1. Introduction
	1. Purpose of document (AASL 1.3)

 The purpose of this document is to create a plan based on the needs of

the students and to support classroom curriculum by providing all parties with the resources they need in order to be prepared for a global society.

* 1. Community and School Demographics/Description (AASL 1.1, 3.4)

Lucy Craft Laney High School is a school rich in tradition and heritage. In

1949, A.R. Johnson and Haines Normal Industrial Institute came

 together to form what is now known as Lucy Craft Laney Comprehensive

High School. This combination merged what was seen as the best of

both schools and with that, Laney derived the mascot, the “Wildcat” and

the school colors of Red and Grey. Laney is located in Augusta, GA which

is the second largest and oldest city in Georgia. Augusta is best known

as the Garden City and home of the Masters Golf Tournament.

Lucy C. Laney Comprehensive High School is a four-year coeducational

public high school. Providing an Academy of Advanced Placement

Studies, Laney boasts course offerings that promote rigor and relevance

in all core content areas. Laney also offers a variety of comprehensive

course offerings that include Cosmetology, Criminal Justice, and

Automotive Mechanics. Students are encouraged to participate in both

curriculum paths, in addition to opportunities for dual enrollment,

apprenticeships and work based learning options in local industries within

the local community.

Lucy C. Laney High School has an enrollment of 545 students; 97%

African American, 1% Hispanic, 1% Multiracial, and 1% White. 97% of the

students qualify for free or reduced lunch. There are 10% students with

disability and 0% English Language Learners. Laney currently has 5%

dual enrolled and the 4 Year Graduation rate is 93.3%. (Information

obtained from <https://schoolgrades.georgia.gov/lucy-c-laney-high-school>.)

* 1. Mission, philosophy, and goal statements of the school and the media center (AASL 4.1, 4.3, 4.4)
		1. Mission Statement: The mission of Lucy Craft Laney Comprehensive High School is to provide a safe and orderly educational environment that will prepare students to become college and career ready. At Lucy C. Laney High School, we challenge and empower students to become lifelong learners and productive citizens in our global society. We are **Responsible** for our learning, we are **Respectful** to everyone, and we are always **Ready** to learn. (Some information obtained from http://www.edline.net/pages/Evans\_Elementary\_School
		2. Goal Statements:
			1. Each student is a valued individual with unique physical social, emotional, and intellectual needs.
			2. A safe, appealing, physically comfortable environment that promotes student learning and engagement.
			3. Students learn best when they are actively engaged in the learning process and able to apply their learning to real word experiences.
			4. Students need to be able to demonstrate their understanding of essential knowledge and be actively involved in solving problems and producing quality work.
			5. Students will become independent thinkers and learners in order to become life-long productive citizens.

Media Center's Mission Statement:

The purpose of Lucy C. Laney media center is to serve its students, faculty, staff and administration, based on the school’s stated instructional needs and objectives as enumerated in the school improvement plan.

1. Collection Development and Management Policies (AASL 5.1, 5.3, 5.4)

Purpose of the collection (AASL 1.3, 2.3, 4.1)

* 1. The purpose of the media collection at Lucy C. Laney is to provide materials that enrich and support the curriculum while considering the varied interests, abilities and maturity levels of the students, that stimulate growth and intelligent judgments in the daily lives of the students in order to enhance their global contributions to society.

Materials included in the collection (AASL 2.3, 3.2, 5.1, 5.2, 5.3)

* + 1. Types and formats
			1. Print (books, magazines, periodicals, journals)
			2. Digital (eBooks, databases, music)
			3. Audio and Video
			4. Equipment
			5. Software
		2. Organization of the collection (AASL 3.2)

 Cataloging and processing of print, non-print media and instructional equipment shall follow the USMARC format and the Dewey Decimal System.

All items in the collections shall be permanently marked with the school identification and a barcode.

Follett is used to inventory, track, and catalog all items for the media center.

The record in the Destiny inventory system must include the serial number, purchase order number, description, and other important information about any equipment purchased.

* 1. Circulation (AASL 3.2, 5.3)
		1. Individuals using media center resources must check items out to them through the inventory system.
		2. Equipment must be returned to the location from where it was checked out for it to be checked back into the inventory.
		3. Any individual transferring to a new location or leaving the school should return all items to the media center in order to clear his/her record in Destiny.
	2. Copyright policy. (AASL (AASL 1.4, 3.1, 3.2, 5.2)

The School Board of Richmond County, in recognizing the importance of the Copyright Law of the United States (Title 17, United States Code) hereby notifies all employees that a willful infringement of the law may result in disciplinary action. (Information obtained from http://www.ccboe.net/files/\_AVIgY\_/a665ade038c052623745a49013852ec4/Columbia\_CS.\_SConscree.pdf)

* 1. Intellectual Freedom (AASL 3.2, 5.2)

 Children have the right to freedom of inquiry and access to information;

responsibility for abridgment of that right is solely between an individual

child and the parent(s) of that child. Richmond County School System

accepts the obligation to provide for a wide range of abilities and to

respect the diversity of many different points of view. Varied teaching

strategies and learning activities will be considered in meeting this

obligation. To this end principals must be place above personal opinion

and reason above prejudice in the selection of materials of the highest

quality and appropriateness. No individual or group has the right to

impose its point of view of concepts of politics or morality upon another

<http://www.ccboe.net/files/_TDAdO_/66dac750d32100e43745a49013852e>

c4/CCBOE\_Media\_Manual\_Final3.pdf)

1. Evaluation and maintenance of the collection (AASL 5.3)
	1. Evaluation Resources
		1. Application of evaluation techniques (Collection Mapping, curriculum alignment, recommended or award lists, etc.)

The media specialist will use a variety of resources and evaluation techniques when considering resources. The following are some of the resources; however, there are many other items available that could be considered and should not be avoided because they are not listed below.

* School Library Journal
* Booklist
* The Best in Children’s Books
* Reference Books for School Librarians
* Horn Book
* Award lists (Caldecott, Coretta Scott King, etc.)

In addition, the media specialist will perform a collection review and curriculum alignment at least once annually.

* + 1. Data sources and analysis (Automated systems/ Vendors) Erika

At the end of each school year a collection analysis is conducted. Lucy C. Laney High School uses the Follett Destiny library management program. Within Destiny, the media specialist can export the collection and create a MARC file. The MARC file can be loaded into Titlewise Collection Analysis. The Titlewise Collection Analysis generates various reports that break down each section of the collection. It displays percentages of each content area from the total collection. The collection analysis feature makes it extremely easy to see which areas are plentiful and it informs on which areas need more books added to the collection to support the curriculum.

* + 1. Application of user-centered measures. (patron surveys)

Each year the patrons of the media center shall evaluate the media program so that any weaknesses or strengths can be identified. Some recommended surveys are included in the appendix. They may be modified to fit the needs of each media program. All the faculty and staff shall be given the opportunity to evaluate. Also, a selection of students shall be surveyed. The media specialist will

determine how many students to survey. All grade levels should represented. The results from each group will be summarized and included in the principal‘s End of the Year Packet as part of the Annual Needs Assessment. (information in this section obtained from

Weeding/deselection

* + 1. An important part of selection of instructional media is the process of weeding, or discarding, books and materials that are no longer useful or appropriate to the collection. Weeding, or collection renewal, must be done in order to keep the library collection up-to-date. It is best to have a systematic plan such as the five-year plan described in Karen Lowe’s book, *Resource Alignment: Providing Curriculum Support in the School Library Media Center*. Other systematic plans are described in the resources included at the end of this section.
		2. What to Weed

 Obvious Weeds:

* + - 1. Worn and damaged titles and materials
			2. Superseded editions, such as almanacs or statistical yearbooks. Different years of the same annual should not appear on the shelf if the one updates the other.
			3. Duplicates that are not circulating
			4. Thoughtful weeds (See “Specific Helps in Weeding” at the end of this section.)
			5. Material containing information not easily accessible
			6. Back issues of periodicals which are not indexed
			7. Material that contains outdated, inaccurate factual content
			8. Outdated interpretations, values and/or attitudes
			9. Material for which reading level is inappropriate to the reading and/or interest level of the students
			10. Material that no longer supports the curriculum or is no longer in demand
			11. Material that has not circulated in 3 to 5 years
			12. Material that is condescending, stereotyped, patronizing or biased
		1. What Not to Weed
			1. The “classics”, award winners, and those items that appear on standard, current core bibliographies such as Wilson‘s Children‘s Catalogue
			2. Items that may be out of print and that may still have some use
			3. Items of local interest, local histories
			4. Materials unique in content, format, illustrative technique, etc.
			5. Resources, the absence of which may shift the balance in a subject area and may result in biased representation
		2. When to Weed

Weeding should be done based upon recognized needs identified by the media specialist after examination of the collection. Only the media specialist who knows the school program and the collection can make good judgments about thoughtful weeds, therefore, only obvious weeding should occur in the first year of tenure in the media center.

* + 1. Continuous Weeding

This involves constant weeding on a day to-day basis as materials are returned and shelved. The clerk should set aside possible repairs and discards for the media specialist‘s consideration.

* + 1. Intermittent Weeding

This involves weeding throughout the year as specified in a written long range plan. Specific sections of the collection are identified as requiring weeding and a record is kept of areas that have been weeded.

* + 1. Discard Procedures for Materials Identified as Weeds
			1. In some instances, parts of discarded titles may be “recycled”. For example, highly specialized articles may be placed in the vertical file; pictures may be used for skill cards, book jackets may be used for displays, etc. However, most of the weeds need to be physically removed from the collection.
			2. Black out call numbers on the spines of print materials, remove all school identification, and stamp “DISCARD” across title pages.
			3. Delete discarded items from the computer database
			4. Run a report of deleted items
			5. Purge deleted items. (It may be best to purge at the very beginning or end of the school year so that statistical reports are accurate.)
			6. Allow teachers to choose discarded books for their classrooms if desired. Box up remaining books and send in a Warehouse Service Request for pickup.
		2. Additional Sources for Help with Weeding
			1. Buckingham, Betty Jo. Revised by Barbara Safford. Weeding the Library Media Center Collections. 2nd ed. Des Moines: State of Iowa, Department of Education, 1994.<http://www.iemaia.org/IEMA209.html>
			2. Lowe, Karen R. Resource Alignment: Providing Curriculum Support in the School Library Media Center. Millers Creek, NC: Beacon Consulting, 2004.
			3. SUNLINK Weed of the Month Club at <http://www.sunlink.ucf.edu/weed/>
			4. Resources for School Librarians at http://www.sldirectory.com/libsf/reslibs.html#top
		3. Weeding & Discard Procedures (8/10/04)
			1. Please follow procedures previously outlined for appropriate weeding. Once books have been weeded, media specialists then have three choices as to what to do with the discarded books:
				1. If still appropriate for classroom collections, they can be claimed by a teacher for classroom use. Use caution not to have these older classroom collections used as an excuse by teachers for the students not using the more current books in the media center.
				2. They can be given to students. Again, consider whether the information is still accurate and modern.
				3. They can be discarded, preferably when textbooks are picked up each year. If they cannot be picked up at that time, they can be donated or trashed.
			2. In no cases may books be sold.
			3. All weeded books should go through the following:
				1. Deleted from the collection through Mandarin.
				2. Tear the spine sticker off or black ―Sharpie Pen‖ through it.
				3. Line through all stamps in the book
				4. With Sharpie Pen, write “DISCARDED, 201\_.” Fill in year. Write this on the first page of the book–the blank one facing the front
	1. Challenged Materials or Reconsideration Policy (AASL 5.2)

In a democracy, opinions differ, and occasionally there may be criticism of the most carefully selected materials. In the case of a complaint, the following procedure shall be followed: The complainant shall file the complaint, in writing and on the approved form, with the school administrator. (See Appendix for Form for Reconsideration of Media) The school administrator shall refer the complaint to the Building Media and Technology Committee to consider the validity of the complaint. After reviewing the complaint, the committee shall read, watch or listen to the material in question and write an answer to the complaint, detailing their opinion of the item in question in a timely manner. The Building Media and Technology Committee shall meet with the complainant to discuss the item and try to reach an amicable and acceptable decision of the issue. A written report of all actions taken by the Committee shall be sent to the Assistant Superintendent for Instruction and the Director of Educational Media and Technology. If the complainant does not accept the decision of the Committee at the local school level, the complaint shall be referred to the County Committee. The County Committee shall follow the same procedure and make recommendations. If the complainant does not accept the County Committee’s decision, the County Committee shall make recommendations to the Superintendent and the Board of Education. Then the ultimate decision will be the responsibility of the Board of Education. A copy of the Form for Reconsideration of Materials, found in the Appendix of this handbook, shall be kept on hand and given to anyone approaching the principal, teacher or media specialist with a complaintPhilosophy and Procedure: Objections and challenges may arise concerning instructional materials used in the school system despite the quality of our selection process. In the event of a formal challenge, the procedures listed below shall be followed.

* + - 1. Persons initiating complaints or intervening in the appeals process must be citizens of Richmond County, Georgia.
			2. Complaints to Richmond County Board of Education staff members shall be reported to the building principal involved, whether received by telephone, letter, or in personal conversation.
			3. The principal shall confer with the complainant about the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library media center.
			4. If the complainant decides to pursue the issue, the principal shall courteously inform the complainant of the procedures for handling his/her concern. The principal shall date and sign a “Request for Reconsideration” form and give it to the complainant along with a copy of the System Selection Philosophy and a letter to the complainant. (See Request for Reconsideration form, System Selection Philosophy, and Sample Letter to Complainant in the Appendix).
			5. The principal shall inform the Associate Superintendent and the system media contact person of the ensuing review process.
			6. The complainant shall submit the fully completed form to the principal within ten (10) school days of the postmark date the form was issued. The principal shall send copies of the form and letter to the Associate Superintendent and system media contact person. If the formal request for reconsideration has not been received within ten (10) school days, the matter shall be considered closed.
			7. Any formal complaint received within the last thirty (30) days of the school year may be referred for committee action the following school year.
			8. Upon receipt of completed form, the principal shall call together a committee of five (5) to consider the complaint. The committee shall consist of members of the school library/media committee including the principal, media specialist(s), teacher, student (grades 7 - 12 at the committee‘s discretion), and community representatives/parents.
			9. The committee shall:
				1. Examine the material in its entirety. The questioned material shall be permitted to circulate among the school media committee members for evaluation.
				2. Evaluate the material with consideration to its relevance to instructional objectives, the intended use of the material, age and maturity level of students, 60 professional reviews, literary merit, and any other criteria that impinge upon the material in question.
				3. Allow the complainant to address the committee for a ten (10) minute maximum oral presentation. Upon completion of the presentation, the complainant shall leave to allow the committee to deliberate in private.
				4. Discuss and deliberate the issue; vote by secret ballot on the proposed solution.
				5. Prepare written recommendations concerning the material and submit them to the principal within twenty (20) school days from the date the “Request for Reconsideration” form is received by the principal.
			10. The principal shall notify the complainant of the decision of the committee by letter with copies to the system media contact person and the superintendent. The letter shall also inform the complainant of the right to appeal within ten (10)school days following the letter‘s postmark. A letter requesting an appeal shall be mailed to the system media contact person for review by the system media committee.
			11. The decision of the committee is binding only at the school where the complaint is initiated. However, it is recommended that the school media specialist(s) notify all Columbia County media specialists of the challenge, as well as the outcome of the reconsideration and/or appeal process.
		1. Appeals to the System Media Committee
			1. Appeals to the system media committee must be made within ten (10) school days following the postmark of the school committee ̳s decision. If an appeal is not filed within the time limit the case shall be considered closed.
			2. The system media committee which will review the challenged material shall consist of six (6) members of the system media committee including the system media contact person (chairperson), Executive Curriculum Director, Curriculum Director, principal, media specialist, and community representative/parent. The system media contact person shall select the last three (3) members. The complainant may appear before the committee to make a ten (10) minute maximum oral presentation in support of his/her request for reconsideration of library media center materials. Upon completion of the presentation, the complainant shall leave to allow the committee to deliberate in private.
			3. After careful deliberation by thoroughly examining all of the material, presenting all points of view, and considering all committee members‘ opinions, the committee shall make a decision by individual secret ballot, with the ballots being tallied immediately in the presence of the committee. Any subsequent appeal of the same item shall be reviewed at the discretion of the system media committee.
			4. The complainant shall be informed by letter of the system committee‘s decision within twenty (20) school days from the date a letter of appeal is received by the system media contact person. A copy shall be sent to the superintendent and to the chairperson of the Richmond County Board of Education within ten (10) school days following the response letter‘s postmark.
			5. The Board is the final local authority in all appeals. The final decision on any item challenged to the system committee is binding only at the school where the complaint is initiated. All initial complaints shall start at the school level.
		2. Appeals beyond the System Media Committee
			1. Appeals to the Richmond County Board of Education must be made within ten (10) school days following the postmark of the system committee‘s decision. If an appeal is not filed within the time limit the case shall be considered closed.
			2. Upon receiving written appeal, the Superintendent shall notify the Richmond County Board of Education. The Board shall schedule a response to the appeal in a timely and expedient manner. All members of the Board shall have read the challenged material in its entirety.
			3. The Superintendent shall write the parties involved in the appeal within ten (10) school days of the Board‘s decision.

1. Selection Policy (AASL 1.1, 1.3, 3.2, 5.1)

The selection of materials for the media center is an ongoing process. Although suggestions may be made, the media specialist will make the final decision regarding which media materials will be ordered.

The following criteria will be used as a guide for selecting media materials:

* Relevance to curriculum
* Interests/backgrounds of students and teachers
* Board of Education policies
* Authority, scope, and coverage of work
* Format and price of work
* Literary excellence (award winners)
* Lasting importance/significance on a particular field
* High potential of user appeal
	1. Personnel responsible for selecting of materials:

System online research database licenses are purchased/renewed based on volume price discounts. Annually, media specialists will evaluate current subscriptions as well as recommend new subscriptions to determine renewal status.

* 1. Role of the school library media advisory committee in the selection process: Selects and orders resources consistent with system policies and with school curriculum needs.

SAMPLE TASKS:

* + 1. Analyzes the Media Center collection based on curriculum and instructional needs.
		2. Seeks input for collection development and uses appropriate selection tools.
		3. Maintains a consideration file for future purchases.
		4. Prepares purchase orders consistent to administrative guidelines.
		5. Monitors the Media Center budget.
		6. Provides assistance with software and hardware evaluation and acquisition by serving on school and system-wide committees and consulting wIth appropriate vendors.
	1. Selection criteria: The following criteria shall be used as they apply:
		1. Instructional media shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
		2. Instructional media shall be chosen to enrich and support the curriculum and the personal needs of users.
		3. Instructional media shall meet high standards in:
			1. Artistic quality and/or literary style
			2. Authenticity
			3. Educational significance
			4. Factual content
			5. Physical format
			6. Presentation
			7. Readability
			8. Technical quality
		4. Instructional media shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
		5. Instructional media shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives. Instructional media shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.
1. Acquisitions (AASL 5.3, 5.4)

Materials are ordered yearly by the media specialist. All suggestions for media materials need to be made in writing and emailed to the media specialist. Suggestions will be considered based on the Richmond County selection criteria. Reviews of materials to be ordered will be consulted from professional literature and other recognized review sources. The removal of media materials no longer accurate or appropriate for the curriculum and the removal/replacement of any damaged, worn, or lost materials is part of the selection process. (All Information in this section obtained from http://www.ccboe.net/files/\_TDAdO\_/66dac750d32100e43745a49013852ec4/CCBOE\_Media\_Manual\_Final3.pdf)

* 1. Local and district procedures for acquiring materials:
		1. Establish priorities based on short and long range plans. Consider budget.
		2. Consider the Georgia Accrediting Commission, Southern Association of Colleges and Schools Standards, and system expectations. SACS standards include:
			1. Minimum number of books required
				1. Elementary: A minimum of 10 books per student or 1500 books, whichever is greater. A media center is not required to have over 10,000 book.
				2. Middle and High: A minimum of 10 books per student or 2000 books, whichever is greater.
			2. Periodicals: Middle and high schools must subscribe to a minimum of 35 periodicals annually and the selection must serve all grade levels. Periodicals available through non print resources can be counted towards meeting 50% of the requirement.
			3. Non-print Resources: The materials selection shall include current electronic technological formats in support of the curriculum (e.g. online searches, CD-ROM programs, computer software, and laser disks)
	2. School-level and district level personnel (responsible for processing purchase order requests) The media specialist serves as chairperson of the school media committee and makes final decisions on the selection of media and equipment.
	3. Selection of vendors: The designated system media contact person will negotiate/ re-negotiate annual contracts with selected online research database companies. The annual agreement will be signed for each subscription at the system level. Vendor pricing is based on the system FTE count. Invoices are paid at the system level and the costs allocated based on the school‘s FTE count.

Reference List

American Library Association and American Association of School Librarians. (2010). *ALA/AASL standards for initial preparation of school librarians* (2010). Retrieved from<http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf>

The Governor’s Office of Student Achievement Georgia Reports. (2015). Lucy Laney High School. Retrieved from https://schoolgrades.georgia.gov/lucy-c-laney-high-school

Appendix



