

SHARED FOUNDATIONS

# Include

JULIE STIVERS

ALA  
Editions  
CHICAGO | 2022



American Association  
of School Librarians  
TRANSFORMING LEARNING

[alastore.ala.org](http://alastore.ala.org)

© 2022 by the American Library Association

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs

978-0-8389-1917-0 (paper)

978-0-8389-9400-9 (PDF)

978-0-8389-9646-1 (ePub)

**Library of Congress Cataloging-in-Publication Data**

Names: Stivers, Julie, author.

Title: Include / Julie Stivers.

Description: Chicago : ALA Editions, 2022. | Series: Shared foundations series ; II | I  
ncludes bibliographical references and index. | Summary: "Part of the Shared Founda-  
tions series, this book examines effective implementation of the Shared Founda-  
tion Include from AASL's National School Library Standards"—Provided by publisher.

Identifiers: LCCN 2020053394 | ISBN 9780838919170 (paperback) | ISBN 9780838994009  
(pdf) | ISBN 9780838996461 (epub)

Subjects: LCSH: School libraries—Aims and objectives—United States. | School librarian  
participation in curriculum planning—United States. | Libraries and schools—United  
States. | Libraries and minorities—United States.

Classification: LCC Z675.S3 S79 2021 | DDC 027.8—dc23

LC record available at <https://lcn.loc.gov/2020053394>

© This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America

26 25 24 23 22      5 4 3 2 1

*Purchases of AASL publications and products fund advocacy, leadership, professional  
development, and standards initiatives for school librarians nationally.*

*ALA Editions purchases fund advocacy, awareness, and accreditation programs for  
library professionals worldwide.*

SHARED FOUNDATION II

# Include



## KEY COMMITMENT

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

# Contents

*Acknowledgments / ix*

*Series Introduction / xi*

*AASL Standards Integrated Framework: Include / xii*

*Introduction: School Libraries as Driving Force  
for Equity and Inclusion / xv*

## PART I

### LEARNER COMPETENCIES

1

- 1 Think with the Learning for Justice Social Justice Standards  
Jennifer Sturge . . . . . 3
- 2 Create by Slamming in the School Library  
Chiquita Toure . . . . . 21
- 3 Share with Restorative Practices and Circ<sup>2</sup>  
Julie Stivers . . . . . 27
- 4 Grow with Loudness in the School Library  
Allie Jane Bruce . . . . . 39

## PART II

### SCHOOL LIBRARIAN COMPETENCIES

49

- 5 Think with Read Woke  
Cicely Lewis . . . . . 51
- 6 Create with an Equitable Writer-in-Residence Model  
Liz Porter, Kathryn Cole, Julie Stivers, and Sandra Hughes-Hassell . . . 59
- 7 Share with a Mental Wellness Curriculum  
Anita Cellucci . . . . . 79
- 8 Grow with Project READY  
Kimberly Hirsh, Sandra Hughes-Hassell, and Casey H. Rawson . . . . . 89

PART III	
<b>SCHOOL LIBRARY ALIGNMENTS</b>	<b>97</b>
9 Think with the #LibFive	
Cesar Falcon, Jose Gomez, Jaida Morris, and Julie Stivers . . . . .	99
10 Create and Be the Lighthouse	
Julia E. Torres. . . . .	111
11 Share through LGBTQ+-Inclusive School Libraries	
Rachel Altobelli. . . . .	119
12 Grow with Northside Neighbors	
Kathryn Cole . . . . .	129
PART IV	
<b>ACROSS INCLUDE</b>	<b>141</b>
13 Include and Disabilities	
Ness Shortley. . . . .	143
14 Graphic Novels and Inclusive Practice	
Juan Rivera . . . . .	153
15 Critical Indigenous Literacies	
Debbie Reese . . . . .	161
16 An Inclusive Book Fair Model	
Julie Stivers . . . . .	171
 <i>Conclusion: Intersecting the Shared Foundations through Include / 179</i>	
<i>Appendixes</i>	
<i>Appendix A Annotated Bibliography of Foundational</i>	
<i>Scholars and Resources / 183</i>	
<i>Appendix B Shelf Audits / 195</i>	
<i>Appendix C Diversity in Publishing Infographic / 199</i>	
<i>Resources and Works Cited / 203</i>	
<i>About the Author / 209</i>	
<i>Contributors / 211</i>	
<i>Index / 217</i>	

# Acknowledgments

---

**Thank you to the powerful, incredible, and generous librarians, scholars,** and learners who contributed their expertise, experiences, and ideas to this Include guide.

- Rachel Altobelli
- Allie Jane Bruce
- Anita Celluci
- Kathryn Cole
- Cesar Falcon
- Jose Gomez
- Kimberly Hirsch
- Sandra Hughes-Hassell
- Cicely Lewis
- Jaida Morris
- Liz Porter
- Casey Rawson
- Debbie Reese
- Juan Rivera
- Ness Shortley
- Jennifer Sturge
- Julia E. Torres
- Chiquita Toure



# Series Introduction

---

**The Shared Foundations series from the American Association of School Librarians (AASL)** examines the six Shared Foundations that anchor the comprehensive approach to teaching and learning in the *National School Library Standards for Learners, School Librarians, and School Libraries*. The Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—represent the core concepts that all learners, school librarians, and school libraries develop and promote in their K-12 learning environment.

Each of the six books in this series is dedicated to the deep exploration of a single Shared Foundation. Although each of the Shared Foundations supports its own inherent priorities, it cannot be implemented in isolation. The writing process used by the authors created a series of books that, like the AASL Standards Frameworks, are unique and yet parallel each other. Common elements are found throughout the series:

- A balance between theoretical discussion, practical strategies, and implementation examples, promoting reflection and creativity
- Development of the Competencies and Alignments for the Learner, School Librarian, and School Library in all four Domains—Think, Create, Share, and Grow
- Differences in application and assessment across grades K-12, promoting a growth mindset and envisioning outcomes for all learners, whether student learners, school librarians, or other educators
- An emphasis on personalized learning experiences, project-based learning, and authenticity of learning and projects
- Challenges addressed, illustrating ways to implement the Shared Foundations in various environments and levels of support

Questions for the Reflective Practitioner conclude each chapter, allowing readers to consider the application of concepts specific to their own learning communities and stimulate nuanced professional conversations. For ease of reference, readers also will find the AASL Standards Integrated Framework for the relevant Shared Foundation included in this work.

AASL and its series authors hope that this immersive and dedicated examination of the Shared Foundations will help school library professionals deepen their understandings, broaden their perspectives, make connections for personal relevance, and innovate and reflect on their practice with a professional community.

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



# Include

Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES
<b>A. Think</b>	<p><b>Learners contribute a balanced perspective when participating in a learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Articulating an awareness of the contributions of a range of learners.</li> <li>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>3. Describing their understanding of cultural relevancy and placement within the global learning community.</li> </ol>	<p><b>School librarians direct learners to contribute a balanced perspective when participating in a learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Engaging learners to articulate an awareness of the contributions of a range of learners.</li> <li>2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.</li> </ol>
<b>B. Create</b>	<p><b>Learners adjust their awareness of the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Interacting with learners who reflect a range of perspectives.</li> <li>2. Evaluating a variety of perspectives during learning activities.</li> <li>3. Representing diverse perspectives during learning activities.</li> </ol>	<p><b>School librarians establish opportunities for learners to adjust their awareness of the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Providing opportunities for learners to interact with others who reflect a range of perspectives.</li> <li>2. Devising learning activities that require learners to evaluate a variety of perspectives.</li> <li>3. Designing opportunities that help learners to illustrate diverse viewpoints.</li> </ol>
<b>C. Share</b>	<p><b>Learners exhibit empathy with and tolerance for diverse ideas by:</b></p> <ol style="list-style-type: none"> <li>1. Engaging in informed conversation and active debate.</li> <li>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</li> </ol>	<p><b>School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:</b></p> <ol style="list-style-type: none"> <li>1. Giving learners opportunities to engage in informed conversation and active debate.</li> <li>2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.</li> </ol>
<b>D. Grow</b>	<p><b>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Seeking interactions with a range of learners.</li> <li>2. Demonstrating interest in other perspectives during learning activities.</li> <li>3. Reflecting on their own place within the global learning community.</li> </ol>	<p><b>School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.</li> <li>2. Initiating opportunities that allow learners to demonstrate interest in other perspectives.</li> <li>3. Showcasing learners' reflections on their place within the global learning community.</li> </ol>

## KEY COMMITMENT

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.



SCHOOL LIBRARY DOMAINS AND ALIGNMENTS	The school library facilitates the Key Commitment to and Competencies of INCLUDE	Domain
<b>The school library supports balanced perspectives through resources and learning opportunities by:</b> <ol style="list-style-type: none"><li>1. Providing challenging and authentic opportunities that address the needs of the broad range of learners.</li><li>2. Offering diverse learning experiences that allow for individual differences in learners.</li><li>3. Providing a comprehensive variety of resources.</li></ol>		<b>A. Think</b>
<b>The school library represents all members and their place in a global learning community by:</b> <ol style="list-style-type: none"><li>1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.</li><li>2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.</li><li>3. Featuring learning opportunities that include diverse viewpoints.</li></ol>		<b>B. Create</b>
<b>The school library facilitates opportunities to experience diverse ideas by:</b> <ol style="list-style-type: none"><li>1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.</li><li>2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities.</li><li>3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.</li></ol>		<b>C. Share</b>
<b>The school library builds empathy and equity within the global learning community by:</b> <ol style="list-style-type: none"><li>1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software.</li><li>2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.</li><li>3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.</li></ol>		<b>D. Grow</b>

# Introduction: School Libraries as Driving Force for Equity and Inclusion

---

**The Shared Foundation Include is at the heart of an effective school library** practice. Not as a buzzword or feel-good mantra, but as the driving force—the muscle—that builds an inclusive school space and community. Its Key Commitment—“Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community”—further supports the idea of Include as a muscle powering the *National School Library Standards* and the AASL Standards Frameworks in our school libraries. School librarians can be bastions of equity, inclusion, and access because we are uniquely situated to interact with every learner. Decisions school librarians make or do not make—by default—have tremendous impact on our learners, their families, our colleagues, and our communities.

## What Are the Goals for This Guide?

My goal every time I read a professional book is—simply put—to learn and become better for our learners. Thus, the overarching goal for this book is that we all become better and do better so that we can create anti-racist, inclusive spaces. To work toward that goal, this guide will

**Show how the Include standards live in real school libraries.** The programs, initiatives, activities, and lessons you’ll read about in this guide are not exercises in theory. They are *real*. They’ve been born in actual school libraries with actual learners and highlight Competencies and Alignments from the Include framework.

**Showcase a tapestry of school librarian voices.** A strength of this book is that it is not written by one person. Instead, it’s a chorus of school librarian stories

that represent a range of identities across the school library world. This tapestry of librarian expertise and experience benefits us for the very reasons that the Include Shared Foundation is so crucial for our school libraries and learners.

**Serve as both inspiration and roadmap.** Do I want these chapters to inspire readers to meet the Competencies and Alignments of Include by building inclusive school libraries and practices? Of course. Inspiration is meaningless, however, if it only lives in the pages of a guide. Inspiration translates to action when it partners with a roadmap. Each chapter concludes with action steps and takeaway ideas.

**Help us relearn.** To have a “commitment to inclusiveness and respect for diversity in the learning community” (AASL 2018, 76) is to commit to unlearning false narratives that are rooted in ignorance and bias. Our continued learning of anti-racist, anti-sexist, anti-cishet supremacy ideologies must be based in our learners’ humanity. We’ll name white supremacy, institutionalized racism, and school inequities as we unpack ways in which to build inclusive school libraries that align with the AASL Standards.

**Call out barriers.** We cannot celebrate diversity and ignore the barriers—yes, in our own schools and libraries—that are harming our learners. To truly Include, we have to undo systems that disadvantage and exclude some learners. If we don’t, we’re reinforcing those systems—there is no neutral. The AASL Standards Framework for Include will help!

**Stress an asset-driven perspective.** A key thread running through all the Competencies and Alignments under Include is that diverse learner identities are strengths and assets that advance learning for all of us, not challenges to overcome or address.

**Amplify learner voice.** One of the guide’s chapters is co-written by three eighth graders, and learner ideas, work, experiences, and wisdom are embedded throughout this guide. To truly Include means to include our learners at every stage of our school library practice and to make sure that we remember to provide our learners with the microphone!

## What Myths Stand in the Way?

Two dangerous myths can poison Include. As school librarians, we need to expose and push back against these myths.

**Myth 1.** Include is the self-affirming foundation—the foundation that allows us to pat ourselves on the back in a spirit of “multiculturalism.” Although this may be an access point, just stressing diversity or multiculturalism is not enough to build an inclusive practice. After all, we cannot talk about how to

Include if we do not also identify who historically has been—and continues to be—excluded from school spaces and school libraries. To commit ourselves to *include* means committing ourselves to identifying—and disrupting—who is being *excluded* and in what ways. Meeting the Competencies and Alignments of Include with fidelity will help us quell this myth.

**Myth 2.** Include can be driven primarily through curation. Are the Shared Foundations of Curate and Include natural partners? Of course. Yet Include also works beautifully with—and is a necessary partner to—Inquire, Collaborate, Explore, and Engage. Curating an inclusive collection is just one facet of Include. Dropping diverse books onto a school library shelf without any accompanying work is hollow and harmful. Meaningfully meeting the wide range of AASL Standards Competencies and Alignments under Include will expose this myth as false.

## What Will We Discover Along the Way?

I'm in the arena with you.<sup>1</sup> I am a full-time, working middle school librarian who completely understands the joys and challenges that come with our positions. I want this guide to be casual, as though we are sitting down together at a table—all of us bringing experiences and perspectives and sharing ideas. That's not to say this guide is not research-based, equity-framed, and guided by our AASL Standards Framework. It is. But a stiff, dry book is not what I enjoy reading, and it's not what I can share with you in good conscience. I'm aiming for relaxed, professional, inspiring, conversational, engaging, and challenging—with our precious learners always at the forefront as we journey through the AASL Standards Frameworks and the Include Shared Foundation.

As we explore the **Think** Domain, we'll meet a school library district supervisor who is rewriting the school library curriculum to align with the Learning for Justice Social Justice Standards. We'll spend time with #ReadWoke (a powerful librarian-led reading initiative) and meet three learners who worked with their school librarian to create professional development centered on building inclusive school libraries.

Through the **Create** Domain, we'll learn from a school librarian who is developing engaging literacy programs, be introduced to an equitable writer-in-residence model, and journey with a school librarian who reopened a closed school library and reestablished a reading culture in her school.

The **Share** Domain will guide us as we explore restorative practices in a school library setting, gain strategies from a school librarian who developed a mental wellness curriculum, and discuss how to build LGBTQ+-inclusive school libraries.

Using the **Grow** Domain, we'll hear from sixth graders who critically examined book covers, unpack a new anti-racist professional curriculum for youth librarians,

and see how a summer library program transformed a school into a community space.

The Domains, Competencies, and Alignments under Include do not work in isolation and neither do school librarians. We'll explore **Across Include** and discuss how to build inclusive spaces for our disabled learners and their families, see how the four Domains can be combined with an inquiry framework to include comic books and manga, learn about Critical Indigenous Literacies, and examine an equitable model for school book fairs.

## How to Use This Guide

The chapters in this guide are structured to parallel the Domains of the AASL Standards Frameworks and are presented within four parts—"Learner Competencies," "School Librarian Competencies," "School Library Alignments," and "Across Include." Each section will introduce not only the accompanying chapters but also ways in which the Competencies and Alignments are the key ingredients for the Include Shared Foundation.

Common elements are found in each chapter:

- An introduction explains how the program or initiative that anchors the chapter aligns with the Shared Foundation Include—either Competencies or Alignments—under the specific Domain.
- A school library program or model is presented by the librarian or librarians who lived it. These accounts have been written by an array of school librarians and school library professors doing powerful work with learners, families, and fellow librarians. I'm humbled by the amazing school librarians—and student learners—who contributed to this guide.
- A wrap-up details the ways in which the powerful work illuminated in the chapter connects to specific Competencies and Alignments under Include.
- "Questions for the Reflective Practitioner" connect to the *National School Library Standards*, the Include Shared Foundation, and the chapter's specific school library program or initiative.
- A "Moving Forward" section details action steps and takeaway ideas for each chapter. The school libraries and programs this guide will introduce are *big*. They represent incredible work and effort on the part of school librarians. But they are doable! To not overwhelm, I break down each chapter into quick yet meaningful steps that can be taken today—"What Can I Do Today?"—and tomorrow—"How Can I Build on It Tomorrow?" Then "Action Steps" are listed to scaffold suggestions for implementing the programs and ideas from the chapter.

Additionally, this guide incorporates a “Conclusion” connecting Include across and through the other five Shared Foundations in the *National School Library Standards*. Finally, a key element of Include is utilizing and leveraging resources from an inclusive array of scholars, authors, and educational partners. Appendix A provides an annotated bibliography of foundational scholars and resources for Include. I wanted this guide to be written by—and for—real, working school librarians. School librarians are unique in the library world and in the education world, and a strength of this guide is that its content is written by us, about us, and for us. It is, of course, also important for school librarians to access learning from across the education and library worlds, and Appendix A is crucial for continuing this learning. Scholars highlighted include Dr. Gloria Ladson-Billings, Dr. Beverly Tatum, and Dr. Edith Campbell as well as classroom educators Tricia Ebarvia and Cornelius Minor. Resources spotlighted include

- *Muslims in Story: Expanding Multicultural Understanding through Children’s and Young Adult Literature* (Manglik and Siddique 2019),
- *LGBTQAI+ Books for Children and Teens: Providing a Window for All* (Dorr and Deskins 2018),
- *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* (Muhammad 2020), and
- *An Indigenous Peoples’ History of the United States for Young People* (Dunbar-Ortiz, Mendoza, and Reese 2019).

## Key Terms

We are almost ready to get started! An inclusive conversation helps everyone get on the same page. There are key terms that will be woven into our discussions unpacking the Competencies and Alignments under Include, and it’s necessary that we have a shared understanding of what those terms mean.

**BIPOC/BIYOC.** BIPOC stands for Black, Indigenous, People of Color, and BIYOC stands for Black, Indigenous, Youth of Color. The umbrella term *people of color* has been criticized for erasing the unique experiences that Black and Indigenous people in the United States have had historically and that still impact their present realities—namely, the ongoing legacy of slavery that continues to impact Black Americans, and the legacy of Native colonization and genocide. Black Americans who have recently immigrated to the United States have a different relationship with our country’s racial history, and the term *BIPOC* acknowledges the diversity of experience within the Black community. (*Note:* This definition is from Project READY, which is highlighted in chapter 8, “Grow with Project READY.”)

**#OwnVoices.** This term refers to books written by authors who share a marginalized identity with their protagonist. Originated by Young Adult (YA) author and *Disability in Kidlit* reviewer Corinne Duyvis, the hashtag and concept center marginalized voices from across identities including race, language, LGBTQ+, mental health, disability, religion, and immigration status. #OwnVoices titles have another layer of credibility as being a part of a community gives the author knowledge and experiences that cannot be duplicated. The foregrounding of #OwnVoices literature is threaded throughout this guide as a way to build inclusive collections, support learners, and meet key Include Competencies. Please note that centering #OwnVoices literature is not a call for prying into authors' lives but is instead a way to celebrate what authors have freely shared. There is growing disagreement surrounding the use of the #OwnVoices marker. It is *always* best to use the identity descriptions that authors use for themselves and their characters.

**Racism.** Racism equals social and institutional power plus racial prejudice (Tatum 2017; Wellman 1977): racism = power + prejudice. There is a harmful idea that racism is driven by a small group of individuals who actively and loudly hate. Racism is bigger than individuals. It is about systems of advantage and oppression based on race and is widespread, deeply entrenched, and insidious in societal institutions—including education. Racism will not be eradicated by individuals treating each other with respect but by identifying structural inequities and disrupting systems.

## Getting Started!

The AASL Standards remind us that “competence is not developed as an all-or-nothing phenomenon; gaining competence is both progressive and personalizable” (AASL 2018, 125). My hope is that this guide shares that sentiment—it represents learning through the Include Shared Foundation that is both progressive and personalizable. It is not all-or-nothing. We can all grow by learning about and through these Include-centered programs, initiatives, and frameworks.

I am ready to get started. You? The Shared Foundation of Include—and our learners—are waiting for us.

### NOTE

1. Brené Brown has a great quote about this concept! See B. Brown, “Why Your Critics Aren’t the Ones Who Count” (keynote presentation at 99U Conference, 2013). Retrieved from <https://99u.adobe.com/videos/20052/brene-brown-stop-focusing-on-your-critics>.



# Index

---

An italicized page number indicates an illustration or table.

#LibFive, 99–109

#MontbelloReads Campus Book Club, 115

#OwnVoices books

and culturally sustaining literacy programs, 68, 77

defined, xx, 51, 164

importance of, 101, 137, 173–175

and LGBTQ+ representation, 122

and mental wellness program, 87

and Native representation, 164–166, 169

and Read Woke, 56, 58

and representation of disabled people, 145, 148, 150

#TrueBookFAIRS, 171–177

504 plans, 149, 150

## A

“A New Vision of School,” 29

A Novel Mind website, 151

AASL Standards Framework for Learners, xii

AASL Standards Framework for School Librarians, xii

AASL Standards Framework for School Libraries, xiii

AASL Standards in action. *See* alignments for school libraries in Include Shared Foundation; competencies for learners; competencies for school librarians in Include Shared Foundation

AASL Standards Integrated Framework, intersections within, 141–142, 179–182

ableism. *See* disabled learners

ableist biases, countering, 51, 147–148

abundance paradigm, 29

Acevedo, Elizabeth, 26, 53, 114

active listening, 24, 26, 29, 31, 34, 102, 108

adaptable library space and furnishings, 143, 148, 150–151

ADHD, learners with, 149–150

Adichie, Chimamanda, 39, 147

Advancement Project, 32

advocacy

for accurate teaching and learning about Native cultures, 161–169

for comics, manga, and graphic novels in school library, 154–155, 157, 158–160

for focusing on mental health education, 79–84

for learner voice, 39–48, 59–78

for LGBTQ+ learners, 119–128

for literacy and reading culture, 25, 59, 111–118, 171–177

for racial equity in schools, 93, 94, 96

for school library and programs, 21–23, 25

for writing opportunities for learners, 23.

*See also* writing experiences for learners

affective domain of learning. *See* Share Domain in Include Shared Foundation

African American people. *See* BIPOC learners

Alexander, Michelle, 53

Ali, S. K., 53

*Alice Bliss*, 83

alignments for school libraries in Include Shared Foundation  
 Create Domain, xiii, 97, 111, 116, 117, 150, 151, 156  
 Grow Domain, xiii, 98, 137, 138, 157–158, 176, 177  
 Share Domain, xiii, 97, 120, 126, 150, 157, 158, 159, 168, 171, 176  
 Think Domain, xiii, 97, 99, 107, 108, 154  
 Alim, H. Samy, 28, 68  
*All American Boys*, 53  
*All Are Welcome*, 9  
 Altobelli, Rachel, 119–128  
 American Federation of Teachers, 32  
*American Indian Stereotypes in the World of Children*, 166  
 American Indians. *See* Native peoples  
 American Indians in Children's Literature  
 website, 159, 166, 169  
 American Library Association Emerging Leaders, 19, 120, 126  
 American Sign Language, 151  
 Americans with Disabilities Act of 1990, 148  
 anti-ableist spaces and collections, 51–58  
 antibias curriculum, 3–19, 68  
 anti-cishet-supremacy spaces and collections, xv–xx, 51–58, 60, 119–128  
*See also* inclusive school libraries and practices  
 anti-racist curriculum, 68, 90, 105  
 anti-racist spaces and collections, xv–xx, 32, 51–58, 90–96  
*See also* inclusive school libraries and practices  
 anti-sexist spaces and collections, xvi, 51–58  
*See also* inclusive school libraries and practices  
 anxiety, 31, 45, 84, 144, 149–150  
 art projects, 65, 69, 83, 84, 132, 133, 160  
*As an Oak Tree Grows*, 41–42  
 Asian characters in books, 40, 147  
 asset-driven perspective, xvi, 28, 68, 97–98, 120  
 Association for Mindfulness in Education, 87  
 attention deficit hyperactivity disorder, learners with, 149–150  
 auditory processing disorders, learners with, 149–151  
 author visits, 59–78, 100, 116, 118  
 author voice. *See* #OwnVoices books  
 autistic learners, 149–150, 155

## B

Bank Street College of Education, 40  
 Bank Street School, 39  
 barriers to inclusive practice, xvi–xvii, 29, 93–94  
 Barton, Chris, 133

*Beaver Steals Fire: A Salish Coyote Story*, 163  
*Being Jazz: My Life as a (Transgender) Teen*, 53  
 Belpre, Pura, 65  
 Bersani, Hank, Jr., 147–148  
*Best Practices for Serving LGBTQ Students*, 127  
*Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*, 32  
 biases  
 affecting selection of learners for enrichment activities, 66  
 discussing with learners, 39–48  
 faced by disabled learners, 145, 147, 149  
 faced by LGBTQ+ learners, 123, 126–127  
 faced by Native peoples, 162–163  
 working to counter and eliminate, 3–19  
*See also* antibias curriculum  
 bibliotherapy, 84  
 bilingualism, 72  
 Bintliff, Amy, 33  
 BIPOC authors. *See* #OwnVoices books  
 BIPOC characters in books, 39–48, 107, 114–115, 147  
 BIPOC community members  
 and school librarians' racial equity work, 89–96  
 collaborating with school librarians, 129–139  
 BIPOC defined, xix  
 BIPOC learners  
 connecting with, 101–105  
 participating in writer-in-residence programs, 60–78  
 perspectives of represented during learning activities, 24  
*Bird in a Box*, 41  
 bisexual learners. *See* LGBTQ+ learners  
 Bishop, Rudine Sims, 57, 64, 164  
 BIYOC  
 defined, xix, 196  
 and inclusive school libraries, 61, 90, 92, 93  
 Black, Indigenous, People of Color. *See* BIPOC  
 Black History Month, 36  
*Black Jack: The Ballad of Jack Johnson*, 71  
 Black people. *See* BIPOC learners  
 Blue Ribbon Mentor-Advocate Program, 101–102  
 “Bolted Tombs,” 60, 70  
 book clubs, 58, 67, 115, 116, 117, 154  
 book cover imagery and bias, 39–48  
 book fairs, 104–105, 171–177  
 book labels, 122–123  
 book lists. *See* lists of resources; resource lists  
 booktalks, 26, 28, 35–36, 40, 53, 87, 114, 116, 118, 175, 188  
 braille, 151  
*Brick by Brick*, 71  
 Brown, Brené, xx  
 Brown, Monica, 133

Bruce, Allie Jane, 39–48  
 Bruchac, Joseph, 163  
 bullying, 32, 81, 121  
*See also* cyberbullying  
 Buzzeo, Toni, 133

## C

Calvert County Public Schools, 3–19  
 Campbell, Beth, 30–31  
 Carrboro Elementary School, 61, 64, 65, 67, 72  
 Carter, Rachel, 30  
 cataloging that demonstrates sensitivity, 123, 128, 163, 169  
 CCBC, 147  
 Cellucci, Anita, 79–87  
 Center for Adolescent Studies, 85  
*Center for Children's Literature* blog, 40  
 Centers for Disease Control and Prevention, 121  
*Chains*, 41  
 Chapel Hill-Carrboro City Schools, 101  
 charity model of disability, 144  
 Cherokee people, 163  
 “Children Are Not Colorblind: How Young Children Learn Race,” 48  
 Christianity, privileging, 163  
 Circ<sup>2</sup>, 27–38  
 circles and discussions, 27, 29–31  
 Circulation Visits through Circles. *See* Circ<sup>2</sup>  
 cisgender, privileging of people, 121, 128, 146  
 cishet. *See* anti-cishet-supremacy spaces and collections  
 Cisneros, Sandra, 26  
*Clap When You Land*, 26  
 closeted learners, 122  
 cognitive domain of learning. *See* Think Domain  
 Colasante, Tyler, 49  
 Cole, Kathryn, 59–78, 129–139  
 Collaborate Shared Foundation  
   competencies for learners, 12, 15  
   Key Commitment in context of Include, 11, 180  
 collaboration  
   among educators, 4–16, 7–16, 22–23, 26, 29–30, 33–34, 36, 39–46, 58, 59–78, 65, 79–85, 123–125, 132, 135, 149, 160  
   among learners, 28–29, 68–69, 100–106  
   with community members, 129–139, 180  
   with public librarians, 80, 81, 82, 83, 85, 131–132, 132, 134  
 collection development  
   about LGBTQ+ people, 121–123  
   about Native peoples, 163–166  
   about people with disabilities, 82–83, 85, 87  
   in context of larger effort for inclusion, xvii, xx, 17  
   to reflect diversity, 51–58, 101–104, 108, 116–117, 119–128, 137, 146–148, 151, 152, 155–156, 164–168, 181  
   and reflecting on what learners want to read, 5–6, 102–104, 106, 121–122  
   in sequential art formats, 156, 157–158  
 collection reflection tool, 6  
 Columbus Day, 162  
 comics in inclusive practice, 153–160  
 coming out, 122, 124  
 Common Beliefs in the context of Include, 56, 59, 97, 107, 111, 119  
 community  
   appreciation for diversity, 8–10  
   involvement with school library, 129–139  
 community circles in the school library, 32–36  
 competencies for learners  
   Collaborate Shared Foundation, 12, 15  
   Curate Shared Foundation, 16  
   Engage Shared Foundation, 12, 14, 15, 16  
   Explore Shared Foundation, 14, 16  
   Include Shared Foundation  
     Create Domain, xii, 24, 25, 77, 150  
     Grow Domain, xii, 14, 15, 39, 46, 47, 125  
     Share Domain, xii, 13, 14, 36, 37, 124  
     Think Domain, xii, 3, 12, 13, 16, 17, 124, 168  
 competencies for school librarians in Include Shared Foundation  
   Create Domain, xii, 59, 77  
   Grow Domain, xii, 89, 94, 95, 150, 158, 176, 177  
   Share Domain, xii, 79, 85, 86  
   Think Domain, xii, 56, 57  
 Confederated Salish and Kootenai Tribes, 163  
 content-related discussions. *See* discussions, content related  
 Cook, Sara, 123  
 Cooperative Children's Book Center, 147  
 “Crafting and Conducting a Successful Socratic Seminar,” 30–31  
 Create Domain  
   Curate Shared Foundation  
     competencies for learners, 16  
   Include Shared Foundation  
     alignments for school libraries, xiii, 97, 111, 116, 117, 150, 151, 156  
     competencies for learners, xii, 16, 21–26, 143–152  
     competencies for school librarians, xii, 59–78, 77, 161–169  
     examples of Create activities for educators, xvii, 2, 21–26, 59–78, 111–118, 143–152, 153–160  
     examples of Create activities for learners. *See* art projects; writing experiences for learners

creation stories, 163, 165, 169  
 Crews, Donald, 9  
 Crews, Nina, 9  
 critical indigenous literacies, 161–169  
   *See also* Native peoples  
 critical questions about literature, 40–44,  
   121–122, 146–148, 163–164  
 culturally sustaining pedagogy, 3–19, 26, 27–38,  
   28, 50, 62, 68–74, 95, 102–106, 116,  
   161–169, 175, 181–182  
 Curate Shared Foundation  
   competencies for learners, 16  
   Key Commitment in context of Include,  
     180–181  
 curriculum and curriculum development  
   to better understand culture and lives of  
     Native peoples, 164–166  
   to connect with Social Justice Standards, 3–19  
   to encourage and improve writing, 59–78  
   to encourage critical thinking, 39–48  
   to engage in thoughtful discussion, 27–38  
   to explore poetry and power of spoken word,  
     21–26  
   to foster and support mental wellness, 79–87  
   to provide representation of and celebrate  
     learners' lives, 99–109  
   to support reading, literature, and  
     community, 8–10, 51–58, 111–118  
   to teach digital literacy, 10–16  
 cyberbullying, 11, 13, 81  
   *See also* bullying  
 cyclical model of racial equity work, 91

## D

DACA, 52  
 “Danger of a Single Story,” 39  
   *See also* single story  
 de la Peña, Matt, 60–62, 66–69, 73, 76, 78  
*Dear Martin*, 53  
*Defending Intellectual Freedom: LGBTQ+*  
   *Materials in School Libraries* toolkit, 120,  
   123, 126, 127, 159  
 Deferred Action for Childhood Arrivals, 52  
*Defining LGBTQ Words for Children*, 125  
*Developing Inclusive Leaders and Citizens*, 19  
 developmental domain of learning. *See* Grow  
   Domain  
 dialectical behavior therapy, 83, 84  
 differentiating instruction, 56  
 digital citizenship and literacy curriculum,  
   10–16  
 Disability in Kidlit website, 151  
 disability models, 144–145  
 disabled learners  
   accessibility of space and resources, 148–152  
   attention to language about, 145–146, 147

attention to portrayal in books, 146–148  
 barriers to learning, 148–150  
 disability models, 144–145  
 facing inequities, 1, 89, 111  
 perspectives of represented during learning  
   activities, 24  
 representing perspectives, 24, 57, 127  
 seeing themselves in the collection,  
   146–148

## discussions

about biases and stereotypes, 40–45  
 about collection development in the context  
   of bias, 5–6  
 content-related, 34  
 for content-related discussions, 34  
 in context of mental wellness curriculum,  
   82–83, 86  
 in context of racial equity work, 91  
 in context of writer-in-residence programs,  
   65–66, 68  
 planning, 34  
 in professional development focused on  
   LGBTQ+ learners, 123  
 as Socratic Seminars, 28–31  
*See also* book clubs

Dismondy, Maria, 9

*Disrupt Texts* blog, 117

## diverse perspectives

fostering appreciation in learners, 3–19,  
   39–48, 51–58, 59–87, 119–128, 161–169  
 fostering expression of, 21–26  
 school librarians modeling respect for, 27–38,  
   143–152, 171–177

DonorsChoose funding for book fair, 174–175

*Dragonfly's Tale*, 163

*Dumplin'*, 53

Duyvis, Corinne, 164

## E

East Asian characters in books, 44  
 e-books, 113–114  
 education debt, 1  
 Ehlers, Jill, 154  
 ELA. *See* English Language Arts  
 empathy  
   defined, 49  
   demonstrated by learners, 36, 39, 47, 78, 86,  
     94, 138, 180, 182  
   fostering learners' development of, xii–xiii,  
     8–15, 40–46, 79–80, 147, 157  
   modeled by school librarians, 49  
 empowering learners. *See* learner voice  
 Engage Shared Foundation  
   competencies for learners, 12, 14, 15, 16  
   Key Commitment in context of Include, 11,  
     182

- English Language Arts  
     classroom educators collaborating with  
         school librarian, 22–23, 36, 65, 80, 82,  
         84, 85  
     Psychology in Literature unit, 82  
     in social justice curriculum, 8–10
- English learners, 1, 26, 59–78, 61, 72, 83, 90, 131,  
 155, 156
- English variations, 28
- equitable writer-in-residence model, 59–78, 62  
     *See also* learner voice
- essential questions, 8, 10, 11, 15, 16, 126
- ethical use of information and media, 11, 12, 14,  
 15, 16, 182
- ethnic identity and expression, 40–45, 63–74, 95  
     *See also* learner voice
- Explore Shared Foundation  
     competencies for learners, 14, 16  
     Key Commitment in context of Include, 8,  
     181–182
- Evaluation Checklists for the Shared  
 Foundations, 79
- F**
- Facing History and Ourselves, 38  
 facinghistory.org, 38
- Falcon, Cesar, 99–109
- Farmer Will Allen and the Growing Table*, 134
- Fisher, Douglas, 32
- Five Key Foundations for Building Inclusive  
 Libraries, 102–109
- Food for Summer Program, 132
- formative assessment, 33, 34, 37
- Franco-Quiroz, Erika, 101
- free books for learners, 171–177
- Frey, Nancy, 32
- G**
- Gansworth, Eric, 166
- garden project, 134
- Gay, Lesbian and Straight Education Network  
 (GLSEN), 119–120, 124
- gay learners. *See* LGBTQ+ learners
- gender-related bias, 39, 41, 44, 158, 181  
     *See also* LGBTQ+ learners
- Genders and Sexualities Alliance Groups, 121,  
 122, 125
- Girard, M-E, 53
- Girl Mans Up*, 53
- GLSEN, 119–120, 124
- Gomez, Jose, 99–109
- Gorski, Paul, 94
- Grandma Dorothy, 53–54
- Grandmont, Megan, 30–31
- grants, 61, 80–82, 175
- graphic novels and nonfiction  
     in curriculum, 30  
     in inclusive practice, 56, 114, 115, 153–160,  
     180  
     not extra, 102–103, 107, 108–109
- Green, John, 53
- Grow Domain  
     Collaborate Shared Foundation  
         competencies for learners, 12, 15  
     Engage Shared Foundation  
         competencies for learners, 12, 14, 15  
     Include Shared Foundation  
         alignments for school libraries, xiii, 98,  
         129–139, 143–152, 157–158, 171–177  
         competencies for learners, xii, 14, 15,  
         39–48, 125  
         competencies for school librarians, xii,  
         89–96, 143–152, 158, 171–177  
         examples of activities for educators, xvii,  
         39–48, 89–96, 129–139, 143–152,  
         153–160, 161–169, 171–177
- growth mindset, 8, 84, 181  
     *See also* Grow Domain
- GSAs, 121, 122, 125
- Guerrero, Diane, 54
- H**
- hair in the context of images on book covers, 43
- Hale, Nathan, 30
- Hall, Deirdre Riordan, 53
- Hanley, Mary Stone, 101
- Harrington, Laura, 83
- Hate U Give*, 53, 114
- “Helping Students Confront and Examine Their  
 Own Biases Using the Images on the  
 Covers of Picture Books,” 48
- Hirschfelder, A. et al., 166
- Hirsh, Kimberly, 89–96
- Hispanic people. *See* Latinx learners
- history  
     avoiding misrepresenting history of Native  
     peoples, 163, 165  
     conducting circle discussions to assess  
     history knowledge, 34  
     discussing inaccuracies and missing stories,  
     41–42, 71  
     discussing women’s history, 65  
     focusing on Black history all year, 36  
     importance of educators understanding  
     history of institutional racism, 92  
     incorporating LGBTQ+ history in lessons, 127  
     missing, 153–154  
     reading about non-U.S. history, 68  
     teaching difficult subjects, 19
- Hope Nation, 114
- House on Mango Street*, 26

Howell, Skye, 32  
Hughes-Hassell, Sandra, 59–78, 89–96

## I

*I Am America*, 65  
“I Am” by Mekhai, 63  
“I Am” by Robin, 64  
*I Am Malala*, 53  
*I Am Not Your Perfect Mexican Daughter*, 53  
“I Call Him Padrino,” 60  
identity model of disability, 145  
IEPs, 148, 149, 150  
*If I Ever Get Out of Here*, 166  
imagery and bias, 39–48  
*In the Country We Love: My Family Divided*, 54  
Include Shared Foundation  
    alignments for school libraries  
        Create Domain, xiii, 97, 111, 116, 117, 150, 151, 156  
        Grow Domain, xiii, 98, 137, 138, 157–158, 176, 177  
        Share Domain, xiii, 97, 120, 126, 150, 157, 158, 159, 168, 171, 176  
        Think Domain, xiii, 97, 99, 107, 108, 154  
    best practices, 27, 143, 153  
    competencies for learners  
        Create Domain, xii, 24, 25, 150  
        Grow Domain, xii, 14, 15, 39, 46, 47, 125  
        Share Domain, xii, 13, 14, 36, 37, 124  
        Think Domain, xii, 3, 12, 13, 16, 17, 124, 168  
    competencies for school librarians  
        Create Domain, xii, 59, 77  
        Grow Domain, xii, 89, 94, 95, 150, 158, 176, 177  
        Share Domain, xii, 79, 85, 86  
        Think Domain, xii, 56, 57  
    Key Commitment, v, xiii, xv, 5, 8, 11, 39, 89, 90  
inclusive book fair model, 171–177  
inclusive school libraries and practices  
    barriers to, xvi–xvii  
    building equity knowledge for, 89–96  
    in context of book fair focusing on access for all learners, 171–177  
    in context of culturally sustaining creation of poetry, 21–26  
    in context of discussing stereotypes, race, and gender, 39–49  
    in context of effectively serving disabled learners, 143–152  
    in context of effectively serving LGBTQ+ learners, 119–128  
    in context of identifying key foundations for building inclusive libraries, 99–109  
    in context of professional development for racial equity work, 89–96

    in context of reading and exploring the power of stories, 51–58  
    in context of reopening a school library and rejuvenating a reading culture, 111–118  
    in context of restorative practices and discussions, 27–38  
    in context of teaching and learning about mental wellness, 79–87  
    in context of teaching and learning about social justice issues, 3–19  
    in context of transforming school library into year-round community resource, 129–139  
    in context of using graphic novels to support learners, 153–160  
    in context of writing and sharing through an equitable writer-in-residence program, 59–78  
    in context to teaching and learning about Native peoples, 161–169  
    foundations for building, 106  
    importance of, xv–xvi  
    key terms, xix–xx, 51, 119, 162  
    sorting-free zone, 104–105, 124, 127, 171–177  
Indians. *See* Native peoples; South Asian  
    characters in books  
indigenous literacies, 161–169  
indigenous people. *See* BIPOC; Native peoples  
Indigenous Peoples Day, 162  
individualized education programs, 149, 150  
information literacy curriculum, 10–16  
Inquire Shared Foundation  
    best practice in context of Include, 179  
Key Commitment in the context of Include, 179–180  
inquiry questions, 82, 86  
*Inside the Books: Readers and Libraries around the World*, 133  
Instagram, 114  
institutionalized racism  
    disrupting, 89–96  
    and Native peoples, 162–164  
    in schools, 66  
    *See also* anti-racist curriculum; anti-racist spaces and collections; racial equity work  
intellectual freedom, 119–120, 123, 126, 127, 158, 159  
intersectionality of learners’ identities, 8, 121, 127, 145  
Iturbe, Antonio, 53

## J

Jefferson Middle School, 123  
Jennings, Jazz, 53  
*Jingle Dancer*, 164–166

Jonas, Ann, 9  
 Jones, Guy W., 166  
 joy, 5, 62, 72, 74, 76, 102–104, 122, 134, 177, 181  
*Juice Box Bully*, 9

## K

K-5 curriculum, 8–10  
 Karas, G. Brian, 41  
 Kaufman, Suzanne, 9  
 Kelly, Sheila M., 9  
 Key Commitment for Include Shared Foundation, v, xiii, xv, 5, 8, 11, 39, 89, 90  
 Key Commitment in the context of Include for Collaborate Shared Foundation, 11, 180  
 for Curate Shared Foundation, 180–181  
 for Engage Shared Foundation, 11, 182  
 for Explore Shared Foundation, 8, 181–182  
 for Inquire Shared Foundation, 179–180  
 key foundations for building school libraries, 106  
 key terms used in book, xix–xx  
 Kiely, Brendan, 53  
 Kootenai people, 163  
 Kowalski, Sue, 155  
 Kumasi, Kafi, 101

## L

Labeling books about LGBTQ+ people, 122–123  
 Latinx characters in books, 147  
 Latinx learners, 67, 72, 73  
 leader role of school librarians, 52–58  
 learner competencies. *See* competencies for learners  
 learner voice, 1–2, 16, 21–26, 31–33, 36, 50, 56, 59–78, 63, 79–87, 80, 95, 99–109, 133, 137, 172–173, 179  
 learners  
   developing appreciation for diverse perspectives, 7–10  
   exploring social justice issues, 3–19  
   and feelings of well-being, 27  
   intersectionality of identities, 121, 127, 145  
   participating in planning and decision making, 84, 99–109, 100–106  
   reflected in book fairs, 170–174, 177  
   reflected in library collection, 5–6, 35, 60, 102–103, 107, 112, 114–117, 120–122, 146–148  
   viewing themselves as writers, 21–26, 63–76  
   *See also* BIPOC learners; disabled learners; empathy; Latinx learners; LGBTQ+ learners  
 Learning for Justice project, 2, 3–19, 47, 58, 126–127  
*Learning the Landscape of Digital History*, 19

learning trajectory  
   grades K-5 lessons, 8–11  
   grades K-5 reading, literature, and community, 8–10  
   grades 4, 5, 7, 8 writing poetry, 63–78  
   grades 5–12 digital literacy, 10–16  
   grade 6 critically examining book cover images and literature, 39–45  
   grades 6–8 lessons, 12–13  
   grade 7 Socratic Seminar on GMOs, 30  
   grade 7 Socratic Seminar on World War I, 30–31  
   grades 9–12 lessons, 14–16  
 Lee & Low Books, 58  
 lesbian learners. *See* LGBTQ+ learners  
 lesson examples  
   critically examining book cover images and literature (grade 6), 39–45  
   digital literacy (grades 5–12), 10–16  
   reading, literature, and community (grades K-5), 8–10  
   Socratic Seminar on GMOs (grade 7), 30  
   Socratic Seminar on World War I (grade 7), 30–31  
   writing poetry (grades 4, 5, 7, 8), 63–78  
   *See also* writing experiences for learners  
*Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms*, 166  
 Lewis, Cicely, 51–58  
 “LGBTQ+ in Children’s Graphic Novels” presentation, 158  
 LGBTQ+ learners  
   advocacy for, 121–122, 123  
   attention to language about, 123–125, 146  
   barriers to learning, 126, 127  
   perspectives of represented during learning activities, 24  
   at risk, 119–120, 121  
   seeing themselves in the collection, 120–122  
 LibFive, 99–109  
*Librarian of Auschwitz*, 53, 55  
*Libraries, Literacy, and African American Youth*, 69  
 “Library as Domestic Metaphor,” 26  
 Lifshitz, Jess, 48  
 Lilead Project, 4  
 listening skills. *See* active listening  
 literacy initiatives. *See* reading  
 literature curriculum, 8–10  
 Little House on the Prairie TV series, 42  
*Living*, 67  
*Locomotion*, 40  
*Long Way Down*, 114  
 Loudness in the Library curriculum, 39–48  
 Lynn, Lauren, 7–8  
 lyrics. *See* song lyrics



**M**

Manassah, Tala, 29

manga

in inclusive practice, 102–103, 114, 115,  
153–160

not extra, 107, 108–109

*Mango, Abuela, and Me*, 65

Martin, Jacqueline Briggs, 134

Massachusetts Literary Education and  
Performance Collective, 82–83

MassLEAP, 82–83

Matam, Pages, 26

McCammon, Becky, 32

McGowan, Wyk, 23

Meadowcreek High School, 51–53

media literacy curriculum, 10–16

medical model of disability, 144

Medina, Meg, 53, 60–62, 64–65, 78

Mental Health First Aid, 83, 87

mental wellness curriculum and resources,  
79–87, 151

MetroWest Adolescent Survey, 81

*Mexican Whiteboy*, 67

microaggressions, 45, 68

Middle Eastern characters in books, 44

Mindful Schools, 87

mirrors and windows. *See* collection

development

modeling by learners, 30, 133

modeling by school librarians

#OwnVoices reading, 58

discussion techniques, 27

engaging in a global society, 182

inclusion and sharing, 37, 49, 149

respect for diverse perspectives, 47

Montbello schools, 113–115

MontbelloReads Campus Book Club, 115

Moomaw, Sally, 166

Morris, Jaida, 99–109

Mount Vernon Middle School, 99–106

multiculturalism, xvi, xix, 51

multiple viewpoints. *See* diverse perspectives

Murphy, Julie, 53

Muscogee Creek Nation, 165

music, 22, 28, 71, 114, 135, 165, 166

“My Dad Who I Call Tony,” 75

Myer, Chloë Myers, 147–148

myths and religions in context of cataloging,  
163

**N**

Nambé Pueblo, 162

NAMI, 81, 82

Naruto series, 155

National Alliance on Mental Illness, 81, 82

National Congress of American Indians website,  
164

National Council for Behavioral Health, 83

National Education Association, 32

National Educators for Restorative Practices, 32

National Endowment for the Arts, 25

National Museum of the American Indian  
website, 164

National Native American Heritage Month, 162,  
164–165

National Paideia Center, 29

National School Climate Survey, 119–120

National School Library Standards. *See*

alignments for school libraries in Include

Shared Foundation; competencies

for learners; competencies for school

librarians in Include Shared Foundation

Native peoples

inaccurate portrayals in children’s literature,  
163–165

mistreatment of sacred stories, 163–164

portrayal of interactions with Europeans,  
41–42

recommended children’s and YA books,  
167–168

selecting and discussing books by Native  
authors, 165–166

terminology and misconceptions, 161–163,  
166–167

use of restorative practices, 31

NCTE Committee Against Racism and Bias in  
the Teaching of English, 32–33

neurodiverse learners, 149–150, 151

*New Jim Crow*, 53

Nic Stone, 53

*Noah’s Ark*, 163

Noblit, George W., 101

Noguera, Pedro, 102

Nolan, Allia Zobel, 9

nonbinary learners. *See* LGBTQ+ learners

norms for library space, 29, 38

Northside Elementary School, 61, 63, 65, 67, 71,  
74, 76, 130–134, 137–138

Northside Neighbors Initiative, 130–134

Northside Neighbors Summer Library Program,  
129–134, 137–138

Novel Mind website, 151

novels featuring Asian and white characters, 44  
*See also* resource lists

novels featuring Black characters, 43, 103, 104  
*See also* resource lists

novels suggested for equitable writer-in-  
residence program, 69

*See also* resource lists



**O**

obsessive compulsive disorder, learners with, 149–150  
 Old Dominion University, 4  
 OwnVoices. *See* #OwnVoices books

**P**

Paideia Seminar, 29  
 Paris, Django, 28, 68  
 Penfold, Alexandra, 9  
 people of color. *See* BIPOC  
 perspectives. *See* diverse perspectives  
*Peter Pan*, 42  
 Piasek, Abe, 34  
 picture books suggested for equitable writer-in-residence program, 69  
 picture books to promote inclusiveness and social justice, 10  
 Plains Indians, 164  
*Poet X*, 26, 53  
 poetry  
   creating, 63–64, 71, 74, 76, 80, 87  
   creating and sharing, 21–26  
   reading, 28, 82–84, 114, 136  
 Poetry Foundation, 25  
 Poetry Out Loud website, 23, 25  
 Porter, Liz, 59–78  
 positive portrayal of diverse people, 62, 101, 102, 103, 121, 122, 147, 148  
*Power of Manga, Comics, and Graphic Novels though the Lens of the AASL Standards Framework for Learners*, 154, 160  
 Pranis, Kay, 32  
 professional development for school librarians  
   about building inclusive libraries and practices, 100–106, 179–180  
   about creating LGBTQ+ inclusive libraries, 122–127  
   about developing inclusive collections, 5–6  
   about Native peoples, 166, 169  
   about restorative practices, 32, 34  
   about social justice issues, 6, 17–19  
   about teen mental wellness, 81, 85, 87  
   about working toward racial equity, 90–96  
 Project LIT Montbello, 114  
 Project READY, 47, 50, 89–96, 105  
 pronoun use, 124  
 Psychology in Literature unit, 82, 86  
 psychomotor domain of learning. *See* Create Domain  
 public librarians collaborating with school librarians, 80, 81, 82, 83, 85, 131, 131–132, 134  
 Pueblo people, 162, 163

**Q**

QSAs, 121  
 queer learners. *See* LGBTQ+ learners  
 Queer-Straight Alliance groups, 121  
 questioning learners. *See* LGBTQ+ learners  
 questions  
   essential, 8, 10, 11, 15, 16, 126  
   for inquiry-based learning, 82  
   planning for discussions while demonstrating sensitivity, 34  
   for reflective practitioners, 18, 25, 37, 47, 57, 78, 86, 95, 108, 117, 128, 138, 151, 159, 169, 177  
 questions, critical about literature, 121–122, 146–148, 163–164

**R**

race  
   in context of Reading Woke, 51–58  
   discussing with learners, 41–47, 68  
 racial equity in school libraries. *See* inclusive school libraries and practices  
 racial equity work, 89–96  
 racial identity and expression, 40–45, 63–74, 95, 101, 148  
   *See also* learner voice  
 racism  
   defined, xx  
   difficulty in discussing, 44–45  
   recognized by learners in literature, 39–44  
 rap, 22, 28  
   *See also* song lyrics  
 Rawson, Casey H., 89–96  
 Read Woke, 51–58  
 read-alouds, 9, 114, 116, 118, 132, 133, 136–137  
 reading  
   books about diverse people, 51–58, 64–66, 120–122, 146–148, 157, 164–168  
   building culture of reading, 51–58, 129–139, 171–177, 181  
   curriculum, 8–10  
   encouraging recreational reading, 111–118, 171–177  
   *See also* resource lists  
*Reading for Social Justice*, 19  
 Rearte, Abra, 34  
 Reese, Debbie, 161–169  
 reflection by librarians and other educators  
   about imagery in the school library, 46  
   on teaching race-related lessons, 44–45  
   *See also* questions, for reflective practitioners  
 reflective collection. *See* learners, reflected in library collection  
 religions and myths in context of cataloging, 163

## resource lists

- books about presenting and teaching Native content, 166
- books by Native American authors containing tribally specific content, 159, 167–168
- books for Read Woke, 53
- books suggested for high school book club, 115
- novels featuring Asian and white characters, 44
- novels featuring Black characters, 43, 103, 104
- novels suggested for equitable writer-in-residence program, 69
- online resources about comics, graphic novels, and manga in education, 159–160
- picture books to promote inclusiveness and social justice, 10
- sources of info about books centering social justice issues, 57
- sources of info about restorative practices, 32  
*See also* professional development
- restorative justice, 31, 32, 33
- restorative practices, 27–38  
*Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools*, 32
- Rethinking Schools, 58
- Reynolds, Jason, 23, 53, 114, 115
- Rivera, Juan, 153–160
- Rodanas, Kristina, 163
- roles of school librarians
  - information specialist, 153–160
  - instructional partner, 3–19
  - leader, 52–58
  - leader role, 3–19, 89–96, 99–109, 111–118, 129–139
  - program administrator role, 59–78, 143–152, 171–177
  - teacher, 3–19, 21–26, 27–38, 39–48, 51–58, 59–78, 79–87, 119–128, 143–152, 161–169
- Ross, Gayle, 163
- Rotner, Shelley, 9

**S**

- Safe Zone, 122, 128
- Saints and Misfits*, 53
- Sakamoto, Miki, 9
- Salish people and Kootenai Tribes, 163
- Same Sun Here*, 41
- Sánchez, Erika, 53
- scarcity mentality, 29
- school librarian competencies. *See* competencies for school librarians in Include Shared Foundation
- school librarians
  - accessibility of space and resources, 148–150

- collaborating with public librarians, 80, 81, 82, 83, 85, 131–132, 134
- school libraries
  - need for qualified school librarian, 111
  - reopening, 112–115
  - as safe student-centered spaces, 28, 32–36
  - scheduling as enabler or barrier, 12, 33, 35, 84, 115, 135, 138, 174
  - as third spaces, 97–98, 99, 112, 129
  - year-round use, 129–139  
*See also* inclusive school libraries and practices
- school library alignments. *See* alignments for school libraries in Include Shared Foundation
- Schott Foundation, 32
- science lessons and projects, 30, 133
- Section 504 of the Rehabilitation Act of 1973, 148, 149, 150
- self-censoring, 5, 126
- self-efficacy assessment, 69
- self-esteem
  - diminished by portrayals in media, 43
  - having without diminishing others, 8, 11, 12, 14, 15  
*See also* ethnic identity and expression; racial identity and expression
- sequential art. *See* comics in inclusive practice; graphic novels and nonfiction; manga
- serial art. *See* comics in inclusive practice; graphic novels and nonfiction; manga
- Serving ELL Students and Families*, 19
- sexism. *See* gender-related bias
- Shades of People*, 9
- Share Domain in Include Shared Foundation
  - alignments for school libraries, xiii, 97, 119–128, 150, 157, 159, 168, 171–177, 176
  - competencies for learners, xii, 13, 14, 27–38, 36, 37, 124
  - competencies for school librarians, 79–87, 85, 86, 161–169
  - examples of Share activities for educators, xvii, 27–38, 79–87, 119–128, 143–152, 153–160, 161–169, 171–177
- Shortley, Ness, 143–152
- sign language, 151
- single story, 39, 46, 147
- skin color as depicted on book covers, 40, 40–41
- slamming, 21–26
- Smith, Charles R., Jr., 60–62, 64, 65, 71, 78
- Smith, Dominique Smith, 32
- Social Justice Standards, 3–19
- social model of disability, 144–145
- social-emotional learning, 34, 79, 86
- Socratic Seminars, 27, 29–31, 32, 36–38
- “Sol Painting, Inc.,” 70
- song lyrics, 28, 114, 166

*See also* rap  
 Sornson, Bob, 9  
 sorting-free zone, 104–105, 124, 127, 171–177  
*See also* stigma-free space  
 South Asian characters in books, 44  
 Southern Poverty Law Center, 3, 7  
 Spanish language as primary, 61, 67, 72, 153–154  
*Speak Up at School*, 127  
 special education learners and services, 26, 83, 84, 149, 155, 157  
*See also* disabled learners  
 Spier, Peter, 163  
 spoken word, 22–26, 28, 80, 87  
 Spoken Word Club, 22  
 stakeholders  
   inviting to participate in school library programs, 131–136  
   participating in planning and decision making, 84, 99–109, 129–139  
 Stay Woke, 52  
 Steinfeld, Jamie, 39, 40, 41, 46  
 stereotypes  
   conversations about, 39–48  
   of disabled people, 146, 148  
   of Native peoples, 162–163, 166  
   recognition by learners, 13, 40–43, 46  
 stigma-free space, 79, 82–83, 115  
*See also* sorting-free zone  
 stimulating, 150  
 stories  
   importance of, 33–34, 39, 53–55, 63–76, 163, 165  
   misrepresenting cultures, 164  
   misrepresenting disabled learners, 146–148  
   misrepresenting history, 41–42, 162–163  
*Story of the Milky Way: A Cherokee Tale* by Joseph Bruchac and Gayle Ross, 163  
 storytelling through sequential art. *See* comics  
   in inclusive practice; graphic novels and nonfiction; manga  
 structural racism. *See* institutionalized racism  
 Sturge, Jennifer, 3–19  
 Sturm, Brian, 60  
*Sugar*, 53  
 summative assessment, 29, 37  
 summer library program, 129–139  
 Susan Steinfirst Artist-in-Residency Program, 60, 61, 62, 67, 77  
 systemic racism. *See* institutionalized racism

## T

“Talking Circles: For Restorative Justice and Beyond,” 33  
*Teaching Hard History: American Slavery*, 19  
 Teaching Tolerance. *See* Learning for Justice  
 Thanksgiving, 164

## Think Domain

Curate Shared Foundation competencies for learners, 16  
 Engage Shared Foundation competencies for learners, 12, 16  
 Explore Shared Foundation competencies for learners, 14, 16  
 Include Shared Foundation  
   alignments for school libraries, xiii, 97, 99–109, 107, 108, 154–155  
   competencies for learners, xii, 3, 12, 13, 16, 17, 124, 168  
   competencies for school librarians, xii, 51–58  
   examples of Think activities for educators, xvii, 3–19, 51–58, 99–109  
   examples of Think activities for learners, 51–58, 99–109  
 third spaces. *See* school libraries, as third space  
 Thomas, Angie, 53, 114  
*Tia Isa Wants a Car*, 70  
 tolerance  
   in context of mental wellness curriculum, 79–87  
   in context of restorative practices, 32, 36  
   curriculum to support development, 7–18  
   defined, 17  
*See also* diverse perspectives  
 “Toolkit for Restoring Justice,” 32  
 Torres, Julia E., 111–118  
 Toure, Chiquita, 21–26  
 transgender learners. *See* LGBTQ+ learners  
 Trauma Basics for Youth Workers self-paced course, 87  
 trauma-sensitive practices, 34, 85, 87  
*Treaties, Trenches, Mud, and Blood*, 30  
 tribal nations. *See* Native peoples  
 TrueBookFAIRS, 171–177  
 trust, 52, 100, 114, 172  
*Turtles All the Way Down*, 53  
 Tuscarora Reservation, 166

## U

*Unforgettable*, 26  
 University of North Carolina School of Information and Library Science, 60

## V

Valenza, Joyce, 26  
 Vasquez, Vivian Maria, 163  
 viewpoints. *See* diverse perspectives  
 voice and choice for learners. *See* learner voice  
 voice of authors. *See* #OwnVoices books

**W**

Wahi, Anshu, 39, 40, 41, 45, 46, 47  
*Waiting for the Biblioburro*, 133  
 Walker, Sandy, 5, 6  
 Wampanoag people, 164  
 Warrior Words Writing Club, 22–24  
 Welcoming Schools website, 125  
 welcoming space. *See* inclusive school libraries and practices  
 West, Genevieve, 54  
 What I Like About Me! 9  
 White, Jotham, 101  
 white authors, privileging of, 60  
 white characters in books, 44  
 white educators  
   racial equity work, 89–96  
   reflecting on their own identities' influence on their view of others, 92  
 white learners, 45  
 whiteness  
   normative position in curriculum, 77  
   over-represented in children's literature, 43, 121, 146  
*Whoosh! Lonnie Johnson's Supersoaking Stream of Inventions*, 133  
 "Why Your Critics Aren't the Ones Who Count," xx  
 Williams, Joan Frye, 26

Winkler, Erin, 48  
*With the Fire on High*, 26  
 Wixie, 9  
 woke. *See* Read Woke  
 "Write. Right. Rite." video series, 23  
 writer-in-residence program, 59–78  
 writing experiences for learners  
   about comic, manga, and graphic novels, 155  
   in context of exploring stereotypes and biases, 42  
   in context of mental wellness curriculum, 80, 83, 84, 85, 87  
   in context of restorative practices, 28–29, 33  
   as element of inclusive school library, 100, 103  
   in social justice curriculum, 9, 14  
   in Spoken Word Club, 22–26  
   in writer-in-residence program, 61–77

**Y**

Yamazawa, George, 26  
*Yaqui Delgado Wants to Kick Your Ass*, 53  
 Yousafzai, Malala, 53, 65

**Z**

zines, 64, 72, 73, 74