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Jennifer Cooper is a school librarian at Osbourn High School in Manassas City Public School District in Virginia. She is the Past-President of the Virginia Association of School Librarians (VAASL) and the Past-Chair for the AASL Chapter Assembly. Jennifer is a current member of the *KQ* Editorial Board and the Chapter of the Year Committee. Previously, she has served on the YALSA Award for Excellence in Nonfiction for Young Adults Book Award Committee, the Virginia Library Association's Cardinal Cup Book Award Committee, and the YALSA Book List and Book Award Oversight Committee. She has written for *Knowledge Quest*, the VAASL Voice, and *School Library Monthly*.

Creating Clear Policies and Procedures: Impacts on Access, Equity, and Instructional Support

I have always enjoyed the more administrative aspects of my job as a school librarian. My two favorite courses when I was working toward my degree were cataloging and library administration. Being able to delve deeply into an issue and find solutions brought me great joy, whether it was creating a catalog record or exploring policies and procedures. I even volunteered to help rewrite policies at a former district.

POLICIES ARE ALSO MEANT TO BE UPDATED and revisited from time to time. Ensuring that district librarians have a voice when school board policies are updated is just as important as my school colleagues and I keeping our procedure manual up to date. Librarians should revisit their selection, reconsideration, and deselection policies to ensure they maintain a relevant and engaging collection. Mona Kerby put it best in her summary statement about building and maintaining a collection:

All learners must actively interact with a current and comprehensive school library collection that meets their curriculum and personal interests; the collection provides learners with opportunities to experience diverse opinions, the research process, high-quality literature, and access to information in multiple ways. (57)

I have now worked in four school districts as a librarian, and in each one, my first step was to familiarize myself with any school board policies that directly deal with or could affect the library. I wanted to ensure I knew how each district felt about selection, reconsideration, book choice, and literacy. The articles in this issue explore various areas of policies and procedures and their importance to our work.

Elizabeth Burns discusses how the school librarian is in the ideal position to help learners navigate the path of academic integrity when using GenerativeAI. She includes sample policies in varying degrees of restriction and explains how these can be applied in a school or classroom setting. As school librarians often teach about plagiarism, source reliability, and citations, knowing about any school board policy and the teacher's expectations for the assignment will help guide instruction.

Courtney Pentland considers the importance of selection, deselection, and reconsideration policies. She provides a series of questions to ask yourself to help you plan. Pentland explores how thinking about and answering these questions can support the mission and vision of the school district, ensure access to age-relevant materials, provide a transparent process to stakeholders, and guide certified school librarians in their processes.

Katie Rainer, in "Curating with Confidence: How Policies Protect Readers and Librarians," shares how clear collection development policies help school librarians balance their own enthusiasm with professional responsibility. Rainer discusses how policies ensure collections reflect learner needs, curricular goals, and diverse perspectives. She provides practical strategies that demonstrate how policy-driven decisions strengthen confidence, transparency, and equitable access in school libraries.

In "The Rochester Provocations: Understanding the Policy Implications of Generative AI in Education," Christopher Harris discusses the wicked problem of GenerativeAI and its use in schools. As part of the Rochester Provocations, Harris and others developed eight guiding thoughts when thinking about GenAI and schools. Harris explains how these provocations can guide policymakers into forming adaptive policies that work toward informed engagement over avoidance.

Rebecca Morris explores the difference between policies and procedures in "By the Book: A Policy Refresher for School Librarians." Morris discusses how procedures are used to implement policy. She reviews the basics of policy and procedure for school libraries, considers opportunities to evaluate and revise, and explores how policy can support fulfillment of the school library mission.

I believe that having good policies in place makes a librarian's work easier. Each librarian should also be aware of the policies for the district they work in, and if they are lacking any, they should work toward having their school board adopt new policies. The "Definition of an Effective School Library Program" position statement discusses how the school librarian supports learners through up-to-date materials, providing access to resources and technologies, and bridging the gap between access and opportunity (American Association of School Librarians). These goals are met when there are selection, deselection, and reconsideration policies in place.

WORKS CITED

- American Association of School Librarians. "National School Library Standards for Learners, School Librarians, and School Libraries." ALA, 2018.
- Kerby, Mona. An Introduction to Collection Development for School Librarians. 2nd ed., ALA Editions, 2019.