School Media Handbook
Uintah School District

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I: Purpose of School Media Centers

The purpose of Uintah School District's school libraries and/or media centers is to provide an environment to encourage reading, information research, and creativity. They seek to provide a respectful, safe learning space for a diverse range of students and other educational faculty and staff. The school libraries follow USBE Core Standards and Utah legislation as well as local district policies and procedures and further library information from the American Library Association.

1. The Library is a Resource.
   a. As an educational or personal resource, the library provides broad information in the form of books, magazines, digital collections, multimedia content, and creative or hands-on learning.
2. The Library is an Educational and Personal Learning Space.
   a. As part of an educational building, the library provides a safe, respectful place for a diverse range of students to engage with challenging and comforting materials for personal or educational use.
   b. A library is encouraged to maintain relevant materials that reflect diverse perspectives and cultures to help students learn about social or cultural issues.
   c. A library may be used for quiet study as well as more outgoing group activities to promote use for all.
3. The Library Promotes Literacy and Reading.
   a. A main purpose of the library is to encourage literacy and reading. This includes reading to students, book fairs or clubs, author visits, and other literacy-based events to foster a love of reading and knowledge-seeking.
4. The Library Promotes Information Instruction.
   a. From the ALA, a school library should prepare students for an "information-rich society" including research, organizing debate or ideas, understanding many forms of social media, digital safety, and more.
5. The Library Supports all Users.
   a. In the library, all users including students, teachers, administration, part- or full-time staff or volunteers, and community members are welcomed and encouraged.
   b. Media Specialists can provide an invaluable resource to teachers in a partnership by providing insightful or relevant materials for classroom instruction.
6. The Library Engages with Community.
   a. As a community space, the library may offer and serve as a local meeting space from hosting events, clubs, and activities that bring together all users.
   b. The library may reach out to other libraries within the district to share ideas and resources to improve individual school culture.

II: USD Media Specialist Roster

School	Media Specialist	Email for Google Drive	Phone
Ashley	Claire Owens	claire.owens@student.uintah.net	435-621-2300
Davis	Chalyce Johnson	chalyce.johnson@student.uintah.net	435-790-0578
Discovery	Allyson Willoughby	allyson.willoughby@student.uintah.net	970-260-4864
Eagle View	Cory DeGraw	cory.degraw@student.uintah.net	307-871-2502
Lapoint	April Wallen	april.wallen@student.uintah.net	435-790-5565
Maeser	Carol Luck	carol.luck@student.uintah.net	435-790-1948
Naples	Elisabeth Balch	elisabeth.balch@student.uintah.net	801-310-6498
Uintah Middle	Cristy Bruso	cristy.bruso@uintah.net	435-621-6457
Vernal Middle	Bridgett McBride	bridgett.mcbride@student.uintah.net	208-356-3623
Uintah High	Emeline Fauci Christine Labrum	emeline.fauci@student.uintah.net christine.labrum@student.uintah.net	435-655-5113 435-962-4513

III: Roles and Responsibilities of Media Specialists

Media Specialists at Uintah School District libraries and/or media centers are fundamental parts of a school's culture. They provide a face to the library space and through personal connections and actions create a positive learning environment dedicated to literacy and reading. Media specialists should be instructional partners, library administrators, and library advocates and service providers.

1. **Teaching and Learning Support:** Collaborate with teachers to integrate information literacy skills into the curriculum. Provide instruction on topics such as research skills, digital literacy, and safe and ethical use of information.
2. **Collaboration with School Community:** Work closely with teachers, administrators, and other staff to support the school's goals and initiatives. Engage parents and the wider community in the library's programs and services through official channels including face-to-face, newsletters or notices, and social media.
3. **Promotion of Literacy and Reading:** Develop and implement programs and activities to promote reading and literacy, such as book clubs, reading challenges, author visits, and book fairs.
4. **Technology Integration and Support:** Stay current with the latest educational technologies and use them to enhance teaching and learning. Provide technical support and training to students and staff on using the library's digital resources.
5. **Library Administration:** Oversee daily operations of the library, including budget management, cataloging, and circulation. Ensure the library environment is conducive to study and learning.
6. **Data Management and Assessment:** Collect and analyze data on library usage and outcomes to inform decision-making and demonstrate the library's impact on student learning. Perform an inventory to find gaps or extraneous information of materials.
7. **Compliance:** Ensure the library complies with relevant laws, standards, and ethical guidelines, such as those related to copyright and privacy.
8. **Professional Development:** Keep up-to-date with trends and developments in library and information science, education, and technology. Participate in professional learning and contribute to the professional community.
9. **Student Support and Advocacy:** Advocate for students' needs and interests, providing personalized reading recommendations and learning support. Foster an inclusive, welcoming environment in the library.

IV: Processes and Procedures:

- [USD School Library Selection Process](#)
- [USD School Library Selection Procedure](#)
- [USD School Library Reconsideration Procedure](#)
- [USD School Materials Reconsideration Form](#)
- [USD Sensitive Materials Review](#)
- [USD School Library Weeding Procedure](#)
- [USD School Library Inventory Procedure](#)

USD School Library Materials Selection Process

Uintah School District supports the annual growth and development of individual school library collections as they provide quality materials and services to students. The school library strives to be a center of learning and innovation where students can find support for their educational and personal goals, including research, study, creativity, social connection, and enthusiasm for reading.

The school library program is critical to the learning process. The necessary skills for college and career ready students include being literate in a wide range of digital, visual, textual, and technological formats. Students need to be able to access, evaluate, and process information strategically and methodically in order to make informed decisions and create products involving critical thinking skills.

Highly qualified teacher librarians or media specialists, working in collaboration with content area teachers, provide research- and inquiry-based instruction in order to develop the students' ability to find and use information to support their academic learning and personal development.

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1. **Selection Objectives**
   a. Individual school libraries will contain print and digital materials and resources.
   b. Selected materials must provide for a wide range of abilities and respect diverse viewpoints.
   c. Selected materials must reflect individual school culture and needs of the patrons, including both teachers, administration, and students.
   d. Selected materials should, as often as possible, reflect Utah State Core Curriculum standards.

2. **Selection Responsibility**
   a. The Media Specialist or Certified Librarian will select and purchase materials and resources for use in USD School Libraries.
   b. If requested, a Certified Librarian may help instruct or recommend materials for purchasing by the Media Specialist.
   c. Recommendations may be considered from all users, including students, teachers, administrators, staff, and community members.
   d. Any other school employee, including but not limited to principals, teachers, and staff should seek input from the school media specialist when considering materials for school use. If the media specialist is not consulted, the principal will assume any liability for the selection process.

3. **Selection Criteria**
   a. In selecting materials, the Media Specialist **shall** follow the district approved selection criteria, which **shall** include the following criteria:
      - Overall purpose and educational significance
        - Does this support the school curriculum?
        - Does this support reading programs and development?
        - Does this reflect the needs of students and/or faculty?
      - Compliance with Utah Code Ann. §53G-10-103
        - Does this contain pornographic or sexually explicit material?
      - Reputation and reviews

- Are there several reputable reviews (Common Sense, Kirkus, etc.) of the material?
- Do recommendations accompany the material?
- Timeliness and permanence
  - Is this accurate information?
  - Is this up to date or current information?
  - Is the information broad enough to adequately cover the topic?
- Age and developmental appropriateness
  - Is this the appropriate reading level for students?
  - Does content reflect the maturity of students?
  - Does content reflect cognitive, emotional, and social development of students?
- Readability and accessibility for intended audience
  - Is it attractive and functional to students?
  - Does it contain a table of contents, glossary, or other resources for research?
  - Is information presented clearly?
- Artistic or literary quality and style
  - Is the author/illustrator well known?
  - Is it visually appealing?
  - Will students be excited to read it?
  - Does it encourage love of reading and stories?
- Quality and value in consideration of cost
  - Is this within the budget?
  - Is it the best quality for cost?
- Materials which support the needs of English language learners
  - Is this the best version or resource for a specific language?

USD School Library Materials Selection Procedure

In the Uintah School District school libraries, media specialists are responsible for selecting appropriate materials and resources per the USD School Library Selection Guidelines. *The following procedures will lay out the steps to purchase materials.*

Selection Criteria:

In selecting school materials for the library, the Media Specialist **shall** follow the district approved selection procedure, which **shall** include the following criteria:

- ✓ Overall purpose and educational significance
- ✓ Compliance with Utah Code Ann. §53G-10-103
- ✓ Age and developmental appropriateness
- ✓ Timeliness and permanence
- ✓ Readability and accessibility for intended audience
- ✓ Artistic or literary quality and style
- ✓ Quality and value in consideration of cost and/or need OR
- ✓ Materials which support the needs of English language learners

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Selection Procedure:

Step 1: Compile a list of all potential materials, including requests from students, faculty, or administrators.
        Note: If materials are gifts or unsolicited material, they follow the same criteria and procedure.

Step 2: Open and check the titles of the materials using the Sensitive Materials Removal sheet in Google Docs. *(This will notify media specialists if the material has already been removed from at least one other school in the district.)*

Step 3: Determine if material follows criteria using the USD Selection Process.

Step 4: Review the list of materials using Appendix B (Publisher Sites) and Appendix C (Reputable Review Sites). Use best judgment if a material raises red flags. Individually checking each material is not required. *(If the book is inappropriate or does not follow the Selection Criteria above, remove from selection.)*

Step 5: If there is little to no information available about the material, seek other input from media specialists within the district or other professional library groups or organizations. Establish a reasoning for selecting or not selecting the material for the library. Consider not purchasing that material if you are unsure.

Step 6: If appropriate, purchase the material through any reputable and qualified source.

Appendix B: Publisher Sites (Accepted)

Site Name	Site Link	Copyright	Notes
Bound to Stay Bound	https://www.btsb.com	-	
Capstone Publishing	https://www.capstonepub.com	2023	
Follett/Titlewave	https://www.titlewave.com/main/library	2023	
Junior Library Guild	https://www.juniorlibraryguild.com/book/landing/detail?type=backlist	2023	
Permabound	https://www.perma-bound.com/	2023	
Rainbow Book Company	https://www.rainbowbookcompany.com/	-	
Rosen Publishing	https://www.rosenpublishing.com/	2023	
Scholastic	https://shop.scholastic.com/parent-ecommerce/parent-store.html	2023	

Appendix C: Reputable Review Sites (Accepted)

Site Name	Site Link	Copyright	Notes
Amazon	https://www.amazon.com	2023	***Look at multiple reviews, search for all opinions on the book, not just student opinions. Specifically look for anything that says "Spoilers" to find out content.
Common Sense Media	https://www.commonsensemedia.org/	-	
Goodreads	https://www.goodreads.com/	2023	***Look at multiple reviews, search for all opinions on the book, not just student opinions. Specifically look for anything that says "Spoilers" to find out content.
Kirkus Reviews	https://www.kirkusreviews.com/	2023	
Kiss the Book	https://kissthebook.blogspot.com/ v	2023 (Updated daily)	Utah specific reviewers, from library or education personnel. ***Appeared at UELMA ***Use as a starting point.

USD School Library Reconsideration Procedure

Reconsideration is a procedure in which a media specialist or school librarian reviews the appropriateness of a material based on selection criteria.

Reconsideration Procedure:

A parent, legal guardian, or person having lawful control of a current District student (a person standing in _loco parentis_ of a current District student) may formally challenge the appropriateness of a media center selection material by following the procedure. In the case of a complaint, the following initial procedures shall be followed:

1. Before any formal challenge can be filed, the complainant shall request a conference through the principal's office with a designated media specialist.
    a. The complainant shall be given a copy of Policy 5.7.1 and this procedure and the Request for Formal Reconsideration Form prior to the conference.
    b. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.
    c. Prior to the meeting the principal and library media specialist will review the specific item to confirm that it meets the selection criteria. If the principal and library media specialist will note which questions the specific item(s) fails or does not fail to meet the select criteria. The material will be temporarily removed from circulation until the reconsideration process is complete.
2. In the meeting, the media specialist shall explain either that the specific item has been removed, or that the selection criteria and how the challenged material meets the selection criteria. The complainant shall explain his/her reasons for objecting to the selected material.
    a. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the Request for Formal Reconsideration Form and submitting it to the principal's office.
    b. Before completing the Request for Formal Reconsideration Form, the Complainant must review the challenged material in its entirety.

Reconsideration Procedure for Media Specialists:

Step 1: Temporarily remove item(s) from circulation.
Step 2: Answer each of the 9 questions below. (You are encouraged to seek input from others during this procedure)

1. Does material meet the description of nudity? (Yes, No, Not sure)
    "Nudity" means:
    (a) _the showing of the human male or female genitals, pubic area, or buttocks, with less than an opaque covering;_
    (b) _the showing of a female breast with less than an opaque covering, or any portion of the female breast below the top of the areola; or_

(c) the depiction of covered male genitals in a discernibly turgid state.

2. Does material meet the description of sexual conduct? (Yes, No, Not sure)
   "Sexual conduct" means acts of masturbation, sexual intercourse, or any touching of a person's clothed or unclothed genitals, pubic area, buttocks, or, if the person is a female, breast, whether alone or between members of the same or opposite sex or between humans and animals in an act of apparent or actual sexual stimulation or gratification.

3. Does material meet the description of sexual excitement? (Yes, No, Not sure)
   "Sexual excitement" means a condition of human male or female genitals when in a state of sexual stimulation or arousal, or the sensual experiences of humans engaging in or witnessing sexual conduct or nudity.

4. Does material meet the description of sadomasochistic abuse? (Yes, No, Not sure)
   "Sadomasochistic abuse" means:
   (a) flagellation or torture by or upon a person who is nude or clad in undergarments, a mask, or in a revealing or bizarre costume; or
   (b) the condition of being fettered, bound, or otherwise physically restrained on the part of a person clothed

5. Taken as a whole, does the material appeal to the prurient *(having or encouraging an excessive interest in sexual matters)* interest in sex of minors? (Yes, No, Not sure)

6. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors? (Yes, No, Not sure)

7. Taken as a whole, does the material <u>have</u> serious educational value? (Yes, No, Not sure)

8. Is the material age appropriate? (Yes, No, Not sure)

9. What is your recommendation? *(If you are unsure on a recommendation, read more of the material)*

Step 3: Complete [Reconsideration Form](#) (Curriculum director will receive an automatic email once form is submitted)

Sensitive Material Review Process

USD Policies

[006.0100 Evaluation and Selection of Instructional Materials](#)

[006.0150 School Library Media Centers](#)

Contact: jayme.leyba@uintah.net

1. Any adult who wishes to file a request for review must reasonably understand the instructional material as a whole before filing the request.

2. Before filing a request to review, the individual shall first meet with the educator (teacher, administrator, curriculum director) who shall explain the intended purpose and use of the material in question.

3. If the requirements and conditions for review are met, an individual who desires review must complete the [Request for Review of Sensitive Materials](#) form. The Superintendent or designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the Superintendent or designee shall make a decision whether the material would be considered "sensitive" as defined in #5. This decision will be determined with the district directors. If the material in question is considered "sensitive," a District Sensitive Materials Review Committee will be formed to conduct the review.

4. In conducting a requested review, the purpose of the District Sensitive Materials Review Committee shall be to determine whether the item contains "sensitive material." Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall review the item in its entirety.

5. In determining whether the item contains "sensitive material," the committee shall determine whether the material meets any of the definitions below:
   - "Sensitive material" means an instructional material that is pornographic or indecent material as the term defined in Section 76-10-1235
     - "Sensitive material" does not include an instructional material:
       - that an LEA selects under Section 53G-10-402;
       - for medical courses;
       - for family and consumer science courses; or
       - for another course the state board exempts in state board rule
     - Any material or performance is pornographic if:
       - The average person, applying contemporary community standards, finds that, taken as a whole, it appeals to the prurient interest in sex;

- It is patently offensive in the description or depiction of nudity, sexual conduct, sexual excitement, sadomasochistic abuse, or excretion;
- Taken as a whole it does not have serious literary, artistic, political, or scientific value.

6. If the committee determines that the item contains "sensitive material," then the item shall be designated as no longer approved for use in the District and removed from District schools.

7. After the committee has made its determinations, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.

8. After the committee issues its report, the chair of the committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board. Utah Code § 53G-10-103(4)(b)(iii) (2022)

9. The determination of the District Sensitive Materials Review Committee is final and may not be further appealed.

USD School Library Weeding Procedure

Weeding is an ongoing process where school library materials are evaluated, then removed from the collection. Weeding helps create more space for valuable and appropriate materials, creates an appealing collection, makes a collection easier to navigate and use, provides more reliable information, and encourages patron use when directed to new material.

The American Library Association (ALA) also notes continual weeding is a critical part of library collection development and helps maintain a healthy collection; past estimates ask to weed 3-5% of a collection, or weed approximately the same number of materials as are being added to the collection. Per Gail Dickinson (2006), weeding a collection continually throughout the year, in small numbers, in small targeted sections, and with the support of administration can help reduce the workload and produce better results.

To maintain a current, attractive, and functional collection in each school library, Uintah School District requires media specialists to remove materials that no longer meet selection criteria per the [USD School Library Selection Policies](). See Appendix A below for general weeding for non-fiction.

Weeding Policies:

1. ## Weeding Using "MUSTIE"
   a. Media specialists can use the "MUSTIE" methodology to help determine which materials need to be removed. This acronym contains some, but not all, reasons for weeding.
      - M - Misleading (and/or factually accurate)
      - U - Ugly (worn, beyond mending or repair, unattractive cover)
      - S - Superseded (by a new edition or better book on content)
      - T - Trivial (of not discernible literary or scientific value)
      - I - Irrelevant (not interesting or fulfilling needs of patrons)
      - E - Elsewhere (better information found through other resources)

2. ## Weeding vs. Repairing
   a. When materials are returned in "bad" shape, it is the media specialist's decision whether to weed or attempt to repair the book.
   b. Generally, if there is less than 10% damage or general wear, it can be repaired or strengthened with glue or tape. Even more serious repairs, such as a spine falling out, may be repaired with proper equipment.
   c. Once a book has more than 10-15% damage, such as water damage, a spine so worn the title, author, or edges cannot be seen, massive amounts of writing or impressions, etc., the material should be weeded. This damaged book may be seen as "ugly" in the MUSTIE methodology.

3. ## Weeding Sensitive Materials
   a. Materials that are weeded due to sensitive materials need special consideration due to ongoing social and legal pressure. However, per ALA, weeding "should not be used as a

deselection tool for controversial materials." For more information on Sensitive Materials, please see the [USD School Library Reconsideration Procedure](#).

- ■ May not be given away to any user groups, including students, teachers, administration, parents, community groups, or personal contacts.
- ■ The school's name, address, or any other identifying information, must be removed or blacked out.
- ■ All materials must be placed in a secure location.
- ■ <mark>Administrators will collect materials to be destroyed at a secure location.</mark>

Weeding Procedure 1 (Removing Books from Collection):
Complete throughout current trimester

Step 1: Throughout the current trimester, keep track or put aside any materials that do not follow MUSTIE methodology. These may include materials that are torn or broken, have inaccurate information, or are not a good fit for patron use.

Step 2: Open and log in to Destiny. Click Catalog tab.

Step 3: Type in identifying information of the material, such as Title, Author, or Subject. Select the appropriate material by clicking on the Title.

Step 4: Click "Copies" tab in the upper right corner, then select the trash can icon to "Delete Copy."

Step 5: Select the "Track as weeded" box, then select "Yes" to weed from the collection.

Step 6: On the physical copy, remove or black out any identifying school information, including the school's name, address, purchasing, year added, etc.

Step 7: Place all weeded materials in a safe, secure location. If the material contains sensitive material, place in another separate secure location.

Weeding Procedure 2 (Creating and Sending Destiny Report):
<mark>*Complete within one week of last day of trimester*</mark>

Step 1: Once all materials have been weeded for the current trimester, create a report to send to the Curriculum Director. To do this, begin by opening and logging into Destiny.

Step 2: Select the Reports tab → Library Reports → Weeding Log.

Step 3: Select dates for the current trimester. *(i.e. From 1/2/2023 to 3/31/2023.)*

Step 4: Select Output as Microsoft Excel. Click Run Report.

Step 5: On the Report Manager Screen (Reports → Report Manager), select "View" on the Weeding log. This will begin a download to your computer.

Step 6: Open the Weeding Log. Review all lines, and <mark style="background-color:red">highlight in red</mark> any materials weeded due to sensitive content. Save the Excel document.

> *Reminder: Please fill out a [Reconsideration Form](#) before weeding a sensitive material.*

Step 7: Share or send the excel document to Curriculum Secretary (currently Ruth Ann Nelson, Ruthann.Nelson@uintah.net)

Appendix A:

Ages of Collection and Weeding

Dewey Number	Content	Age
000	Encyclopedias	5 years
	Bibliographies	5 years
	Reading	Determined by use
	Computers	5 years
100	Ethics, etc.	Determined by use, 10 years
200	Religion	Determined by use
300	Social Sciences	10 years
310	Almanacs	5 years
320	Politics/Economics	10 years
340	Government	10 years
360	Social Welfare	10 years, unless historical
390	Folkways	Determined by use
400	Languages	Determined by use
500	Pure science	5 years (botany and natural history are an exception)
600	Inventions, medicine	5 years

621	Radio, TV, etc.	5 years
630	Farms, Domestic Animals	Up-to-date
640	Home Economics	Determined by use
650	Business	10 years
660	Chemical, food products	10 years
700	Art, Music, Sports	Remove dated material
800	Literature	Determined by use, update classics
900	History	Determined by use
910	Travel, geography	10 years
921	Biography	Determined by use, update current figures, or those with literary value
	Periodicals	5 years

***Some items may have historical or classical value despite age. This as well as the possible need for updated, modern copies of historical or classical materials should be considered.**

USD School Library Inventory Procedure

Inventory is a process where media specialists compile and check a list of currently available materials in the library. The purpose of conducting an inventory once a year is to confirm materials are still available, find any lost or misplaced materials, or to help weed any materials using the MUSTIE methodology. Inventory must be performed at least once a year.

Since school libraries may contain a variety of sections within the collection, each section must have an inventory. For example, if there are fiction, non-fiction, and graphic novel sections, all must be inventoried. However, a media specialist sets up all inventory reports to begin before scanning all materials within the library. To maintain uniformity, Uintah School District requires that inventory must be completed the last week of school in all district schools.

Inventory Procedure:
Complete once an academic year, the last week of classes

Step 1: To begin an inventory, open and log into Destiny.

Step 2: Click the Admin tab at the top, then Inventory on the left column.

Step 3: To begin a new inventory, click Start New.

Step 4: When starting a new inventory, use the following labels to help keep organized. Then select OK.
- **Inventory Name**: YYYY-YYYY School Section Inventory
  - Ex. - 2023-2024 UHS Fiction Inventory
  - Ex. 2 - 2023-2024 VMS Graphic Novel Inventory
- **Call Numbers** from _____ to _____
  - **For Easy:** E AAA to E ZZZ
  - **For Fiction:** F AAA to F ZZZ
  - **For Non Fiction:** 000 AAA to 999.9 ZZZ
  - **For Graphic Novel:** GN 741.5 AAA to GN 741.5 ZZZ
  - **For Reference:** Ref AAA to Ref ZZZ
  - If a section is not listed above, write the prefix of the section (SC, E), then the first letters of an author name, AAA. For the ending, list the same section prefix (SC, E), then the very last of any author name, ZZZ. A section prefix may include both letters and numbers, such as an easy non fiction: [E 000] AAA to [E 999.99] ZZZ.
- **Circulation Types:** All Circulation Types
- **Sublocations**: All Sublocations
- **All copies meeting the above criteria will be set to "unaccounted for":** Use current day.

Step 5: Start new inventories for ALL sections of the library using the guide above.

Step 6: Once all inventories have been set up, click Inventory → View In-Progress & Completed Inventories. All open inventories should be shown on this screen in the "In Progress" tab.

Step 7: Begin scanning all material or resource barcodes in the library. Use either *Circulation → Check In* OR *Admin → Inventory → Scan Barcode*. Once an item is scanned, it will be automatically accounted for and the "Lost" tag will be removed.

Step 8: As scanning continues, organize and reshelve any materials that have switched places, or stack any that need to be weeded. As new materials come in, reshelve them in the appropriate places. If some are marked Lost (Inventory → View "Lost"), gather or track down those materials if possible.

Step 9: Once all school library materials are scanned, it is time to complete the inventory. Go to Inventory, select the appropriate inventory, then select Finalize. The system will then move this inventory into the "Completed" tab.

Step 10: Print all reports and file in a secure location in the library. After the inventory is complete and a report is viewable, click Inventory → View Incomplete and Complete…→ Completed → find the inventory → View. Click View **Report**. Print this report view. There may be many pages, but it is important to keep a record for 7 years. The district does NOT need a digital copy of the report.

V: Media Specialist Performance Self Assessment Rubric

The following self-assessment rubric details library domains (overall knowledge) and parts (specific duties) that all media specialists should actively perform in their tenure. Use the rubric to determine a scale from inadequate to proficient and seek to change activities or behavior to be proficient.

Library Domain 1: <u>Instructional Partner</u>
        Part 1a: Reading Engagement
        Part 1b: Information and Research
        Part 1c: Digital Media Engagement
        Part 1d: Collaboration with Educators
        Part 1e: Collaboration with Students
Library Domain 2: <u>Library Administration</u>
        Part 2a: Collection Development (Selection)
        Part 2b: Collection Development (Weeding)
        Part 2c: Collection Development (Inventory)
        Part 2d: Library Records
Library Domain 3: <u>Advocacy and Service</u>
        Part 3a: Professional Development
        Part 3b: Library Space/Area
        Part 3c: Community Outreach

<u>Library Domain 1: Instructional Partner</u>

Part 1a: Reading Engagement

Inadequate ⟵⟶ Proficient

Makes minimal or no effort to promote reading and literacy.	Occasionally organizes literacy activities but lacks consistent promotion.	Regularly promotes reading and literacy through various activities and initiatives.	Fosters a strong culture of reading and literacy with innovative and engaging initiatives.

Part 1b: Information and Research

Inadequate ⟵⟶ Proficient

Provides little to no instruction on information literacy.	Provides basic instruction but lacks depth or relevance to students' needs.	Provides clear and relevant instruction on information literacy.	Provides comprehensive, differentiated, and engaging instruction on information literacy, closely integrated with the curriculum.

Part 1c: Digital Media Engagement

Inadequate ⟵⟶ Proficient

Provides little to no instruction on digital media.	Provides basic instruction but lacks depth or relevance to students' needs.	Provides clear and relevant instruction on digital media.	Provides comprehensive, differentiated, and engaging instruction on information literacy, closely integrated with the curriculum.

Part 1d: Collaboration with Educators

Inadequate ⟷ Proficient

Rarely collaborates with staff or contributes to curriculum development.	Occasionally collaborates with staff but contributions to curriculum development are limited.	Regularly collaborates with staff and contributes meaningfully to curriculum development.	Proactively initiates collaboration with staff, playing a leading role in curriculum development and instructional design.

Part 1e: Collaboration with Students

Inadequate ⟷ Proficient

Rarely builds relationships or knowledge of student needs or requests. Performs only minimal teaching duties.	Occasionally builds relationships with students and knowledge of student needs. Performs teaching duties as required.	Regularly builds relationships with students to find requests or books on shelves. Performs teaching in interesting lessons.	Actively seeks to build relationships to encourage reading and participation, and continues to refer students to further reading. Performs interesting and exciting lessons to get students involved.

Library Domain 2: Library Administration

Part 2a: Collection Management (Selection)

Inadequate ⟵━━━━━━━━━━⟶ Proficient

Collection does not follow policy or procedures to include unnecessary, not requested, or inappropriate for students' needs and curriculum.	Collection includes some requested materials, but lacks variety or currency.	Collection is diverse, relevant, current, and supports the curriculum.	Collection takes into account local or national reviews, student and teacher requests, and follows school culture and curriculum.

Part 2b: Collection Development (Weeding)

Inadequate ⟵━━━━━━━━━━⟶ Proficient

Collection is outdated, irrelevant, or inappropriate for students' needs and curriculum.	Collection includes some relevant materials but lacks variety or currency.	Collection is diverse, relevant, current, and supports the curriculum.	Collection is extensive, diverse, continuously updated, and closely aligned with the curriculum and students' interests.

Part 2c: Collection Development (Inventory)

Inadequate ⟷ Proficient

Does not complete an annual inventory.	Completes a few sections of library inventory.	Completes most sections of library inventory.	Completes all sections of library inventory.

Part 2d: Library Records

Inadequate ⟷ Proficient

Does not review library circulation, reviews, overdue notices, or other library management.	Rarely reviews library circulation, sends out overdue notices, or manages individual records.	Regularly checks on overdue books, manages records, reviews books, or perform shelving checks.	Actively seeks knowledge on overdue or lost materials, communicates with students on overdue materials, organizes shelves for access, reviews individual catalog records for consistency.

Library Domain 3: Advocacy and Service

Part 3a: Professional Development

Inadequate ⟵————————————⟶ Proficient

Rarely participates in professional development or applies new learning.	Occasionally participates in professional development and applies some new learning.	Regularly participates in professional development and applies new learning to practice.	Actively seeks out professional development opportunities, shares learning with colleagues, and continuously applies and reflects on new learning.

Part 3b: Library Space/Area

Inadequate ⟵————————————⟶ Proficient

Rarely updates or changes space, even when problem areas persist.	Occasionally updates space and room for education, services, or events.	Regularly updates space for education, services, and events. Includes materials in decoration.	Actively seeks dynamic changes to draw students into space through materials, displays, and decoration.

Part 3c: Community Outreach

Inadequate ⟷ Proficient

Receives consistent negative feedback from users.	Receives mixed feedback from users, with some areas for improvement.	Receives positive feedback from users, with minor areas for improvement.	Receives consistently positive feedback, demonstrating a strong rapport with students and staff and a high level of user satisfaction.

Appendix A: Ages of Collection and Weeding

Dewey Number	Content	Age
000	Encyclopedias	5 years
	Bibliographies	5 years
	Reading	Determined by use
	Computers	5 years
100	Ethics, etc.	Determined by use, 10 years
200	Religion	Determined by use
300	Social Sciences	10 years
310	Almanacs	5 years
320	Politics/Economics	10 years
340	Government	10 years
360	Social Welfare	10 years, unless historical
390	Folkways	Determined by use
400	Languages	Determined by use
500	Pure science	5 years (botany and natural history are an exception)
600	Inventions, medicine	5 years
621	Radio, TV, etc.	5 years
630	Farms, Domestic Animals	Up-to-date
640	Home Economics	Determined by use
650	Business	10 years
660	Chemical, food products	10 years
700	Art, Music, Sports	Remove dated material
800	Literature	Determined by use, update classics

900	History	Determined by use
910	Travel, geography	10 years
921	Biography	Determined by use, update current figures, or those with literary value
	Periodicals	5 years

***Some items may have historical or classical value despite age. This as well as the possible need for updated, modern copies of historical or classical materials should be considered.**

Appendix B: Publisher Sites (Accepted)

Site Name	Site Link	Copyright	Notes
Bound to Stay Bound	https://www.btsb.com	-	
Capstone Publishing	https://www.capstonepub.com	2023	
Follett/Titlewave	https://www.titlewave.com/main/library	2023	
Junior Library Guild	https://www.juniorlibraryguild.com/book/landing/detail?type=backlist	2023	
Permabound	https://www.perma-bound.com/	2023	
Rainbow Book Company	https://www.rainbowbookcompany.com/	-	
Rosen Publishing	https://www.rosenpublishing.com/	2023	
Scholastic	https://shop.scholastic.com/parent-ecommerce/parent-store.html	2023	

Appendix C: Reputable Review Sites (Accepted)

Site Name	Site Link	Copyright	Notes
Amazon	https://www.amazon.com	2023	***Look at multiple reviews, search for all opinions on the book, not just student opinions. Specifically look for anything that says "Spoilers" to find out content.
Common Sense Media	https://www.commonsensemedia.org/	-	
Goodreads	https://www.goodreads.com/	2023	***Look at multiple reviews, search for all opinions on the book, not just student opinions. Specifically look for anything that says "Spoilers" to find out content.
Kirkus Reviews	https://www.kirkusreviews.com/	2023	
Kiss the Book	https://kissthebook.blogspot.com/ v	2023 (Updated daily)	Utah specific reviewers, from library or education personnel. ***Appeared at UELMA ***Use as a starting point.

Appendix D: Sensitive Materials (Removed)

Book	Author	Materials removed due to sensitive material	Materials rejected from purchase	Date of removal
The Poet X	Acevedo, Elizabeth	x		
The Absolutely True Diary of a Part-Time Indian	Alexie, Sherman	x		
Twisted	Anderson, Laurie Halse	x		
Me and Earl and the Dying Girl	Andrews, Jesse	x		
The Haters	Andrews, Jesse	x		
Rage and Ruin	Armentrout, Jennifer L.	x		
Storm and Fury	Armentrout, Jennifer L.		x	9/20/2023
Damsel	Arnold, Elana K.	x		
Infandous	Arnold, Elana K.	x		
Red Hood	Arnold, Elana K.	x		
What girls are Made of	Arnold, Elana K.	x		
Handmaid's Tale,	Atwood, Margaret	x		
Oryx and Crake	Atwood, Margaret	x		
The Handmaid's Tale	Atwood, Margaret	x		
Forever	Blume, Judy	x		
The Perks of Being a Wallflower	Chbosky, Stephen	x		
Neanderthal	Darnton, John	x		
This Book Is Gay	Dawson, Juno	x		
No Longer Human	Dazai, Osamu		x	9/20/2023
The Carnival at Bray	Foley, Jesse Ann	x		
Alexander The Great	Freeman, Philip	x		
Dreaming In Cuban	Garcia, Cristina	x		
Looking for Alaska	Green, John	x		
Catch-22	Heller, Joseph	x		
Confess-A novel	Hoover, Colleen	x		

Ugly Love	Hoover, Colleen	x		
Crank	Hopkins, Ellen	x		
Impulse	Hopkins, Ellen	x		
People Kill People	Hopkins, Ellen	x		
Perfect	Hopkins, Ellen	x		
Rumble	Hopkins, Ellen	x		
Tilt	Hopkins, Ellen	x		
Triangles	Hopkins, Ellen	x		
Tricks	Hopkins, Ellen	x		
Fallout	Hopkins, Emily	x		
Loving Frank	Horan, Nancy	x		
The Kite Runner	Hossseini, Khaled	x		
Monday's not Coming	Jackson, Tiffany D.	x		
All Boy's aren't Blue	Johnson, George	x		
Milk and Honey	Kaur, Rupi	x		
Feverwake series (2 books)	Lee, Victoria	x		
Last Night at the Telegraph Club	Lo, Malinda	x		
Ready When You Are	Lonesborough, Gary	x		
A Court of Frost and Starlight	Maas, Sarah J.	x		
A Court of Mist and Fury	Maas, Sarah J.	x		
A Court of Silver Flames	Maas, Sarah J.	x		
A Court of Thorns and Roses	Maas, Sarah J.	x		
A Court of Wings and Ruin	Maas, Sarah J.	x		
A House of Earth and Blood	Maas, Sarah J.	x		
Empire of Storms	Maas, Sarah J.	x		
House of Earth and Blood	Maas, Sarah J.	x		
House of Sky and Breath	Maas, Sarah J.	x		
Kingdom of Ash	Maas, Sarah J.	x		
Tower of Dawn (Throne of Glass #6)	Maas, Sarah J.	x		
Kingdom of the Cursed	Maniscalco, Kerri	x		
Kingdom of the Feared	Maniscalco, Kerri	x		
Kingdom of the Wicked	Maniscalco, Kerri	x		

Ink Exchange	Marr, Melissa	x		
Sold	McCormick, Patricia	x		
Fade	McMann, Lisa	x		
Red, White and Royal Blue	McQuiston, Casey	x		
Let's talk about it	Moen, Erika	x		
The Bluest Eye	Morrison, Toni	x		
Ramona Blue	Murphy, Julie	x		
Dead End	Myers, Jason	x		
Shine	Myracle, Lauren	x		
The infinite moment of us	Myracle, Lauren	x		
Acceptance	Nietfeld, Emi	x		
Breathless	Niven, Jennifer	x		
Neanderthal Opens the Door to the Universe	Norton, Preston	x		
Where I End & You Begin	Norton, Preston	x		
Out of Darkness	Perez, Ashley Hope	x		
Nineteen Minutes	Picoult, Jodi	x		
Big Nate Stays Classy & Big Nate Out Loud: Two Books in One	Pierce, Lincoln	x		
Push	Sapphire	x		
The Cost of Knowing	Saunders, Barbara	x		
Jesus Land-A Memoir	Scheeres, Julia	x		
The Invisible Life of Addie LaRue	Schwab, VE	x		
Lucky	Sebold, Alice	x		
The Art of Racing in the Rain	Stein, Garth	x		
Laura Dean Keeps Breaking Up With Me	Tamaki, Mariko	x		
Slaughterhouse Five	Vonnegut, Kurt	x		
Slaughterhouse Five (graphic Novel)	Vonnegut, Kurt	x		
Charm	Wolff, Traci	x		9/20/2023
Cherish	Wolff, Traci		x	9/20/2023
Court	Wolff, Traci		x	9/20/2023
Covet	Wolff, Traci		x	9/20/2023
Crave	Wolff, Traci		x	9/20/2023

Crush	Wolff, Traci		x	9/20/2023
Private Label	Yang, Kelly	x		