Introduction

Mission and Vision
The Clyde A. Erwin High School Library Media Center fosters an environment of inquiry and literature appreciation to develop career and college-ready life-long learners with the 21st century skills needed to be effective users and producers of information and ideas.

- Develop the students’ competence in clarifying a task, accessing information, evaluating and synthesizing information, producing critical and creative works, and communicating to an audience.
- Develop the students’ ability to critically think and problem solve in an efficient, effective, and ethical manner.
- Design and deliver collaborative learning experiences to provide all students with the opportunity to achieve the Common Core State Standards.
- Organize and provide resources in a variety of formats that will enrich and support the curriculum and personal information needs while taking into consideration varied interests, abilities, and learning styles.

Focus Words
- Balance
- Evolution
- Openness
- Effective and Efficient

CAEHS Purpose: To prepare all students to realize their potential in a rapidly changing, diverse, global society.
CAEHS Direction: To collaborate with stakeholders to provide a safe, caring, rigorous, and engaging environment that is conducive to student learning that leads to success after graduation.
CAEHS Beliefs: Excellence in education is the privilege and responsibility of the school, community, parents, and students.

BCS Purpose: To provide safe and engaging learning environments that prepare students for their tomorrow.
BCS Direction: Our students will become successful, responsible citizens, in an ever-changing global society.
Beliefs: Teaching the Whole Child; Personalizing Instruction; Empowering World-Class Educators; Encouraging Personal Growth; Embracing Diversity; Investing Purposefully; Collaborating and Communicating

Major Considerations

I. 21st Century Learning Environment
The libraries in the biggest school systems around the country are moving toward the idea of a “Learning Commons;” an open, student-driven learning environment supported by the American Association of School Library’s “Standards for the 21st Century Learner.” This document includes all of the following, which we use to design our library program.

Common Beliefs
1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employments needs.
5. Equitable access is a key component for education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

Learners Use Skills, Resources, and Tools to:
1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

II. Technology
The use of educational technology, and technology in education, continues to rise and especially to evolve. Through this evolution, resources and technologies are changing and the definition of information literacy, an area of student learning to which the library is absolutely crucial, is becoming more complex. The library must be a central location, both physically and metaphorically, for proper, appropriate, and best uses of those technologies in order to help students gain information literacy. Students' habits in interacting with information are different than those of their predecessors because the world is different; the librarians must be on top of current trends in this area. One of the main concerns in this area is equity in access for all students. Right now, the Media Center manages a number of laptop carts for use with classes and students, but those devices are aging and struggling. There are rules in place that limit teachers and classes in usage in an attempt to maintain equity for all, but this is not an ideal situation. Luckily, BCS has begun a 1:1 initiative and all students at all grade levels in BCS will have their own devices by January of 2018 so our equity in access will need to consider students' home access, rather than simply access to devices, as well as equity in ability and usage. We will need to consider our own preparedness for 1:1, along with what the school system will be providing for us very quickly; 9th grade students will have devices by October, 2016. The remainder of the school will have them during the 2017-2018 school year.

III. Diversity of Student Population
It is likely that our school will continue to serve a population that is made up of a large number of diverse groups of students. We already have large numbers and projections suggest that those numbers will continue to grow. These students need to see themselves in the literature and have characters and situations they can relate to in writing. Additionally, we must consider the importance of equitable access for these students, who are often living at lower levels of poverty than their white counterparts and do not have the same luxuries. Fortunately, our school system is going 1:1 (see Major Considerations II above) and every student will have a device in hand, so the important part for us will become equity in usability and internet access, specifically. We cannot guarantee that they will have internet access at home, so the library will need to be a hub of open access and information in the mornings, afternoons, and during lunch.

IV. Student Response to Changes Made in 2014-2015 and 2015-2016 school year
Student response to the fairly minor changes that have been made already has been positive and, in some cases, overwhelming. The 3D printer draws a lot of interest from students and offers a lot of learning possibilities as a new (to us) technology. The integration of SMART lunch (or SMART periods in the future) creates a unique opportunity for us to offer our students programming outside of class time when, for many of them, they are free to do as they please, within reason. First and foremost, this is a huge boon to our open library environment. Secondly, the information we get during this time, both through programming and simply building relationships with students, is invaluable in designing our programming and collection. We also make it
a point to pay close attention to how students browse shelves looking for books to read and their general reading habits. In this case and others, their habits are different than those of their predecessors because of how they interact with other things like technology, newspapers, and magazines. Staying abreast of students’ reading habits is the most important factor in decisions about library layout and collection development, and our students have very specific reading habits.

**Conclusion and Rationale**

I. **21st Century Learning Environment**

Our library is drastically behind as far as 21st century learning environments go. Our collection is outdated (and made up of far too many books) and our physical space has not adapted or changed in years. Student inquiry needs to be the foundation for everything that we do in the library, so the changes in student-information interaction should dictate our next steps. In order to meet our goals in terms of the learning environment (see “Goals”), we must focus on two main things: re-organization of the library collection and re-thinking the physical library space. By paying attention to our users’ browsing and reading habits, we can adapt our collection to better serve the teens of today, and by adapting the space around those changes, we will be better able to offer students the ability to inquire and work on their own and together. The social aspect of learning will be immediately addressed and enhanced through those changes, as well as through our continued openness and programming during SMART lunch. We will need to consider the purchase of new furniture, as well as some new shelving, in order to accommodate this evolution.

II. **Technology**

The introduction of the 1:1 program is going to be huge for both our school and our community. Because of it, our goal is to make our current technology last until 1:1 is here. While we will not be able to guarantee our students access outside of school (that decision is left up to the principals, though we will push for whichever path we decide would best serve our students), a device in every student’s hands during school hours means that teachers will no longer have to sign up for devices ahead of time and we will no longer have to enforce limits on usage by teacher and class. Through 1:1, equitable access will happen. We will have to focus our energies in two areas: making sure there are equitable technological skills, both for teachers and students, and making our space work with 1:1. We believe that the changes we will make as discussed above (see Conclusion I) will coincide perfectly with what a space that works collaboratively with 1:1 should look like and do not think anything more needs to be added to that. Equity in skills, however, will take some major work on our part. Technological skills are crucial to success in the real world, and we see daily the wide range in even basic skill levels of both teachers and students; we will not be able to help every student restart their computer when it fails to connect to the network in the morning. We need both teachers and students to know the steps for basic troubleshooting. We will also need to focus on helping students re-learn internet usage habits for finding information. This will be a good area for us to collaborate with our Digital Learning Facilitator and find things she can offer as PD to our staff.

III. **Diversity of Student Population**

We believe that many of our diversity issues will be addressed (not fixed, but needs will be met) through our previously stated initiatives. The first step of most of what we want to accomplish as listed above in Conclusion I will be to clean up the library collection through deselection and order more appropriately for our patrons. This is a very simple way of addressing the diversity of our population; by ridding our shelves of outdated, inappropriate, or simply unappealing materials, we can quickly build a collection that better serves our 21st century readers. Reading is a window to the world, and our current (2016) world is not seen well through a collection with an average age in the 70’s (as it was when we first starting considering this plan in December, 2014). For more on this, see the Goals section.

**Selection (Ordering)**
The Media Center strives to provide students with materials that will enrich and support the educational program of the school. It is the responsibility of the Media Center to provide a wide range of materials at varying levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the Media Center or school advocates or endorses the contents. The needs of the Media Center are based on knowledge of the curriculum, of the existing collection, and the user community. These needs are given first consideration in the selection of materials to be used to enhance the classroom curriculum. The Media Center adheres to the Buncombe County Board of Education’s policy 3200 regarding selection of materials meant to “complement, support, enrich, or extend the curriculum.”

The objectives of selection of supplementary material are

- 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
- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- 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
- 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
- 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
- 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

Board policy also states that when examining proposed materials, the selector should consider the following factors:

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

Additionally, the librarians also consider a large number of other criteria when selecting materials for the library collection, including but not limited to

- Literary and artistic excellence
- Lasting importance or significance to a field of knowledge
- Support of the curriculum and educational goals of the school
- Favorable reviews found in standard selection sources
- Suggestions/requests by students
- Timeliness of the material (with consideration to the goals of Media Center as listed in “Goals” section)
- Contribution to the diversity of the collection
• Appeal to the library patrons
• Popularity of materials in the real world
• Suitability for intended use
• Material placement within the ordering cycle (see Table)

For more about this, see the “Plan” section.

**Deselection (Weeding)**
The Media Center follows BCS Board Policy 3200 with its deselection policy, which states: “To ensure that the supplementary media collection remains relevant, the media and technology professionals shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. Materials may be removed only for legitimate educational reasons and subject to the limitations of the First Amendment.” Using the considerations for Selection (above) in the inverse, the librarians also deselect (weed) materials from the library collection. Weeding is an important part of library management and should be done regularly by every library. We use the term “General Weeding” to refer to weeding done consistently, within the normal day-to-day operations. This type of weeding is good for finding obviously damaged or outdated materials, as well as items that we may have needed two copies of in the past, and is one of the best tools for keeping a collection relevant. Deselected items are offered first to our patrons, both students and teachers, free for the taking. Some items leftover after patrons have picked through them may be donated to special collections, societies, initiatives, and non-profits, depending on the topics; relationships are maintained with several organizations to help with those donations. Items may be thrown away if left unwanted for a lengthy amount of time. For more about this, see the “Plan” section.

**Goals**

I. Create and maintain a legitimate Makerspace including a defined area and new and engaging technologies (such as a 3D printer and green screen). **May 2017 Update:** A designated Makerspace will be created with the remodeling for Summer 2017. See II below for more information. **September 2018 Update:** An area has been designated, but work beyond that has halted due to the unforeseen amount of work rolling out 1:1 laptops and hotspots was in the first year of that.

II. Update the physical appearance of the library. More specifically, we would like to see new furniture (especially highly adaptable furniture) and a more open work space. This could also include painting in areas and displaying more student created art work. **May 2017 Update:** New chairs were purchased in Fall 2016, meaning we would get new carpet over Summer 2017. The whole school is also being painted at this time, so will have a fresh coat of white paint, one gray accent wall, one green wall, and will be able to cover the brown trim with gray. SMART Boards are being moved to more logical places and shelves, tables, and desks are being rearranged at the same time. One SMART Board will be updated to the Kapp Board, unnecessary desktops and drops will be removed, and a designated MakerSpace area will be created. This is a great start. We will move this focus to furniture and student work, specifically new, adaptable tables, new couches and comfortable seating, and using student work to add pops of color and interesting art. **September 2018:** New tables were order at the end of Spring 2018 with available funds. Next step is finish buying the needed tables (and more chairs if needed), followed by couches and comfortable seating. Art will be ongoing but the third priority.

III. Raise the average age of the entire collection to 2000 or newer. **May 2017 Update:** Goal met. **Transition to A below.**

A. Once this goal is reached, we will transition to the goal of the average age of the whole collection being within the last 10 years of the current year (so in 2020, we’d want the average age year to be 2010).

B. A note: We believe this goal will be very easy to maintain because of the combination of Goal IV and our Minor Weeding areas that we do general weeding (see Deselection section) in every
year. We do not think this is something we will have to go out of our way to reach or maintain, once we get there.

IV. Raise the average age of each Dewey section to 1990 or newer. May 2017 Update: Goal met.

Transition to A below.

A. Once this goal is reached, we will transition to the goal of having the average age of each Dewey section to 2000 or newer. September 2018: A side goal for this year is to un-Dewey the nonfiction sections. This change should help us reach this goal quickly, as some of the classifications will change. February 2019: Goal met. Transition to B.

B. Once that is reached, we will transition to the goal of having the average age of each Dewey section to within the last 10-15 years. We maintain a range because of the circular pattern of the collection development plan, wherein we only collect in certain areas once every five years.

C. A note: Once we are at the third level of this goal, maintaining this goal can easily be accomplished by running a report for every title that is older than a certain year (would have to be figured what that is and may have to be done more than once to maintain the average), and pulling those books. Any of those books that we should keep will either have to be re-ordered with a new publication date or could be kept depending on how many like that there are (because it's an average year; it doesn’t mean we won’t have old stuff). The year to run the report by would then just increase with every subsequent year.

Plan
To accommodate all of our needs and to help us visualize the steps we need to take to meet our goals, the library will operate on a 5-year plan with five major focus areas: Major Ordering, Major Weeding, Movement Projects, Technology and Professional Development, and Minor Ordering and Weeding. The plan can be seen in the Table included at the end of this document. It is cyclical in nature with the hope that at the completion of this five years, much of what we do will be able to just happen again.

Notes (refer to the table):
1. Graphic Novels - The popularity of graphic novels requires that we do something slightly different for that area of our collection. A certain percentage (***) look at what we have been doing and go from there to decide what this # looks like) of our major fiction order every year will be dedicated specifically to graphic novels and the upkeep of that collection. We will include it as a major weeding area only once in the cycle; since Graphic Novels are a fairly new area of popularity and most of the books are very new, we will be able to keep that collection relevant and engaging without having to weed more than once, at least through this first 5-year cycle.

2. 300s - As we were reshelving leftover Reference materials into the Nonfiction section in Year One, we realized that much of the 300s did not appear to have been weeded in the 2014-2015 school year. What we decided is that we had started it but somehow never finished. 300s are a major area of the collection, both high in use and in stock, so we added 300s to our Major Weeding Projects for Year One, despite believing we had done it in the 2014-2015 school year.

3. 900s - The official year for ordering and weeding in the 900s is Year Three; however, after consideration of the use of that section of the library (high), the fact that as of March Year One, it is the only Dewey section not up to 1990 (see Goal II), and that Biographies/Memoirs (housed mostly in 900s) is a Major Ordering/Weeding project for Year Two, we’ve decided to begin major weeding in that area in Year One as much as possible and continue into Year Two as needed. This will ultimately help meet our goals earlier than anticipated, as well as clear out space for new materials in a highly used section of the library.

4. Ongoing Nonfiction - As we were reshelving leftover Reference materials into their new Nonfiction section, we attempted to do general weeding in the Nonfiction section as we went. This made more work and made moving Reference take way longer than it should, but it was rather necessary. It was
not a proper Major Weeding for any area, but it was done.

5. Audiobooks and E-Books - The library currently has few audio and e-books and both the interest and circulation in these areas is extremely low. Research shows that students still prefer to read a printed text, and our experience with students (who say "no thank you" if we say we have an e-book version of something) backs that up. For that reason, we have put off doing anything in these areas until Year Five. We believe this will enable us to make note of any changes in this area with the introduction of 1:1 and then be better able to serve the community's needs. We've also decided to leave that collection as is until that time as neither takes up too much (or any) physical space and it appears to be working for the 1-2 students who use those areas as of right now. It would be easy to move focus on this section up as far as Year Three if we notice an immediate and pronounced change at any point.

Other Policies

I. Donations
The Erwin Media Center accepts donations of books and materials, but reserves the right to not include those materials in our collection, if those materials do not meet our selection criteria. If they do not, the same deselection process applies and those books will, hopefully, make it to a deserving and interested home.

II. Giveaways
The Media Center does book giveaways at least twice per year (usually during Teen Read Week in the Fall and National Library Week in the Spring). Every effort is made to make giveaways interesting to a wide audience and covering a multitude of genres; for example, we might give away one graphic novel, one bestselling fantasy novel, a book featuring African American main characters, a book of nonfiction, and one DVD over the course of a week. We often buy these books specifically for this purpose with library funds, but we also sometimes make mistakes and order two copies of a book that we don't necessarily need to own two copies of. The extra copy often makes a great giveaway. Giveaways (including any movies) are put through the same selection criteria as any other material we would be including in the collection.