



Casa Esperanza Montessori

a dual-language charter school and preschool community

Policy Number: 7.1.2

Section: Educational Program

Title: Media and Technology Selection Policy

Policy: School employees shall comply with the guidelines of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

I. RESPONSIBILITY FOR SELECTING MEDIA AND TECHNOLOGY

In accordance with PUBLIC SCHOOL LAWS OF NORTH CAROLINA, General Statute 115C-98 (b) “Local boards of education shall adopt written policies concerning the procedures to be followed in their

local administrative units for the selection and procurement of supplementary textbooks, library books, periodicals, and other instructional materials needed for instructional purposes in the public schools of their units . . .” The Board of Education delegates the responsibility for coordinating the selection of instructional resources and recommendation for purchase to the professional media and technology professionals in the administrative unit.

Each school’s Media and Technology Advisory Committee will assist media and technology professionals in the selection process and the school-level challenge of materials. The Media and Technology Advisory Committee is appointed by the principal and chaired by the school library media coordinator. This committee includes teachers representing all subject areas and/or grade levels and parent/community representatives. Under the leadership of professional media personnel, this group sets priorities for resources to be acquired based on school-wide objectives and on strengths and weaknesses in the existing collection. It is also the first level of response to any challenge of resources within the school system.

II. OBJECTIVES FOR SELECTING MEDIA AND TECHNOLOGY

The primary objective of Casa Esperanza Montessori Charter School’s library media and technology program is to enrich and support the instructional program of the school. The media and technology program makes available, through the school’s collections, a wide range of print, nonprint, and technology on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

To this end, in keeping with the ideas expressed in the *Library Bill of Rights*, the school asserts that the responsibility of the media program is as follows:

1. to provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, socio-economic backgrounds, learning styles, and developmental levels of the students served.

2. to provide for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these resources. The resources shall include a variety of formats, such as books, periodicals, and projected and electronic resources including those found on the DPI website through NCWiseOwl.
3. to take into consideration the varied interests, physical and mental abilities, multiple intelligences and maturity levels of our student population and to provide a wide range of resources to support all these differences.
4. to provide a background of information enabling students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives.
5. to provide resources on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and of critical analysis of all media.
6. 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.
7. to place principle above personal opinion and reason above prejudice in selecting media of the highest quality in order to assure a comprehensive collection appropriate for all users.

III. CRITERIA FOR SELECTING MEDIA AND TECHNOLOGY

Individual teaching and learning styles, the curriculum, and the existing collection are given consideration in determining the needs for resources in individual schools.

After a careful needs assessment, resources considered for purchase are judged on the basis of the following criteria:

PURPOSE: Overall purpose and its direct relationship to instructional objectives/curriculum

RELIABILITY: Accurate, authentic, up-to-date, authoritative treatment: Clear, skillful, well-organized, unbiased, comprehensive, well-balanced

TECHNICAL QUALITY: Relevant to content, sound and visuals consistent with state-of-the-art capabilities

FORMAT: Well-organized, attractive, appropriate

CONSTRUCTION: Durable, manageable

POSSIBLE USES: Individual, small group, large group, introduction, in-depth study, remediation, enrichment

COMPATIBILITY: When applying criteria to nonprint materials, match what the school owns to the materials purchased. Warranty and repair of equipment are major considerations when evaluating non print resources.

The Library Media Specialist will provide leadership in the selection and use of technology in the curriculum by promoting and modeling effective practices, and offering recommendations to students, teachers, and administrators. Activities may include conducting professional development workshops for teachers on new technology and its uses, explaining how a medium can suit the various ability and interest levels, and suggesting the use of interdisciplinary materials.

IV. PROCEDURES FOR SELECTING AND MAINTAINING THE MEDIA AND TECHNOLOGY COLLECTION

In coordinating the selection of resources, the media and technology professionals, assisted by the Media and Technology Advisory Committee, should:

1. use reputable, unbiased selection tools prepared by professional educators and arrange, when possible, for firsthand examination of resources to be purchased. The following resources are among those that will be consulted when selecting materials for the media center:

Core Collection for Small Collections

Children's Book Awards

Notable/Best Books (A.L.A.)

Publisher's Weekly

Library Media Connection

Kirkus Reviews

Horn Book

Booklist

School Library Journal

NCSLMA

2. judge gift items and classroom collection purchases by the same standard selection criteria. Persons interested in contributing to the resource base of the library will be encouraged to target their contributions towards standing wish lists on file in the media center or in classrooms. In this manner, contributors will match the goals and objectives already developed for use in an actively functioning media program.
3. when the collection meets the IMPACT model minimums and above, weed continuously and purchase replacements for worn, outdated, damaged, or missing resources basic to the collection. Collection re-evaluation and weeding will be an ongoing task. The following reasons are legitimate reasons for weeding: changes in the curriculum which require change in the focus of the collection; repair to damaged materials; usefulness of items on the shelves; providing the best materials available for our students.

V. PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Occasional objections to some resources may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting the resources. If a complaint is made the following procedures should be observed:

1. Encourage the complainant to discuss their concerns and inform them that they have every right to submit a complaint following the policies and procedures of our school.
2. Inform the complainant of the selection procedures and request that the complainant file his/her objections in writing by completing the Request for the Reconsideration of Instructional Resources form(see appendix) to be submitted to the Media and Technology Advisory Committee.
3. The Media and Technology Advisory Committee will:
 - _ examine the item and the objection(s)
 - _ survey reviews of the item in professional reviewing sources
 - _ determine the extent to which the item supports the curriculum
 - _ weigh the merits against the alleged weaknesses, considering the whole item instead of isolated passages
 - _ discuss the item and prepare a written report of the findings and recommendations of the committee
 - _ send copies of the report to the head of school.
4. The media director should discuss the report with the head of school, who may present it to the board.
5. The materials in question will remain on the shelf during the above process.

6. In accordance with GS 115C-98 (bl), “The local board, at all times, has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed.”
7. There will be no avenue for appeal of the original decision of the committee and there will be no option for resubmitting the complaint at some future date.

Evaluation and Periodic Review

On a yearly basis, the aforementioned Media and Technology Advisory Committee will reexamine this policy. At that time, policies will be considered anew and reaffirmed or changed as needed.

**APPENDIX
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL RESOURCES**

NAME OF PERSON MAKING REQUEST:

ADDRESS: _____ TELEPHONE: _____

Complainant represents: _____ himself/herself or: _____ organization
If organization, what is the name of the organization: _____

Are you a parent or guardian of a student in this school? ___ Child's Class: _____

TITLE OF ITEM: _____ FORMAT: _____
(Please complete separate form for each individual title to be reconsidered) *(book, video, etc.)*

AUTHOR/ARTIST/COMPOSER, ETC.: _____

PUBLISHER/PRODUCER: _____ COPYRIGHT DATE: _____

How did you acquire this item? _____

Did you read, view, or listen to the entire item? _____
If not, what parts? _____

Is this item part of a series or set? Yes ___ No ____.
If yes, did you examine other items in the series or set? _____

To what in the item do you object? *(Please be specific: cite pages, frames, etc.)*

What do you feel might be the result of a student's reading, viewing, or listening to this item?

Are you aware of any evaluations of this item by authoritative sources? Yes ___ No ____.
If yes, did those sources agree with your opinion? Yes ___ No ____.

List the sources: _____

Do you want other persons in the community to determine the kind of materials your child may or may not use in school? _____

Other comments:

SIGNATURE OF COMPLAINANT DATE

Copy in School Handbook (Yes / No)
Copy in Faculty Handbook (Yes / No)

Signature:

Paula Bickley, Board Chair

Date Adopted