

**HERTFORD COUNTY HIGH  
SCHOOL  
MEDIA CENTER COLLECTION  
DEVELOPMENT 2020 REVISION**

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## **Vision**

The HCHS Library Media Center & Learning Commons is committed to providing academic and technological resources to assist our students, staff and patrons in their pursuit of academic excellence, and to foster curiosity, collaboration, and creativity in all learners.

## **Mission**

The mission of Hertford County High School Library Media Center is to serve as a resource for assisting students, staff members, parents and the community at large in their development of literacy and technological skills. The goal of the HCHS LMC is to be a learning commons where patrons can read for pleasure and purpose, access print and non-print information, learn and implement research skills, receive assistance in the production of quality artifacts of learning, and achieve their individual goals to be productive learners using the skills of creativity, curiosity, and collaboration.

## **Goals /Objectives**

The library media program plays an integral role in the development of lifelong learners by providing access to and instruction in the use of educational resources. The media coordinator works as an instructional partner with classroom teachers to help students achieve their learning goals through the use of both print and non-print resources, as well as technology.

## **General Policies**

### **Hours of Operation:**

The media center will be open Monday through Thursday from 7:50 A.M. to 3:30 P.M. and Friday from 7:50 A.M. to 3:00 P.M. Changes to the hours of operation will be emailed to patrons, posted on the doors, media center web sites, and announced via the public address system.

### **Use of Center:**

The media center can be scheduled for use by classes by contacting the media coordinator. It is recommended that teachers plan for visits at least a week in advance and whenever possible provide the coordinator with a copy of lesson plans to facilitate the acquisition and locating of materials.

Student patrons can visit the library before and after school without a pass; however, during the instructional day all students must have a pass from their classroom teacher or an administrator. Student should sign in and out at the circulation desk and have their passes stamped before returning to class

### **Services**

The library is more than merely a depository for books; in addition to checking out books, patrons can use the media center computer lab and its printing resources for assignments and research projects. Patrons can request arts and crafts supplies to be used on-site; multimedia products can be laminated or bound depending on the format. There is no fee for binding or laminating; however, requests for these services should be made in advance to the due date.

Instructional collaboration is a primary responsibility of the media coordinator. The coordinator is uniquely qualified to assist in the planning of relevant lessons that utilize information and technology skills. The coordinator can also help teachers in the creation of reading lists and viewing lists that relate to curriculum objectives. Also the coordinator can help teachers with incorporating technology in the delivery of instruction.

Teachers can check out AV materials such as DVDs, CDs, SMARTBoards, class sets of responders, cameras, LCD projectors and document cameras. Projectors and document cameras may be checked out for the entire year; while other equipment is for limited daily or weekly use. A professional development library of books, web sites, and periodical articles is available for teacher use on the second floor.

Current periodicals are available for use in the media center; teachers and students may request back issues for use in class projects. These issues do not have to be returned as they are designated as consumables.

The media center can be used for small group meetings or whole-class instruction. A mounted SMARTBoard with a complete projection system (ceiling-mounted speakers and projector) is available on the second floor; conference room space is available in the adjacent lecture hall behind the library.

Other classroom spaces can be scheduled through the media coordinator. These spaces can be used by community groups as well as other schools and administrative staff. Advanced booking is required.

## **Checkout Procedures:**

### **Patron Types**

Library patrons are classified as students, faculty, and guests. Students may check out books for two weeks initially and renew them for an additional week as needed. Student patrons are limited to three books per checkout; reference books may be checked out for overnight use only. Faculty patrons may checkout books and materials for the duration of the school year without the need to renew. Guest patrons are defined as users who are employees of the school system, but not employees of Hertford County High School; these patrons may check out no more than two books per visit for a period of two weeks. They may renew their books twice.

### **Holds**

All patrons may use the Hold feature in Destiny to have books placed on reserve for checkout. Students and teachers who place a checkout Hold on a book have one week to come by and pick up the book. Books not picked up will be checked in and reshelved. Guests who place a Hold have three days to pick up their requested titles. If the same title is requested by multiple patrons, requests will be filled in the order received.

Teachers and students may have books placed on reserve for in-library use for two weeks by notifying the media coordinator either in person or through the use of the online catalog system.

Other materials available for check out by student patrons include digital cameras, flash drives, and other handheld technology. These items may be checked out for one week at a time and renewed for an additional week with approval.

Books and other materials can be returned during library hours and should be placed in the book return slot at the circulation desk. Students are responsible for all materials checked out in their names.

### **Self Checkout**

Library patrons have access to self-checkout and checkin stations at the circulation desk. Patrons receive a photo ID library card during student orientation. This card permits each patron to swipe a barcode to access her/his individual account. The self-service stations allow for rapid use of the library during busy times or during class changes throughout the day. The self service stations also foster a sense of ownership and collaboration.

### **Technology**

Faculty and student patrons may also check out technology devices to be used for the school year. Students and teachers will be issued Chromebooks with a case and charger. Faculty may also request and be issued a projector, document camera, and peripherals for each item.

## **Fees & Fines**

### **General Fees**

Overdue fees are charged for library books and materials for student and guest patrons. A charge of five cents per day excluding weekends, holidays and other days when school is not in session will be assessed to all overdue materials checked out to student and guest patrons. Patrons have one day of grace for all overdue books. If a book is renewed after fines have been assessed, patrons are still obligated for the amount accrued.

Lost and damage fees are assessed to all patron types. Patrons will be charged the cost of replacing lost or damaged library materials. Patrons will be charged .25 for minor damages such as torn pages, or damaged covers. Patrons will be charged the full price of replacing a lost book or a book damaged beyond repair or further use.

### **Payment of Fees**

Fines should be paid at the time of assessment whenever possible; failure to pay library fines by the end of the year will result in changes to checkout privileges; students will only be able to check out one title at a time until fees have been cleared if they owe more than \$1.00. Any patron who owes more than \$3.00 will not be able to check out library materials until payment is made. A list of student library fees and fines is submitted to the administration at the end of each year.

Per school policy, all fees must be cleared before graduation or official withdrawal from HCPS. Students with outstanding fees will not receive a diploma, or have transcripts or records issued until the account is cleared.

### **Technology Fees & Fines**

Technology fees and fines are determined by the Central Office Technology department in accordance with Board Policy. Fees cover the rental cost of using a device for the school year; fines are assessed to cover the cost of replacement of parts, and repairs completed on damaged devices. If a technology device is lost, students, or their parents/guardians are required to file a report with the Security Office and submit a copy to the media center. The media coordinator will submit information to the Technology department. Assessment of fees for device replacement is determined by the Technology Department per Board Policy; information regarding this is sent to the parent, student and school.

## **Emergency Procedures**

In the event of a school emergency or safety drill, patrons will be directed to exit the media center through the first floor exits and follow the protocols for the emergency situation. During a fire or tornado drill teachers will take charge of their students and oversee their exodus from the media center. The media coordinator will secure the library and assist as needed in supervision of students.

If the code for Shelter in Place is sounded, patrons will be directed into a secure location within the media center where they will remain until cleared to leave by emergency personnel. No students will be allowed to remain in the media center during a school-wide security sweep or emergency drill unless given authorization to do so by administrative personnel.

The media coordinator is a designated school First Responder and may be called upon to render assistance during emergencies.

# **Collection Development Policy**

## **Overview:**

### **School System**

Hertford County is located in northeastern North Carolina; its northern border is the North Carolina-Virginia state line. The county was formed in 1759 and its county seat, Winton, was established in 1766 (Hertford County Government, n.d.). Primarily rural farmland and wooded acreage, the small townships are scattered throughout the 353 square miles of land. Ahoskie, the site of the school, is located in the northeastern area of the county. Although landlocked, the county has waterway access through the Chowan River which empties into the Albemarle Sound on the outer banks of the state.

The Hertford County High School Library is part of the Hertford County Public School system. The system comprises seven schools: one primary, two elementary, one middle and three high schools. Hertford County High is located in the town of Ahoskie. According to the 2019 NC Schools Report Card, the total enrollment for the system during the 2018-2019 school year was 1, 315 students and the system employed 231 teachers P-12 (North Carolina Department of Public Education). The county spends \$1,924 per student (North Carolina Department of Public Education).

### **School**

The HCHS library serves the needs of students attending the campus of the oldest and largest high school in the Hertford County Public Schools system. Hertford County High School was formed in 1988 from the consolidation of the Ahoskie and Murfreesboro high schools. Hertford County High School operates on a traditional school calendar and uses a block schedule for daily operations.

### **Library Patrons**

The library serves students in grades 9-12. The demographic makeup of the school is 97% African American, 2% Caucasian and 1% Native American, Hispanic and Asian. Hertford County High School has 50 classroom teachers, twenty instructional assistants, one principal, three assistant principals and two guidance counselors. The library also serves students assigned to the Alternative Learning Program, located on the campus of C. S. Brown STEM school in Winton.

The library operates under a flexible schedule allowing students to come to the media center throughout the day. Students may come with their teachers as a class group, small groups (3-4) or on an individual basis to check out books, research and to complete other assignments

### **Collection Features**

The collection consists of library books in a variety of formats including hardback, soft cover, large print and e-books. Both fiction and nonfiction books are available in all formats and are circulated to patrons of the library for a specific loan period. General circulation is for two weeks intervals; reference materials have a limited overnight circulation.

The collection also contains items that support an instructional and creative Maker Space. These items range from consumable goods such as arts and crafts supplies, supplies for 3D printing, experimentation kits, photography supplies and technology tools. Items in this collection, excluding digital cameras, are not circulated; they are used in the media center or as part of a classroom presentation under the direct supervision of the media coordinator.

The collection supports the district technology 1:1 initiative by serving as the repository of student and teacher technology devices. This part of the collection is cataloged as resources and has a special circulation policy determined by the district. Items in the Resource Collection are circulated to faculty and student patrons only. These patrons must complete mandatory district training to comply with checkout regulations.

### **Collection Guidelines**

There are several subject fields that the collection at Hertford County High School must contain ranging from the basic core courses to the elective courses taught at the school. Current periodicals and audio-visual materials are also purchased to create a background of information enabling both students and staff to make intelligent judgments, practice critical thinking and the use of critical analysis of all media necessary on the end-of-course tests. In coordinating the selection of media at Hertford County High School, the school media coordinator, assisted by the Media and Technology Committee follow the procedures below:

- Use reputable, unbiased, professionally prepared selection aids
- Judge gift items by standard selection criteria and upon acceptance of such items, reserve the right to incorporate into the collection only those materials meeting specified criteria
- Purchase duplicates of extensively used media
- Weed continuously from the collection worn, obsolete and inoperable media
- Purchase replacements for worn, damaged or missing media basic to the collection
- Evaluate carefully and purchase only to fill a specific need, expensive sets of materials and items procured by subscription

### **Meeting Program and Patron Needs:**

Hertford County High School Library meets program and patron needs by examining the collection to make sure it meets curriculum development needs of the students, teachers, and staff. Continuous consultation with system-level staff ensures an adequate budget and network compatibility of resources. The media coordinator collaborates and communicates with school leadership teams and district leadership teams to provide

### **Implementation of Plan**

To ensure the the media center continues to serve the needs of the school, the media coordinator will enact the following plan for continuous improvement:

- Review the Collection Development Plan with the School Improvement and MTAC teams yearly
- Revised the Collection Development Play tri-annually

- Use collection analysis data acquired from software supported by major vendors to determine inadequacies and needs
- Solicit information from patrons on selections for inclusion in the collection through the use of surveys, book tastings, and general conversations/interactions
- Create a five-year purchasing plan based on the collection analysis
- Request and use funds as provided by the school, state and other sources to make purchases to maintain a healthy and robust collection
- Inventory and weed the collection yearly
  - Old, worn, or obsolete resources and equipment are discarded on an annual basis
  - Technology equipment is replaced or upgraded as needed and as funds are available
- Submit a State of the Library report to the principal at the end of the school year or as requested

## Collection Status

As of 2020, the media center collection has been systematically weeded to eliminate old, unused and irrelevant texts, materials and equipment. The current collection statistics can be viewed below. Each year this section will be updated to reflect the most recent collection analysis. Analysis will be compiled for collection analysis reports from primary vendor(s). Charts reflecting the current status of the collection are located in the Appendices and will be updated yearly.

## Budget

A yearly budget will be submitted as part of the end-of-year report to the administrative team. The budget will summarize the yearly expenditures and income of the media center. A copy will also be placed in the [appendices of the Collection Development Plan](#). The yearly budget is sourced from local, district, state and federal funds and varies from year to year and used to purchase materials pursuant to the HCPS Board policies ([3200/3230](#)) for supplemental resources . Local funds are sourced from overdue/damage fees collected in the media center; these funds are used to purchase supplies and incidentals relating to library services. State and federal funds are used to purchase books, kits, and materials for the circulating collection.

A proposed five-year acquisition budget is included in the following section. This plan is based on the analysis and purchasing recommendations of one or more library vendors and will be updated yearly.

## Three Year Analysis & Planning Timeline

### Purchasing Plan

Based on the January 2020 analysis of the collection, the following areas have been determined to be priority areas general fiction and for nonfiction: 300-399, 600-699,700-799, and 800-899. These represent areas with the highest circulation rates, but also a high percentage of aged materials and/or older overall age. An analysis chart has been included in the [Appendices](#).

Fiction has the highest overall circulation rate and according to the collection analysis should be 49.9% of the collection. Currently, the HCHS collection is only 38.6% fiction, a difference of -11.3%.

The sciences (500s), like the Arts (700s) have an average age of nine years (2011). However, the collection exceeds the recommended titles for the science collection and can therefore be adjusted by weeding only to correct for age. The Arts (700s) are however, the most disproportionate section in the collection. The current titles represent 5.5% of the overall collection, yet the recommended number is 10.6%. Purchases will need to be made to correct the imbalance and age of this section.

The geography, and maps section (900s) has the oldest average age of all the sections, at 15 years (2005). These books also have the third highest circulation rate among titles in the collection. Therefore, a combination of weeding and purchases will be needed to refresh this section for accuracy and usefulness.

Charts with age, circulation and recommended balances are located in the [Appendices](#) and will be updated yearly for budgeting recommendations.

## Collection Maintenance

### Selection Policy

#### Responsibility of the Collection:

Hertford County High School's media coordinator with the assistance of the Media Technology and Advisory Committee (MTAC) is responsible for selecting the collection. In order to select an accurate collection to meet the curriculum needs, the media coordinator must keep abreast on available materials and equipment, be involved in the school curriculum (attend school improvement and departmental meetings), be familiar with the NC Standard Course of Study, Common Core Essential Standards and course pacing guides; if requested, the librarian will provide the MTAC with appropriate reviewing sources, conduct interest inventories and make professional judgments on the addition of new media to the collection. The MTAC (teachers, administrators, and staff members) will inform other staff members of the selection process and seek teacher and student input and inform teachers of recommendations for purchase.

#### Selection Criteria:

Individual learning styles, the curriculum and the existing collection are to be given consideration in determining the needs for media at Hertford County High School. Media considered for purchase shall be judged on the basis of the following criteria:

- **Purpose:** overall purpose and its direct relationship to instructional objectives/curriculum
- **Reliability:** accurate, authentic
- **Treatment:** clear, skillful, convincing, well-organized, unbiased
- **Technical Production:** audio-visual
- **Construction:** durable, manageable, attractive
- **Special Features:** illustrations, photographs, maps, charts, guides
- **Possible Uses:** individual, small group, large group, introduction, in-depth study

The library budget which is allocated by the Hertford County Board of Education is to be used for the purchase of library books, audio-visual supplies and equipment and periodicals. A systematic purchasing schedule will be used to ensure that each nonfiction section of the collection (Social Sciences, Natural Sciences/Math, Technology, Arts and Literature) will be continuously updated in a timely manner. An analysis of the current and proposed budget is available in the Appendix of this document and will be updated yearly.

### Acquisitions Policies

The acquisition process is mainly the responsibility of the media coordinator with input from the School Media & Technology Advisory committee (MTAC), and teacher and student recommendations and requests. The media coordinator searches jobbers such as Follett Library Resources, Library Video Company, EBSCO Magazine Services, World Almanac and World Book for reference materials, etc. and considers weak areas of the school library collection to report to the SIT monthly meetings or as requested from the administrative. The media coordinator meets with the MTAC to receive input from teachers and other school personnel.

A consideration list will be kept electronically through the vendors used for purchasing materials and referred to for verification, ordering and justifying purchase of materials recommended by the media advisory committee. During school leadership meetings, the media coordinator will discuss areas of need in the school media center such as new books, technology equipment and reference materials.

### **Donations**

Donations to the collection from third-party, school or district agencies will be evaluated for inclusion in the collection by the media coordinator based on HCPS Board [Policy 8220](#). The following criteria will be used to determine if the materials will be accepted for circulation:

- Condition
- Format
- Relevance
- Price
- Purpose (in memoriam, instructional support, etc.)

Donations may be placed in the circulating collection or in a special collection with a reserved circulating status. If a donation does not meet the criteria for inclusion into the collection, it may be declined and returned to the donor, or returning is not an option, it will be made available to other patrons.

### **Weeding Policy**

To maintain a healthy and robust collection, periodic purging of materials that no longer support the needs of the library and its patrons. The Hertford County Board of Education has established [policies](#) regarding the removal of outdated supplemental materials. The media coordinator will use these recommended standards along with recommended standards and practices of ALA and AASL such as CREW. CREW stands for continuous review, evaluation and weeding. for determining which books and materials are eligible for removal. The acronyms MUSTIE and WORST represent standards by which materials can be deemed eligible for removal. A chart of these standards is available in the [Appendices](#). Weeding will be conducted on a continual basis each year with a designated time prior to the start of the yearly inventory. Candidates for removal will be determined using the reporting tools of the library management system to generate a list of potential items to be weeded. These items will then be examined using the specified criteria and removed from the shelves if necessary. The weeded items will be disposed of according to Board Policy [3200-R](#) recommendations. A record of weeded items will be maintained through the LIS.

The final stage in the weeding process is determining if the weeded material will be replaced. The following criteria will be used to decide if the title will be replaced:

- If the item is still available and can be replaced
- If a newer item might be a better choice
- If the item is still needed to support the curriculum
- If the Internet or inter-library loan can provide a superior selection

## Challenged Materials

The Hertford County Board of Education has established policies for the removal or replacement of challenged materials. [Policy 3200-R](#) and [Policy 3210](#) outline the guidelines for which materials may be requested for removal. The following procedures for the objection to instructional materials are as follows:

- The complainant(s) must request, complete and submit a challenge form to the media coordinator, who will then make the principal aware of the complainant(s) objections to materials
- The media coordinator will then convene the local school MTAC to examine the challenged materials; such an examination may take the form of surveying appraisals of the materials by professional reviewing sources. The committee will then determine the extent to which the material supports the curriculum, and weigh the material as a whole and not merely examining or forming opinions on isolated passages. Finally, the media coordinator will prepare a written recommendation to the complainant with a copy to the principal who may submit a copy to the superintendent if needed.

If the complainant is not satisfied with the local review of the MTAC , he or she has the right to appeal the decision to the District Media Technology and Advisory Committee through the office of the Superintendent. If the complainant is still not satisfied, he or she may refer his or her concerns to the Hertford County Board of Education. The Board will review the materials and respond to the complainant with a final decision.

# Collection Development Appendices

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**APPENDIX 1 MEDIA CENTER FINANCIAL REPORT 2019-2020**

Name Carol Swain Department Media

Email [cswain@hertford.k12.nc.us](mailto:cswain@hertford.k12.nc.us) Approved by

Date Compiled March 27, 2020 Purpose Mid-Year Report

**SUMMARY INCOME**

DATE	INCOME SOURCE	TOTAL
September 2019- March 2020	Overdue Fees & Damage Fines	58.85
	Technology Fees: Chromebook Rental & Lost Fees	3,701.90
September 2019	HS BOB Donation—Books —Donation of 15 books for BOB Team	N/A

**EXPENSES**

DATE	VENDOR	PURPOSE OF EXPENDITURE
September 2019	DEMCO	Office Supplies for book displays and library services
October 2019	IDVILLE	Printer Supplies for student & staff ID Badge Printers
November 2019	Follett	Books for collection; Scanner & holder for LMS checkout system
March 2020	CDWG	Adapters for new teacher Chromebooks

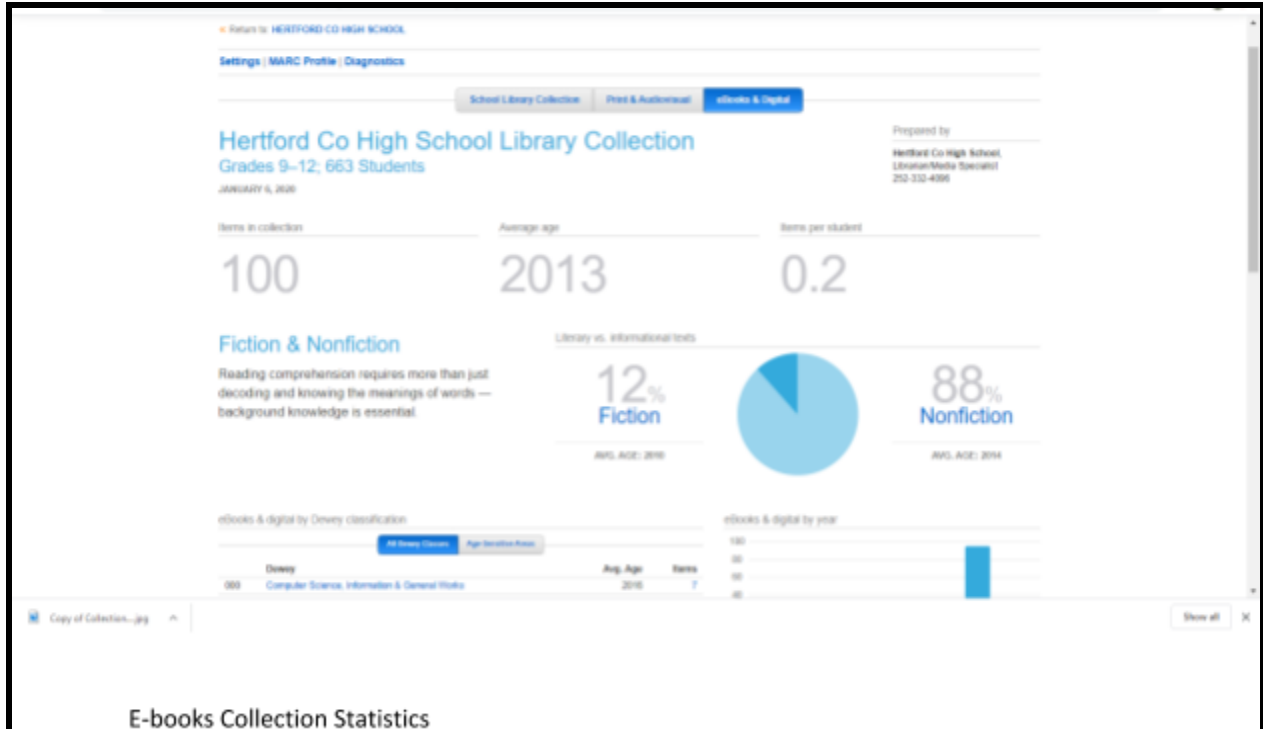
**ITEMIZED EXPENSES**

PO #	Invoice #	Category/ Vendor	Date	Details	Amount	Funds Source
<b>BOOKS</b>						
46000040935	574494	Follett	11/16/19	41 Books 41 Processing/Cataloging	909.51	Title I
<b>PERIODICALS</b>						
40692	0707071	EBSCO	09/18/19	13 Magazines 1 Newspaper	989.08	District
	Check # 33434	RC News- Herald	10/03/19	1 Newspaper	63.10	Local--Library Account

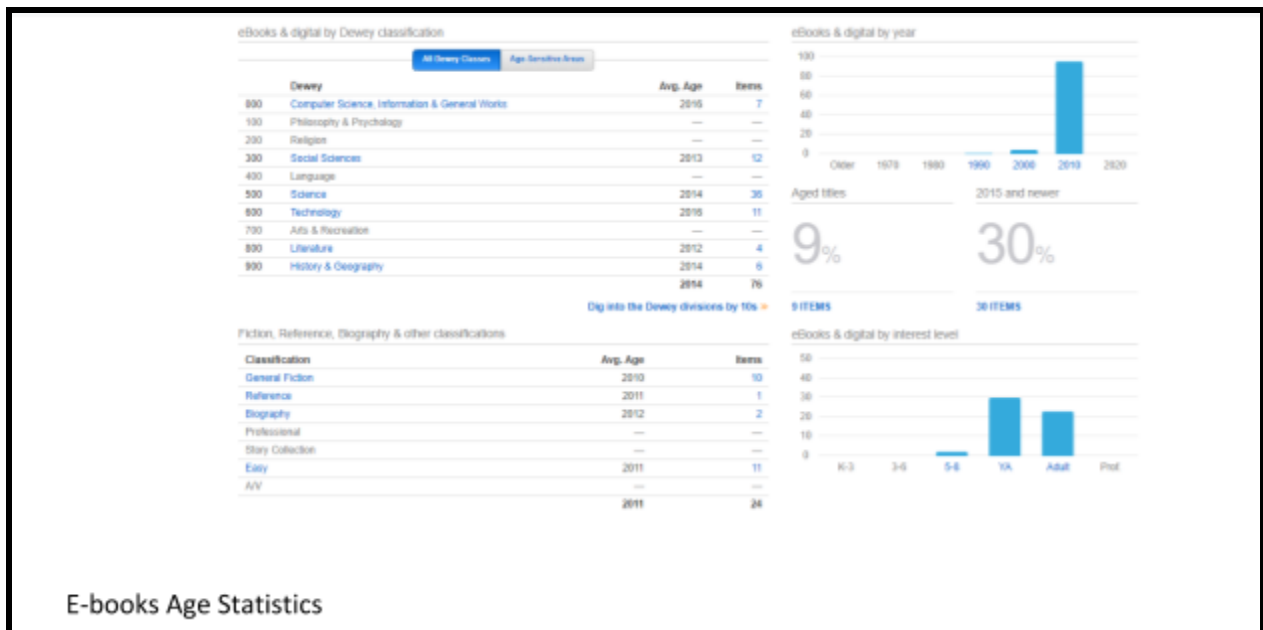
<b>SUPPLIES</b>						
57028	9253054500	<b>DEMCO</b>	09/12/19	1 Desk Calendar 2 Acrylic Display Frames 1 Set Bookmarks (500/pkg) 1 Set Bookmarks (500/pkg) 1 Display Easel Acrylic 1 ARTIE 3000 Coding Robot 1 Cublets Discovery Set	<b>349.24</b>	<b>Local— Library Account</b>
57042	3569716A	<b>IDVILLE</b>	10/28/19	1 Printer Ribbon 2 PVC Cards (100/pkg) 1 Slot Punch 100 Badge Holders	<b>299.28</b>	<b>Local— Library Account</b>
57054		<b>Follett</b>	11/12/19	1 Pocket Scanner 1 Warranty 1 Scanner Stand	<b>202.21</b>	<b>Local— Library Account</b>
<b>TECHNOLOGY</b>						
574494		<b>CDWG</b>	3/23/20	28 USBC to HDMI Adapters- Teacher Chromebooks	<b>1,288.28</b>	<b>Local— Technology Fees</b>
<b>State/Federal Funds</b>						<b>\$909.51</b>
<b>Local Funds</b>						<b>\$2,139.01</b>
<b>Total Expenses</b>						<b>\$3,048.52</b>

## Appendix 2--Collection Analysis





E-books Collection Statistics



E-books Age Statistics

### Appendix 3--Collection Age Statistics

The following charts document the number of current aged titles and circulation statistics for the last three years (August 2017-March 2020).

Dewey Classification	Category	Average Age	Number of Items	Number of Aged Items
320-329	Political Science	2007	73	46
361-369	Social Problems	2012	110	57
370-379	Education	2012	49	26
380-389	Commerce, Communication & Transportation	2012	16	10
520-529	Astronomy	2011	74	29
570-579	Life Sciences, Biology	2011	74	48
910-919	Geography, Maps & Atlases	2003	42	38

### Recommended Balances

Dewey Classification	Actual	Recommended	Discrepancy
000-099	.9	1	-.1
100-199	.5	1.3	-.8
200-299	.5	.9	-.4
300-399	8.9	9.7	.8
400-499	.3	.5	-.2
500-599	4.7	4.0	.7
600-699	4.5	6.3	-1.8
700-799	5.5	10.6	-5.1
800-899	2.6	3.7	-1.1

900-900	7.3	6.4	.9
Fiction	38.6	49.9	-11.3

### Five Year Analysis & Planning Recommendation 2020 (Perma Bound)

COLLECTION ANALYSIS AND PLANNING								
Five Year Plan								
Dewey	Rec.	Start Total	Aged	Yearly Purchase	End Total	Start %	End %	Rec. %
000	276	504	-310	15	269	6.84%	2.81%	3.00%
100	46	39	-3	2	46	0.53%	0.48%	0.50%
200	92	40	-18	13	87	0.54%	0.91%	1.00%
300	551	695	-136	0	559	9.43%	5.84%	6.00%
400	46	12	-4	7	43	0.16%	0.45%	0.50%
500	918	394	-74	112	880	5.35%	9.20%	10.00%
600	735	355	-50	80	705	4.82%	7.37%	8.00%
700	276	313	-151	21	267	4.25%	2.79%	3.00%
800	276	206	-137	39	264	2.79%	2.76%	3.00%
900	1378	434	-241	222	1303	5.89%	13.62%	15.00%
Bio	459	537	-173	18	454	7.29%	4.74%	5.00%
Fic	4133	3147	-1146	399	3996	42.69%	41.76%	45.00%
Gra		175	-12	0	163	2.37%	1.70%	
Other		520	-371	0	149	7.05%	1.56%	
<b>Total</b>	<b>9186</b>	<b>7371</b>	<b>-2826</b>	<b>928</b>	<b>9185</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>
Price (15 USD/book)				\$13,920	\$69,600			
Price per Student				\$21.22	\$106.10			

#### Appendix 4--Circulation Statistics August 2017-March 2020

Dewey Classification	Category	Number of Circulations	Percentage of Circulations	Aged Category
000-099	Computer Science, Information & General Works	14	0.5	
100-199	Philosophy & Psychology	40	1.42	
200-299	Religion	4	.14	
300-399	Social Sciences	205	7.26	●
400-499	Language	1	.04	
500-599	Science	50	1.77	●
600-699	Technology	221	7.82	
700-799	Arts & Receptions	180	6.37	
800-899	Literature	32	1.13	
900-999	History & Geography	146	5.17	●

## Appendix 5--Collection Development Timeline

Year	Focus Activity	Expected Outcomes
2019-2020	<b>Weeding</b> Targets:Reference & Fiction Sections	Update the average age of these sections by 1 year; identify gaps and create a consideration list to replace 5% of disposed items
	<b>Purchasing</b> Target Area: 600-699 Fiction	Purchase books to decrease the 11.3% and 1.8% gaps in recommended titles
2020-2021	<b>Weeding</b> Targets: 900-999, 600-699	Update the average age of these sections by 2 years; identify gaps and create a consideration list to replace 5% of disposed items
	<b>Purchasing</b> Target Area: 700-799 100-199	Purchase books to decrease the 5.1% and .8% gaps in recommended titles
2021-2022	<b>Weeding</b> Targets: 300-399	Update the average age of these sections by 1 year; identify gaps and create a consideration list to replace 5% of disposed items
	<b>Purchasing</b> Target Area: 200-299 000-099	Purchase books to decrease the .4% and .1% gaps in recommended titles
2022-2023	<b>Weeding</b> Targets:500-599	Update the average age of these sections by 1 year; identify gaps and create a consideration list to replace 5% of disposed items
	<b>Purchasing</b> Target Area: 400-499 800-899	Purchase books to decrease the .2% and 1.1% gaps in recommended titles

## Appendix 6--Weeding Standards & Practices

Most respected library programs recommend the CREW standards for maintaining libraries. CREW stands for continuous review, evaluation and weeding. Through this practice libraries can remain vital and robust for its patrons. The weeding method used in the HCHS library system is detailed below.

### The MUSTIE & WORST Standards

This system follows the general guidelines of using the age and condition of books and materials. Anything over five years old and/or anything that has not circulated in 3 years are candidates for weeding. MUSTIE applies to books and WORST applies to media materials like DVDs, CDs, and VHS tapes.

Criteria Method	Guidelines	
<b>MUSTIE</b>	<p><b>M</b> = Misleading—factually inaccurate</p> <p><b>U</b> = Ugly – worn beyond mending or rebinding</p> <p><b>S</b> = Superseded – by a new edition of/or by a much better book on the subject</p> <p><b>T</b> = Trivial – of no discernible literary or scientific merit</p> <p><b>I</b> = Irrelevant to the needs and interests of the library’s community</p> <p><b>E</b> = Elsewhere – the material is easily obtainable from another library</p>	
<b>WORST</b>	<p><b>W</b> = Worn out – cracked, scratched, grainy, fuzzy, or previously repaired</p> <p><b>O</b> = Out of date – dated and/or inaccurate</p> <p><b>R</b> = Rarely used</p> <p><b>S</b> = Supplied elsewhere</p> <p><b>T</b> = Trivial or faddish</p>	

## **Board Policies Related to Media Services**

### **Policy Code: 3200 Selection of Instructional Materials**

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

#### **A. SELECTION OF TEXTBOOKS**

Textbooks are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Formats for textbooks may be print, non-print or digital media, including hardbound books, softbound books, activity-oriented programs, classroom kits and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process. Technology-based programs may include subscription or web-based materials.

State-approved textbooks will be used as the primary means to help students meet the goals and objectives of the current statewide instructional standards, unless the board approves alternative materials. The central curriculum committee or a school through its school improvement plan may submit a request for the use of alternative textbooks. The request should identify how the committee or school has ensured that the curriculum will continue to be aligned with the current statewide instructional standards and to meet the educational goals of the board.

#### **B. SELECTION OF SUPPLEMENTARY MATERIALS**

Supplementary materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances,

library materials, digital resources, the school system's media collection, classroom collections and teacher-selected resources for individual classes.

### 1. Objectives for Selection of Supplementary Materials

The procurement of materials must be accomplished in accordance with law, including the First Amendment of the United States Constitution; board educational goals; board purchasing and accounting policies; and established selection guidelines, including the Library Bill of Rights of the American Library Association. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;
- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- c. to provide a background of information that will enable students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives;
- d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage; and
- f. to place principle above personal opinion and reason above prejudice in the selection of material of the highest quality in order to ensure a comprehensive collection appropriate for all users.

### 2. Process and Criteria for Selecting Supplementary Materials

The responsibility for the selection of supplementary materials is delegated to the professional staff under the direction of the superintendent and will be made primarily at the school level with the involvement of a school media and technology advisory committee. The committee shall be appointed by the principal

and will include teachers and instructional support personnel representing various subject areas and grade levels, parents, and, if on-staff in the school, the library media coordinator and the technology facilitator. Students also should be involved when feasible.

The selection process used by the committee will include: (1) an evaluation of the existing collection; (2) an assessment of the available resource and curriculum needs of the school; and (3) consideration of individual teaching and learning styles. In coordinating the selection of resources, the committee should use reputable, unbiased selection tools prepared by professional educators and should arrange, when possible, for firsthand examination of resources to be purchased. When examining proposed materials, the committee should consider the following factors:

- a. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum and to the interests of the students;
- b. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive and well-balanced;
- c. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;
- d. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;
- e. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;
- f. the contribution the material will make to the collection's breadth and variety of viewpoints;
- g. recommendations of school personnel and students from all relevant departments and grade levels;

h. the reputation and significance of the material's author, producer and publisher; and

i. the price of the material weighed against its value and/or the need for it.

### 3. Materials Brought in by Teachers

Principals shall establish rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

## C. REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS

To ensure that the supplementary media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged and worn materials still of educational value. Materials may be removed only for legitimate educational reasons and subject to the limitations of the First Amendment. The superintendent may establish regulations that provide additional standards for removing supplementary materials to meet the educational needs of the school system. Requests by parents to remove supplementary media materials due to an objection to the materials will be reviewed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

## D. ACCEPTANCE OF GIFT MATERIALS

Supplementary materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

## E. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C art. 8 pt. 1; 115C-45, -47, -98, -101; *Board of Education v. Pico*, 457 U.S. 853 (1982); State Board of Education Policy TEXT-000; *Impact: Guidelines for North Carolina Media and Technology Programs*, North

Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The American Library Association (1996)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental Inspection of and Objection to Instructional Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted: July 22, 2013

Revised: March 26, 2018; June 26, 2018

## **Regulation Code: 3200-R Removal of Outdated Supplementary Instructional Materials**

### I. Removal of Outdated Supplementary Instructional Materials

#### A. PURPOSE AND METHOD

1. The school library media coordinator and/or other designated individual(s) such as the technology facilitator or school media and technology professionals, in collaboration with the school media and technology advisory committee, is/are responsible for overseeing the media collection development process.
2. This includes reviewing and weeding the media collection on a regular basis to ensure that the collection continues to support the established goals and objectives of the school.
3. Ongoing weeding of materials that are no longer relevant or accurate, or that are worn, damaged, or otherwise inappropriate, should be done as systematically and objectively as possible.

#### B. CRITERIA FOR REMOVAL

1. The committee shall consider the following criteria when weeding the media collection:
  - relevance to the curriculum;
  - copyright date, including consideration of whether the materials are time-sensitive (science, reference, etc.);
  - conditions of the material;
  - date last circulated;
  - enduring value (classics, rare books, etc.);

- reading/interest level;
- authoritative writing;
- bias/stereotypes;
- recommended in current selection tool and/or other review sources;
- local interest/community needs;
- whether digital resources have newer versions/releases or are no longer compatible with existing hardware; and
- wear and/or damage to the material.

2. 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; or
- are works by a local author or illustrator.

3. Materials may be removed only for legitimate educational reasons and in accordance with the above criteria. No material may be removed simply because the committee dislikes the ideas contained in the material or seeks by removing the material to prescribe what will be acceptable or approved in politics, nationalism, religion, or other matters of opinion.

#### C. REPLACEMENT

1. As the budget permits, the committee shall replace lost, damaged, and worn materials still of educational value.

2. The replacement of other materials removed pursuant to the criteria above must be in accordance with policy 3200, Selection of Instructional Materials.

3. The committee may develop additional procedures for the removal and replacement processes. All procedures must be approved by the principal.

#### II. Acceptance of Gift Materials

##### A. GIFTS WORTH \$10 OR LESS

1. The teacher shall decide whether to accept supplementary instructional materials worth \$10 or less offered as a gift to the classroom. Principals may establish additional rules concerning what materials teachers may accept.

2. The principal shall decide whether to accept supplementary instructional materials worth \$10 or less offered as a gift to the school.

3. The superintendent designee will decide whether to accept supplementary instructional materials worth \$10 or less offered as a gift to the school system.

##### B. GIFTS WORTH MORE THAN \$10

## 1. Gifts Offered to a School or a Unit within the School

- a. Supplementary instructional materials worth greater than \$10 offered as a gift to a school or to a unit within that school (classroom, program, grade, etc.) must be referred to the principal.
- b. The principal shall forward the material or a description of the materials to the school media and technology advisory committee.
- c. The committee shall review the proposed material in accordance with the criteria established in policy 3200, Selection of Instructional Materials, and recommend to the principal whether to accept the gift.
- d. If the proposed gift is of nominal value, the principal shall consider the recommendation of the committee and make a final decision whether to accept the gift. For purposes of this regulation, a gift of nominal value is a gift valued at \$50 or less per individual item or collection of items from a single source in a single school year.
- e. If the proposed gift is of more than nominal value, the principal shall forward the committee's recommendation to the superintendent or designee. The superintendent or designee or the board will decide whether to accept the gift pursuant to policy 8220, Gifts and Bequests.

## 2. Gifts Offered to the School System

The superintendent *or* designee or the board will decide whether to accept supplementary instructional materials worth greater than \$10 offered as a gift to the school system pursuant to policy 8220, Gifts and Bequests.

Issued by NCSBA: September 1, 2014

Issued by the Superintendent: September 1, 2014

Reviewed: February 3, 2015

Revised: February 3, 2015

### **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

Revised: March 26, 2018

## **Regulation Code: 3210-R Parental Inspection of and Objection to Instructional Materials**

### I. Definition of Instructional Materials

"Instructional materials" means all resources, whether print, non-print, digital, or any combination thereof, used in the instructional program. "Instructional materials" include, for example, textbooks, specialized materials selected to meet diverse needs or rapidly changing circumstances, library materials, digital resources, items in the school system's media collection and classroom collections, and teacher-selected resources for individual classes. Academic tests and academic assessments are not considered "instructional materials" for purposes of this regulation.

### II. Inspection of Materials

#### A. PARENTAL RIGHT TO INSPECTION

Parents have the right to inspect all instructional materials that will be used as part of the student's educational curriculum as well as any materials that will be used in connection with any survey, analysis, or evaluation as part of any applicable federally funded programs. Parents may also review all other instructional materials utilized in their child's classrooms or otherwise available to their child at school following the procedures in this regulation.

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 will be available for review as provided in policy 3540, Comprehensive Health Education Program.

A parent's right to inspect instructional materials does not include a right to receive copies of the materials to review.

#### B. PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS

1. At the beginning of each school year, the principal shall remind teachers, the library media coordinator, and other instructional staff members of their obligation to allow parental inspection of instructional materials upon a parent's request. Principals shall also encourage teachers to share instructional materials with parents during conferences, parent meetings, open houses, and parent nights at the school.
2. Parents should direct requests to review instructional materials to the teacher, library media coordinator, or other instructional staff member who is responsible for the material. For example, if a parent wishes to inspect an instructional material used in his

or her child's classroom, the parent should make the request to the classroom teacher. Requests to review instructional materials in the school media center should be made to the library media coordinator.

3. Teachers, library media coordinators, and other instructional staff members with responsibility for instructional materials shall honor a parent's request to review instructional materials as quickly as reasonably possible.

4. Inspections must be scheduled at a time and location that will minimize disruptions to the instructional day, such as scheduling the inspection in the classroom or media center immediately before or after school. School personnel are not required to provide copies of instructional materials to parents for off-site review but should allow the parent adequate time for review at the school location.

### III. Parental Objection to Materials

#### A. PROCEDURE TO FILE OBJECTION

1. When a parent has an objection to specific instructional material, the parent should first contact the teacher, library media coordinator, or other instructional staff member who is responsible for the material and request a meeting to discuss the objection. Any employee who incorrectly receives a request for a meeting should direct the parent to the appropriate employee. The employee responsible for the material shall schedule a meeting with the parent promptly upon receiving the request.

2. At the meeting, the employee should respond courteously to the parent's complaints and provide explanations regarding use of the material to address the parent's concerns but shall make no commitments regarding the removal of the material. At the end of the meeting, the employee shall explain the process for filing a formal objection and give the parent a copy of this regulation.

3. Employees must promptly report to the principal all discussions with parents concerning objections to instructional materials.

4. If the parent still has objections to the instructional material after discussion with the employee, the parent should submit a written objection to the principal. The objection must include:

- a. the date;
- b. the parent's name;
- c. the parent's contact information;
- d. the specific material challenged (including, as applicable, title, author, publisher, date of edition, and the course in which the material is being used or the room in which the material is made available to students);
- e. a description of the nature of the objection in sufficient detail to identify what portion is objected to and why;
- f. the parent's suggested resolution to the issue;

g. whether the parent requests that, if feasible, his or her child be provided an equivalent alternative material until the matter is resolved.

## B. REVIEW OF PARENTAL OBJECTION TO MATERIALS

The following process will be used in evaluating a parent's objection to instructional materials.

1. Upon receipt of a complete, written objection, the principal or designee shall forward a copy of the objection to the superintendent.
2. If the parent has requested that his or her child be excused from use of the material until the matter is resolved, the principal shall confer with the teacher to determine whether it is feasible to provide the child an equivalent interim alternative instructional material.
3. The principal shall consult with the superintendent to determine whether the objection will be reviewed by the principal or by a committee. The committee could be the school's media and technology advisory committee or another committee of professional educators created for this specific purpose.
4. If the principal is to review the objection, the review must be performed within 10 days of the principal's receipt of the objection. The principal shall notify the parent if it is necessary to extend this timeframe.
5. If a committee is to be convened, it must be convened within 10 days of the principal's receipt of the objection. The principal shall notify the parent if it is necessary to extend this timeframe. The principal shall chair the committee or may designate a committee member to act as chair. The principal shall provide the committee with a copy of the complaint and a copy of the material at issue sufficiently in advance of the meeting so that committee members can review both items thoroughly before the meeting.
6. The challenged material will remain in general use until a decision is made regarding the objection.
7. In reviewing the objection, the principal/committee shall read the objection carefully and examine the material being challenged. As necessary, the principal/committee may also:
  - a. survey available reviews of the material in professional reviewing sources;
  - b. hear testimony from professional staff using the material and other appropriate individuals;
  - c. invite the parent to make an oral presentation at the meeting;
  - d. ask the parent to be available to answer questions; and/or
  - e. consult with the superintendent and/or board attorney.
8. Based on all of the information gathered, the principal/committee shall:
  - a. weigh the merits of the material against its weaknesses, based on the material as a whole and not on specific passages/portions out of context;

- b. determine the extent to which the material supports the curriculum;
- c. determine whether the material is appropriate for the age and maturity of the students and for the subject matter being taught; and
- d. after consultation with the superintendent and/or board attorney, determine (1) whether use of the material violates a constitutional or legal right of the parent or student; and (2) if applicable, whether removal of the material from the school media center would violate the First Amendment rights of other students.

9. The principal/committee shall then make a decision regarding what should be done with the material.

- a. If the principal/committee, in consultation with the superintendent and/or board attorney, determines that the material violates a constitutional or other legal right of the student or parent, the principal/committee shall decide to either remove the material from instructional use in the classroom or accommodate the particular student and parent. Before any material is removed, the principal/committee must ensure that the curriculum is still aligned with the current state instructional standards and articulated from grade to grade.
- b. If an objection is not based upon constitutional or legal rights, the principal/committee may decide to accommodate such 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.
- c. No material may be removed from the school media center simply because the principal/committee dislikes the ideas contained in the material or seeks by removing the material to prescribe what will be approved or accepted in politics, nationalism, religion, or other matters of opinion.

10. The principal/committee shall prepare a written report that includes any determinations and the decision regarding what should be done with the material. If the principal was not a member of the reviewing committee, the committee shall send a copy of the report to the principal.

11. The principal shall forward a copy of the report to the superintendent and appropriate personnel. The principal shall send a copy to the parent by registered mail.

12. The principal shall implement the decision of the principal/committee.

13. The decision of the principal/committee may be appealed to the superintendent and thereafter to the board. Appeals shall follow the process outlined in policy [1740/4010](#), Student and Parent Grievance Procedure and corresponding regulations.

Issued by NCSBA: September 1, 2014

Issued by the Superintendent: September 1, 2014

Reviewed: February 3, 2015

Revised: February 3, 2015

## **Policy Code: 3220 Technology in the Educational Program**

In alliance with state school technology goals, the board is committed to establishing and supporting 21<sup>st</sup> century information and communications technology systems to foster globally competitive, healthy and responsible students. The board recognizes the benefits of digital and technology-enabled teaching and learning resources that provide the ability to easily customize curriculum, provide access to current information and enable access to quality materials at a lower cost than traditional materials. To that end, the board supports classroom digital and technology-enabled teaching and learning resources that are aligned with the current statewide instructional standards as they become available. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the 21<sup>st</sup> century skills necessary for future-ready learners.

The board expects that information and communications technologies will be integrated across the curriculum and used to support student achievement. Such technologies will also be used to support programs and activities that promote safe schools and healthy and responsible students. The curriculum committee should provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if they require the transfer of funds or otherwise relate to any mandatory or optional components of the school improvement plan.

The superintendent shall integrate digital planning to support teaching and learning needs into school system strategic planning efforts and include various stakeholders such as curriculum leaders, teachers, administrators and representatives from technology services, instructional technology, finance and other departments as required.

The superintendent shall establish relationships with businesses and seek grants and other funding sources in an effort to acquire technological resources for the educational program.

### **A. SELECTION OF TECHNOLOGICAL RESOURCES**

Technological resources include, but are not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, smartphones and gaming devices; (2) software; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding and other

purchase requirements, accessibility for students with disabilities, staff duties and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1. Technological resources must support the current statewide instructional standards or the programs of the school system.
2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions and similar requirements must be maintained to the highest standards.
4. There must be sufficient staff to operate and maintain the technological equipment, programs and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

#### B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system's technology deployment plan. The plan will be designed to ensure organized, effective and efficient means of deploying new information and communications technologies. The superintendent shall develop procedures that outline the strategy of the technology deployment plan.

#### C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

The superintendent is authorized to investigate and develop a plan to allow staff and students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student and staff member who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable

to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

#### D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent is authorized to permit instructional personnel to incorporate email, social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing, online collaborations, instant messaging, texting, virtual learning environments and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

#### E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of technology-enabled professional development that prepares the instructional staff for utilizing digital tools and resources. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated, online-learning activities throughout the course of study. Professional development shall also address the ethical, legal and practical issues related to social networking and mobile devices in the classroom and other topics deemed necessary by the superintendent or technology director. School improvement teams should identify any staff development appropriations for technology-related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-522; 147-33.111; State Board of Education Policy SBOP-018

Cross References: Professional and Staff Development (policy 1610/7800), Curriculum and Instructional Guides (policy 3115), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records – Retention, Release and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Gifts and Bequests (policy 8220)

Other References: North Carolina State School Technology Plan (Division of Instructional Technology) (current version)

Adopted: July 22, 2013

Revised: July 27, 2015; February 26, 2018; March 26, 2018

### **Policy Code: 3230/7330 Copyright Compliance**

The board recognizes and supports the limitations on unauthorized duplication and use of copyrighted materials. The board does not condone any infringement on the property rights of copyright owners.

Employees, students and visitors are prohibited from the use or duplication of any copyright materials not allowed by copyright law, fair use guidelines sanctioned by Congress, licenses or contractual agreements. Willful or serious violations also are considered to be in violation of expected standards of behavior for employees and students and may result in disciplinary action in accordance with board policy.

#### **A. FAIR USE**

1. Unless allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to copying copyrighted material. Fair use is based on the following standards:

- a. the purpose and character of the use;
- b. the nature of the copyrighted work;
- c. the amount of and the substantiality of the portion used in relation to the copyrighted work as a whole; and
- d. the effect of the use upon the potential market for, or value of, the copyrighted work.

2. The superintendent or designee shall provide information and training to personnel and students, as appropriate, on the fair use of copyrighted materials, including in the following circumstances:

- a. single and multiple copying for instructional purposes;
- b. copying for performances and displays;

- c. off-air recording of copyrighted programs;
- d. use of “for home use only” videotapes or DVDs;
- e. computer software;
- f. copyrighted materials on the Internet and online databases;
- g. reproduction and loan of copyrighted materials by school media centers;  
and
- h. preparation of educational multimedia projects using portions of  
copyrighted works.

#### B. BUDGET

The budget recommended by the superintendent to the board must include sufficient funds for purchasing copyrighted materials as a necessary budget expense.

Legal References: 17 U.S.C. 101, 102, 106, 108, 110, 117

Cross References: Technology in the Educational Program (policy 3220), Technology Acceptable Use (policy 3225/4312/7320), Integrity and Civility (policy 4310), Network Security (policy 6524), Staff Responsibilities (policy 7300), Budget Planning and Adoption (policy 8100)

Adopted: July 22, 2013

Revised: March 26, 2018

## **Policy Code: 8220 Gifts and Bequests**

The board encourages individuals and organizations to consider making a donation of real property, personal property or funds to the school system. Donations, whether in the form of a gift or a bequest, foster community support for the schools and improve the school system for the benefit of students and others. As an expression of the board's gratitude, the superintendent shall provide for the appropriate recognition of donors.

### **A. SUITABILITY OF DONATIONS**

The superintendent shall evaluate any donation offer in order to determine whether the donation is suitable for the school or the school system. Donations may not conflict with the school system's educational mission. In determining the suitability of a donation intended to benefit any program that is appropriately segregated by gender, such as a school athletic program, the superintendent must consider equity and Title IX issues in relation to overall funding and opportunities for participation.

Donations of real or personal property will be accepted only if the donor can demonstrate that he or she has clear and free title to the property. The superintendent also must consider any safety hazards associated with gifts of real or personal property. Donations must not impose any undue financial burden or obligation on the school system. Any donation that includes advertisements must be consistent with policy 5240, Advertising in the Schools, and the food and beverage marketing requirements of policy 6140, Student Wellness.

For computer equipment or other technological resources, the superintendent shall ensure that such items are compatible with minimum hardware and software standards set by the technology director. Any donation from an E-rate service provider must comply with gift rules applicable to federal agencies.

### **B. ACCEPTING DONATIONS**

Upon receiving an offer of a donation to the school, a principal must give the superintendent written notification that states the nature of the donation and the purpose for which it is donated. The principal does not have the authority to accept donations to the school.

The superintendent may accept donations on behalf of the board. The superintendent shall report any accepted donations of more than a nominal value at the next board meeting. The board reserves the right to determine in each particular case the appropriateness of a donation and may accept or reject a donation as the board sees fit.

### **C. USE OF A DONATION**

Unless otherwise specified in a written agreement approved by the board, any accepted donation becomes the permanent property of the school system. Anything purchased with donated funds, including funds raised through a crowdfunding campaign, project or platform, become the property of the school system, and the title to such property vests in the board. If the board at any time determines that property donated, or acquired with donated funds, is unnecessary or undesirable for public school purposes, the board may dispose of such property in accordance with state law.

A donor may request that a donation be designated for a particular purpose. However, the board reserves the right to utilize the donation as it deems appropriate. Any donation constituting revenues will be deposited in the proper account. The specific manner in which donated funds are expended for a designated purpose will be determined under the direction of the superintendent. The board has no responsibility and makes no promises to continue any program initiated with donor contributions once the donated funds are expended.

Before installation of major donations that will become a permanent part of the school facility or grounds, such as playground equipment, bleachers, scoreboards, outdoor lights or fences, the superintendent or designee must approve the design, location and construction material.

Legal References: G.S. 115C-36, -47, -518; G.S. 115C, art. 35; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Technology in the Educational Program (policy [3220](#)), Advertising in the Schools (policy [5240](#)), Student Wellness (policy [6140](#))

Adopted: May 19, 2014

Revised: June 26, 2018