Guilford County Schools
Library Media Services Department

Plan to Support Collection Development and Management in School Library Media Centers

Purpose and Introduction

The Guilford County Schools (GCS) Library Media Services (LMS) Department's Plan to Support Collection Development in School Library Media Centers provides a framework to guide the thoughtful curation and maintenance of GCS school library media centers' physical and digital collections. Aligned with national standards from organizations like American Association of School Librarians (AASL) and International Society for Technology in Education (ISTE), the plan aims to meet students' academic, informational, and recreational needs. It emphasizes intellectual freedom, accessibility, and the celebration of various perspectives to create enriching environments for exploration and critical thinking.

This plan serves as a dynamic roadmap for continuous improvement in GCS school library media centers, adapting to evolving educational needs. It underscores the department's commitment to fostering lifelong learning, responsiveness to stakeholder input, and the promotion of vibrant, relevant collections that enhance academic achievement and cultivate a passion for learning among students.

Guilford County Schools District Snapshot

GCS is the third-largest district in North Carolina, serving approximately 66,000 students across 123 schools in urban, suburban and rural areas. The district has over 40 magnet and choice schools with 66 programs, from Science, Technology, Engineering and Math (STEM) to performing or visual arts, advanced academics, Spanish immersion, Montessori, health sciences and aviation.

GCS also offers more than 259 Career and Technical Education courses in 50 schools, including programs in culinary arts, business, nursing, computers, and automotive technology. High schools across GCS offer more than 30 Advanced Placement courses that prepare students for the higher-level courses they will take after graduating from high school and moving on to colleges and universities. Four high schools offer the prestigious International Baccalaureate program. Nine early and middle colleges allow students to earn up to two years of college credit while attending high school.

GCS Mission

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.

GCS Core Values

- **DIVERSITY** - We are committed to creating an educational organization where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.
- **EMPATHY** - We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.
- **EQUITY** - We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We work to eradicate achievement gaps.
- **INNOVATION** - We are committed to fostering a work environment where the goal is not to manage innovations but to become innovative. Problems are identified, adults in the district assume ownership of the problems, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions are found, and clear and compelling goals are established.
- **INTEGRITY** - We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and treating everyone with respect.

GCS Student Data

GCS students are diverse and represent countries from all over the world, speaking at least 120 different languages. Additionally, a majority of GCS students experience poverty or other social vulnerability index factors and, according to the Centers for Disease Control, as of 2023, over 25% of North Carolina students identify as gay, bisexual, or other/questioning, which would equal approximately 16,500 GCS students.

GCS student statistics:

- American Indian: 0.3%
- Asian: 6.89%
- Black: 42.01%
- Hispanic: 19.15%
- Multi-Racial 5.26%
- Pacific Islander: 0.11%
- White: 26.28%

Student Demographics
American Indian 0.3%, Asian 6.89%, Black 42.01%, Hispanic 19.15%, Multi-Racial 5.26%, Pacific Islander 0.11%, White 26.28%
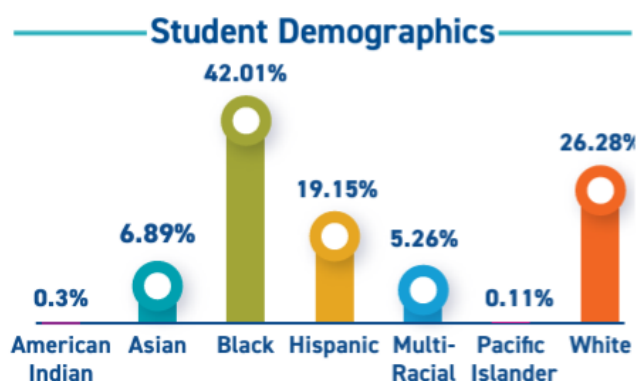
GCS was elevated from a low-performing district after the last school year and has a 2024 graduation rate of 92.2%, slightly above the state average. In the district there are over 12,000 Advanced Learners and over 9,800 Special Education students. GCS had a 13.2 point decrease in the percent of low-performing schools in the 2023-24 school year, with 92 schools meeting or exceeding growth.

Library Media Services Department Snapshot

GCS school library media centers are instructional spaces that promote critical thinking, communication, collaboration, and creativity. Each school library media center is staffed by a licensed school library media coordinator (SLMC) who delivers instruction aligned to the NC Digital Learning Standards for Students. GCS SLMCs curate collections of print and digital resources that have been selected to meet the needs and interests of each school's students.

Library Media Services Department Mission

To ensure that students will graduate as responsible citizens prepared to succeed in higher education or in the career of their choice, GCS school library media programs will ensure students, teachers and staff are effective users of ideas and information.
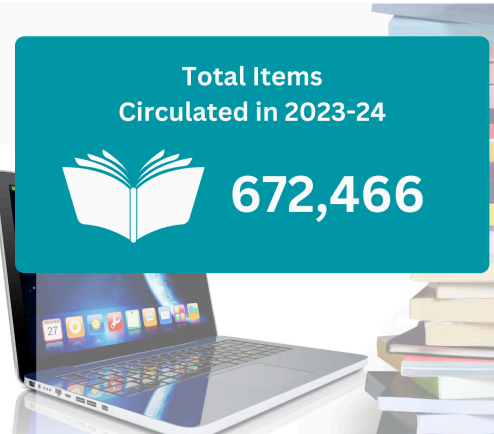
Library Media Services Program Data

There are 107 physical school libraries and 1 virtual school library in GCS that the LMS Department oversees. Over 1 million books are cataloged across the district to serve the almost 70,000 students enrolled in GCS schools. SLMCs also manage over 150,000 laptops and tablets for students and staff. Circulation during the 2023-24 school year was almost 1 million books.

The LMS Department regularly assesses school library media programs by analyzing collection and circulation data alongside district accountability scores, noting a positive correlation between circulation and student achievement in elementary grades. In promoting both academic and leisure interests, the department prioritizes creating diverse collections that resonate with students' experiences and identities, alongside fostering positive student-library relationships by centering student voice and choice when updating and organizing collections.

District Collection Statistics

- 995,944 items.

- 14.98 items per student

- 2009 average age of items.

GUILFORD County Schools
Library Media Services

School Libraries
108

Students
66,474

Library Books
995,944

Laptops and Tablets
173,934

Total Items Circulated in 2023-24
672,466

District and State Purchased Resources

The Library Media Services Department purchases digital titles each year for the District Digital Shelf to augment eBook and audiobooks available at the school level. Books on the elementary, middle and high school Battle of the Books lists, recent award winners, and titles to meet curriculum needs are prioritized when preparing orders. The North Carolina Children's Book Awards (NCCBA) titles are purchased each fall for elementary schools to support student participation in this program.

The department also provides access to Beanstack, a reading engagement software program, for each site with an SLMC on staff to help promote the love of reading and robust reading cultures in schools. Online encyclopedias and research databases are provided through the North Carolina Department of Public Instruction's subscription to EBSCO and Britannica.

Department Partnerships

Through the Guilford Online Access to Libraries (GOALS) partnership, the district's students have access to NC Live databases as well as Greensboro and High Point Public Library resources, both physical and digital. The Authors Engaging Students program through Greensboro Bound provides schools with books and virtual author visits each fall and spring.

Department Goals and Priorities

- Increase students' independent use of the district's school library media centers by prioritizing genrefication of fiction sections, dynamic shelving of books, and student empowered self-circulation.
- Weed outdated school library media center books to improve the district's overall collection age and ensure relevance and accuracy of materials in all collections.
- Increase the representation of demographic groups within the district's school library media center collections through targeted purchasing and partnerships.
- Create consistent cataloging norms that will be used at all of the district's school library media center sites.
- Implement genrefied collections in all rebuilt, renovated, and newly opened school library media centers.

Collection Development Principles

In crafting this plan to support collection development, the LMS Department incorporates guidelines from esteemed organizations like the American Library Association (ALA) and the International Federation of Library Associations (IFLA). With a focus on the pivotal role of school library media centers, the department prioritizes collaborative planning to align collections with curriculum goals and cater to diverse student needs. These principles form the bedrock for resource selection, evaluation, and upkeep, fostering an environment of inquiry and intellectual exploration. Additionally, the plan aligns with AASL standards, recognizing the school library media center's vital role in promoting information literacy and lifelong learning, while also integrating technology in line with ISTE standards to enhance digital literacy and responsible use of information. Moreover, the inclusion of resources endorsed by

educational organizations like the National Council of Teachers of English and the National Science Teaching Association ensures comprehensive and discipline-specific collections for student enrichment.

Collection Development Responsibilities

Collection development in GCS is mainly done on the site level, with schools having autonomy over purchases, deselections, and donations that affect their school library media center collections. Per [Guilford County School Board Policy 3200](#), the SLMC is the professional in charge of this process in collaboration with the school's Media Technology Advisory Committee (MTAC), and is guided by the LMS Department through training and hands-on support.

Library Media Services Department Responsibilities

To support school level collection development, the LMS Department will:
- Hold annual training sessions to prepare SLMCs to conduct an inventory of collections;
- Hold annual training sessions to prepare SLMCs to analyze collection data;
- Provide a collection development plan template and detailed instructions for completion;
- Provide feedback on completed collection development plans;
- Collect and analyze circulation and achievement data to determine possible correlation;
- Share data analysis with district leadership to advocate for collection development funding.

School Library Media Coordinator Responsibilities

To effectively develop and manage school library media center collections, SLMCs will:
- Attend training to understand how to appropriately inventory a collection;
- Attend training to understand how to analyze collection data;
- Use the required district collection development plan template;
- Work with the school MTAC to establish yearly goals for collection management;
- Track progress on collection management goals;
- Share completed collection development plans with school stakeholders;
- Advocate for school funding to manage school library media center collections.
- Manage allotted funds based on priorities established in annual collection development plans.

Intellectual Freedom

The LMS Department champions intellectual freedom as essential for fostering a vibrant learning community that encourages critical thinking and prepares students for a diverse world. Aligned with the [ALA Freedom to Read Statement](#) and the [IFLA Glasgow Statement on Libraries](#), this commitment supports the [GCS Strategic Direction](#) by

supporting student mental health through texts that affirm their identities and exposing students to global ideas and perspectives aligned to post-secondary opportunities. By curating diverse collections, the department ensures students have access to a broad spectrum of ideas and perspectives, nurturing an environment of inquiry and independent thought in the school library media center.

Emphasizing inclusivity and cultural responsiveness, the LMS department prioritizes materials that reflect the diverse experiences and identities of GCS students. The department actively works to prevent undue restriction of access to materials and is committed to upholding intellectual freedom and students' freedom to read while respecting the sensitivities of the GCS community. Recognizing that diverse stakeholders have differing priorities, Guilford County School Board Policy 3200 and Regulation Code 3200-R establish clear procedures for addressing challenges to school library media center materials with an emphasis on open dialogue, respecting dissenting opinions, and adhering to established policies in addressing concerns.

Selection Criteria

Selection of materials for GCS school library media centers is guided by Guilford County School Board Policy 3200. This policy, along with Regulation Code 3200-R, outlines the following principles and criteria for considering the value and appropriateness of school library media center materials.

Principles for selection:

The following principles will be used to govern selection of instructional materials:

- the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum;
- the material's reliability, including the extent to which it is engaging, culturally relevant, comprehensive, and evidence-based;
- the materials on controversial subjects should represent various points of view so that students may develop the skills of critical thinking and analysis;
- the material's thoughtful supports and scaffolds to support all students in accessing the North Carolina standards;
- the supports provided for effective and sustainable implementation.

Criteria for selection:

Educational resources should (criteria not ranked):

- Be selected according to the general educational goals of the school district, the goals and objectives of the individual schools and specific courses.
- Be appropriate for the age, interests, abilities, learning styles, social development, and maturity levels of the students.

- Provide information to 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.
- Represent the diversity of religious, ethnic, political, and cultural values held in a pluralistic society.
- Illustrate the contributions made by various groups to our national heritage and to the world.
- Illustrate historical and contemporary forces in society to enable users to recognize and understand social, economic, personal, and political problems.
- Provide various points of view about issues, including those considered to be controversial.
- Represent various theories about the physical environment and the universe.

School library media center materials are selected by the SLMC at each school as outlined in the policy. In addition to the above criteria, SLMCs are required to consult professional reviewing sources for reviews of titles that are selected for purchase. Titles added to a school library media center collection should have two positive reviews and meet the goals of the individual school collection development plan. A consistent decision-making process at all schools ensures that school library media center collections remain dynamic, relevant, and responsive to the educational and recreational needs of all students.

Budget and Funding

In GCS, site-level school library media center funding is determined by school leadership priorities, school library media center fundraising through book fairs or other means, SLMC grant awards, and/or partnerships with the PTA/O at each school. The LMS Department supplements school-level funding when possible.

The department recognizes that this creates inequities in funding across the district and affects the relevance, currency and representation of resources to which students have access. Data review and district-level advocacy are ongoing to establish sustained, equitable funding for all school library media center collections.

LMS personnel recommend a minimum allotment of $5 per student each year in school budgets to maintain a baseline collection of print and digital resources.

Collection Maintenance

Regular assessment, systematic cataloging, and proactive digital resource management contribute to district collection maintenance efforts. It is the department's goal to have dynamic and relevant school library media center collections that align with instructional priorities and technological advancements and meet current educational standards and societal changes. This goal will be achieved by following weeding and deselection guidelines that emphasize accuracy, relevance and appropriateness, managing inventory effectively through yearly audits of the student-circulating catalog, addressing

technological obsolescence and regularly reviewing data to identify areas for improvement.

To support this effort, GCS SLMCs conduct an annual inventory of student-circulating books and develop a school level collection development plan, including yearly goals for improvement, to guide deselection and acquisition for the year. District guidelines for acquisition take into consideration currency and use. Titles over 10 years old should not be considered for purchase and no more than 3 copies of a single title should be purchased for the school library media center collection. When deselecting materials, SLMCs are trained to evaluate the currency, condition, and relevancy of titles to determine whether or not to retain copies of older items. Materials that are deselected from the collection after the annual inventory and collection evaluation are disposed of following procedures outlined in the [GCS School Library Media Coordinator Handbook](#).

Additionally, the LMS Department works closely with GCS Technology Services to ensure compatibility and currency of digital resources. LMS personnel serve on the district Mobile Device Application Committee (MDAC) outlined in [Regulation Code 3200-R](#) to preview and approve software and applications used within the district. There is also ongoing collaboration between the Technology Services, Blended Learning and LMS departments to enhance instructional technology support and plan for future needs.

Donations and Gifts Policy

Donations are evaluated by the school receiving the items and are accepted based on their relevance to the curriculum, educational goals, and the diverse needs of the student body. Materials that align with the school-level collection development plan and contribute to a well-rounded and relevant collection will be considered. Priority will be given to materials that enhance the overall diversity and inclusivity of the collection.

Donated materials must be in good condition, undamaged, and reflective of current and accurate information and will be evaluated by school personnel to ensure they are in line with the needs of the school. Schools do not accept encyclopedias, National Geographic, or other archival magazines.

Acknowledgment of donors, including individuals, organizations, and businesses, will be done in accordance with district policies and appreciation will be expressed through appropriate means, such as public announcements, newsletters, or donor plaques.

Schools will communicate with donors regarding the criteria being used to evaluate the donated materials, as well as the use and impact of their contributions. If the school determines that donated materials are not acceptable, and the donor does not want the items returned, the materials will be disposed of following district procedures.

Donated books that meet the school library media center collection development plan criteria will be cataloged and integrated into the school library media center collection. Materials that are acceptable but do not meet school library media center needs may be offered to classroom teachers or given to students. This ensures that all school library

media center materials continue to align with educational goals, maintain high standards of quality, and are integrated responsibly to enhance the overall richness and diversity of resources.

Professional Development

Continuous professional development is paramount for the LMS Department, which invests in training, collaboration, and participation in professional networks and conferences to enhance the expertise of GCS school library media center staff. Through annual training on inventory management and cataloging, standard collection development planning, and collaboration with district content area departments to align with curriculum needs, the department ensures school library media centers are equipped to meet evolving educational demands. Engagement in state and national conferences enriches staff understanding of current trends in collection management, with acquired knowledge disseminated district-wide through local professional development sessions.

Communication and Advocacy

Effective communication and advocacy are core strategies of the LMS Department, aimed at highlighting the importance of a comprehensive collection and promoting the vital role of school library media centers in student success and lifelong learning. Through regular communication with educators to align resources with curriculum needs and quarterly reporting to demonstrate impact on student learning, the department ensures transparency and understanding of its mission. Proactive engagement with district leadership, administrators, and parents through information sharing and collaboration with organizations like Guilford Parent Academy further amplifies awareness of the services and resources offered by school library media centers, solidifying their value in supporting education.

Review and Revision

Annual review, alignment with evolving educational needs and standards, and collaborative revision processes ensure the adaptability and continued relevance of the GCS Library Media Services plan to support collection development. By regularly assessing and revising the plan based on stakeholder input, educational developments, and emerging trends, the department strives to maintain a dynamic and responsive approach to providing district school library media center collections that meet the evolving needs of the GCS educational community. The plan is flexible to allow adaptation to curriculum requirements and educational priorities. It is also forward looking - incorporating emerging trends in school libraries and integrating new approaches to managing school library collections.

Resources

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