 2025 Dolly Parton Imagination Library Book Lists
2. The Power of Reading Choice, Stephen D. Krashen (2004)

Prepared by: Cathy Lunday, Library Director

Reviewed by: Cathy Lunday, Library Director Final Approval - 2/4/2025

2025
BLUE RIBBON SELECTIONS

Titles on this list are subject to change.

UNITED STATES OF AMERICA
Core Program

The first book a child receives is
The Little Engine That Could™
(customized version)

The month a child turns 5 they will receive
Look Out Kindergarten, Here I Come!
(customized version)

GROUP 6
Children born in 2020

Cinderella -- with Dogs!
Rabbit's Snow Dance
+ The Tree in Me
Joy Takes Root
+ First Day Critter Jitters
You Are a Honey Bee!
• Help Wanted: One Rooster
+ Wild Horses
• Exactly as Planned
• Steppin' Out
• Grilled Cheese? Yes, Please!
Something Wild
The Power of Yeti

GROUP 5
Children born in 2021

How to Get Your Octopus to School
Full Moon Pups
How to Say Hello to a Worm
A Book for Bear
Danbi's Favorite Day
The Rabbit Listened
• When You Love a Book
• The Outside
• Being Home
• Enola's Best Friend
There's a Monster in Your Book
• A Unicorn, a Dinosaur, and a - Shark Were Riding a Bicycle
+ Coat of Many Colors

GROUP 4
Children born in 2022

+ Corduroy
How We Say I Love You
A Little Emotional
This is the Tree We Planted
Nubby
Raindrops to Rainbows
Gift & Box
• Roar-Choo!
Little Owl's Love
• Jonny Lambert's Bear - and Bird Explore the Seashore
• Gaga Mistake Day
• A Little Like Magic
• What's New, Daniel?
Somewhere Right Now
• Rocket Ship, Solo Trip

GROUP 3
Children born in 2023

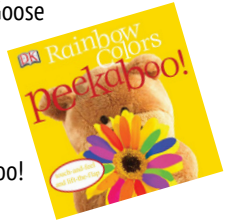
The Animal Song
Where Do Diggers Sleep at Night?
Squeak!
+ Green Tractor
• The Very Hungry Caterpillar's Nature Walk
The Very Hungry Caterpillar Eats Breakfast
Birding for Babies: Backyard Birds
Dandelion Magic
Ice Cream Face
K is for Kindness
+ Solitary Animals
The Big Slide
Llama Llama Meets - the Babysitter
• Buffalo Fluffalo

GROUP 2
Children born in 2024

Where is Your Nose?
Eric Carle's Twinkle, Twinkle, Little Star - and Other Nursery Rhymes
Home Builders
The Very Hungry Caterpillar's First Summer
+• My First Bilingual Farm
+ Richard Scarry's 100 First Words
Tad and Dad
• Llama Llama Feelings
"Slowly, Slowly, Slowly," Said the Sloth
• My Feet Go
• Bedtime, Here I Come!
Little Poems for Tiny Ears
• Play with Me
Llama Llama Red Pajama
Good Night Gorilla

GROUP 1
Children born in 2025

Llama Llama Hide & Seek
Look at the Animals
Can You Guess? Animal Sounds - with The Very Hungry Caterpillar
Pudgy Pat A Cake
Pudgy Book of Mother Goose
+ Baby Sounds
Baby! Talk!
+ Sleep Tight, Polar Bear
+ Who Says Quack?
• Rainbow Colors Peekaboo!
Roald Dahl Colors



• Signifies a new book to the program + Signifies a bilingual English / Spanish title or Hispanic Content

Penguin Random House
PENGUIN YOUNG READERS

RANDOM HOUSE CHILDREN'S BOOKS

Penguin Random House

2025 Booklist USA | 20241122-01

THE POWER OF READING CHOICE, TIME, AND PLEASURE

"I was lucky enough to grow up when … the most wonderful thing a teacher might say was, 'Go to the library and pick out a book.'"

—Dr. Bill McBride, educator, author, and speaker

KEY FINDINGS

- Children who read for pleasure are likely to do significantly better in school than their peers who rarely read. Sullivan and Brown (2013) demonstrate that pleasure reading is linked to increased cognitive progress over time. They recommend that educators and policy makers "support and encourage children's reading in their leisure time."
- Sullivan and Brown (2013) found that children between the ages of 10 and 16 who read for pleasure made more progress in vocabulary and spelling as well as math than those who rarely read.
- "The research base on student-selected reading is robust and conclusive. Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read" (Allington and Gabriel, 2012).
- Self-selected reading is twice as powerful as teacher-selected reading in developing motivation and comprehension (Guthrie and Humenick, 2004).
- Wilhelm and Smith (2013, 2016) demonstrate that pleasure is always at the heart of engaged reading and that pleasure is multifaceted. Their interviews with avid teen readers revealed that teens read deeply for a wide range of reasons: play, intellectual, social, and "inner work" (psychological and spiritual exploration).
- As essential aspect of becoming a real reader is knowing yourself as a reader—made possible through wide reading driven by access to abundant books and personal choice (Wilhelm and Smith, 2014; Miller, 2013; Tatum, 2009, 2013; Allington and Gabriel, 2012).

KEY FINDINGS

- "Self-selected independent reading involves a set of strategies that are learned. Development of these strategies should be one of the primary goals of a reading/language arts program. However, the skills of self-selected reading do not develop by simply offering students the books of a library and asking them to pick books. … Typically, students who read avidly—especially young students—have been taught how to select books that interest them" (Hiebert, 2014).
- According to a 2007 National Endowment for the Arts study:
  - Nearly half of all 18- to 24-year-olds read no books for pleasure.
  - Fewer than one-third of 13-year-olds read daily.
  - Teens and young adults spend 60 percent less time on voluntary reading than the average.
- "For virtually all children, the amount of time spent reading in classrooms consistently accelerates their growth in reading skills" (Anderson, Wilson and Fielding, 1988).
- Barry Gilmore (2011) acknowledges that there are many competing interests for students' time these days—television, the internet, social media, and so forth. But he also maintains that educators "play an enormous role in developing attitudes toward reading." He suggests that we've unintentionally hurt our secondary students by: 1) adhering to the canon of Western literature; and 2) failing to spark our students' interest through choice.
- *The Scholastic Kids and Family Reading Report, Fifth Edition,* confirms what we've long known: independent reading, both at school and at home, builds successful readers. What's more, the research shows that giving our students a say in what they read is key.
- The report adds to the abundant data we've had for years that demonstrates that in-school independent reading built around time to read books for fun creates kids who love to read. Seventy-eight percent of children ages 12-17 who are frequent readers, defined by the report as kids who read books for fun five to seven times a week, reported that they have the opportunity to read a book of choice independently during the school day. Only 24% of infrequent readers—those reading for fun less than one day a week—say the same. In addition, 91% of children ages 6-17 agree that "my favorite books are the ones that I have picked out myself." We might deduce that independent reading programs that invite reading choice and promote reading pleasure give rise to kids who not only read, but more importantly, want to read.

More to Know: Pleasure Is Essential

Jeff Wilhelm and Michael Smith (2013) investigated the pleasure that avid adolescent readers take from their out-of-school reading in their book, *Reading Unbound: Why Kids Need to Read What They Want—and Why We Should Let Them*. They demonstrate that pleasure is not incidental to reading—it's essential. They found that the young people with whom they worked spoke of their reading pleasure with remarkable sophistication—and their pleasure supported the intense and high-level engagement with texts that schools seek to foster. The authors write:

> *In our study of the out-of-school reading lives of 14 eighth-graders who were avid readers of texts often marginalized in schools (romances, vampire stories, horror stories, dystopian novels, and fantasy), we strove to understand the nature and variety of reading pleasure. We found that our participants were remarkably articulate about why they read what they read.*
>
> *Our data also convinced us of the importance of choice. Students should have regular opportunities to behave the way adult readers do and choose their own reading. They know the kinds of texts from which they will take pleasure. At the same time, teachers should expand the possibility of pleasure by introducing students to new books they might not select on their own. If we want students to embrace reading now and always, then we need to keep at the forefront of our attention the rich, complex, and profound pleasures of reading.*

Wilhelm and Smith also found that the reading pleasure their students experienced was multi-faceted and led them to read for a number of reasons—at times, for sheer fun and enjoyment, but also for the profound intellectual, social-emotional, and psychological benefits they received from reading. For this reason, Wilhelm and Smith maintain that students must be free to choose at least some of their own reading in school.

Report from a Silent Sustained Reading (SSR) Program

Jeff McQuillan (2001) reports similar breakthroughs with pleasure reading in SSR (silent sustained reading) at a diverse high school in Anaheim, CA. Most of the students were Latino, and many came from economically deprived homes with limited access to books in their homes or communities:

> *Fundamental to any SSR program is, of course, a set amount of time each day for students to read to themselves. Pilgreen and Gribbons (1998) point out that successful SSR programs must be carried out on a regular and frequent basis and not as an occasional activity or tacked on as "filler" on Friday. The teachers started off slowly, allotting 10 minutes a day during the first few weeks of the semester. Most students weren't accustomed to having time for pleasure reading in class, and some needed to work into the habit gradually. No other reading materials (e.g.,*

> *textbooks) were allowed, and students were not permitted to work on homework or class assignments. Within four to six weeks, the time spent reading was gradually increased to 15 and then 20 minutes. Several teachers noted that many students can sit, do nothing, and avoid reading for 10 minutes, but when the SSR is 20 minutes, it is almost impossible for students to do nothing. At that point, they start reading. In some classes, students would read for 30 minutes, complaining if they were given less time! Teachers report that 90 to 95 percent of their students were, in fact, reading their books, consistent with other reports that have found that, when properly implemented, almost all students take advantage of the SSR time provided.*

Not only did these formerly disengaged students who disliked reading become "thoroughly enthralled" with their reading, but they also made progress as readers and writers, showing increased achievement scores in vocabulary development and writing proficiency. In multiple ways, more reading led to better reading.

The Thrill of Personal Choice

Students are thrilled when they get to choose their own books. Research has frequently found that self-selection is the hook that snags both children and teens and convinces them to read:

- Allowing students to self-select their books results in more involvement and thus more motivation to read (Sewell, 2003; Gallager, 2009; Pruzinsky, 2014).
- Self-selection allows students more latitude to be deeply involved with the learning process, thus fostering an interest in, as well as developing an ownership of the reading process (Kragler, 2000).
- Students choose books that match their personal interests—both narrative and expository texts. Kids are also drawn to books that their friends or other trusted readers recommend (Edmunds and Bauserman, 2006).

Hiebert (2014) cautions, however, that children benefit from help—they grow into self-selection with parent or teacher guidance and thoughtful scaffolding.

The Value of Time

Students need extensive time to read. Allington and Johnston studied exemplary first- and fourth-grade teachers in six states and found that extensive reading is critical to the development of reading proficiency. "Extensive practice provides the opportunity for students to consolidate the skills and strategies teachers often work so hard to develop. The exemplary elementary teachers we studied recognized this critical aspect of instructional planning. Their students did more guided reading, more independent reading, more social studies and science reading than students in less-effective classrooms" (Allington, 2002).

Closing Thoughts

Global Teacher award-winning Nancie Atwell (2015) also considers reader's choice, time, and pleasure essential. In her classroom and school (Center for Teaching and Learning), choice is a given: "Kids choose what they read because children who choose books are more likely to grow up to become adults who read books. Students who read only a steady diet of assigned titles don't get to answer, for themselves, the single most important question about book reading: why does anyone want to? (2007). She writes:

> *Every day, smart, well-meaning teachers erect instructional roadblocks between their students and the pure pleasure of the personal art of reading. There it is: the P word. I know, because I've felt it, too, that there's a sense of uneasiness among teachers and parents about an approach like a reading workshop. Shouldn't there be some pedagogic strings attached here? Some paper and pencil and small-group activities that look like schoolwork? Because otherwise, isn't reading class, well, too enjoyable?*
>
> *We need to get over it. When we teachers embrace our role as literate grown-ups who help children seek and find delight and enlargement of life in books, they have a good chance of growing into adults who enjoy and love reading.*

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