

# **Johnson City Schools Library Media Handbook**





**Johnson City Schools**

*Expect The Best!*

# **Library Media Handbook**

Revised July 2022

## **Johnson City Schools Library Manual**

### **General**

Johnson City Schools Library Vision and Mission Statement	1
Job Description of the Library Media Specialist	2
Library Bill of Rights (AASL)	5
AASL Standards	6

### **Media Center Management**

Procedures for Selection and Library Collection Management (Age Appropriate Materials Act Compliance)	14
Collection Diversity	15
Selection of Instructional Materials (Policy 4.402)	16
Controversial Materials (Policy 4.801)	17
Reconsideration of Instructional Materials and Textbooks (Policy 4.403)	18
Citizen's Request for Alternative Instructional Materials Form	20
Guidelines for Gifts and Donations	22
Weeding Guidelines	23

## **Johnson City School Library Media Centers**

### **Vision Statement:**

Our Johnson City School Library Media Centers are places where students' intellectual, social, emotional, and physical needs are assessed and met in a caring way. We strive to enable each learner to develop according to their individual potential and to acquire the skills, knowledge, and attitudes needed for successful lifelong experiences. We believe this happens by providing students with a diverse, up-to-date library collection from which they choose materials that supplement their classroom instruction as well as meet their own personal interests.

### **Mission Statement:**

The mission of the Johnson City School Library Media Centers is to ensure all students become information literate and lifelong readers. The media centers' collections and curriculums are designed to enrich and support the educational programs in the school. It is the duty of the library staff to provide our diverse school communities with a wide range of materials on appropriate age levels and levels of difficulty. These materials and services will also help to develop literacy, cultural, and aesthetic appreciation of the arts and sciences. The media center strives to foster competence and stimulate interests in reading, viewing, and using information and ideas in an environment that is welcoming, innovative, and safe for all stakeholders.

# **Job Description**

## **Library Media Specialist**

### *Administrative Duties*

1. Develops the LMC programs, its routines, and procedures
2. Tracks all LMC records
3. Schedules students and classroom use of LMC
4. Establishes behavioral standards for students in the LMC
5. Supervises volunteers and paid library staff
6. Allocates the use of audiovisual equipment and materials
7. Coordinates, cooperates and collaborates with the public and other school libraries
8. Works with the administration of the budget and goals for the LMC.
9. Promotes the LMC and its programs

### *Selection of Materials and Equipment*

1. Evaluates and selects all materials and equipment
2. Determines the needs of teachers and students as a basis for selection of new materials and equipment
3. Knows and uses standard review sources for the selection of materials and equipment
4. Maintains a written policy regarding challenged materials
5. Enforces a written policy regarding challenged materials
6. Sets up a gift/donation policy

### *Organizes Materials*

1. Organizes the LMC collection according to accepted procedures in order that students and teachers can easily locate materials

1. Processes materials
2. Maintains the online catalog
3. Prepares a yearly inventory of the library collection
4. Supervises the weeding process.

### Services to Students

1. Establishes an attractive and easily accessible LMC for student use
2. Guides students in finding and using a wide variety of materials, both digital and print
3. Informs students of the materials and services available from the LMC through orientation, bulletin boards, newsletters, and class talk
4. Guides students in developing discrimination in listening and viewing of media
5. Teaches students to become responsible digital citizens
6. Helps students become comfortable with new technology
7. Develops a research and library skills program relating to the needs of students
8. Coordinates the LMC activities and materials to student activities in the school
9. Helps students find books and materials to satisfy their many curiosities
10. Attempts to instill in students the ability to be self-learners by promoting the spirit of inquiry and teaching effective fact finding skills
11. Promotes reading through book club, story times, book talks, and bulletin boards
12. Provides stimulating library activities to interest students in books and reading
13. Recruits, trains, and supervises student assistants

### Services to Teachers

1. Works with teachers in scheduling classes, small groups, and individual students in the LMC

2. Keeps teachers informed of media services and materials through periodic emails and newsletters
3. Helps individual teachers by providing all types of materials, both digital and print for their use in their various units of study and for their personal use
4. Recommends books that teachers can use for classroom read alouds
5. Prepares bibliographies to post on online catalog on various subject areas
6. Plans with teachers for meaningful and effective reference work for their students
7. Holds orientation sessions for new staff members.
8. Serves on school committees
9. Cooperates with any school-wide programs of instruction

## Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).





American Association  
of School Librarians  
**TRANSFORMING LEARNING**

NATIONAL  
SCHOOL  
LIBRARY  
STANDARDS

AASL STANDARDS FRAMEWORK for  
**Learners**

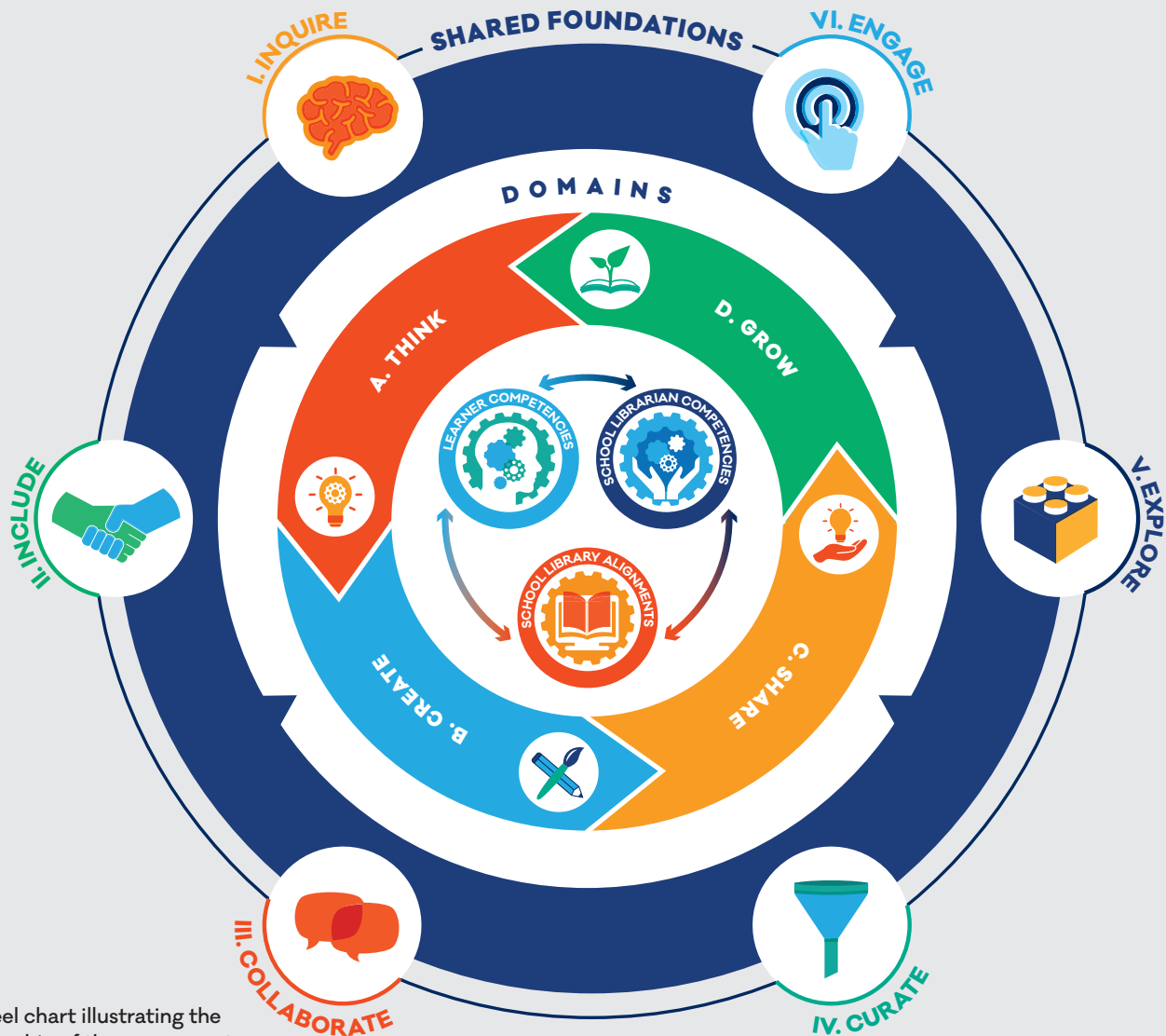


# Introducing the AASL Standards Framework for LEARNERS



THE **AASL STANDARDS** Framework for Learners pamphlet presents the standards framework for application with students and other learners. This is one of three sets of standards that make up the *AASL Standards Integrated Framework* featured within the *National School Library Standards for Learners, School Librarians, and School Libraries*. The AASL Standards framework reflects a comprehensive approach to teaching

and learning by demonstrating the connection between learner, librarian, and library standards. Each section of the standards framework was designed to reflect the others, ensuring that standards-related activities would be mutually reinforcing, simultaneously building capacity among learners, school librarians, and the school library. This pamphlet provides educators access specifically to AASL's learner standards.



A wheel chart illustrating the relationship of the components within the AASL Standards framework structure.

# Common Beliefs

## How do we define the qualities of well-prepared learners, effective school librarians, and dynamic school libraries?

IN THE STANDARDS remodeling process, the American Association of School Librarians (AASL) reviewed Common Beliefs from earlier AASL Standards and official AASL position statements. These documents, and feedback collected from more than 1,300 school librarians and stakeholders nationally, provided AASL with a clear expression of the qualities of well-prepared learners, effective school librarians, and dynamic school libraries. The following Common Beliefs and summary descriptions were identified as central to the profession.

### **1. The school library is a unique and essential part of a learning community.**

As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

### **2. Qualified school librarians lead effective school libraries.**

As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists.

### **3. Learners should be prepared for college, career, and life.**

Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

### **4. Reading is the core of personal and academic competency.**

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

### **5. Intellectual freedom is every learner's right.**

Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

### **6. Information technologies must be appropriately integrated and equitably available.**

Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.



# AASL Standards Fram

SHARED FOUNDATIONS AND KEY COMMITMENTS			
DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE
<b>A. THINK</b>	<p>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p><b>Learners display curiosity and initiative by:</b></p> <ol style="list-style-type: none"> <li>1. Formulating questions about a personal interest or a curricular topic.</li> <li>2. Recalling prior and background knowledge as context for new meaning.</li> </ol>	<p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p><b>Learners contribute a balanced perspective when participating in a learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Articulating an awareness of the contributions of a range of learners.</li> <li>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>3. Describing their understanding of cultural relevancy and placement within the global learning community.</li> </ol>	<p>Work effectively with others to broaden perspectives and work toward common goals.</p> <p><b>Learners identify collaborative opportunities by:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrating their desire to broaden and deepen understandings.</li> <li>2. Developing new understandings through engagement in a learning group.</li> <li>3. Deciding to solve problems informed by group interaction.</li> </ol>
<b>B. CREATE</b>	<p><b>Learners engage with new knowledge by following a process that includes:</b></p> <ol style="list-style-type: none"> <li>1. Using evidence to investigate questions.</li> <li>2. Devising and implementing a plan to fill knowledge gaps.</li> <li>3. Generating products that illustrate learning.</li> </ol>	<p><b>Learners adjust their awareness of the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Interacting with learners who reflect a range of perspectives.</li> <li>2. Evaluating a variety of perspectives during learning activities.</li> <li>3. Representing diverse perspectives during learning activities.</li> </ol>	<p><b>Learners participate in personal, social, and intellectual networks by:</b></p> <ol style="list-style-type: none"> <li>1. Using a variety of communication tools and resources.</li> <li>2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge</li> </ol>
<b>C. SHARE</b>	<p><b>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</b></p> <ol style="list-style-type: none"> <li>1. Interacting with content presented by others.</li> <li>2. Providing constructive feedback.</li> <li>3. Acting on feedback to improve.</li> <li>4. Sharing products with an authentic audience.</li> </ol>	<p><b>Learners exhibit empathy with and tolerance for diverse ideas by:</b></p> <ol style="list-style-type: none"> <li>1. Engaging in informed conversation and active debate.</li> <li>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</li> </ol>	<p><b>Learners work productively with others to solve problems by:</b></p> <ol style="list-style-type: none"> <li>1. Soliciting and responding to feedback from others.</li> <li>2. Involving diverse perspectives in their own inquiry processes.</li> </ol>
<b>D. GROW</b>	<p><b>Learners participate in an ongoing inquiry-based process by:</b></p> <ol style="list-style-type: none"> <li>1. Continually seeking knowledge.</li> <li>2. Engaging in sustained inquiry.</li> <li>3. Enacting new understanding through real-world connections.</li> <li>4. Using reflection to guide informed decisions.</li> </ol>	<p><b>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Seeking interactions with a range of learners.</li> <li>2. Demonstrating interest in other perspectives during learning activities.</li> <li>3. Reflecting on their own place within the global learning community.</li> </ol>	<p><b>Learners actively participate with others in learning situations by:</b></p> <ol style="list-style-type: none"> <li>1. Actively contributing to group discussions.</li> <li>2. Recognizing learning as a social responsibility.</li> </ol>

# ework for Learners

<h2>IV. CURATE</h2> <p>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p>	<h2>V. EXPLORE</h2> <p>Discover and innovate in a growth mindset developed through experience and reflection.</p>	<h2>VI. ENGAGE</h2> <p>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p>
<p><b>Learners act on an information need by:</b></p> <ol style="list-style-type: none"> <li>1. Determining the need to gather information.</li> <li>2. Identifying possible sources of information.</li> <li>3. Making critical choices about information sources to use.</li> </ol>	<p><b>Learners develop and satisfy personal curiosity by:</b></p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>	<p><b>Learners follow ethical and legal guidelines for gathering and using information by:</b></p> <ol style="list-style-type: none"> <li>1. Responsibly applying information, technology, and media to learning.</li> <li>2. Understanding the ethical use of information, technology, and media.</li> <li>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</li> </ol>
<p><b>Learners gather information appropriate to the task by:</b></p> <ol style="list-style-type: none"> <li>1. Seeking a variety of sources.</li> <li>2. Collecting information representing diverse perspectives.</li> <li>3. Systematically questioning and assessing the validity and accuracy of information.</li> <li>4. Organizing information by priority, topic, or other systematic scheme.</li> </ol>	<p><b>Learners construct new knowledge by:</b></p> <ol style="list-style-type: none"> <li>1. Problem solving through cycles of design, implementation, and reflection.</li> <li>2. Persisting through self-directed pursuits by tinkering and making.</li> </ol>	<p><b>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</b></p> <ol style="list-style-type: none"> <li>1. Ethically using and reproducing others' work.</li> <li>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</li> <li>3. Including elements in personal-knowledge products that allow others to credit content appropriately.</li> </ol>
<p><b>Learners exchange information resources within and beyond their learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Accessing and evaluating collaboratively constructed information sites.</li> <li>2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</li> <li>3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</li> </ol>	<p><b>Learners engage with the learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Expressing curiosity about a topic of personal interest or curricular relevance.</li> <li>2. Co-constructing innovative means of investigation.</li> <li>3. Collaboratively identifying innovative solutions to a challenge or problem.</li> </ol>	<p><b>Learners responsibly, ethically, and legally share new information with a global community by:</b></p> <ol style="list-style-type: none"> <li>1. Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>2. Disseminating new knowledge through means appropriate for the intended audience.</li> </ol>
<p><b>Learners select and organize information for a variety of audiences by:</b></p> <ol style="list-style-type: none"> <li>1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</li> <li>2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</li> <li>3. Openly communicating curation processes for others to use, interpret, and validate.</li> </ol>	<p><b>Learners develop through experience and reflection by:</b></p> <ol style="list-style-type: none"> <li>1. Iteratively responding to challenges.</li> <li>2. Recognizing capabilities and skills that can be developed, improved, and expanded.</li> <li>3. Open-mindedly accepting feedback for positive and constructive growth.</li> </ol>	<p><b>Learners engage with information to extend personal learning by:</b></p> <ol style="list-style-type: none"> <li>1. Personalizing their use of information and information technologies.</li> <li>2. Reflecting on the process of ethical generation of knowledge.</li> <li>3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</li> </ol>



# How Are the Standards Used?

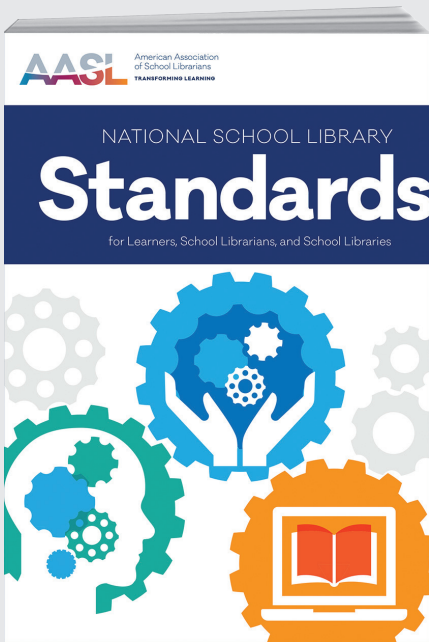
**LIKE OTHER SETS** of learning, professional, and program standards, the AASL Standards are not a curriculum; rather, they provide you with guidance and structure as you develop a curriculum tailored to your local priorities and needs.

The contents of the standards are designed to be used in two ways:

**1. As Personalized Guides.** Learners and school librarians can enter the standards at the point most appropriate to the learning task or professional activity and use the standards to guide decisions about actions to develop specific competencies.

**2. As Progressions.** Learners and school librarians first engage with the Domains at the level of Think, and once mastery of the Competencies related to Think are achieved, progress through Create, Share, and Grow.

Teaching and learning are at the center of school librarians' practice. As learning leaders, school librarians enact, model, and communicate the Competencies in the Domains. This domain-based approach to organizing the standards ensures that school librarians are able to personalize their professional practice and growth, continuously tailoring their school library to local needs, their own strengths, and learners' benefits.



*National School Library Standards for Learners, School Librarians, and School Libraries*

ISBN: 978-0-8389-1579-0

2018 | softcover

320 pp | 7" x 10"

**\$199**

ALA Members: **\$149**

AASL Members: **\$99**

## The Complete Standards

**AASL'S NATIONAL SCHOOL Library Standards for Learners, School Librarians, and School Libraries** offers the *AASL Standards Integrated Framework* in full and expands on the application and assessment of the standards. Sections of the book include:

- **the six integrated frameworks** (Inquire, Include, Collaborate, Curate, Explore, and Engage) anchored with details that explain the Competencies and best practices, which include practices school librarians can use to get started with effective implementation of the standards;
- **detailed approaches to measuring success.** The goal of competency-based education is to support learners' growth through personalized learning experiences. Examples are provided for creating your own assessment and evaluation tools that align school and district models with AASL Standards; and
- **a series of case studies** that illustrate authentic scenarios through which district-level supervisors and building-level school librarians can envision putting the AASL Standards into action.

For more information about the *National School Library Standards*, and to access the latest implementation assistance resources, visit [standards.aasl.org](http://standards.aasl.org).



# How Does It Work?


THE AASL STANDARDS framework is anchored by six **Shared Foundations**—Inquire, Include, Collaborate, Curate, Explore, and Engage—which highlight the standards’ core educational concepts. A one-sentence **Key Commitment** describes the essential understandings for each of the six Shared Foundations.

Each Shared Foundation is elaborated by three to five **Competencies** for each learning category or **Domain**: Think (cognitive), Create (psychomotor), Share (affective), and Grow (developmental). The Competencies are measurable statements describing the knowledge, skills, and dispositions essential for learners and school librarians.

For school libraries the Competencies are expressed as **Alignments**.

Figure 1 illustrates the arrangement of these components in the *AASL Standards Integrated Framework* featured in the *National School Library Standards*. Shared Foundations, Key Commitments, and Domains appear across all three standards sets for learners, school librarians, and school libraries. The parallel structure helps articulate how student learning relates to school librarian practice and to the overall school library environment. Each Shared Foundation is most effectively executed when viewed across all three standards sets.

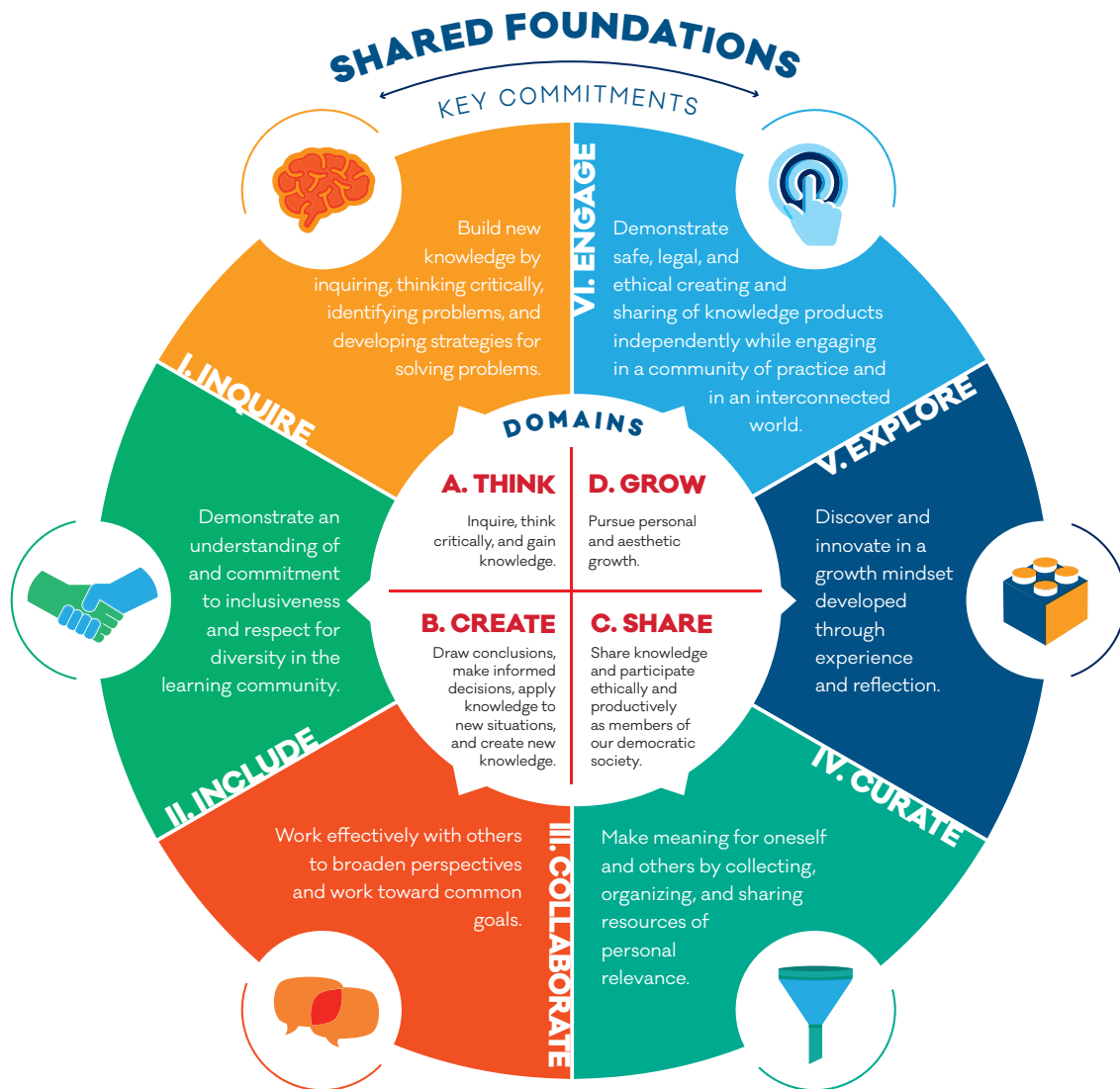
FIG. 1 A structural overview of the components in the *AASL Standards Integrated Framework* featured in the *National School Library Standards for Learners, School Librarians, and School Libraries*. The learner standards are just one of three integrated standards sets. In the integrated framework, the learner Competencies are joined with Competencies for school librarians and with school library Alignments.

Shared Foundation		Key Commitment			
SHARED FOUNDATION I. <b>Inquire</b>		KEY COMMITMENT Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.			
Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES	SCHOOL LIBRARY DOMAINS AND ALIGNMENTS	The school library facilitates the Key Commitment to and Competencies of INQUIRE	Domain
<b>A. Think</b>	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning.	The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.		<b>A. Think</b>
<b>B. Create</b>	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	School librarians promote new knowledge generation by: 1. Assisting that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.		<b>B. Create</b>
<b>C. Share</b>	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	School librarians guide learners to maintain focus throughout the inquiry process by: 1. Assisting in assessing the inquiry-based research process. 2. Providing opportunities for learners to bring products and reflect on the process with others.	The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.		<b>C. Share</b>
<b>D. Grow</b>	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	Learners participate in an ongoing inquiry-based process by: 1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners' individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.	The school library ensures an inquiry-based process for learners by: 1. Encouraging and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.		<b>D. Grow</b>

When referring to a specific **Competency** or **Alignment** within the standards, you can use the numeric and letter indicators. For example, the following Competency for Learners could be stated as learner standard I.B.3.

because it references the first Shared Foundation (Inquire), the second Domain (Create), and the third Competency.

**I.B.3.** Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning.



American Association  
of School Librarians  
**TRANSFORMING LEARNING**

**American Association of School Librarians**  
50 E. Huron Street, Chicago, IL 60611

© 2018 American Library Association

Permission to use, reproduce, and distribute this document is hereby granted for private, non-commercial, and educational purposes only.

ISBN (bundle of 10): 978-0-8389-1654-4  
2018 | softcover  
8 pp | 8.5" x 11"  
\$16.95 | AASL/ALA Members: \$15.26

This publication is available for download at [standards.aasl.org](https://standards.aasl.org).

Multiple copies may be purchased from the ALA Online Store at [www.alastore.ala.org](https://www.alastore.ala.org) or by calling **866-Shop ALA**.



an imprint of the  
American Library Association



## **Procedures for Selection and Library Collection Management**

Beginning with the 2022-23 school year and in accordance with the Age Appropriate Materials Act of 2022, Johnson City Schools will ensure that the content of each school library collection is available in a searchable database on each school's individual website as well as on the district website of the Johnson City Schools.

Additionally each school library media specialist and the district curriculum supervisor who supports the work of the school library media specialists will ensure the following:

- Procedures for selection of library media materials will include the following criteria:
  - Appropriate for recommended age levels.
  - Pertinent to the Tennessee curriculum standards and objectives of the instructional program at each school.
  - Reflective of the pluralistic and diverse nature of a global society.
  - Free of bias and stereotype.
  - Representative of differing viewpoints on controversial subjects as appropriate for age groups.
  - Appropriate format to effectively teach the curriculum.
  - Recent copyright date as appropriate to the subject.
  - Acceptable in literary style and technical quality.
  - Cost effective in terms of use.
  - Appropriate for students with special needs and/or language needs.
- A school-based committee comprised of teachers, parents, and administrators work with the school librarian to annually review the collection and suggest any appropriate updates to the collection. Students may be added to the committee in grades 6-12. This collection review committee will use the procedures established above in their consideration of materials for the school library and the recommendations of the school's library media specialist.
- Procedures for requesting review of any item in the school library collection will follow those outlined in Johnson City Board of Education Policy 4.403.

## **Plan for Collection Diversity**

In alignment with the American Library Association, we believe that “children encounter diversity on a regular basis in their interactions with others at home, in school, or around their neighborhood. As our nation continues to diversify, it is essential that children learn to understand the important role of their culture and the cultures of other people in creating an overall global culture respectful of differences.”

Library Media Specialists strive to make sure our libraries have diverse collections. Through the years, we have found many different ways to secure different diverse materials for the collection.

We will always consider our community’s families when selecting books for our collections.

We know our school community, and our collections should offer books that present new cultural experiences, especially to the members of marginalized communities. We take the time to research and make a list of books to include in our collections.

We believe it is important to read aloud books that build cultural bridges about diverse groups into library programs and lessons. When you do this, you are promoting cultural literacy and global understanding, and introducing children to different cultures of their peers, teachers, or future acquaintances.

We listen to our students about what they are reading or want to read. We also include appropriate books in our collections that have been suggested by teachers, staff, and parents. It is so important to listen to what types of books your students are asking for, and make a list of those books to add to our collections.

We continually reach out to our system coaches, teachers, as well as various collection development resources in an effort to provide our students with current, meaningful, and quality reading options.

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <h2 style="text-align: center;">Selection of Instructional Materials (Other than Textbooks)</h2>	Descriptor Code: <b>4.402</b>	Issued Date: <b>01/03/22</b>
		Rescinds: <b>4.402</b>	Issued: <b>12/07/20</b>

1 The Board will provide a wide range of instructional materials representing all levels of difficulty, with  
 2 diversity of appeal and incorporating different points of view. The Board will provide procedures for  
 3 review and reconsideration of allegedly inappropriate instructional materials.

#### 4 OBJECTIVES OF SELECTION

5 In order to assure that instructional materials are an integral part of the educational program, the  
 6 following selection objectives are adopted:

- 7 1. To provide materials that will enrich and support the curriculum and individual needs of the  
 8 students, taking into consideration their varied interests, abilities and learning styles;  
 9
- 10 2. To provide age appropriate materials that will stimulate growth in factual knowledge, literary  
 11 appreciation, aesthetic values and ethical standards;  
 12
- 13 3. To provide a background of information which will enable students to make informed  
 14 judgments in their daily lives;  
 15
- 16 4. To provide materials on opposing sides of controversial issues so that the students may develop  
 17 the practice of critical analysis;  
 18
- 19 5. To provide materials which realistically represent our diverse society and reflect the  
 20 contributions made by groups and individuals to our American heritage;  
 21
- 22 6. To place principles above personal opinion and reason above prejudice in the selection of  
 23 materials of the highest quality in order to ensure a comprehensive media collection appropriate  
 24 for all students.

-----  
 Cross References  
 Controversial Materials 4.801

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Controversial Materials</b>	Descriptor Code: <b>4.801</b>	Issued Date: <b>01/03/22</b>
		Rescinds: <b>4.801</b>	Issued: <b>01/02/06</b>

- 1 Parent(s) may request that a student not be required to read a book, use certain materials, or participate
- 2 in an activity. If the request to the teacher is denied then a written request may be submitted on the
- 3 appropriate form to the principal and the procedure outlines in 4.403 should be followed.
  
- 4 No student who is granted such a request shall be penalized academically for their failure to participate
- 5 in an activity, read a book, or use certain materials.
  
- 6 The final decision concerning the use of all materials and textbooks shall rest with the Board.

---

Cross References

Instructional Standards 4.101  
 Textbooks and Instructional Materials 4.400  
 Reconsideration of Instructional Materials and Textbooks  
 4.403  
 Use of the Internet 4.406  
 School and System Websites 4.407  
 Controversial Issues 4.800

# Johnson City Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <h2 style="text-align: center;">Reconsideration of Instructional Materials and Textbooks</h2>	Descriptor Code: <b>4.403</b>	Issued Date: <b>12/07/20</b>
		Rescinds: <b>4.403</b>	Issued: <b>12/07/09</b>

1 The Board supports principles of intellectual freedom inherent in the First Amendment of the  
 2 Constitution of the United States<sup>1</sup> and expressed in the *Library Bill of Rights* of the American Library  
 3 Association.

4 Because opinions differ, there may be questions concerning some instructional and library materials  
 5 despite the quality of the selection process. If a complaint is made, the following procedure is to be  
 6 followed:

- 7 1. Inform the complainant of the selection procedures;
- 8
- 9 2. Request the complainant to submit a formal "Citizen Request for Alternative Instructional  
 10 Materials";
- 11
- 12 3. Inform the principal (and other appropriate personnel) of the complaint;
- 13
- 14 4. Keep challenged materials available during the reconsideration process;
- 15
- 16 5. Upon receipt of the completed Citizen Request for Alternative Instructional Materials form, the  
 17 principal shall request review of the challenged materials by an ad hoc materials review  
 18 committee as soon as possible but no longer than fifteen (15) working days, and shall notify the  
 19 appropriate supervisor and the Superintendent of Schools that such review is being done. The  
 20 review committee shall be appointed by the principal, and shall include certificated library media  
 21 personnel, representatives from classroom teachers, one or more parents, and may include one or  
 22 more students.
- 23
- 24 6. The review committee shall take the following steps after receiving the challenged materials:
- 25 a. Read, view or listen to the material in its entirety;
- 26 b. Check general acceptance of the material by reading recognized and evaluative reviews;
- 27 c. Determine the extent to which the material supports the curriculum;
- 28 d. Complete the appropriate "Checklist for Reconsideration of Instructional Materials",  
 29 judging the material for its strength and value; and
- 30 e. Present a recommendation to the principal for further action and to the Superintendent  
 31 of Schools for purposes of information.
- 32
- 33 7. Upon receipt of committee decision, the principal shall make a decision regarding continued  
 34 use of the material;

- 1           8. If the complainant desires further action after receiving the recommendation of the committee  
2           and the decision of the principal, an appeal may be made to the Superintendent of Schools; and  
3  
4           9. The final decision concerning the use of all materials and textbooks shall rest with the Board.

-----  
Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)

**Johnson City Schools**  
**Citizens' Request for Alternative Instructional Materials Review**

*The completed form should be submitted to the principal and forwarded to the appropriate grade band curriculum supervisor at the district office.*

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent or Guardian Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
Grade

\_\_\_\_\_  
City, State, and Zip Code

\_\_\_\_\_  
Teacher Using Materials of Interest

\_\_\_\_\_  
Best Phone Number For Contact

*Person submitting request for review of materials is representing:*

\_\_\_\_\_  
Her/Himself

\_\_\_\_\_  
Name of Organization

\_\_\_\_\_  
Identify Other Group

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**TO GIVE FULL CONSIDERATION TO THE REQUEST FOR REVIEW, THE BACK OF THIS FORM MUST BUT COMPLETED IN ITS ENTIRETY.**

**Instructional Materials Requested for Review:**

Title \_\_\_\_\_

Specify by Type of Media:

\_\_\_ Textbook      \_\_\_ Book (other than textbook)      \_\_\_ Reading Passage/Article

\_\_\_ Artwork      \_\_\_ Music Recording      \_\_\_ Video

\_\_\_ Online Curriculum (specify) \_\_\_\_\_

\_\_\_ Other (specify): \_\_\_\_\_

---

Author/Artist/Composer/Producer/Etc.

---

Publisher/Producer/Company (if known)

1. To what in the identified item do you object or request be reviewed? Be specific, including citing particular pages, segments, etc.
2. What do you believe might be the result of reading/viewing/listening to this item?
3. Did you read/view/listen to the entire item? \_\_\_ Yes      \_\_\_ No  
If no, what part(s) did you review?
4. Are you aware of the evaluation of this item by authoritative sources?
5. What specific alternative do you seek?



## **Guidelines for Gifts and Donations**

Gifts and free materials from organizations or individuals are accepted by any library media center in the Johnson City Schools if they meet the following criteria:

- Meet all criteria established in the selection procedures established by Johnson City Schools.
- Material is in good condition.
- Non-fiction material must be unbiased and current.
- All donated materials become the property of the library media center to which they are donated and may be discarded if deemed inappropriate, outdated, or unusable.

## Weeding Guidelines

Weeding is an essential part of the library collection development plan. In order to maintain a collection that meets the needs of our students and the curriculum. The weeding guidelines include the reasons for weeding and the criteria for deselection of library materials.

The following are reasons for weeding the collection.

- To maintain a current, useful, and dynamic collection
- To adjust to the changing needs and interests of students and teachers.
- To meet changes in the school's curriculum
- To maximize the use of floor and shelf space
- To update the physical appearance of the collection
- To assess the collection's strengths and weaknesses
- To Increase circulation in the library

### Weeding Criteria

- The length of time since the book was last checked out (average 5 years)
- Age of the book copyright date (average 5 years with exceptions for Dewey subjects like medical, legal, current events, and computer subjects needing more current copyright dates)
- Condition of the book

### Guidelines for Discarding

- 000 2-10 years
- 100 10 years
- 200 2-10 years
- 300 5-10 years
- 400 10 years
- 500 5-10 years
- 600 5-10 years
- 700 5-15 years
- 800 flex
- 

MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and make it a prime candidate for weeding:

**M** = Misleading (and/or factually inaccurate)

**U** = Ugly (worn and beyond mending or rebinding)

**S** = Superseded (by a truly new edition or by a much better book on the subject)

**T** = Trivial (of no discernible literary or scientific merit; usually of ephemeral interest at some time in the past)

**I** = Irrelevant to the needs and interests of your community

**E** = The material or information may be obtained expeditiously Elsewhere through interlibrary loan, reciprocal borrowing, or in electronic format.



**JOHNSON CITY SCHOOLS**

*Expect The Best!*