

Bearfield Primary School Media Center

Collection Development Plan



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Bearfield Primary School

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Bearfield Primary School Vision

"Hand in hand... Together, we are making a difference."

Bearfield Primary School Philosophy

"We will work as a team in a trusting environment where every student will be treated with dignity, experience success, and have access to caring and supportive adults."

Bearfield Primary School Mission

"The community of Bearfield Primary recognizes that students enter school with different backgrounds and experiences. It is our belief that all children will be successful when their level of development is challenged. By holding high expectations for parents, students, educators and community, and using a no-fault approach, we believe we will lead every child to becoming a life-long learner and a productive member of society."

Bearfield Primary School Media Center Vision

The Bearfield Primary School Media Center is committed in creating an atmosphere that is conducive to learning and in fostering curiosity, creativity, and collaboration.

Bearfield Primary School Media Center Mission Statement

We believe that the school media center should be an integral part of the school, a place where students and staff locate information, utilize technological resources, and develop a love of reading. The media center strives to provide opportunities for students to gather information while allowing students to think and reason independently, creatively, and critically.

Objective

The primary objective of the school's media center is to implement, support, and enrich the instructional program of the school. The school media center makes available a wide range of materials on varying levels of difficulty compatible with the needs, interests, and viewpoints of students and teachers. The responsibility of the school media center is

- To provide materials that implement, support, and enrich the curriculum while considering the individual needs, interests, abilities, socioeconomic background, and maturity levels of the students it serves.
- To provide materials that stimulate the growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information enabling students to make intelligent judgments in their daily lives.
- To provide materials representative of the many religious, ethnic, and cultural groups.

Analysis of the School Community

Bearfield Primary School has a school population of 641 students with 120 faculty and staff members. This pre-kindergarten through third grade school is located in a small, rural town in northeastern North Carolina. Seventy-six percent of the students are African American, 16% are Caucasian, 3% are Hispanic, 3% are Native American and 2% are multi-racial. The surrounding community's population has a primarily low socioeconomic status as indicated by the number of students which receive a free lunch. One hundred percent of students eat free lunch. Third grade is the first year students take the North Carolina End-of-Grade standardized test. According to data from the 2018-19 End-of-Grade test approximately 60% of third grade students are at or above grade level in reading and approximately 70% of students are at or above grade level in math. Bearfield Primary School was built twenty years ago adjacent to the county's high school. It has received Title I federal funds during the last twenty years.

The library patrons at Bearfield Primary School Media Center are primarily the students of the school. The ages of students range from 4 years to 9 years old. The reading levels range from the non-reader to approximately a sixth-grade level. Books are primarily circulated among the students. Easy books and fiction books are the books the majority of the students check out to take home. The majority of the staff at Bearfield Primary School does not consistently utilize the media center on a regular basis. Some staff members do use the media center to read newspapers or the computers for professional development or communication purposes. The computer lab is most often utilized for assessment. Community members and parents use the media center on a limited basis.

Check-in/Checkout Procedures

Students at Bearfield Primary School rarely have had previous experiences in checking out books from a library or media center. Therefore, student checkout occurs in gradual phases. Students receive instruction in self check-in and self checkout. Students are responsible for checking their own books in and out. These procedures are reviewed on a weekly basis when students visit the media center for storytime.

Kindergarten students visit the media center each week for storytime. The school media center introduces students to various authors and genres for read-aloud and oral discussions. Kindergarten students do not checkout books.

First grade students visit the media center each week for storytime. First grade students are introduced to the concept of borrowing a book. After students return a "Permission to Borrow Books" form signed by a parent, first grade students checkout one book. They are introduced to scanning their personal barcode located on their ID badge and scanning the barcode of the book. Each student is shown the screen of the checkout computer monitor. Each step is carefully explained to first grade students. Upon return of the book, students are introduced to scanning their barcodes, listening for sounds that indicate the book has been scanned correctly, and viewing the check-in screen. First grade students visit the media center once per week until the check-in and checkout procedures are firmly embedded. After the first semester, first grade students may begin to visit the media center during Open Checkout times. First grade students checkout one book.

Second grade students visit the media center each week for storytime. Second grade students are quickly reintroduced to check-in and checkout procedures. Second grade students may immediately visit the media center during Open Checkout/Check-in times. Second grade students may check out one book.

Third grade students visit the media center each week and are introduced to chapter books. Reading chapter books increase the third grade students reading stamina. This helps prepare third grade students for the End-of-Grade test. Third grade students are quickly reintroduced to check-in and checkout procedures. Third grade students may immediately visit the media center at any time during the school day. Third grade students may check out two books beginning in the second semester.

Students are just learning the concept of borrowing and overdue. Therefore, we do not charge for overdue books. However, students can not checkout a book until his/her book has been returned. Students that can not locate their book must pay for it. Overdue notices are run each quarter. Overdue notices may be run more frequently for first grade students and at the request of the teacher or student.

The Staff at Bearfield Primary School has unlimited access to books in the media center. Staff may check out books for 4 weeks. Technology resources may be checked out for the entire school year. Staff will receive an overdue notice each quarter for books that are overdue. All resources and materials must be returned at the end of the school year. Staff are responsible for checking in books. The school media coordinator is responsible for checking in/out technology devices.

Reference materials are not checked out. Reference materials are kept in a separate location from the bulk of the collections. Reference materials must be used within the media center.

Professional materials are checked out to staff up to a 4 week period. Professional materials are kept in a separate location from the bulk of the collection.

Audiovisual materials are checked out to staff for a one week period. Audiovisual materials are kept in a separate location from the bulk of the collection.

Periodical materials are not checked out. Periodical materials must be used within the media center. Staff may use periodicals outside of the media center for one day.

Overdue fees are not charged at Bearfield Primary School. Lost and damaged books and materials must be paid for before receiving new books and materials. Administration may request that lost and damaged book fees be waived on a case by case basis. Payment for a lost book that has been located and is found to be in condition will be reimbursed if located prior to the end of the school fiscal year. Students who owe library fines will not receive their final report card until library fines are paid.

All materials should be checked in at the end of the school year.

Collection Overview

Materials will continually be evaluated in regard to their contribution to the collection as a whole and in relationship to their physical condition and usefulness. Maintenance is needed to preserve the integrity of the collection. It is an ongoing process. Materials that no longer meet the school's selection criteria, are in poor condition, are outdated in content or accuracy, are biased or portray stereotypes, or are mediocre or poor in quality must be removed or weeded from the collection by the school media coordinator.

The school media coordinator is responsible for analyzing and acquiring the media collection. The following procedures will be used when acquiring additional media to add to the collection:

- The media coordinator will evaluate the strengths and weaknesses of the current collection.
- Recommendations from administration, grade level chairs, pupils, parents, faculty, and staff will be gathered.
- The media coordinator will review and examine, if possible, the items to be purchased. Reputable, unbiased, and professional selection aids will also be reviewed.
- The media coordinator will consider purchasing duplicates of extensively used instructional materials and consider replacing worn, damaged, or missing instructional materials which are basic to the collection.
- The media coordinator will use the selection criteria to determine which media should be added to the collection.
- Media personnel will purchase items in order of importance according to the budget.

Assessment of Library Collection Analysis from Follett

The Hundreds Division	Average Age	# of Items	% of Collection	Items per Student
000-099 Generalities	2007	133	0.63	0.20
100-199 Philosophy	2005	266	1.27	0.41
200-299 Religion	2005	208	0.99	0.32
300-399 Social Sciences	2004	1603	7.63	2.50
400-499 Language	2004	443	2.10	0.69
500-599 Science	2006	3293	15.66	5.14
600-699 Technology	2006	1285	6.11	2.00
700-799 The Arts	2008	968	4.60	1.51
800-899 Literature	2005	392	1.86	0.61
900-999 Geography & History	2005	1041	4.9	1.62

Additional Collections	Average Age	# of Items	% of Collection	Items per Student
Easy Books	2004	7046	33.53	10.99
Fiction Books	2007	2695	12.82	4.20
Reference	2003	314	1.49	0.49
Biography	2006	1172	5.58	5.58
Professional	2006	107	0.51	n/a
Audio/Visual	1995	38	0.18	n/a

When the current collection is compared to Follett's Balanced Dewey Comparison, there are several areas that need to be addressed. The 500s (Science) has a surplus of +7%. This section needs to be heavily weeded. Up to 1471 books can be weeded. Deficits occur in the 700s (Arts and Receptions -1.2%), 900s (Geography and History -0.7), and General Fiction (-17%). According to Follett, the major focus for purchases should be Arts and Recreation (250 books) and General Fiction (3500 books).

Budget Considerations

The media coordinator is responsible for locating the most cost-effective and efficient source for acquiring the material. Since the budget at the school is a complex issue, the media coordinator will work closely with administration to acquire needed materials. When the budget is deficient in funds, the media coordinator will use fundraisers and grants to supplement the budget.

The curriculum, the existing collection, the school improvement plan, the developmental level of students, technological needs, and student interest are to be given consideration in determining the needs of the media center. Materials to be considered are to be judged on the following criteria:

- Instructional materials shall implement, support, and enrich the curriculum and instructional objectives and goals of the state and district.
- Instructional materials will support the diverse needs of the students, the wide range of abilities, socioeconomic backgrounds, maturity levels, and student interest.
- Favorable reviews from standard selection sources will be considered.
- Favorable reputation and significance of author, producer, and publisher.
- Contribution the material makes to the representative viewpoints on controversial issues in order to promote the practice of critical analysis. The collection will be evaluated in order to maintain a balance between opposing views.
- High artistic quality and literacy style.
- Quality of construction and variety of format.
- High degree of potential user appeal.

- Timeliness or permanence of work.
- Accurate, authentic, and reliable information.

Surveys will also be completed by staff and students which will include recommendations for improvement in the collection as well as suggestions for improvements for the media center as a whole. Surveys will be confidential. The media coordinator and administration will review surveys and work together to make improvements to the media center that helps to implement, support, and enrich the curriculum.

Donated materials will be accepted in the media center and evaluated to determine its worth to the media center. Acceptable materials will be catalogued and added to the collection. Materials that are deemed inappropriate for the media center will be donated to the classroom unless it is not useful for educational and recreational reading for students at the primary level. Materials that cannot be used in the media center nor the classroom will be destroyed.

Priorities for Purchases

Purchases are to be prioritized according to the following list:

1. Award winning titles
 - A. Caldecott Award
 - B. Coretta Scott King Award
 - C. Pura Belpre Award
 - D. Newbery Award (if age appropriate)
 - E. Theodor Seuss Geisel Award
 - F. Children's Literature Legacy Award
2. North Carolina Children's Book Award nominees
3. Notable Books according to the American Library Association
4. General Fiction
5. Arts and Recreation
6. Geography and History

Budget for 2019-2020

Source	Purpose	Incoming	Outgoing
State Library Funds		2056.50	
R-C News Herald	Newspaper		65.00
Perma-Bound	Books		1989.94
Book Fair Profit		1330.53	
Follett	Books NCCBA		425.85
Cathy Piland	Reimbursement of supplies		143.57
Cintas	Clean Rugs		71.99
Positive Promotions	AR Awards		641.41

Timeline

The school media coordinator will work towards updating the school media collection following these outlined steps:

❖ 2019-2020

- Weed outdated books in the Easy section
- Purchase North Carolina Children's Book Award nominees
- Purchase Award winning titles
- Purchase Fiction titles
- Purchase Series additions

❖ 2020-2021

- Weed heavily in 500 section
- Purchase North Carolina Children's Book Award nominees
- Purchase Award winning titles
- Purchase Fiction titles
- Purchase Series additions
-

❖ 2021-2022

- Weed Easy section
- Purchase North Carolina Children's Book Award nominees
- Purchase Award winning titles
- Purchase Fiction titles
- Purchase Series additions

❖ 2022 - 2023

- Weed Non-fiction section
- Purchase North Carolina Children's Book Award nominees
- Purchase Award winning titles
- Purchase Arts and Recreation titles
- Purchase Geography and History titles
- Purchase Series additions

Collection Maintenance

An examination of the collection should be conducted on a yearly basis. The collection is to be assessed and analyzed using circulation statistics, collection mapping, and standards for school media centers.

Books that should be removed from the collection:

- Have broken spines, torn pages that can not be repaired
- Are worn beyond repair
- Have outdated content
- Are inaccurate
- Are biased or portray stereotypes
- Are mediocre
- Are poor in quality
- Do not meet NC standard course of study

Materials that might otherwise be weeded on the basis of these criteria may be retained if they:

- Are historically significant and cannot be replaced
- Contain unusual illustrations or illustrations done by a well-known artist
- Are works by a local author or illustrator

Books and materials that are weeded and removed from the collection are to be labeled as discarded and removed from inventory. Weeded materials may be given to staff, students, or parents for their own personal use unless the material has inaccurate or irrelevant information. In such cases, the material will be destroyed.

Inventory Process

A complete physical inventory of the school media center will be conducted each year at the end of the school year. The inventory process will begin during the month of May. The inventory will be conducted using Destiny Follett Library Manager. Since the students at Bearfield Primary School are young children, the inventory should be completed prior to the release of school. Young students that do not truly understand the purpose of checking in and checking out books may return books without using the proper procedure. Completing the inventory prior to the end of the school year allows the Library Manager to check-in the books during the inventory. The inventory will be continuously analyzed to ensure that every resource located in the media center is inventoried and to identify areas that have not been scanned.

Challenged Materials Policy

The Hertford County Board of Education set the policies that govern supplemental materials (library books) in the school. These policies must be considered as well as the First Amendment to the Constitution of the United States when challenges are made to materials located in the school media center. Challenges to materials should be made in writing using the "Citizens's Request for Reconsideration of Materials." Challenged materials should be evaluated according to Board Policy. The policy is as follows:

Policy Code: 3210 Parental Inspection of and Objection to Instructional Materials

In policy **3200**, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents have a right under federal law to inspect all instructional materials which will be used in connection with any survey, analysis or evaluation as part of any applicable federally funded programs. Parents ordinarily also may review all other instructional materials following procedures provided by the school or superintendent. The term "instructional materials" does not include academic tests or assessments. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for advance review; however, all materials used in reproductive health and safety education shall be available for review as provided in policy **3540**, Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the [First Amendment](#).

The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: [U.S. Const. amend. I](#); [20 U.S.C. 1232h](#); [N.C. Const. art. I](#), § 14; [Board of Educ. v. Pico](#), 457 U.S. 853 (1982); [G.S. 115C art. 8 pt. 1](#); [115C-45](#), [-47](#), [-98](#), [-101](#)

Cross References: Goals and Objectives of the Educational Program (policy [3000](#)), Curriculum Development (policy [3100](#)), Selection of Instructional Materials (policy [3200](#)), Comprehensive Health Education Program (policy [3540](#))

Adopted: July 22, 2013

Citizen's Request for Reconsideration of Materials:

https://docs.google.com/document/d/1hiuixq6yjqpwjoYIKTmv4XN_biB4hU0mz61EfHLGxo/edit?usp=sharing