

Pascack Valley Regional School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, NJ**

Curriculum Guide for the School Library Program

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Articulation

Library Media Specialist to meet with regularity over the course of the year with School Media Specialists from sending districts to discuss a variety of topics that range from collection development to research tasks and special events.

Please note, this curriculum guide should be considered a 'living document' that may be updated periodically to ensure the most current standards and practices are in place.

SCHOOL LIBRARY PROGRAM

CONTEXT

For many years, Pascack Valley's vision and support of its school library media centers has been strong and steadfast. Certified school librarians have established two libraries that serve as repositories for a full range of literature, reference sources and information technologies that support our curriculum and initiatives. We have provided an environment for our teachers to meet the needs of their students while continuing their own professional development. Our students pursue personal and academic interests that prepare them for their future as life-long learners.

As technology continues to expand and change at a rapid pace, our learners need to take their place as digital citizens and critically examine and participate in our globally connected society, we offer the following vision for our libraries.

Vision

The Pascack Valley Regional High School District's Library Media Specialist creates and nurtures the robust learning experiences the needed mindset, skills, structures, and knowledge to prepare our students for life beyond high school.

Mission

Pascack Valley Regional High School District's library media program aligns with our district's goals of: creating a culture of innovation, inquiry, and individuality that promotes achievement and choice by cultivating the skills needed to compete and collaborate as ethical and responsible global citizens; expanding the district's efforts to create authentic, real-world learning experiences for students; and fostering a more regional approach to "student wellness" and establish a plan on how to realize that vision.

Our Values

Equity - Our library media program supports the academic achievement of all learners through the selection and sharing of resources, including digital and online resources that may be accessed beyond the school day and the school year, and the development of libraries with rich and varied programming to encourage access and support for all.

Partnerships - Our school librarian cultivates a vibrant learning environment within our schools and beyond that brings together a wealth of resources to support the varied needs of our students, staff and community. Our partnerships with classroom teachers provide the richest possible learning opportunities for our learners.

Innovation - Our school librarian supports innovation through our curated collection of resources, through our work with student creators and through the incorporation of

technology that allows learners to develop their critical thinking and problem-solving skills.

RATIONALE

In today's world, students have access to a vast amount of information. The library media program is designed to provide learners with the skills to understand, evaluate, use and synthesize information efficiently, effectively and ethically. These skills promote digital, technology, and media literacy and enable them to become lifelong learners prepared to meet the challenges of college, careers and life. Our program also promotes reading for personal growth and enjoyment through our wide selection of resources. To accomplish this, there must be a culture of collaboration—full and equal partnership— between supervisors, teachers and librarians. They must plan together, work together, and share together so that the common goal and complementary perspectives and expertise will expand opportunities for all learners.

STANDARDS

The School Library curriculum document will reference the following organizations or standards along with the related acronyms.

<u>AASL</u>	American Association for School Librarians
<u>ISTE</u>	International Society for Technology in Education
<u>NJSLS</u>	New Jersey Student Learning Standards for Social Studies, Science World Language, Fine and Performing Arts, Health and Physical Education, 21 st Century Life and Career Skills, and Technology Education.

AASL Standards Integrated Framework

Starting in 2015, the AASL used a multilayer survey, data, and research approach to inform the revision and remodeling of its learning standards and program guidelines for its profession. The resulting 2018 publication, *National School Library Standards for Learners, School Librarians and School Libraries*, provides standards to support school librarians and other educators in teaching the essential learning skills. Below are the Shared Foundations and Key Commitments for putting the standards into practice.

AASL Shared Foundations and Key Commitments

The six Shared Foundations and Key Commitments are:

- **Inquire:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- **Include:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- **Collaborate:** Work effectively with others to broaden perspectives and work toward common goals.
- **Curate:** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
- **Explore:** Discover and innovate in a growth mindset developed through experience and reflection.

- **Engage:** Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Key Commitments spell out the essential components of the Shared Foundations and are expanded definitions of the Shared Foundations.

Domains - These Domains describe a continuum on which school librarians and school libraries empower learners to master competencies, access resources, and use tools to do the following:

Think: Inquire, think critically and gain knowledge.	Share: Share knowledge and participate ethically and productively as members of our democratic society.
Create: Draw conclusions, make informed decisions, apply new knowledge to new situations, and create new knowledge.	Grow: Pursue personal and aesthetic growth.

(National School Library Standards for Learners, School Librarians, and School 15)

Together, the Shared Foundations and Key Commitments are the backbone of the AASL standards. Learners who are empowered to deepen their own learning will:

- acquire new knowledge by thinking critically and solving problems;
- operate in global society by interacting with and acknowledging the perspectives of others;
- work with others to achieve common goals;
- collect, organize and share resources;
- harness curiosity and employ a growth mindset to explore and discover; and
- follow ethical and legal guidelines while engaging with information

(National School Library Standards for Learners, School Librarians, and School 28)

AASL Common Beliefs

- The school library is a unique and essential part of a learning community.
- Qualified school librarians lead effective school librarians.
- Learners should be prepared for college, career and life.
- Reading is the core of personal and academic competency.
- Intellectual freedom is every learner's right.
- Information technologies must be appropriately integrated and equitably available.

(National School Library Standards for Learners, School Librarians, and School 11)

AASL Crosswalks and Correlations

- ❖ [National School Library Standards Crosswalk with Next Generation Science Standards](#)
- ❖ [National School Library Standards Crosswalk With ISTE Standards for Students and Educators](#)
- ❖ [National School Library Standards Crosswalk With Future Ready Librarians](#)

New Jersey Student Learning Standards (NJSLs)

New Jersey Student Learning Standards for Social Studies, Science (Next Generation Science Standards), World Language, Fine and Performing Arts, Health and Physical Education, 21st Century Life and Career Skills, and Technology Education are integrated throughout units of study as primary interdisciplinary connections.

The International Society for Technology in Education Standards (ISTE)

The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process. The standards stem around the following topics: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator.

Future Ready Schools - New Jersey

Future Ready is a national framework that encourages schools to create an environment to support technology use by teachers to prepare learners for success in the digital age.

Guided Inquiry Design

According to Kuhlthau, Maniotes, and Caspari authors of *Guided Inquiry: Learning in the 21st Century*:

Guided Inquiry is an approach to learning that involves students in finding and using a variety of sources of information to increase their understanding of a specific area of the curriculum. It is not simply answering questions and getting the right answers; it engages, interests, and challenges students to connect their world with the curriculum. (Kuhlthau, Maniotes, & Caspari 4)

[The Guided Inquiry design](#) guides students through eight steps in the process:

- **Open** - stimulate curiosity
- **Immerse** - build background knowledge, connect to content
- **Explore** - explore ideas, dip in
- **Identify** - identify inquiry question, decide direction
- **Gather** - gather important information
- **Create** - reflect on learning, create to communicate
- **Share** - share learning, learn from each other
- **Evaluate** - evaluate achievement of learning goals, reflect on content and process

A major element in Guided Inquiry is the Learning team made of school librarians, teachers, faculty, and other experts when needed. The purpose of this collaborative team is to utilize the expertise of those within the school and in the surrounding community to provide the best possible learning opportunities for our students (Kuhlthau, Maniotes, & Caspari 118).

The Library Media Specialist - Supervisor/Classroom Teacher Partnership

The teaching of research and inquiry skills is designed to be the joint responsibility of the supervisor of instruction, classroom teacher and the school librarian. This requires a high degree of collaboration on the part of all members of the research and inquiry partnership. A well-planned learning unit is jointly planned, executed, and evaluated by the supervisor of instruction, library media specialist and classroom teacher. Collaboration is based on shared goals, a shared vision, and a climate of trust and respect.

Roles: The roles of the subject area supervisor and the school librarian are outlined below. The role descriptions emphasize the knowledge, skills and disposition that each must bring to the relationship in order for it to be effective.

- The supervisor brings to the partnership leadership, knowledge of the curriculum, objectives, standards and the broad interests of the district and department.
- The librarian brings to the partnership knowledge of the inquiry research method, library and information skills, differentiated resources, a broad view of the curriculum, and the way in which standards intersect.
- The classroom teacher brings to the partnership knowledge of the curriculum, objectives, and the broad interests, strengths, weaknesses and attitudes of the learners.

Expectations: Four basic expectations form the foundation of the successful supervisor-librarian-teacher partnership.

- Collaborative preplanning
 - Long-range planning
 - Specific-unit planning
- Integrating versus adding-on
 - Supervisor, librarian and teacher watch for “areas of promise” such as meaningful, embedded inquiry and research bursts and/or projects that come up naturally within the curriculum.
- Team teaching of research and inquiry skills
 - Roles will change and leadership in the project will vary depending on the circumstances. For example, during an inquiry project, the media specialist reviews the process, shares resources, and teaches about research, search strategies, and citation. The classroom teacher connects the task to prior learning and shares expectations for the final product.
- Evaluating the learning unit
 - Supervisors, classroom teachers and school media specialists will come together as a team to reflect on student achievement and overall growth as a tool to drive further instruction.

BENCHMARKS

The following are the “benchmarks” of progress at Pascack Valley Regional High School District. These statements indicate what learners need to know and be able to do with consistency and ease.

HIGH SCHOOL - by the end of twelfth grade, students will be able to:

AASL Shared Foundation	Competencies
<p>I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p>	<ul style="list-style-type: none"> ➤ Develop researchable questions to fit a personal interest or a curricular topic ➤ Use evidence to investigate questions ➤ Present information in written, electronic, and/or oral format ➤ Use accepted strategies (Boolean, alternate terms, alternate spelling, etc.) to focus a keyword search to retrieve the best result ➤ Complete an inquiry task to share information on a curricular topic ➤ Reflect and apply their learning experiences
<p>II. Include - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p>	<ul style="list-style-type: none"> ➤ Complete an inquiry task to share information on a curricular topic ➤ Reflect and apply their learning experiences ➤ Adjust awareness of the global learning community by iterating with learners who reflect a range of perspectives ➤ Reflect on their own place within the global learning community
<p>III. Collaborate - Work effectively with others to broaden perspectives and work toward common goals.</p>	<ul style="list-style-type: none"> ➤ Complete an inquiry task to share information on a curricular topic ➤ Reflect and apply their learning experiences ➤ Respond appropriately to feedback from others ➤ Use a variety of communication tools and resources ➤ Recognize learning as a social responsibility
<p>IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p>	<ul style="list-style-type: none"> ➤ Select the appropriate source for a specific information needed to more efficiently answer a researchable question. ➤ Apply knowledge of the library automation catalog (OPAC) to locate library materials

	<ul style="list-style-type: none"> ➤ Understand the purpose of classification systems and use them to locate materials ➤ Complete an inquiry task to share information on a curricular topic ➤ Reflect and apply their learning experiences ➤ Organize information by priority, topic, or other systematic scheme in order to disseminate new knowledge
V. Explore - Discover and innovate in a growth mindset developed through experience and reflection.	<ul style="list-style-type: none"> ➤ Complete an inquiry task to share information on a curricular topic ➤ Reflect and apply their learning experiences ➤ Read in multiple formats for a variety of purposes ➤ Reflect and question assumptions and possible misconceptions
VI. Engage - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	<ul style="list-style-type: none"> ➤ Cite sources in MLA format ➤ Locate and evaluate sources for useful information, accuracy, timeliness, bias, relevance and/or completeness ➤ Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources ➤ Complete an inquiry task to share information on a curricular topic ➤ Practice ethical behavior, as described in the Acceptable Use Policy (AUP), in regard to information and technology ➤ Reflect and apply their learning experiences ➤ Share information resources in accordance with modification, reuse, and remix policies

(National School Library Standards for Learners, School Librarians, and School 34-39)

SCHOOL LIBRARY PROGRAM: HIGH SCHOOL

Essential Questions

- How do my reading choices help me to make a connection with myself, the world, and with my prior learning?
- How do I select print and electronic resources that are engaging and appropriate for my needs and interests?
- How do I make sense of information gathered from a variety of sources?
- How do I use information ethically and responsibly?

- How do I use technology ethically and responsibly?
- How do I use and master the available technology tools to analyze, organize, and present my new understandings in a creative way?
- How do I connect my new understandings to a global mindset?
- How do I develop the skills necessary for personal and professional success?
- How can I collaborate with others to learn and to share knowledge?
- How do I best use the library to access a variety of high quality resources?

*Adapted from *Standards for the 21st-Century Learner in Action*, AASL*

Units of Study

As the mission statement notes, in partnership with teachers, the School Library Program empowers students to be enthusiastic readers, critical thinkers, skillful researchers, and ethical users and producers of information in a global society. Sample lessons to support our students may be found in the appendix #5.

Knowledge and Skills

Students at all grade levels will demonstrate their knowledge, skills, and competency in benchmark assessments and research tasks created with grade level appropriateness. Depending on each learner's abilities, needs, and prior knowledge, assessments and research tasks may vary.

Benchmark Assessments

- Students will be pretested in each grade level to determine prior knowledge
- Options include:
 - Use of the high school SAILS (Student Assessment of Information Literacy Skills)- Ten question multiple-choice test taken online as part of 12th Grade Research: Selecting, Locating, and Using Information
 - Development of PVRHSD pre-test for each grade level

Common Assessments

- Formative Assessments - self-assessments/reflections; rubrics; Bibliography/Works Cited Page; observation; checklists; anecdotal evidence; etc.
- Summative assessments

21st Century Life and Career Readiness/ Future Ready

The school library collection and program prepares learners to make informed career decisions and to develop 21st century life skills through:

- Lessons on search strategies and source evaluation
- Lessons on copyright/ethical use, technology, and [district acceptable use policy](#)
- Lessons on plagiarism and paraphrasing
- Lessons on note-taking and citation
- Lessons on primary and secondary source selection
- Library orientation
- Independent reading selections
- Database research lessons
- Use of the Destiny Library Catalog

Equity and Access

Access to a certified, knowledgeable school librarian, and a well curated collection of resources produces “information-privileged” students.

- Research and Inquiry tasks develop learners’ dexterity with locating, evaluating and using information and prepares them for college, careers and life.
- Databases, curated online and print collections give learners across the district equal access to a wealth of rich resources.
- Librarian-teacher collaborations ensure that learners are well-prepared for college, career and beyond.

Technology Education

ISTE standards are addressed within the context of library curriculum and programs and form the core of the school library program as we educate students to locate, access, manage, evaluate, and synthesize information. Technology skills taught in context include:

- Students learn search strategies to best serve their research needs.
- Students critically curate and evaluate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Students uphold copyright, ethical use, and acceptable use when working as creators.
- Students learn coding, augmented reality and other STEM initiatives through special programming and events.

Interdisciplinary

The library collections are developed and maintained to support all curricular areas with a variety of digital and print resources. Additionally, the collaborative nature of librarians’ work with teachers ensures that student learning standards are being addressed together with information literacy lessons.

- The research and inquiry tasks in grades 9-12 incorporate standards from Language Arts, Science, Social Studies, Health Education, Technology Education and 21st Century Life and Career Education.
- The library curriculum scaffolds students’ learning from grades 9-12.
- Students are guided in selecting fiction/nonfiction and independent reading materials, which supports and enhances all curricular areas.

Integrated accommodations and modifications

To best serve the needs of special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans the school librarian will provide:

- A library collection designed to provide a plethora of resources designed to meet the needs of all learners.
- Accommodations and modifications of lessons planned in collaboration with the content area teacher.
- All of our subscribed databases offer a variety of modalities for accessing information to meet the needs of all students.

Resources

Print and online library resources are selected to support the curriculum and to address student interest and need. The Pascack Hills and Pascack Valley Library websites host a curated collection of online resources that include subscription databases. Professional publications are purchased for and routed to teachers per request. Personal laptop computers and other emerging technologies are issued to students and staff.

Material/Resource Selection

The School Library Bill of Rights sets forth the philosophy of materials selection as it relates to the educational program of the school. The American Association of School Librarians (a division of the American Library Association) have endorsed the Bill.

The librarian of this district reaffirms belief in the [Library Bill of Rights of the American Library Association](#) and endorses the association's definitions of the responsibility of the school library. Through their library coursework, certified school librarians are trained and committed to:

- provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
- provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, backgrounds, and maturity levels of the learners served.
- provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contributions to the American and world heritage and culture.

The selection of materials for the library is a topic of great interest and importance to many: the teachers, the school librarians, the students, the parents, the administration, the Board of Education, and members of the community at large. As such, Pascack Valley Regional School District has set forth guidelines to aid and guide school librarians in their collection-building as well as their periodic weeding. These regulations can be found in the Appendix of this document.

Works Cited

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APPENDIX

APPENDIX #1: SELECTION REGULATION

I. Introduction

In the education of children and youth, a variety of print and non-print materials is essential if individual interests, needs, and abilities are to be met. The Board of Education has the legal responsibility for providing instructional materials for use in the schools that make up the Pascaek Valley Regional High School District. The volume of learning materials, both print and non-print currently being produced makes the wise selection of appropriate materials a concern of utmost importance to the Board. For this reason, the following materials selection regulation has been developed as a summation of the philosophy, the standards and the principles, which underlie the choice of resource materials for the school libraries of the Pascaek Valley Regional High School District.

The purpose of this materials selection policy is:

- To provide a statement of philosophy and objectives for the guidance of those involved in the procedures for the selection.
- To define the role of those who share in the responsibility for the selection of instructional materials.
- To set forth the criteria for the selection and evaluation of materials.
- To provide a procedure for the consideration of objections to the particular materials in the school library program.

II. Philosophy and Objectives

The School Library Bill of Rights sets forth the philosophy of materials selection as it relates to the educational program of the school. It is endorsed by the American Association of School Librarians (a division of the American Library Association) and by the Pascaek Valley Regional High School District.

School Library Media Specialists of this district reaffirm belief in the Library Bill of Rights of the American Library Association and endorse the association's definitions of the responsibility of the school library media program:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles (*see Section III*), and to provide maximum accessibility to these materials.
- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, backgrounds, and maturity levels of the students served.
- To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contributions to the American and world heritage and culture.
- To provide qualified professional personnel.

In addition to the reaffirmation of the School Library Bill of Rights, the District adds the following two sentences from the Council of American Library Association:

- In no case should library materials be excluded because of the race or nationality or social, political or religious views of the authors.
- Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

III. Principles of Evaluation and Selection

A. All materials should have these elements of quality:

1. Relevancy or lasting value
2. Accuracy
3. Authoritativeness
4. Clear presentation and/or readability

B. Factors influencing selection

1. Curriculum
2. Reading interests and abilities of students
3. Backgrounds of students
4. Size of the budget
5. Need to develop a balanced collection
 - a. Based on materials already in the collection
 - b. Based on providing an objective view of all sides of an issue
6. Quality of format and medium

Materials will be purchased in a variety of formats with efforts to incorporate emerging technology, when they meet the criteria

IV. Gifts and Donations

A. The libraries welcome gifts of books and other materials provided:

1. They meet the same standards of selection as those applied to the original purchase.
2. They can be integrated into the general library collection.

B. The libraries welcome commercially sponsored materials provided:

1. They meet the same standards of selection as those applied to the original purchase.
2. They are of real value to the instructional program of the school with a purpose to educate rather than just promote sales.
3. They are free from excessive advertising.

V. Responsibility for Selection:

The Pascack Valley Regional High School District Board of Education, legally responsible for the selection of library materials, delegates this responsibility through the Superintendent, to principals and then to school librarians.

Initial purchase suggestions may come from all qualified personnel – teachers, coordinators, resource personnel, and administrators. Students are also encouraged to make suggestions for purchase. The widest participation is encouraged.

VI. Rules and Regulations

Since differences of opinion do exist in our society, these rules and regulations have been developed to recognize those differences in an impartial and factual manner.

A. Selection of Materials

All materials should appear in one or more of the recognized reviewing media or approved lists, unless it is possible to examine and evaluate them carefully before acceptance. Recommended selection aids include, but are not limited to:

- ALA Book Lists
- American Libraries
- Booklist
- Book Links
- The Bulletin for the Center for Children's Books
- Horn Book
- H.W. Wilson Publications
- Kirkus Reviews
- Library Journal (ALA)
- Library Media Connection
- Media and Methods
- New York Times Book Review
- Publishers' Weekly
- School Library Journal
- School Media Quarterly
- Voice of Youth Advocates

B. Professional Judgment of School Library Media Specialists

School library media specialists will use their professional judgment, guided by the aforementioned principles of evaluation and selection, to select the best materials for the libraries. Selected materials will support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented in the school community. Materials that add value to collections, despite controversial content, will be included – books and selected non-print materials should inform rather than indoctrinate. School Library Media Specialists have a responsibility to match students to books and materials appropriate to their interests and abilities.

C. Consideration of Objections

The following steps must be followed in case of public objection to library material:

1. School library media specialists will address concerns about library resources directly. Administrators and faculty will refer initial concerns to the school librarian.

2. If one wishes to make a formal objection to a library resource, the school library media specialist will inform the parent of the necessary procedure. The principal will be informed of all formal objections.
3. The person making the objection must complete a *Statement of Concern* Form. It shall be filled out as completely as possible, signed and returned to the building principal, with a copy to the building school library media specialist.
4. Upon receipt of the completed form, material which is questioned will be reviewed by the principal and school library media specialist. They will prepare a written justification of the inclusion of the materials. The material in question will be temporarily removed from circulation, but will remain available to administrators and faculty involved in this process.
5. No more than ten school days after the receipt of the form, copies of the justification will be sent to the person who submitted the *Statement of Concern* form.
6. When the person receives the justification, he or she will indicate to the principal the desire to continue the process or withdraw the objection.
7. If the objection is to continue, all materials will be sent to the Superintendent of Schools. No more than ten school days after receipt of the materials, the Superintendent will appoint a professional review committee consisting of him/herself, a school librarian not involved in the objection, an administrator not involved in the objection, the district supervisor of curriculum, and two members of the faculty.
8. The committee will consider both sides of the issue and render a written decision no more than ten (10) days after its initial meeting. The committee may choose one of the following actions:
 - Return the material to the collection.
 - Return the material to the collection with restrictions or qualifications.
 - Remove the material from the collection
9. Appeal will be directly to the Board of Education which will review all records and respond in writing within ten (10) days of receipt of the material.

**PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT BOARD OF EDUCATION
STATEMENT OF CONCERN ABOUT LIBRARY RESOURCES**

Instructions: Fill out this form as completely as possible and submit to the building principal.

Name:

Date:

Address:

City:

State:

Zip Code:

Phone:

Email:

Resource on which you are commenting:

Book

Magazine

Newspaper

Audiovisual Resource

Other (specify):

Title:

Author/Producer:

1. What brought this title to your attention?
2. Have you read or viewed the entire work? yes no
3. Please comment on the work as a whole.
4. To what do you object? Please cite specific passages, pages, scenes, etc.
5. What do you believe is the main idea of this material?
6. What do you feel might result from the use of this material?
7. Have you read any reviews of this material? If yes, please list.
8. Do you think this material is suitable for any age group? If so, what?
9. What action do you recommend that the school take on this material?
10. What resource(s) do you suggest to provide additional information on this topic?
11. In its place, what material of equal quality do you recommend on the subject?
12. Would you like the opportunity to discuss this matter further? yes no

Signature: _____

Name (printed): _____

Date: _____

APPENDIX #2: BILL OF RIGHTS

School Library Bill of Rights

School libraries are concerned with generating understanding of American freedoms and with the preservation of those freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. To provide a background of information which will enable students to make intelligent judgments in their daily lives;
3. To provide materials on opposing sides of controversial issues so that young citizens may develop with guidance the practice of critical reading and thinking;
4. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of appropriate materials for the users of the library.

Works Cited

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APPENDIX #3: DE-SELECTION REGULATION

Introduction

A quality school library media center offers learners a dynamic collection of materials that are carefully selected to meet student needs. Materials on a library's shelves, as well as electronic and online resources, should be continuously and systematically evaluated for relevance, timeliness and appeal. Weeding is an ongoing part of the collection development process and considered *deselection*, a process of evaluating and sometimes withdrawing materials that are rarely used, contain inaccurate or dated information, are in poor physical condition, or are no longer relevant to the curriculum or students or faculty needs.

Rationale

Weeding allows a school library media center to:

- Ensure that library users access current, accurate information
- Eliminate outdated materials or material that has been superseded
- Identify materials in need of repair or replacement
- Correct past mistakes in the selection process
- Address changes and trends in current scholarship
- Present a more appealing, inviting, easier to use collection
- Dispel the illusion of a sizable collection when a need exists for new resources
- More effectively utilize limited space

Procedures

Process

Weeding is both a formal and informal process. It occurs informally as school library staff check books in and out, shelve books, and locate books and other library materials. Formal weeding periods should be planned. It is neither recommended nor necessary to weed the whole collection at one time. Rather, school library media specialists should select one focus area at a time.

Criteria

School library media specialists use their professional judgment to maintain a balanced, up-to-date and relevant collection. Factors impacting the deselection of books and other materials include:

- Condition
- Accuracy

- Timeliness
- Circulation
- Relevance to the curriculum
- Relevance to the collection

Tools

School library media specialists will utilize the following sources for guidance during the weeding process:

- School reading lists and curriculum
- [CREW guidelines](#)
- [H.W. Wilson Catalog Publications](#)
- State Library Catalogs - accessible online through <<http://www.njstatelib.org>>
- [Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation \(ALA Factsheet\)](#)

Works Cited

“Guidelines: The CREW Guidelines A Weeding for Modern Libraries.” *Texas State Library and Archives Commission*.

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf>. Accessed 2 Nov. 2019.

APPENDIX #4: GLOSSARY

***A house without books is like a room without windows.
No man has a right to bring up children without surrounding them with books.***

Children learn to read being in the presence of books.

~ Horace Mann

21st Century Life and Career Readiness	NJ Student Learning Standard 9 - Students learn to make informed economic decisions to succeed in the rapidly changing global workplace.
AASL	American Association of School Librarians
Acceptable Use Policy (AUP)	The District policy or rules for technology use signed by students and parents at grade levels K-2, 3-5 and 6-12.
Alexandria	The library automation catalog used in SB schools. It is an index to the library collection and specific to each school.
Automated Catalog (OPAC)	An online public access catalog (OPAC) used to locate materials in library collections.
Bibliography	A list of sources used in researching a topic.
Bloom's Taxonomy	A hierarchy of thinking skills designed to measure the complexity of a cognitive task, from low-level, fact-location to high-level analysis and synthesis of information, and creation of new products and ideas.
Boolean Logic/Search	An advanced search in databases, including online card catalogs, to combine search terms to either broaden or narrow results. Boolean operators tell the database search engine which words you want your search to include or exclude. Common Boolean operators are AND, OR, NOT. Example: Shakespeare AND poetry.
Book Talks	The librarian or teacher speaks to students of the setting, the characters, and/or the major issues of a book without "giving away" the resolution. Book talks make students interested enough about the book to want to read it. A book talk can last from about 30 seconds to five or six minutes.

Book Awards	Various awards are announced yearly. Below is a sample: Randolph Caldecott Medal for the most distinguished American picture book for children. John Newbery Medal for most outstanding contribution to children's literature. Michael L. Printz Award for excellence in literature written for young adults. Coretta Scott King (Author) Book Award recognizing an African American author and illustrator of outstanding books for children and young adults.
Call Number	A call number is like a book's address. Each item in a library has a call number used to find it on the shelf. A book has a sticker on its spine that tells its call number. Books are arranged on the shelves in call number order.
Capstone	A year-end culmination of all the research skills students have learned to date, following completion of all of the library lessons and structured research projects.
Citation	Used to credit sources used by the writer. In the paper itself, parenthetical citations are placed in the text of a student's paper, and the complete description of each source is listed in the Works Cited list. The Works Cited list, or Bibliography, is a list of all the sources used in a report or paper.
Common Beliefs	Common beliefs are the term used in our AASL standards that identify enduring understandings that are central to our profession.
Copyright	The right by which a person or body controls the permission to publish, copy or distribute a work.
CREW Guidelines	A set of weeding guidelines that offer guidance to school, public, and academic librarians on the complicated process of removing materials from a library collection.
Database	A searchable, electronic subscription catalog that provides pre-selected up-to-date information.
Dewey Decimal Classification	The most widely used library classification system, which is based on the division of all knowledge into 10 groups, each assigned 100 numbers.
Digital Literacy	The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills
Domains	In the standards, the learner competencies fall into four domains: Think, Create, Share and Grow.

Electronic or Digital Resources	Information which is accessed via the Internet i.e. databases, eBooks or websites.
Enduring Understandings	Lasting, big ideas, having lifelong value beyond the classroom. Intellectual priorities that will anchor the lesson and establish a rationale for it. The term enduring refers to the big ideas, or the important understandings, that we want students to "get inside of" and retain after they've forgotten many of the details; the enduring understandings provide a larger purpose for learning the targeted content--they answer the question, Why is this topic worth studying?
Essential Questions	Open ended questions that are meant to be considered throughout the unit of study. They are provocative questions that foster inquiry, understanding, and transfer of learning.
Equity	Access to school libraries, information, and resources must be fair and impartial, reflecting our shared value that all are welcome.
Ethical Use	Ethical use of information requires that students properly paraphrase, summarize or quote information from the original source while giving credit to the author or creator.
Information Literacy	A transformational process in which the student needs to find, understand, evaluate, and use information in various forms to create for personal, social or global purposes
Information Technologies	Refers to the computer and other technology used to store or retrieve information. Tools required for preparation and participation in an evolving information-based society, a set of computer competencies that the 21st century student of this information age needs to possess to participate intelligently and actively in society.
Inquiry	Stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understandings.
Intellectual Freedom	The right of every individual to both seek and receive information from all points of view without restriction.
Key Commitment	The second level of the AASL Standards, which describes an essential understanding related to a Shared Foundation. Key Commitments operationally define Shared Foundations.
Library Standards	Criteria established by the ALA for teaching and learning that guide a school librarian to shape the library program and the learning of learners in school

MLA Format	The Modern Language Association of America's guidelines for a written citation designed to give proper credit for research materials used in a paper or project. MLA Format is the standard citation format used by learners and teachers throughout the Pascack Valley Regional High School District.
Plagiarism	The use of another's words or thoughts without providing credit through a proper citation.
Reference Sources	Authoritative works referred to for specific answers or information. They include encyclopedias, atlases, dictionaries, thesauri, almanacs, and bibliographies.
Research Skills	The set of skills required to locate, access and use information as part of an inquiry-based process.
Research-based Assessments	A collaborative, inquiry-based project in which research skills are embedded and assessed as part of the final product.
Shared Foundation	The highest level of the AASL Standards that describes a core educational concept for learners, school librarians and programs. The Shared Foundations include: Inquire, Include, Collaborate, Curate, Explore and Engage
Shelf Markers	A library tool used to hold a student's place on the shelf while they look at a book.
Subject headings	A term used primarily by library professionals when applying topic headings to their collections.
Social and Emotional Learning	The acquisition and application of the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, demonstrate empathy for others, and make responsible decisions.
Understanding by Design	A three-stage backward curriculum design process which begins by identifying the desired results and then writing backwards to develop instruction. It centers on big ideas, essential questions and authentic performances.
Verso	Commonly known as the back of the title page in a book. Also refers to the back of a page, or the left side of a page when the book is open.
Website Evaluation	A check for authenticity, authorship, bias and usability of a website performed by librarians and taught to students.
Wiki	Usually a secure site where teachers, students can post and share work, ideas etc.
Works Cited	The resources cited in your research paper compiled in proper MLA format.

APPENDIX #5: SAMPLE LESSONS

Library Orientation (English, Grade 9)

Overview

Taught by the librarian, 9th grade library orientation introduces incoming students to the library layout, resources, and services. Students will review the Acceptable Use Policy (AUP) terms of agreement to ensure a solid understanding of the signed contract. All content is connected to the English curriculum. Research conducted will be referenced over the course of the academic year as topics are introduced in the classroom.

Rationale

All incoming 9th graders will visit the library with their English class for a block class session with the librarian. During the lesson, students will take an information literacy pre-test, become familiar with the library layout, resources, and services, and learn how to locate information for school projects and independent research and reading needs. Students will review and discuss the AUP policy by examining real world scenarios which might occur at the high school. Students will explore the subscription databases by exploring a topic chosen by the classroom teacher that relates to one of the texts that will be read in 9th grade.

Knowledge and Skills

Students will be able to:

- Review the layout and services available at the high school library. (III.A.2; VI.D.1)
- Locate and use the subscription databases to find information. (IV.A.3)
- Review the terms of agreement in the AUP policy (VI.D.3)
- Develop some background knowledge of texts to be read and studied in ninth grade English. (I.A.2)

Pacing

- 1 eighty-eight minute lesson (library presentation, information literacy pre-test, library tour, completion of library information graphic organizer)

*Courtesy of Mrs. White

Science, Technology, and Society Research Task Video/Podcast Project

Overview (Science, 9th grade)

Taught in conjunction with the librarians, this unit will require students to select a contemporary technology topic to determine how society benefits from and adapts to fit new scientific developments. Using the resources presented by the librarians, students will research topics and create podcast or videos to share the findings with their classmates.

Purpose

Students will learn how to select, research, and share new understandings on a contemporary technology topic. Students will script and record a podcast or video to share with the class. Lessons will prepare students to conduct research, generate proper MLA citations for all sources used, and script and record a podcast.

Knowledge and Skills

Students will be able to:

- Complete a research task that identifies how society drives science to develop new technologies and/or how science drives society's use of technology (I.D.2)
- Use appropriate research methods to investigate a contemporary technology topic (I.B.1-3)
- Evaluate and utilize quality online resources to address a research question (VI.A.3)
- Take notes and draw conclusions on research (IV.D.2)
- Collect research and synthesize into a technology-rich product and presentation (I.B.3; VI.A.1; VI.B.1-3)
- Apply new learnings to the creation of a technology-rich video. (I.B.3; VI.C.1)

Pacing

- Day 1 (Introduction, researchable question, website evaluation, MLA citation)
- Day 2 (Database use, note-taking skills)
- Day 3 (Research and script writing)
- Day 4 (Introduction to podcasting/video tools and image gathering)
- Day 5 (Voice recording and finalizing video)

Avoiding Plagiarism and Citation (Social Studies, Grade 9)

Overview

Ninth grade students will visit the library for a lesson on how to avoid plagiarism as they begin their first major research and inquiry task. Students will analyze the potential consequences of plagiarizing by examining the Pascack Valley Regional School District academic integrity/honesty guidelines as stated in the online Student Handbook. Students will recognize that ideas taken from other sources, whether or not these ideas are expressed in direct quotes, must be cited. The librarian will share strategies to avoid plagiarism and direct students to use Purdue University's Online Writing Lab (OWL) and/or Noodletools as a citation guide. For the remainder of the block, students will begin their research with librarian support.

Purpose

This lesson was developed to reduce the number of academic integrity violations at Pascack Valley Regional by equipping all students with strategies and tools to avoid plagiarism. Students are encouraged to use the tools recommended by local colleges and universities including Purdue University's OWL to support their academic work. After the lesson, teachers direct students to the posted library resources in future research and inquiry tasks that require citation.

Knowledge and Skills

Students will be able to:

- Analyze the potential consequences of plagiarism as noted in the PVRHSD academic integrity/honesty policy (VI.B.1)
- Recognize that ideas taken from other sources, whether or not these ideas are expressed in direct quotes, must be cited (VI.B.1)
- Bookmark and use Purdue University's Online Writing Lab (OWL) and/or Noodletools as a citation guide (VI.B.2)

Pacing

- 1 forty-eight minute lesson

*Courtesy of Mrs. White

Paraphrasing lesson (Social Studies, Grade 9)

Overview

Students visit the library for a lesson on how to paraphrase information gathered for an academic paper. The librarian models how to select, read, and paraphrase an academic source, rather than relying on a direct quotation. The difference between a direct quotation and a paraphrase is discussed. Students paraphrase an excerpt from a database article and choose a direct quotation that provides information that cannot be captured effectively through paraphrasing. In-text citations are reviewed to accompany the paraphrased information.

Purpose

While students are familiar with the concept of selecting evidence from a text most 9th graders do this by inserting a direct quotation from the original source. This lesson encourages students to read, consider, and restate the information gathered in their own words. Students are reminded that the paraphrase must be followed by an in-text citation that acknowledges the source. Since this lesson is delivered at the start of a research task students have a chance to demonstrate their new understandings in a written paper.

Knowledge and Skills

Students will know and be able to:

- read, consider, and paraphrase information from another source
- understand when information should be included as a direct quote and when it is better to paraphrase the content in an academic paper
- create a properly formatted in-text citation and MLA works cited page

Pacing

- 1 forty-eight minute lesson

*Courtesy of Mrs. White

Primary Source lesson (Social Studies, Grade 10)

Overview

Students visit the library for a lesson on how to select, interpret, and use a primary source in an academic paper. The librarian models how to select, read, analyze, and cite a primary source. Students will learn to recognize the difference between, and the value of, a primary and a secondary source.

Purpose

Primary sources offer an interesting first-hand view of our history.

Knowledge and Skills

Students will be able to:

- Locate, evaluate, and select a primary sources on topic selected by teacher (IV.A.3)
- Choose a direct quote or paraphrase a passage from the primary source to integrate into an academic paper (VI.B.2)
- Explain the choice and why the selection is the best support available (I.B.1)
- Cite the source selected (VI.B.1; VI.B.3)

Pacing

- 1 forty-eight minute lesson

*Courtesy of Mrs. White

Evaluating News Sources lesson (Social Studies, Grade 11)

Overview

To assist our students in selecting the best news sources, the librarians teach a lesson to all classes to introduce the ESCAPE model, created by the Newseum, as a framework to evaluate the credibility of news stories. After the use of the tool is demonstrated, students use it to evaluate a current event article. Teachers are provided with digital copies of the tool that can be printed or posted to Canvas so that students can continue to use this tool to consider future current event articles throughout the course.

Purpose

In the current media landscape, it is vital that students can evaluate a news source. In this lesson, students test the ESCAPE tool as one way to determine an article's quality and bias. After the lesson, teachers incorporate the ESCAPE tool into future current events assignments. This extension gives students repeated exposure to the questions one should ask when considering the news one reads, watches, and consumes.

Knowledge and Skills

Students will be able to:

- Select and read a credible online news article (IV.A.3)
- Use the ESCAPE tool to evaluate the article's quality and bias (VI.A.3)

Pacing

- 1 forty-eight minute lesson

*Courtesy of Mrs. White

Scholarly Articles lesson (English, Grade 12)

Overview

To prepare students for the rigors of college, librarians teach a lesson to all CP, Honors & AP level 12th grade students to introduce the differences between scholarly and popular sources. The differences will be discussed and modeled. Students will find two articles on a topic of their choice: one popular and one scholarly. Library Media Specialist will suggest appropriate databases and websites. Library Media Specialist will demonstrate the extensive list of databases used by all colleges. Students will be able to identify the qualities that make up a scholarly article.

Purpose

In college, students will be expected to access and refer to scholarly material in their coursework. In this lesson, students will be exposed to the higher level of academic material and acquire understanding of college expectations.

Knowledge and Skills

Students will be able to:

- Select the appropriate source for a specific information need to more efficiently answer a researchable question. (IV.A.3)
- Apply knowledge of the library automation catalog (OPAC) to locate library materials (IV.A.2, VI.A.1)
- Locate and evaluate sources for useful information, accuracy, timeliness, bias, relevance and/or completeness (VI.A.3)
- Use accepted strategies (Boolean, alternate terms, alternate spelling) to focus a keyword search to retrieve the best result. (I.B.2).

Pacing

- One eighty-eight minute lesson

*Courtesy of Mrs. White

This curriculum was heavily modeled on and adapted from the following:

Curriculum Guide for the Library Media Program. South Brunswick, NJ, South

Brunswick School District, Dec. 2019.