

Elementary Library Media Collection Development Plan 2011-2015



2010 Revision Team

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Library Media Collection Development Plan 2011-2015

Rationale Statement

The school library media program is an integral part of the instructional process. The program is based upon the belief that all students, teachers, administrators, and support staff should have open access to all forms of information relevant to learning and to teaching the curriculum. To ensure access to quality library media collections, a systematic plan for assessing and shaping library media collections is essential. Library media specialists will identify strengths and weaknesses in the collection based upon the unique curricular program in the school. Collection development requires constant analysis and is an ongoing process. The outcome will be a more effective library media program in support of the instructional goals of the Carroll County Public Schools.

Carroll County Library Media Collection Development Plan

The Carroll County Library Media Collection Development Plan is a systematic process which has been developed to assess and shape quality library media collections in our schools. Its intention is to:

- support county curriculum modifications
- support changes in the school community
- support school improvement initiatives
- ensure program quality according to state standards
- provide a cycle to continually update materials

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of the needs of the learning community. Collection development ensures that funds are being spent wisely and that library collections meet the informational needs of the curriculum, the instructional needs of the faculty, and the independent reading, viewing, and technological needs of the students.

The collection development plan has three components:

- I. Analysis of the School Community
- II. Assessment of the Library Media Collection
- III. Selection and Acquisition of Materials

I. Analysis of the School Community

In order to be responsive to the unique needs of each school, a collection development plan must be based upon an analysis of those needs. County and school initiatives need to be identified as well as the ability levels of the students to provide the media specialist with a good vision of materials needed.

II. Assessment of the Library Media Collection

Collection assessment is needed to determine the size and quality of the existing library media collection. It is an organized method for collecting statistics on the titles in the collection and the ability of the collection to meet curricular needs. The collection evaluation process has been developed by a committee of school library media specialists as part of a five-year plan for assessing media collections. Flexibility is possible within this five-year plan as long as the total collection is assessed in five years. Changes made to the suggested plan should be documented in the table below. The suggested assessment schedule is as follows:

ELEMENTARY

Year	Dewey Classification Assessed	Curricular Application Assessed	Areas for Purchase
2010-2011	½ Picture Books, 000, 100, 200, 400	Technology, Guidance, Foreign Language/Dictionaries	900, Biographies from previous cycle
2011-2012	500, 600, 1/3 Fiction	Math, Science, Health, Applied Science	Picture Books, 001, 100, 200, 400
2012-2013	½ Picture Books, 300, 1/3 Fiction	Social Studies, Language Arts/Reading	500, 600, Fiction
2013-2014	700, 800, 1/3 Fiction	Fine Arts, Poetry	Picture Books, 300, Fiction
2014-2015	900, Biographies	Social Studies	700, 800, Fiction

INDIVIDUALIZED PLAN

Year	Dewey Classification Assessed	Curricular Application Assessed	Areas for Purchase
2010-2011			
2011-2012			
2012-2013			
2013-2014			
2014-2015			

Audiovisual and reference materials will be assessed according to Dewey classification. Professional materials will be evaluated annually as they relate to each subject area. Materials renewed annually will be evaluated at renewal time. Student magazines must be selected at the appropriate levels from the Approved Magazine List.

III. Selection and Acquisition of Materials

The selection and acquisition of new library media materials will be based upon the needs of each school library media center as determined by the collection assessment process, the curriculum needs and the availability of funding. All materials will be selected and acquired in accordance with the *Selection, Evaluation, and Adoption of Instructional Materials Policy* (2002) of the Carroll County Public Schools.

The implementation of this Collection Development plan will allow school library media collections to become more responsive to curricular demands, as well as student needs for information and literature, thereby increasing the effectiveness of quality programming to meet the goals and objectives of the Carroll County Public Schools.

Annual Collection Assessment Procedures

These procedures will be followed each of the five years of the assessment process.

Step 1. Complete the *Analysis of the School Community* (p.12) form by October 15th.

Step 2. Complete the Assessment of the Library Media Collection. Follow the steps below to assess both the print and the nonprint collection. Nonprint materials permanently housed outside the library, yet processed through the Library Media Center should be reflected in your materials inventory record.

- a. Read the shelves and arrange materials in Dewey order.
- b. Print a *Collection by Age Report* by 100s. Record the average age and the number of titles *before weeding* on the *Curricular Application Report* for each area to be assessed. Use a separate *Curricular Application Report* for each Dewey Classification assessed.
- c. Begin assessing the focus area by using one or more of the following tools
 - (1) Destiny Reports
 - (a) Under the Back Office Tab – Reports section choose the *Collection Statistics Summary* report which will give you circulation statistics and also individual titles
 - (b) Under the Back Office Tab – Reports section choose the *Collection Statistics Summary* report, then a secondary set of tabs appear which allows you to see Age of collection according to Dewey numbers.
 - (c) Extracted Data gives you the means to sort data by total circulations, publication date, acquisition date, date last checked out, etc. Directions for extracting data may be found in the Destiny Handbook.
 - (2) Titlewise www.titlewave.com will analyze your collection for age, balance comparison against Wilson and Follett, aged titles, and age sensitivity.
- d. Using the *Guidelines for Weeding Library Media Materials* located in your Media Handbook, withdraw obsolete materials. Print a second *Collection by Age Report* from Destiny. Record the new Collection Age data on the *Curricular Application Report* (p. 14) form.
- e. To record the percentage of focus area weeded, divide the number of titles before weeding by the number of titles after weeding.
- f. Complete the *Curricular Application Report* (p.14) and submit it to the Supervisor of Media by June 15. The Curricular Application Report should consist of notes by you to determine the need of any area in that section whether it be curriculum- related or interest-related.

- g. During the next school year, use these *Curricular Application Reports* to examine the collection and determine the areas that are weak. Use selection tools and criteria to add needed items to the collection. Complete orders using the ordering procedures outlined in the *Library Media Handbook*. 40-60% of your 3-24 budget should be used for areas of focus. The remainder of your 3-24 budget should be used to address staff and student requests, best book lists, reference and professional books, and replacement copies.
The reason you are doing this report is to help you with the next year's purchases.
 - h. Complete the Expenditure Report (p.15) and submit to the Supervisor of Media by June 15th.
- Step 3. The information gathered will increase in value when it is shared with those who are advocates for additional media materials. Involve others so they will better understand the curriculum connections between the library media collection and all subject areas in the school. To demonstrate your need for funding assistance, share with:
- Principal
 - Assistant Principal(s)
 - General Faculty
 - School Improvement Team
 - Team Members and Department Chairpersons
 - Parent Teacher Organizations
 - Interested Community Groups

Weeding the Library Media Collection: Guidelines and Procedures

Weeding the media collection of worn, obsolete, and unused materials is equally as important as selecting new acquisitions. Both are essential to maintaining a balanced collection useful to students and staff.

Guidelines

The decision to withdraw material is based on a number of factors: condition, age, use, and duplication. The points listed below offer additional guidance for materials to be removed.

1. Materials in poor physical condition - badly worn, defaced, or soiled (only minimal repairs should be made);
2. Materials no longer appropriate to the span of reading and comprehension levels in your school;
3. Materials whose content (text or illustrations) is dated - copyright date should be considered but should not be the sole criterion for discard;
4. Duplicate copies of materials that are no longer in great demand.
5. Materials that are seldom circulated because they are no longer relevant to the curriculum or student interests or that have not circulated in the past five years.
6. Encyclopedias and atlases should be considered for replacement if they are more than five (5) years old. None should be kept more than seven (7) years.
7. Magazines having research/reference use may be retained for three (3) years. *No magazines should be kept longer unless there is a strong, specific reason for doing so.*

Judicious and collaborative weeding is strongly advised during your first year in any media center.

Weeding Procedures

1. Weed different sections of the collection according to the *Collection Development Plan* using one or more of the tools outlined in section c. Depending on changes in the curriculum, some sections may require more frequent assessment. The final decision to withdraw materials from the media collection is made by the media specialist, however seeking teacher input may be helpful.
2. Delete items from electronic catalog.
3. Cross out CCPS and school identifying marks including the barcode on all discarded material. In addition you may use a *Discard* rubber stamp.
4. Discard magazines and audiovisual resources directly into the trash.
5. Pack book discards into cartons and mark as *Media Center Discards*. When preparing boxes for pick up, consider weight restrictions. (If one cannot lift the box, it is too heavy.)
6. The Purchasing Office (x3060) handles the pickup of Obsolete Books. They will email the form found on the following page. Complete an *Obsolete Book Form* (p.8) for boxes of discarded books. (Note: Every title does not need to be listed on the form. Write total number of boxes of “Media Books”.) Forward the signed form to the media supervisor. Cartons must be marked with the school name and labeled *Media Center Discards*. All boxes of books should be placed near a loading dock or an easily accessible door for pickup.
7. Discarded materials **may not** be offered to students, outside agencies, or teachers for classroom use. Consider the following:
 - a. Discarded materials that remain in the school may be returned to the media center again and again.
 - b. Materials that are discarded because of obsolescence or poor condition are not suitable for anyone’s use.
 - c. Practices that encourage the establishment of “satellite” media centers of outdated information throughout the school are not desirable.

CARROLL COUNTY PUBLIC SCHOOLS OBSOLETE BOOK FORM

School _____

Principal's Signature _____

RETURN BY: _____

The following books are obsolete and have no future use in the indicated school or in any school in Carroll County.

Quantity	Title	ISBN	Publisher	Copyright Date	Supervisor's Signature

(Please check)

☐ **YES, need additional boxes**

☐ **NO additional boxes**

Selection Criteria for Library Media Materials

The selection of media materials follows the procedures outlined in *Selection, Evaluation and Adoption of Instructional Materials (2006)*, a publication of the Carroll County Public Schools.

The general criteria used to select and evaluate all instructional materials are the following:

- Appropriate for recommended levels
- Accurate in terms of content
- Reflective of the pluralistic nature of American society
- Representative of differing viewpoints
- Appropriate format for the subject matter
- Recent copyright date as appropriate to the subject
- Acceptable literary style and technical quality
- Cost effective in terms of use
- Pertinent to the curriculum and the objectives of the instructional program

Guidelines for Library Media Center Materials Selection

1. Materials for school media centers should be selected by the media specialist with input from administrators, faculty, students, and parents when appropriate.
2. It is the purpose of the media collection to support the total school program. In order to select appropriate materials, media specialists must be knowledgeable about all curricula and be aware of curriculum changes as they occur.
3. Two positive professional reviews are required prior to purchase. Reliable and unbiased professional selection aids, lists, and reviewing sources should be used as guides. Hands-on examinations and review of materials is always advantageous.
4. A consideration file of materials recommended for purchase by students and staff is a useful source at ordering time.
5. Media materials should be selected on the basis of literary quality and physical characteristics such as **closed captioning**, durability, technical quality, and attractive format.

6. Each item merits careful selection, both for its individual value as well as for its contribution to the overall balance of the total media collection. In dealing with sensitive and controversial issues, the following guidelines should apply:
 - a. Students have the right to information on both sides of an issue. The collection should include materials with a diversity of appeal and the presentation of different points of view: ethnic, religious, political, and cultural. By having access to a variety of resources and viewpoints, students acquire critical thinking skills.
 - b. Materials on family life and human development receiving favorable professional reviews may be selected for individual student use. Facts should be presented in an objective manner appropriate to the maturity level of the students.
 - c. Materials on religion may be bought if their purpose is to inform rather than to indoctrinate.
7. Because of their consistently high quality, materials published or produced by the following sources are approved for media collection purchase, provided they are purchased for the recommended grade levels.
 1. Weston Woods
 2. Encyclopedia Britannica
 3. World Book
 4. Junior Library Guild -Book Service from Doubleday Publishers
 5. Gale Research Company
 6. Time-Life
 7. National Geographic
8. Materials cited in Carroll County Public Schools' curriculum guides or Maryland State Department of Education curriculum resources are automatically approved for purchase at the grade levels for which they are recommended.
9. There are also selection tools which may be purchased such as Children's Catalog, Middle and Junior High School Catalog, and Senior High Catalog. Titles listed in these sources may be purchased for appropriate grade levels. Library / Media Services keeps current Books In Print with Reviews on-line as well as other print review sources.

Reconsideration of Media Materials

Occasionally a question may be raised about the appropriateness of a media material. Because the media specialist may be the first person approached, it is important to listen and to maintain a friendly and professional manner. Frequently the appellant may only wish to discuss the material or present a point of view. The media specialist should listen to the concerns, explain how materials are selected, discuss the reasons for diverse materials, and explain the procedure for requesting reconsideration.

The following ideas may be useful in resolving questions or complaints.

- I. It is the media specialist's responsibility to provide material on a wide range of topics, representing differing viewpoints, to meet the varying needs and interests of students.
- II. Students borrow materials of their choice. The borrowing of media materials is **not** mandatory.
- III. Parents are encouraged to take an active role in their children's selections, discussing the kinds of materials they consider acceptable and unacceptable.
- IV. If a student borrows material that the parent finds unacceptable, it may be returned to the media center immediately and exchanged for another.
- V. Materials should not be removed until the formal reconsideration process is complete.

If the appellant remains unsatisfied, the school principal should become involved in further discussion. The media supervisor may also speak with the complainant. Even if the challenge does not require further discussion, the principal and the media supervisor should be informed of the complaint.

If the initial meeting does not resolve the concerns, the appellant may file his/her objections in writing using the "*Request for Reconsideration of Instructional Materials*" form. Included in the Selection, Evaluation and Adoption of Instructional Materials (2012) is a detailed step-by-step explanation of the reconsideration process, roles, and guidelines.

Library Media Collection Development Plan

Analysis of School Community

2011 - 2015

School Name: _____

Population Data:

Number of Students		Number of Students	
	SCHOOL ENROLLMENT as of September 30, 2010		Pre-K students (elementary)
	Special Needs (students with IEPs)		ILA/ Reading Resource (elementary pull-out)
	ESOL (English as a second language) List languages:		Gifted and Talented (elementary)
		Number of classes	
			Accelerated Courses (middle)
			Advanced Placement (high)

For information pertinent to your school's population go to your schools AYP report or HSA and MSA results.

Program Data:

Before and After School programs sponsored by Carroll County Public Schools

Name of Program _____

Describe the program at your school and the impact on the media center.

Curriculum Changes

New	Rev	Delete	Department/Subject	Course Title/Grade

AP Classes (High School only)

Title	Number of Sections

List special concerns/problems/programs that must be taken into consideration when selecting library media materials for your students and teachers. (Curriculum or instruction related.)

My FOCUS AREA for 20xx – 20xx

Assess/Weed _____

Purchase _____

Recommended spending in this area is 40-60% of your 3-24 budget.

Library Media Specialist _____ Date _____

Signature of Principal _____ Date _____

The original of this form is **due to Irene Hildebrandt by October 15, 20XX.**

Carroll County Public Schools CURRICULAR APPLICATION REPORT

NAME: _____

SCHOOL: _____

Focus Area: _____

FY: _____

	Before Weeding		After Weeding		Percentage of books Weeded	
Number of Titles						
Collection Age						

CURRICULAR APPLICATION	CURRICULAR NEEDS
INTEREST NEEDS	

PLEASE RETURN TO IRENE HILDEBRANDT BY June 15, 20xx.
Please retain a copy in your binder for **your** school records

Library Media Collection Development Plan

Expenditure Report

Name: _____

School: _____

Focus Area: _____

FY: _____

School Year	3-24 Budget	\$ spent on Focus Area	% of Budget spent on Focus Area

Please return to Irene Hildebrandt by June 15, 20 xx

Please retain a copy in your binder for your records.