

Visalia Unified School District

District Library Media Policies Handbook

2023-2024

Future Ready Libraries for Future Ready Learners



District Library Media Policies & Library Handbook 2023-2024

Visalia Unified School District

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Introduction

21st century school libraries are often referred to as learning commons as that name more accurately depicts the library services and programs provided by these institutions for today's learner. **The learning commons model emphasizes a common space, similar to a library, that is used as a shared learning space for collaboration, creation, communication, and inquiry based learning. The learning commons is ideally viewed as an extension of the classroom and allows for multiple arrangements of the physical space to accommodate today's learner and the 21st century learning process.** It would not be unusual to walk into a learning common and see students huddled together working with small robotics parts in a makerspace area using their time to extend their prior learning from their Exploring Technology Course, or to see face to face or online tutoring before or after school taking place. Simultaneously, there might be another group of students using a presentation screen/monitor connected to their Chromebooks to work on a presentation for a course and more easily share/display information for the group, or to see a teacher librarian giving a information literacy mini-lesson to a class that's embarking on an annotated bibliography for their History assignment and needs instruction on using academic databases. Meanwhile, some students may be sitting in a quieter section of the learning common reading selections from the print and digital library collections as they complete the latest independent reading assignment from their ELA teacher. There are many other activities, from maker faires, author visits, poetry slams, gaming nights, 3-D printing, student art displays, history exhibits, hands-on science experiments, or Genius Hour projects that could be underway, as well as countless other learning endeavors taking shape in the learning commons.

The picture painted above of a 21st century school library/learning commons that is bustling with activities to suit various learners and their wide-ranging educational needs and endeavors also demonstrates the movement away from the library being solely the source of a physical/print collection and the school librarian being there to help students search card catalogues to a **physical and virtual space that offers a plethora of print and digital resources with a teacher librarian or TOSA who is able to help students cultivate literacy and critical thinking skills.** Once students are proficient in reading, the teacher librarian's role pivots to ensure students continue to foster a love for reading and lifelong learning through continued collection development, but also by **helping students employ information literacy skills and strategies, such as accessing, evaluating, interpreting, synthesizing and communicating information.** These tasks take considerable coordination between the teacher librarian and classroom teacher, a commitment to higher level thinking skills and inquiry based learning being embedded in the curriculum at the school and district leadership levels, and a commitment to robust library/learning common staffing and resources to support students and staff in their dynamic and demanding pursuits of knowledge, as well their endeavors to make meaning of that knowledge and applying it in real-world ways.

With that paradigm shift to 21st century school libraries/learning commons, the district and site goals for libraries/learning commons have to align with this changing landscape for today's learners, as well as with the vision, mission, and goals set forth by Visalia Unified. Visalia Unified vision, mission, and goals promote limitless opportunities for today's VUSD learner, and as a result, **the learning commons model could not be more ideal for embracing the challenge of scaffolded support needed for students as they make these transitions to more rigorous academic courses and heightened expectations for their learning.** It is through a partnership between the district, the school sites, and the school library/learning common that true limitless opportunities can be realized for all of our school district's learners and a new era of truly 21st century learning can be ushered in.

Frameworks and Foundational Documents and Resources

The VUSD District Library Plan is a living document that was developed using the following key documents and resources:

Model School Library Standards for Students

The school library standards adopted for California students by the California Department in 2010. The critical components of these standards center around students' ability to access, evaluate, use and integrate information and information literacy throughout the K-12 curriculum and to promote lifelong learning. The K-12 standards follow a thoughtful progression of skills at each grade level and the continuity of vertical alignment throughout.

Model School Library Program Standards

The School Library Program Standards (2010) clearly articulate the expectations of school library programs, setting a minimum standard for services to students. The standards are broken into four subsections: staffing, access, teacher librarian responsibilities, and resources. Within each subsection, specific objectives and descriptions of the objectives are provided for proper execution of effective library services.

CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects

The Common Core State Standards adopted by the California Department of Education (2012) outlining what students should know and be able to do at each grade level and therefore is also an essential document in guiding school library services. Information literacy skills are found throughout the document including, but not limited to, students ability to gather, use, assess, and interpret information. The document highlights skills that overlap with those found in the Model School Library Standards for Students and provide opportunities for authentic integration of these skills when they are most vital to the learning process.

The ELA/ELD Framework for California Public Schools

The ELA/ELD Framework (2014) provides additional direction and guidance for educators and for school libraries with its “focus on English literacy and language, including reading, writing, speaking, listening and language and the use and development of these skills across the disciplines.” It also explicitly states its connection to the Model School Library Standards, with a common focus on an integrated approach to subject matter content and emphasis on the skills needed for inquiry based learning.

The International Society for Technology in Education (ISTE) Standards

The updated ISTE Standards for Students were updated in 2016, although the previous version, as well as the ISTE Standards for teachers, administrators, and coaches have been important documents in providing a roadmap for the digital and information literacy skills students need to become successful in 21st century educational and career pursuits. The focus of these standards is on the “skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world.” There are seven standards with indicators for each standard that contribute additional digital and informational literacy considerations to the conversation of what it means to support 21st century learners. The emphasis on students becoming digital citizens, innovative designers, computational thinkers and global collaborators matches well with expectations of students in 21st century schools and school libraries.

Future Ready Librarian (FRL) Framework

The FRL Framework was developed as part of the Future Ready Schools (FRS) initiative that was created by the Alliance for Excellent Education and the U.S. Department of Education to help schools develop a roadmap for transforming schools to prepare students for success in college, career, and citizenship. There are seven key categories, or gears, of the FRS Framework that are the focus of district planning/implementation, all of which emphasizes the following:

- A personalized, student-centered learning environment
- Robust learning experiences that prepare students for an increasingly technology-driven workforce and world
- Learning that taps into passions and interests for deeper engagement and agency.

The FLR Framework is an expansion of the FRS initiative and seeks to raise awareness about the important role of school librarians and school libraries in helping schools and students become future ready. The FRL Framework helps schools and districts focus on two guiding questions to engage in this work. The questions and subsequent framework address the following:

- How can librarians and libraries support Future Ready schools?
- How can librarians and libraries become more future ready?

The American Association of School Librarians (AASL) Standards Framework

The AASL Standards framework reflects a comprehensive approach to teaching and learning by demonstrating the connection between learner, school librarian, and school library standards. Three sets of standards (Learner, School Librarian, and School Library) make up the *AASL Standards Integrated Framework* featured within the *National School Library Standards*.

The AASL Standards framework is anchored by six Shared Foundations--Inquiry, Include, Collaborate, Curate, Explore and Engage--which highlight the standards core educational concepts. 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.

VUSD District-Wide Goals for 2023-2024

Visalia Unified School District exists to provide students with an education that will afford them limitless opportunities for the future.

To attain this goal, our organization will:

- 1. Engage students in a challenging curriculum and provide them the support to be successful**
 - 1.1 Maintain consistently high academic standards in a curriculum that is relevant to each student's chosen path
 - 1.2 Provide equitable opportunities for every student to succeed
 - 1.3 Provide systematic and reliable access to services that support academic, social, and emotional development

- 2. Support a district-wide collaborative culture for students and adults focused on learning and results**
 - 2.1 Establish a district-wide professional learning community
 - 2.2 Engage the community fully as a partner in the education of students
 - 2.3 Provide systematic and relevant opportunities for parents to participate in the education of their children
 - 2.4 Communicate effectively with parents and the community

- 3. Maintain a caring and encouraging learning environment for students and adults**
 - 3.1 Ensure safe, secure, healthy, and positive environments that promote a sense of significance and belonging

- 4. Recruit, hire, and retain highly qualified, talented, and productive staff**
 - 4.1 Aggressively recruit and hire highly qualified staff members who reflect the demographics of our students and community
 - 4.2 Ensure competitive salary and benefits for all staff
 - 4.3 Provide systematic and relevant certificated, classified, and management support services

- 5. Align resources to support District goals, student achievement, and school sites**
 - 5.1 Effectively manage resources to strengthen our fiscal foundation, maintain prudent reserves, and meet funding requirements for retiree health insurance and increases to employee retirement systems
 - 5.2 All schools, facilities, and grounds will be clean, safe, secure, and well maintained
 - 5.3 Refine VUSD facility plans to align with the Measure E Implementation and Facility Master Plan
 - 5.4 Plan for and open new schools that support the strategic interests of the district and the community
 - 5.5 Maintain total transparency in all services and projects and be accountable to the community

The VUSD District library plan's goals correlate with and support the overarching goals and vision of VUSD.

VUSD Beliefs Explained



Our Core Beliefs & Commitments

We believe and are committed to

All students can achieve at high levels and demonstrate continuous growth

- Providing high-quality learning experiences that allow all students to reach their fullest potential
- Equipping students and staff with the educational tools necessary for achievement and growth

Family and community engagement is key to student success

- Providing families and community members pathways of connectivity to the education system
- Facilitating timely and consistent communication to position families to participate in their students' learning experiences

Learning environments should be safe, supportive, and innovative

- Creating physical and social-emotional safety in all learning environments
- Providing all students the academic and social supports needed to be successful
- Designing learning environments that drive innovative practices to improve student outcomes
- Ensuring all students are known by their name, welcomed each day, and connected to meaningful activities

I BELIEVE IN, I BELONG IN... I AM VUSD.



VUSD's Vision of a Visalia Unified Graduate

Critical Thinker

- Looks at things from different perspectives
- Questions, analyzes, and perseveres
- Explores and values multiple solution pathways
- Makes reasoned and logical judgments
- Evaluates the relevance and reliability of information
- Builds new ideas or thinking
- Makes good choices

Collaborative

- Leverages team members' strengths
- Values diverse thinking
- Focuses on shared outcomes
- Listens actively
- Shares responsibility but holds individuals accountable
- Is a productive member of a group

Communicator

- Understands and attends to audience and purpose
- Uses multiple formats (oral, written, presentation, video)
- Understands visual cues and contextual nuances
- Is expressive and receptive of thoughts, questions, ideas, and solutions

Creative

- Allows exploration of new approaches to problems
- Thinks fluidly to builds meaning
- Opposes fear of failure by sparking innovation
- Supports "mental plasticity"

Civic-minded

- Makes ethical choices
- Is a contributing member of the community
- Is informed and law-abiding
- Participates and votes
- Is concerned for the greater good
- Celebrates the success of others
- Is positive in outlook and has a growth mindset

The Vision and Mission of the Visalia Unified School District Library Media Program

The Visalia Unified School District Library Media Program seeks to transform our current school libraries into 21st century learning commons with vibrant and impactful library services and programs for all students by providing access to meaningful digital and physical information/collections, cultivating digital and information literacy skills through integration in the curriculum, and promoting lifelong reading and learning. The learning commons strive to be a center of collaboration, creation, communication, and inquiry based learning that fosters a sense of significance and belonging for students and contributes to a positive school culture overall.

The Mission of the Visalia Unified School District Library Program is to provide integrated library services and programs that produce global, digital citizens with the information literacy skills and strategies that promote a lifelong pursuit of knowledge, a love of reading, and the desire and ability to turn knowledge into action for the greater good.

Visalia Unified School District's Library Plan Goals

To achieve our vision for library services and student learning, we will focus on several goals:

GOAL 1: VUSD will provide sufficient library staffing and equitable student access to the school library at each site.

GOAL 2: VUSD will maintain library collections and resources that support the state standards and promote reading literacy and inquiry.

GOAL 3: VUSD will integrate information and digital literacy skills into the curriculum and school libraries will support inquiry based learning through library services and programming.

GOAL 4: VUSD will create future ready school libraries or learning commons for research, collaboration, and innovation.

GOAL 5: VUSD will establish and maintain ongoing communication and seek input from stakeholders regarding current library media services/programming and future strategic planning.

Selection and Evaluation Policy Statement

It is the goal of VUSD Library Media Services to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate materials through established procedures.

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs. District library media staff shall evaluate and select materials in accordance with law, Board policy, and administrative regulation and shall use professional selection aids and standards. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate. (BP 6163.1(b))

General Criteria

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need

Top Recommended School Library Reviewing Sources

- School Library Journal
- Booklist
- Horn Book
- Kirkus Reviews
- We Need Diverse Books website
- Association for Library Services to Children (ALSC) Notable Children's Books
- Young Adult Library Services Association (YALSA) Best Books for Young Adults

(Adopted from ALA's Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries)

Procedures for Selection

In selecting materials for school library media programs, the certificated library media personnel will: evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty and students.

It should be understood that selection is an ongoing process which will include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Procedures for Reconsideration of Materials

See BP 6163.1 for full text & for VUSD's official Request for Review Challenge Materials Form

Procedures for Reviewing Challenged Materials Some materials, although acceptable by the District as a whole, may not be acceptable to members of school staff or the community. The following is the procedure for resolving such differences:

- A. Challenges of instructional materials must be made on the form titled "Request for Review of Challenged Materials" (Attachment A). The challenge form should be submitted to the local school site administrator or designee.
- B. The school site administrator or designee shall notify the Superintendent or designee and the teacher(s) involved of the complaint. During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached. However, upon request of the parent/guardian who has filed the complaint, his/her child may be excused from using challenged materials until a resolution has been reached.
- C. The superintendent or designee must acknowledge receipt of the request within ten (10) school days and take the following actions:
 1. Review the documents in Attachments B through I.
 2. The Superintendent or designee shall determine whether a review committee should be convened to review the complaint. If the Superintendent or designee determines that a review committee is not necessary, he/she shall issue a decision regarding the complaint.
 3. If the Superintendent or designee determines that a review committee is necessary, he/she shall appoint a committee composed of at least seven (7) people consisting of appropriate staff and local community members. Required members include district library media personnel, district administrative staff, school-site administrator, and faculty members. Additional members could include community member, parent, classified staff, another site administrator, or another faculty or staff member.
- D. The review committee is to comply with the following:
 1. A meeting of the review committee members should be scheduled no later than thirty (30) school days after receipt of the request by the administrator, and the date of the meeting should be recorded on the challenge form. Committee members must thoroughly examine and completely read the challenged item(s)
 2. The committee should select a chairperson who will keep track of all pertinent dates related to the

challenged materials. AR 6163.1(b) LIBRARY MEDIA CENTERS (continued)

3. The review committee must carefully examine the item(s), participate in open discussion, use a secret ballot, and make a recommendation based on the majority rule.
 4. The review committee must notify the superintendent in writing of the committee's recommendation within five (5) school days after the conclusion of its review.
 5. Committee proceedings shall remain confidential. Only the recommendations are to be reported to the superintendent or designee.
- E. Within ten (10) days of being notified of the committee's decision, the superintendent or designee will notify the complainant of the committee's decision.
- F. Within fifteen (15) school days from notification of the decision of the review committee, the challenger(s) may appeal the decision by writing to the Division of Learning and Leadership. The Superintendent or designee shall notify the challenger(s) of this right to appeal. Any appeal will be handled in the same procedural manner as the initial request for review outlined in Section D though the members of the Appeal Panel will be different in composition from that of the original review committee. The Appeal Panel will be composed of at least five (5) members including, but not limited to, three (3) member of Cabinet, one (1) school-site administrator or faculty member, and two (2) community members or parents. The appeal results will be sent to the complainant and school administrator within thirty (30) school days of receipt of the appeal.

Circulation / Access Policy

VUSD libraries serve as a point of access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic and information-dependent society. Educational levels and programs of the school indicate appropriate resources and services of a school library media program. The principles of Library Bill of Rights (ALA), Students' Right to Read (NCTE), apply equally to all libraries including school library media centers.

Students and educators served by the school library media program should have access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, or hear.

No barriers exist between students and access to and use of interlibrary loans or access to library resources. Students will not be charged fees for information in specific formats, nor will they be required permission from parents or guardians for access to information. These rules related to the use of resources and services support open access to information.

VUSD Library Media Services adopts policies that ensure student access to a broad range of ideas. Learning / teaching styles and interests of all students and teachers will be accommodated.

Systems for circulating materials ensure optimal use and encourage students to borrow materials for use throughout the school, at home, and in the library media center. Circulation systems and reporting mechanisms protect privacy of users. Circulation and access procedures enable the intradistrict exchange of materials and encourage interlibrary loan.

(This policy statement was adapted from the Yellow Pages for School Library Media Specialists, p. 3.21)

Gift Policy

VUSD Library Media Services welcomes gifts of books, periodical and online subscriptions, works of art, media, technology, other educational materials and equipment, and money for the purchase of library media materials, equipment and technologies. Gifts are accepted with the understanding that the item(s) or monies meet the guidelines defined in Board Policies. (BP 6163.1(b))

Gifts are irrevocable; those not added to or deleted from the collection may be disposed of as the certified District Library Media Manager or appointee deem appropriate.

Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Weeding Policy

Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced. (BP 6163.1B)

The collection shall be evaluated annually, at which time the library media professional shall determine which materials need to be weeded or removed from the collection. The following criteria are to be used in deciding which materials are to be removed, but the media professional is not limited to using only these criteria:

- Currency of publication date and/or material covered in the publication.
- Physical condition of the work including paper condition, smell, spine condition.
- Is the material a duplication which is not needed in the collection?
- Is the material within the scope of the collection development policy?
- Does the material need replacement due to high use or poor condition of the material?
- Does the material circulate?

Replacement Policy

Books and/or materials may be replaced in the collection for the following reasons:

- The currency of the material in question is beyond what the curriculum allows.
- The subject of the material in question is no longer useful in the curriculum.
- The physical condition of the material in question is so bad that it cannot be useful to the students and teachers
- The format of the material has been discontinued or dropped from the curriculum.

(This material was adapted from the Yellow Pages for School Library Media Specialists, p. 3.17)

Operation Policy

- Computer use falls under the district's Technology Policy.

A. Library Circulation Policy

- All students can check out up to 10 books at a time.
- Younger readers are encouraged to check out a minimum of 5 books weekly (and a variety of books for beginning readers, picture books for read-alouds at home, etc.).
- Books are checked out for a three-week period and may be renewed once before the due date, unless the material is on hold/reserve for another patron. All materials must be returned at the end of the loan period.
- Library books are meant to go to and from school (not just stay in the classroom).
- If an item is not available at the user's site library, users may request materials through the interlibrary loan service (ILL) through the district's online program for library management and will be honored as long as it is available and is deemed interest level appropriate by library staff.
- Voice and choice are important in independent reading selections. Students should not be limited to books based on reading level criteria alone.

B. Lost Book Policy

- After four weeks of library material being overdue, the material is officially considered lost.
- If willful damage/willful loss of library material is assessed, a fine is issued in PowerSchool and the parent/guardian is notified of the fine. Fines are not assessed for general wear and tear of library materials.
- Refunds can only be given within the current school year (August-May). Ex. If a missing book that has been paid for is located after the school year, it then becomes the property of the student/family.
- Library fines for accidental loss of library materials are cleared at the end of each school year.
- Students are not to be denied library books or school activities because they still have library books checked out, lost books, or fines on their account.

District Library Media Services and Program Evaluation/Assessment Tools

VUSD District Library Media Services will conduct ongoing assessments to determine effectiveness of library services, programs, and ensure implementation of VUSD District Library Media goals.

Assessment and Evaluation Plan:

- **Goal 1:** Collect and analyze evidence of site staffing, duties of site staffing, and hours libraries are open (twice a year).
- **Goal 2:** Collect and analyze collection data, circulation data, Library Snapshot Reports, collection development purchases, staff and student survey information regarding collections, circulation policies, support of standards and literacy, and CAASPP reading and research assessment data.
- **Goal 3:** Collect and analyze evidence of District Technology Team planning, Chrome to Home expenditures/statistics, district benchmarks and/or additional assessments measuring student learning tied to the digital and information literacy progression (quarterly).
- **Goal 4:** Collect and analyze evidence of a systematic VUSD modernization plan that includes school library modernizations, as well as evidence of an updated VUSD library website and usage data (quarterly).
- **Goal 5:** Collect and analyze evidence of district library committee and task force meetings, updated action items, feedback forms from staff/students/community members, and Board meeting reports, if applicable (twice a year).
- Complete the CDE School Library survey each year to provide the CDE with the most current data on VUSD school library programs and to analyze school library trends in California, as a whole.

VUSD District Library Initiatives 2023-2024

- **GOAL 1: LITERACY**

- Districtwide collections meet the *CA Model School Library Standards*, have ongoing district funding, and are genrefied.
- Standard collection development practices and common general print collections across ES, MS, and HS.
- Annual site library plans and snapshot meetings to set goals for collection development, circulation, library services and programs.
- Coordination and partnering with sites, outside organizations, and the VLC to promote literacy through community event involvement.

- **GOAL 2: RESEARCH/INFO LIT**

- Classroom teachers and students know how to access and use library database resources and research beyond VUSD resources.

- **GOAL 3: MODERNIZING LIBRARY SPACES**

- Continued library modernization projects seek to provide the best library experience to all VUSD students.

- **GOAL 4: PERSONALIZED LEARNING**

- Classroom teachers and students know how to access and use VUSD's digital libraries and know how to enhance student experiences through platform personalization and accessibility tools.

VUSD Site Library Initiatives 2023-2024

- **GOAL 1: Supporting Independent Readers**
 - Ensuring library/book access for all grade levels
 - Nurturing positive reading identities through readers' advisory, book choice, read alouds, and author visits
- **GOAL 2: Supporting Effective Researchers**
 - Introducing classroom teachers and students to library research databases and other tools that encourage responsible and effective inquiry/research
- **GOAL 3: Customizing Libraries for Today's Learners**
 - Modernizing library spaces and reorganizing and updating library collections to be responsive to student's changing needs
- **GOAL 4: Personalizing Learning Experiences for Students**
 - Introducing and helping classroom teachers and students with digital resources and collections, personalization and accessibility tools, and support that extend beyond the physical library space.

Elementary School: VUSD Library Initiatives 2023-2024

<u>GOAL 1: Supporting Independent Readers</u>	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> ● Fixed and flex library times <ul style="list-style-type: none"> ○ Designated tech times ○ Designated library service times for each grade/class ○ Flexible library times offered weekly for additional library access for students ○ Limiting closure of libraries for misc. purposes as much as possible. <ul style="list-style-type: none"> ■ <i>35 hours open library time (CDE)</i> 				
<ul style="list-style-type: none"> ● Progressive circulation policies and expectations schoolwide. <ul style="list-style-type: none"> ○ Beginning of the year library intro to staff. ○ Students can check out 5+ books and take them home regardless of books still out. ○ Students are encouraged to check out “just right books” but are not discouraged to check out additional books in their interest level. ○ Communication home regarding books out-3 times a year (conference times & end of year period (Nov., March, May)). 				

<ul style="list-style-type: none"> ○ Book amnesty takes place at the end of every school year. 				
<ul style="list-style-type: none"> ● Self-circulation processes/stations in place <ul style="list-style-type: none"> ○ Teachers/students (3rd grade +) know how to use self circulation ○ Self-circulation encouraged to free up librarians for readers advisory, as appropriate. 				
<ul style="list-style-type: none"> ● After School Enrichment Opportunities <ul style="list-style-type: none"> ○ Providing students with after school library programming, as applicable 				

<u>GOAL 2: Supporting Effective Researchers</u>	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> ● Familiarizing site staff with physical/digital tools for research/reading <ul style="list-style-type: none"> ○ Clever <ul style="list-style-type: none"> ■ Databases (ProQuest, Gale, National Geo Kids) ○ Digital Collections <ul style="list-style-type: none"> ■ Academic magazines & books ○ VLC/Textbook Warehouse <ul style="list-style-type: none"> ■ Temp Collections, Book Kits ○ Site Library Offerings <ul style="list-style-type: none"> ■ Nonfiction research materials & collection curation requests 				

<u>GOAL 3: Customizing Libraries for Today's Learners</u>	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> • Designing and modernizing library spaces to better support learning. Editing & organizing spaces for optimal student use. 				
<ul style="list-style-type: none"> • Fully funding the school library each year to ensure students have current, engaging, and culturally responsive/diverse texts. 				
<ul style="list-style-type: none"> • Ongoing weeding/de-selection of materials that are outdated, worn, unappealing. 				
GOAL 4: Personalizing Learning Experiences for Students	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> • Connecting students to connect the digital collection with 24/7 library access and individualized library tools and resources. 				

Secondary: VUSD Library Initiatives 2023-2024

<u>GOAL 1: Supporting Independent Readers</u>	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> ● Ensuring library/book access <ul style="list-style-type: none"> ○ Designated tech times ○ Designated library service time ○ Flexible library times offered weekly for additional library access for students ● Limiting closure of libraries for misc. purposes as much as possible. <ul style="list-style-type: none"> ○ <i>35+ hours open library time (CDE)</i> 				
<ul style="list-style-type: none"> ● Progressive circulation policies and expectations schoolwide. <ul style="list-style-type: none"> ○ Beginning of the year library intro to staff. ○ Students can check out 10+ books and take them home regardless of books still out. ○ Book amnesty takes place at the end of every school year. 				
<ul style="list-style-type: none"> ● Ongoing collaboration with classroom teachers (20%+) to bring kids into the library for book circ., book talks, book tasting, and other literacy centered events/activities. 				

<ul style="list-style-type: none"> ● Self-circulation processes/stations in place <ul style="list-style-type: none"> ○ Teachers/students know how to use self circulation ○ Self-circulation encouraged to free up librarians for readers advisory, as appropriate. 				
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<u>GOAL 2: Supporting Effective Researchers</u>	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> ● Familiarizing site staff with physical/digital tools for research/reading <ul style="list-style-type: none"> ○ Clever <ul style="list-style-type: none"> ■ Databases (ProQuest, Gale, etc.) ○ Digital Collections <ul style="list-style-type: none"> ■ Academic magazines & books ○ VLC/Textbook Warehouse <ul style="list-style-type: none"> ■ Temp Collections, Book Kits ○ Site Library Offerings <ul style="list-style-type: none"> ■ Nonfiction research materials & collection curation requests 				

<u>GOAL 3: Customizing Libraries for Today's Learners</u>	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> ● Designing and modernizing library spaces to better support learning. Editing & organizing 				

spaces for optimal student use.				
<ul style="list-style-type: none"> • Fully funding the school library each year to ensure students have current, engaging, and culturally responsive/diverse texts. 				
<ul style="list-style-type: none"> • Ongoing weeding/de-selection of materials that are outdated, worn, unappealing. 				
<ul style="list-style-type: none"> • Processing new library materials in a timely manner (4 weeks or less) and organizing the library for optimal student access/usability 				

GOAL 4: Personalizing Learning Experiences for Students	No Evidence	Emerging/ Awareness	Approaching/ Work in Progress	Meeting/ Exceeding
<ul style="list-style-type: none"> • Connecting students to connect the digital collection with 24/7 library access and individualized library tools and resources. 				

CDE: Looking at the School Library: An Evaluation Tool

(Adopted from [Model School Library Standards for California Public Schools](#))

Access	Discussion Questions	IE	IP	E
Hours of library service are posted.				
Library is open before school, breaks, lunch and after school for a minimum of 36 hours per week.				
There is library access during summer or special sessions.	<i>Is library staff present during summer school so that materials don't disappear and students have access to resources?</i>			
Students are allowed to exchange books frequently and the schedule is flexible (at least 20 hours per week).	<i>There might be a book limit for circulation, but can books be exchanged as soon as the child has read them? Two books for two weeks is not good. Students and class visits are scheduled at various times according to need at all grade levels.</i>			
Students are allowed to take library books home.	<i>Is there training for students to care for books that they borrow? Who is responsible for it?</i>			
Kindergarten students are allowed to check out books.	<i>Can kindergarten students take library books home?</i>			
Library is available for parents/families to borrow materials.	<i>This might mean that parent accounts are created in the OPAC to circulate materials to families.</i>			
Teachers are encouraged to check out library books for use in classroom.	<i>Is there a limit to the number of books that can be checked out to the classrooms or can teachers borrow freely and often?</i>			
The integrated library management system has online public access capabilities.	<i>The automated catalog and circulation system is available online, with student access at school and remotely.</i>			
There is a library web page/portal and electronic resources are available in the library, classroom, and at home.				

Staffing	Discussion Questions/Comments	IE	IP	E
Staffing includes a credentialed teacher librarian. (1 full time per 785 students)	<i>A CA teacher librarian has both a teaching credential and a library media teacher credential.</i>			
Staffing includes a classified library employee. (1 full time at least 34 hours per week)	<i>Titles of classified positions are determined at the district level (e.g., librarian technician, library assistant, library aide).</i>			
Job descriptions exist for library staff.	<i>Does library staff have a copy?</i>			
Paid staff available during all hours of operation.	<i>How many hours per week? If not full time, what happens to library access?</i>			
Library staff trained in library procedures and service.	<i>Classified staff can get trained through county offices, community college programs, regular district events, automation system training and special library staff development.</i>			
Library staff encouraged to attend staff development events	<i>See above.</i>			

Collections	Discussion Questions/Comments	IE	IP	E
Library collection is cataloged and systematically arranged according to accepted standards.				
Library collection includes: <ul style="list-style-type: none"> ● Fiction ● Non-fiction ● Newspapers/Magazines ● Materials in other languages (if appropriate) ● Reference materials ● At least 2 online subscription databases 	<i>TL library management tasks include collection development, removal of outdated/damaged materials, supervision of ordering and cataloging, and supervision of the work of paraprofessionals, student aides and volunteers.</i>			
Library collection is selected with professional input.				
District has a written, board approved policy for selection of library materials, including how to deal with challenges.				
Collection is enticing, up-to-date, and the collection increases with enrollment.	<i>At least 2/3 of the collection is less than 15 years old. Books per student: 28 Collection development includes adding 1 book per student to the collection per elementary and middle school student and 1 book per 2 students at high school.</i>			

Programs	Discussion Questions/Comments	IE	IP	E
School library offers a variety of programs to motivate reading and library use for all levels of the student population.	<i>Reading guidance includes providing assistance to students in their selection of materials for independent reading and class assignments and promotes a love of reading.</i>			
Teachers, parents, students and community members are solicited and involved in the library.				
Teacher librarian collaborates with classroom teacher to integrate information skills and use of technology into curriculum.	<i>TL Delivery of instruction: 20 or more hours per week to whole classes, small groups and/or individual students.</i>			

Facility	Discussion Questions/Comments	IE	IP	E
There is a place called the library that is accessible to all students.				
Students in the library have internet access.	<i>Library has a dedicated phone line and a minimum of 10 networked computers for elementary libraries, 15 minimum for middle school libraries and 25 minimum for high school libraries.</i>			
The library has enough space to accommodate one class for instruction plus additional individuals and small groups working independently. There is also space to accommodate the library collection, furnishings and equipment.				

Library Administration and Funding	Discussion Questions/Comments	IE	IP	E
School has a plan linked to the district library plan for developing the library.				
School/District has a written policy for use of computers and of the internet at school and/or in the library.				
School library program has a defined budget.				
Library has a functioning automated circulation system & electronic catalog.				
Principal supports school library program.				

**California Department of Education School Library Consultants, Martha Rowland and Barbara Jeffus
September 28, 2001 - Revised July 2003**

Additional Resources

The Importance of Independent Reading

- “When young readers **choose what they read, it builds agency and confidence** and they are more likely to develop a positive orientation toward reading and stronger reading ability.” (Johnson & Blair, 2003)
- It is during successful, independent reading practice that students consolidate their reading skills and strategies and come to own them. **Without extensive reading practice, reading proficiency lags.**” (Allington, 2007)
- “Emphasizing academic reading over personal reading is shortsighted and undermines students’ long term literacy development. **Self-selected reading is more powerful** than teacher-selected reading **in developing motivation and comprehension.**” (Guthrie, et al., 2007)

Readers Advisory

Readers Advisory is an informal conversation in which a **teacher/librarian works to know the preferences of a reader, help give book recommendation, and connects the reader with books he/she will love.**

In the school setting, the **ultimate goal is for our students to be able to confidently self-select books, but these skills of previewing, evaluating and selective books develop over time** (Miller & Sharp, p. 101).

Educators can build students skills in this area through:

- **Readers Advisory Conversations and Interest Inventories**
 - **Get to know students’ interests and experiences** through conversations/activities and work to build collections of high-interest books based on this info. **Questions to consider asking:**
 - What do you like to do outside of school?
 - What kinds of things are you interested in?
 - Would you rather read a made-up story (fiction) or a true story (nonfiction)?
 - What was the last book you remember an adult reading to you that you liked (or what is the last book you read that you liked)?

- **Preview Stacks**-Once student interests are known, **pre-select a stack of books for students (especially struggling readers) to explore** for independent reading options.
- **Book Talks**-Give short **60-90 second talks about exciting books students might be interested in**. Also, help students develop book talk skills by sharing their favorite books with each other, too.
- **Book Tasting**-Set up activities that invite students to take a few minutes to look at books that are grouped together based on genre, subject, etc. by reading the blurb on the back cover, sampling a few pages, etc. Then **have students rotate to other tables/stations get to know other books, with the goal of leaving with a self-selected book in hand**.
- **Indirect Readers Advisory**-Book displays, annotated book lists/bookmarks, book organization (especially by genre, subject, interests, etc.) help readers more easily find books they will enjoy and keep them coming back for more. “What I’m Currently Reading” signs for students and staff also help make our reading lives transparent to students, build a reading culture, and help others connect with new titles/authors.

VUSD Library Media Services-What We’re FOR:

- **Book/Library Access**-We invite students to come to the library during their scheduled time, but also during flex times (non-scheduled times) for **book browsing, circulation** (checking books in and out), **getting additional help with book selections, and having a space for the needs of the whole child** (i.e., a place to relax, tinker (makerspaces), and connect with others).
- **Book Floods**-We understand that books are needed/desired for a lot of purposes (ex. pleasure reading, personal/academic research, read alouds, shared reading, etc.). **Modern circulation policies include students checking out up to 5 books at a time as a general rule**, but know that checkout limits can and should be increased/decreased upon request of parents/guardians.
- **Book Choice**-We believe it is important to **honor student choice/voice in the independent reading selection process**. We understand that readers often need guidance and scaffolds in their journey to true self-selection of independent reading materials, but emphasize that we are focused on fostering a will/love of reading, as well as promoting routines/rituals around reading as “practice makes permanent.” **Independent reading is not about settling for books JUST because they are in a prescribed reading level or have quizzes attached to them.**

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