

Newburyport District Library Media Centers' PROGRAM, POLICY AND PROCEDURE MANUAL



2021/2022

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I. LIBRARY MEDIA PROGRAM OF SERVICES

Program Overview

Building an effective library media program depends on many things—administrative support, collaboration with all members of the learning community, clear goals and objectives for the program, communication with stakeholders, and consistency in the program administration. This *Program, Policy and Procedures Manual* supports the library media specialists in an effort to achieve all these things.

School librarians rely on their [professional standards](#) to provide direction and guidance in lesson planning, school library program development, curriculum-based unit creation, educator collaboration, pre-service school library education design, self-assessment, evaluation, and advocacy of the school library (AASL 2016a).

National standards for school librarians include:

1. *Inquire* - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
2. *Include* - Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.
3. *Collaborate* - Work effectively with others to broaden perspectives and work toward common goals.
4. *Curate* - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
5. *Explore* - Discover and innovate in a growth mindset developed through experience and reflection.
6. *Engage* - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

[AASL Standards Framework, American Association of School Libraries](#)

Common Beliefs

1. The school library is a unique and essential part of a learning community. As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. Qualified school librarians lead effective school libraries. As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information

specialists.

3. Learners should be prepared for college, career, and life. Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

4. Reading is the core of personal and academic competency. In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. Intellectual freedom is every learner's right. Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

"Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored."

~American Library Association

6. Information technologies must be appropriately integrated and equitably available. Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.

"AASL Framework for Learners - from the National School ..." *American Association of School Librarians*, American Library Association, 2021, <https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf>.

Community, Schools, and Library Media Centers

The City of Newburyport

Newburyport is a suburban residential, seacoast community located 37 miles northeast of Boston in Essex County. Newburyport has grown over the last decade to a population of 18,200, per the 2020 census. The city's historical architecture is well known, particularly the restored commercial district and the residential district along High Street, which features fine examples of Federalist architecture. The well-developed cultural and artistic aspects of the city are highlighted by a live theater space and numerous galleries. Fine restaurants, shopping, entertainment, and the natural beauty of the waterfront combine to make Newburyport a wonderful place for residents, and a supportive environment for education.

Newburyport Schools

Newburyport High School is a public comprehensive four-year school, accredited by the New

England Association of Schools and Colleges. The 2021-2022 school enrollment was 800 students, 9th through 12th grades. The Rupert A. Nock Middle School enrollment is 500 spanning grades 6-8, The Edward G. Molin Upper Elementary School enrolls 300 students and serves grades 3-5, The Francis T. Bresnahan Elementary School enrolls 630 students from PreK to grade 3. The student body has access to state-of-the-art facilities, the result of complete building renovations. The teaching staff is provided with ongoing in-service training through Effective Teacher Training to assist them in employing active learning strategies in the classroom. The teaching staff is very dedicated and more than half have earned advanced degrees in their disciplines.

Mission Statement for the Newburyport School District

The mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff and community who:

- Practice kindness and perseverance
- Celebrate each unique individual
- Value creativity, experiential and rigorous educational opportunities, scholarly pursuits, and life-long learning
- Provide nurturing environments for emotional, social, and physical growth
- Understand and embrace their role as global citizens

Our Library Media Centers

Francis T. Bresnahan Elementary School Library Media Center

The “new” Francis T. Bresnahan Elementary School opened in September of 2014. The Bresnahan Library Media center is a bright, colorful, and engaging learning environment that serves the needs of approximately 600 students from PreK-Grade 3. The main library area houses approximately 9,000 print titles that are geared towards children ages 3-9 years old. The print collection includes a variety of texts that connect to the elementary curriculum as well as many titles that encourage joyful, independent reading for Newburyport's youngest students. In addition to the print collection, Bresnahan students have access to a variety of digital reading programs which further expands access to titles. Bresnahan students also have access to age appropriate research tools which help connect library learning to the classroom curriculum. Students have access to a variety of technology tools including Chromebooks and a PC lab which is adjacent to the main library space. When students visit the Bresnahan library, foundational technology skills are interwoven with foundational library and literacy skills. The library space includes a dedicated story area that serves as the main classroom/instructional area.

The Rupert A. Nock Middle School & Edward G. Molin Upper Elementary School Library Media Center

In 2015, through the generosity of the Institution for Savings and the Newburyport Educational Foundation, the Library Media Center at the combined Nock and Molin school building was renovated to better suit the needs of a growing school community. The LMC is now a space that ignites student creativity, curiosity, discovery and literacy through the use of innovative

technology and high-impact, collaborative spatial design. Its new modular and multi-functional furniture allows students and staff to easily arrange the space to suit ever-changing needs. New technology features were part of the update, including an interactive white board, iPads, a reconfigured teaching space with student computers, and new digital displays for teaching and presentation purposes. The Nock/Molin Library Media Center serves a student body of 800 students between the two schools. It contains over 10,000 physical books and provides access to 29,000 eBooks as well as topical databases for student research, staff professional development, and curriculum enrichment.

The Newburyport High School Institute for Savings Library Media Center

In 2012, the library media center at NHS underwent a “radical transformation,” made possible by a \$100,000 charitable contribution from the Institute for Savings along with a \$75,000 contribution from the Newburyport Education Foundation. The intent was to create a “dynamic environment where authentic learning occurs, both independently and collaboratively.” This new space is open, bright, and welcoming, and features cafe-style seating, quiet corners, study rooms, and plenty of tables for collaborative work. In order to facilitate 21st-century learning, the latest technologies were added. Besides a collection of 7,000 books, and over 35,000 eBooks to access, there is a Mac lab with 9 iMacs, a PC lab with 28 PCs, 30 chromebooks, 40 iPads, and 40 MacBook Pros for the students to use in the library. These resources allow technology to be fully integrated into the curriculum as students learn how to research, create, and grow.

Newburyport Expectations for Student Learning

Students of Newburyport will demonstrate

Academic

- proficiency in a diverse collection of communication techniques by
- writing clearly, concisely, and persuasively,
- reading widely across the subject areas,
- listening and speaking effectively, and
- using technology responsibly to enhance education.
- problem-solving and critical thinking by
- making informed decisions,
- working individually and/or collectively, and
- using time and learning resources efficiently.

Social

- recognition and respect for individual differences.
- behaviors and habits of a healthy lifestyle by
- making informed personal, life, and career decisions, and
- taking personal responsibility for the positive and negative effects of their decisions.

Civic

- awareness of their role in the community, country, and world by
- participating in the local community,
- acquiring knowledge of the diverse characteristics of the country and the world, and

- understanding their potential to influence local, national, and global developments.

Faculty approved 4/7/2011 School committee Approved 5/16/2011

The Mission of the Library Media Centers

The Library Media Centers support the mission of the School while supporting our own vision, which is to provide a welcoming space where students and staff are effective users of ideas and information in the quest to become intellectually curious, independent thinkers, enthusiastic life-long readers, skillful researchers, and ethical users of information.

Goals and Objectives of the Library Media Center

Goal: To encourage learners to be independent, lifelong users and producers of ideas and information.

Objective: The LMS will collaborate with the students to build information literacy skills to identify appropriate tools for collecting, communicating, and using information, so that students are prepared for college and the information society.

Action Plan: The LMS will create dynamic library curriculum units to teach information literacy skills.

Goal: To promote reading as a foundational skill for learning, personal growth, and enjoyment.

Objective: The LMS will:

1. model and collaboratively teach reading comprehension strategies.
- 2 provide access to a variety of reading materials in multiple formats to encourage reading for personal and educational use.

Action Plan: The LMS will:

1. assist the students during the research process so that they can effectively assess and use their background knowledge, pose and answer appropriate questions, make predictions and inferences, and determine main ideas.
2. keep up-to-date with the latest books and other publications in many different formats that would be of interest to students and faculty for learning, personal growth, and enjoyment.

Goal: To provide instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.

Objective: The LMS will collaborate with the classroom teachers to provide opportunities for learning information literacy, media literacy, visual literacy, and technology literacy.

Action Plan: The LMS will:

1. collaborate with classroom teachers to embed skills associated with multiple literacies into lessons and curricular units.

2. promote critical thinking by connecting learners with the world of information in multiple formats.
3. provide instruction specific to searching for information in various formats.
4. encourage the use of multiple formats to present data and information in compelling and useful ways.
5. integrate the use of state-of-the-art and emerging technologies as a means for effective and creative learning.

Goal: To provide an inquiry-based approach to learning and the information search process.

Objective: The LMS will prepare the students for lifelong learning by providing instruction which encourages higher-level thinking skills.

Action Plan: The LMS will:

1. support educational and program standards as defined by local, state, and national organizations.
2. stimulate critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity.
3. design learning tasks that incorporate the information search process.
5. provide aids that help learners collect information and data.
6. use differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry.
7. apply appropriate interventions to help learners perform tasks that they cannot complete without assistance.

Goal: To ensure that the school library program is meeting its goals by performing assessments of student learning.

Objective: The LMS will assess student learning and revise instruction if necessary to achieve learning objectives.

Action Plan: The LMS will:

1. use formative and summative assessments, such as rubrics, checklists, observation, conferencing, and self-questioning, alone and with the collaboration of teachers.
2. solicit student input for the assessment of inquiry-based instructional units upon their completion.
3. revise information literacy instruction if deemed necessary to achieve the objectives of the school library program.

Adapted from Empowering Learners: Guidelines for School Library Programs

Roles of the Library Media Specialist

Teacher

As a teacher, it is the responsibility of the LMS to enable students to become “critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.” (ALA, 2009) Thus the LMS encourages students to be readers for both understanding and enjoyment, and supports them by providing information literacy instruction (both formal and informal) and engaging resources. More specifically the LMS guides students to:

- read for understanding, breadth and pleasure
- use information for defined and self-defined purposes
- build on prior knowledge and construct new knowledge
- embrace the world of information and all its formats
- work with each other in successful collaborations for learning

Information Specialist

This role is the next function that the LMS plays in the hub of the library. In this position it is the job of the LMS to ensure that all students have both intellectual and physical access to the library’s print and digital resources. It is important for the LMS to ensure that students have 24-7 access to the library’s digital resources. The LMS must always be a role model and teacher of all issues pertaining to copyright laws to ensure that students are ethical users of information.

Instructional Partner

It is the role of the LMS to be experts on the learning standards and curriculum at the school. The LMS needs to be very familiar with the content that the students will need to be accessing and researching. It is imperative that the LMS collaborates with teachers and administrators in order to ensure that the library is supporting the needs of the school.

Program Administrator

In this role, the LMS supports the overall mission and goals of the school. This means that the LMS is an active participant in developing the strategic plan, goals and policies of the school, and ensuring that the library’s goals are consistent with that of the entire learning community. The LMS partners with the principal and takes an active role in updating the principal on what the AASL standards are and how they are being applied within the curriculum. The LMS is responsible for the development and management of any staff or volunteers the library may have; as well as the financial, physical, and virtual resources. The LMS is a member of local and global professional organizations and forms relationships with local fundraising and student interest groups such as the Parent Alliance and the Newburyport Education Foundation (NEF).

adapted from Empowering Learners: Guidelines for School Library Programs

Standards and Curriculum Needs

The Newburyport School Libraries support the Information Literacy Standards for Student Learning.

Information Literacy Standards

[*Massachusetts Recommended Standards for PreK – 12 Information Literacy Skills*](#)

[American Association of School Librarians. Transforming Learning: AASL standards](#)

Curriculum

The LMS is knowledgeable of all curriculum standards and frameworks, and ensures that they are up-to-date with any changes to them. This is very important so that the latest curriculum standards and frameworks are used to create meaningful and authentic lesson plans, and so that the appropriate resources are available to the learning community.

The Newburyport Public Schools Curriculum for K-12 is currently being worked on and will be updated as soon as they are available. The current ones can be found at:

<https://www.newburyport.k12.ma.us/Curriculum--Instruction/Curriculum-Pages/index.html>

The Massachusetts Curriculum Frameworks can be found at:

<https://www.doe.mass.edu/frameworks/current.html>

The Common Core State Standards can be found at

<http://www.corestandards.org/>

In order to integrate AASL Information Literacy Standards into the curriculum, the LMS plans to:

- remain educated in all changes to the information literacy and curriculum standards and frameworks, and adjust library lessons and resources as necessary.
- attend grade level team meetings.
- meet and discuss curriculum with teachers and department heads on an informal basis.
- plan and evaluate lessons to meet the needs of the above standards and frameworks.
- collaborate with the learning community on material selection.
- promote new resource acquisitions for the school.
- play a key role at staff meetings.
- create and implement an assessment tool for library services.
- create a welcoming environment to all staff and students.
- encourage the use of professional materials for staff.
- attend professional seminars and workshops.

II. POLICIES FOR LIBRARY MEDIA PROGRAM

Selection Policy

Objectives

The main objective of our selection procedure is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.

The objective of the library media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

Material And Collection

All materials selected for the library will take into effect the diverse learners within our community. The authority and responsibility for the selection of Library materials is delegated to the certified Library Media Specialists, who are qualified for this activity by reason of education, training, and experience. Suggestions from administration, staff members, students and other Library users are encouraged and seriously considered in the selection process. We will all strive for a broad selection of materials to include, but not be limited to books, ebooks, periodicals, databases and other electronic materials.

Goals of Material and Selection:

The Library Media Center provides materials in a wide range of difficulty, in a variety of formats, representing multiculturalism and differing points of view. Materials shall be evaluated according to objective standards. Flexibility, open mindedness and responsiveness are required in the evaluation process. Consideration shall be given to expanding knowledge, changing social values, technological advances and cultural differences where appropriate. Some materials may be judged primarily in terms of artistic merit, scholarship or their value as human documents; others will be selected to satisfy recreational and entertainment needs. Different viewpoints on controversial issues will be acquired, including those which may have unpopular or unorthodox positions. The Library recognizes that those materials which offend, shock, or bore one patron may be considered pleasing, meaningful or significant by another.

Our Goals are to:

1. Enrich and support the educational, recreational, and informational needs of the users, taking into consideration their varied interests, abilities, and learning styles.
2. Represent differing viewpoints on a subject.
3. Reflect the problems, aspirations, attitudes, and ideals of a pluralistic society.
4. Support business, cultural, recreational, and civic activities in the community.
5. Stimulate self-understanding and skills.
6. Enhance job-related knowledge and skills.

7. Increase knowledge of and participation in the affairs of the community, the country, and the world.
8. Are appropriate to the level of the users. The collections for young people are aimed at meeting the diverse recreational, cultural, and informational needs of that segment of the population from infancy through adolescence. Materials are included to provide enjoyment, stretch the imagination, cultivate a love of books and reading, stimulate creative abilities, supplement study, and provide an awareness of the broad spectrum of moral and social values. Materials are selected which vary in format, content, and level to meet wide-ranging interests and demands, to help young people understand their own development, and to prepare them for informed participation in society.

Selection Responsibility

While selection of materials involves many people, including administrators, supervisors, teachers, library media specialists, students, and community residents, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the certificated library media personnel.

Selection Criteria

The LMS is a full partner in the curriculum developing process and thus is familiar with the resources that are necessary to support the curriculum and learning standards. The LMS must always keep in mind the many ways students learn to add diverse and rich resources in many different formats.

In selecting materials, the LMS will evaluate the existing collection, consult with teachers, principals, and other specialists within the school for recommendations. Reviews will come from the list of [selection tools](#) below before any resource is selected.

The following criteria should be met in the selection of print and non-print material:

- Educational significance; adherence to the curriculum
- Readability and accessibility to intended audience
- Need and value to the collection
- Scope and overall purpose
- Favorable [reviews](#) found in standard selection sources listed below
- Favorable recommendations based on preview and examination of materials by professional personnel
- Representation of diverse experiences and worldview
- Reputation and significance of author or producer and/or publisher
- Contribution the material makes to breadth of representative viewpoints on controversial issues
- Factual content is accurate, current, reliable and authoritative
- Reflect current research and meet current standards of excellence

- Degree of comprehensibility and user appeal
- Artistic quality and/or literary style
- Quality, format, and price
- Appearance of title in bibliographies, indexes, or recommended lists
- Appearance of the title in the Commonwealth eBook Collection
- Physical characteristics and durability
- Student interest
- The value of each work will be examined as a whole, transcending individual words, phrases, illustrations or incidents

The following kinds of material should be selected for the library media center (LMC):

1. Materials integral to the instructional program.
2. Materials appropriate for the reading level and understanding of students in the school.
3. Materials reflecting the interests and needs of the students and faculty served by the library.
4. Materials warranting inclusion in the collection because of their literary and/or artistic value and merit.
5. Materials presenting information with the greatest degree of accuracy and clarity possible.
6. Materials representing a fair and unbiased presentation of information. In controversial areas, the media specialist, in cooperation with the faculty, should select materials representing as many shades of opinion as possible, in order that varying viewpoints are available to students.

Recommendations and Reviews

Procedures

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared sources for selection.
2. In selecting materials to fulfill student and school community requests and support the educational, emotional, and recreational needs of library users, librarians will consult reputable, professionally prepared sources for selection.
3. Recommendations for purchase may involve administrators, teachers, students, district personnel, and community persons, as appropriate.
4. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.
5. Requests, suggestions, and reactions for the purchase of instructional materials shall be gathered from staff to the greatest extent possible and students when appropriate.

6. Reviews of proposed acquisitions will be sought in the literature of reputable professional organizations and other reviewing sources recognized for their objectivity and wide experience.
7. Materials will be examined by professional staff to the extent necessary or practicable to apply criteria.

Adapted from the *American Library Association* "Workbook for Selection Policy Writing".

Some of the tools listed below will be used in the reviewing process. They include, but are not limited to:

Professional Associations

American Library Association

Massachusetts Library Association

Basic Texts (latest editions available, including supplements):

Best books for Young Adults

More Book Lust: Recommended Reading for Every Mood, Moment, and Reason

Outstanding books for the college bound: titles and programs for a new generation

Children's Core Collection: a selection guide

Senior High Core Collection: a selection guide

Top 250 LGBTQ Books for Teens: Coming out, Being out, and the Search for Community

What do Young Adults Read Next?

Young Adult Fiction Core Collection

The Teen Centered Book Club

Young Adult Literature

University press books for public and secondary school libraries

Professional Reviews:

Booklist

The Boston Globe

Kirkus Reviews

Library Journal

The New York Times

Publisher's Weekly

School Library Connection

School Library Journal

Teacher Librarian

VOYA

YALSA Book Awards and Book Lists for Libraries

Special Bibliographies:

School Library Journal: [Best Books of the Year](#) (Nov. 2021 issue)

School Library Journal: [Top 10 Audiobooks of 2021](#) (Dec. issue)

School Library Journal: [Best Graphic Novels](#) (Dec. issue)

Booklist: [Booklist Editors' Choice: Adult Books](#) (Book, Print & Media Awards)

Booklist: [Booklist Editors' Choice: Adult Books for Young Adults](#) (Book, Print & Media Awards)

New York Times: [New York Times Children's Books](#)

NSTA: [Outstanding Science Trade Books for Students K-12](#), 2021 (Nov. 2021)

International Literacy Association: [Reader's Choice 2020](#)

YALSA: [2021 Best Fiction Books for Young Adults](#)

YALSA: [2021 Quick Picks for Reluctant Young Readers](#)

YALSA: [Outstanding Books for the College Bound](#)

Kirkus: [Kirkus Children's and Teen Book Reviews](#)

Guardian: [Children's Book Reviews](#)

The Children's Book Review: [The Children's Book Review](#)

[University Press Books Selected for Public and Secondary School Libraries](#) - These books are selected by an ALA committee of librarians who work with young adults.

[The Hub](#) - "Your Connection to Teen Collections" from YALSA. Help for finding resources for teen interests.

[A Diversity and Cultural Literacy Toolkit](#) - Help in selecting materials in order to create a diverse collection. By Kierra Parrott in School Library Journal, March 7, 2018.

[Cooperative Children's Book Center](#) - This site has bibliographies of children's books created by librarians and book reviews. By the University of Wisconsin at Madison.

[Children's Book Awards](#) - by the Association for Library Service to Children. This site has winners of the Newbery and Caldecott Awards.

[Juvenile Series and Sequels](#) - Find that missing book in the series. This is from the Mid-Continent Public Library.

[Kids Books Series](#) - Help in finding age and grade appropriate series.

[SOL: Spanish in Our Libraries](#) - An online newsletter for librarians who work with Spanish speaking patrons. There are useful tips for collection development. Also check out the related site PLUS which has Spanish language signs, bookmarks, and other library related materials.

Award Winners:

Newbery Medal, Caldecott, Coretta Scott King, Michael Printz, Batchelder Award, Belpre Illustrator Award, National Book Award, Pulitzer Prize, Boston Globe, Silbert Informational Book Medal, New York Times, Charlotte Zolotow Award, Horn Book Awards and others.

Acquisitions, Procedures, Vendors, and Compliance

Curriculum needs, learning standards, and user interests govern the acquisition of resources. The primary purpose of acquisitions is to meet user needs and interest in the timeliest and most cost effective way. In addition to traditional print and non-print resources, consideration for acquisitions will include networked or database membership fees, on-line costs, and site licenses. Whenever possible, resources are reviewed before acquisition. However, the nature of some resources precludes the opportunity of review, i.e., the library may choose to subscribe to additional resources, including digital resources like eBook collections and databases but is not responsible for the content that is selected or added to these resources, live teleconferencing, real time television, certain on-line services, web-based resources, etc. In these cases, the LMS will use professional resources for evaluation.

The LMS will make purchases determined through the selection process from wholesale suppliers of books such as Follett Library Resources. The goal of acquisitions is to acquire the selected materials from the vendor with the best accuracy, availability, speed and price.

Gifts, Weeding & Inventory

Gifts: Gifts and donations to the school library are accepted with the understanding that the decision for use and disposition of the materials and/or funds will be determined using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

Weeding: Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, school librarians should develop a collection maintenance plan that includes systematic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection. In order to keep a current and vibrant collection, it is imperative that the LMS weeds the collection on a regular yearly basis. The books that will be considered for weeding will be books that are:

- Outdated – and therefore inaccurate, misleading, stereotyped and obsolete
- Damaged – worn or dirty
- Low Use – based on circulation statistics and in-house use
- Reading Level

- Subject is no longer in demand
- Subject is superseded by newer information

In any of the above cases, the LMS will either:

- Discard - donate to Newburyport Public Library book sale, recycle, or destroy
- Repair – mend, clean, restore cover, rebind
- Try Again – move display, booktalk, recommend
- Replace - new copy, revised edition, different format
- Retain- purchase new materials as needed
- Review- professional tools and reviewing periodicals

The following reviewing periodicals will be used in guiding which books to weed:

- *CREW: a weeding manual for modern libraries*
- *Less is more a practical guide to weeding school library collection*
- *Weeding library collections: Library weeding methods*
- *The Weeding Handbook: A Shelf-by-Shelf Guide*

Inventory: An inventory of materials will be conducted annually using current library automation software.

Copyright Compliance - Media and Electronic

Newburyport Schools adhere to the Copyright Law. The LMC program assumes responsibility for the education of staff and students as to the legal guidelines for the reproduction and fair use of resources.

Legal and Ethical Use of the Computers

As with all other library materials, equipment and facilities, the Library's computers and networks are not to be used for unacceptable or illegal purposes. Matters considered to be illegal will be referred to appropriate authorities for consideration and possible prosecution. An example of unacceptable and illegal use includes, but is not limited to, the following:

Harassment of other users; abuse, damage or destruction of equipment, software, or data belonging to the Library or other users ("hacking"); disruption or unauthorized monitoring of electronic communications; unauthorized copying of copyright-protected material; violations of existing obscenity and pornography laws; violations of computer system security; unauthorized use of computer accounts, access codes or network identification numbers; violation of software license agreements; violation of network usage policies and regulations; violations of another user's privacy.

Users are not to post, upload or transfer illegal material; are not to use the Library's identity; and may not incur costs to the Library. Potentially offensive text or images are not to be displayed.

Sanctions

Violation of these policies is a serious matter and will be dealt with appropriately. Library staff will make a reasonable attempt to control unauthorized, unacceptable and/or illegal use. Lack of cooperation on the part of the user may result in loss of Internet privileges.

Violators of these policies may lose library privileges. Illegal acts involving Library computing resources may also be subject to prosecution by local, state or federal authorities. This policy is in effect for all schools. Please also see the Newburyport High School Electronic Devices Policy, which can be found in Section 5.3 of the Clipper Compass.

Intellectual Freedom

The Newburyport School endorses the following statement regarding intellectual freedom. It is taken from the joint statement made by the American Library Association (ALA) and the Association of American Publishers (AAP) entitled, [The Freedom to Read Statement](#) (in its entirety in Appendix B), which begins: “**The Freedom to Read** is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.”

The Newburyport Library Media Centers abide by the [Code of Ethics](#) of the American Library Association (Appendix C).

The Newburyport Library Media Centers abide by the [Library Bill of Rights](#) set forth for library professionals by the American Library Association (Appendix D); as well as, the [Interpretation of the Bill of Rights for Services to Minors](#) (Appendix E).

Censorship & Material Reconsideration Procedure

The primary responsibility for rearing children rests with parents. If parents want to keep certain ideas or forms of expression away from their children, they must assume the responsibility for shielding those children. Governmental institutions cannot be expected to usurp or interfere with parental obligations and responsibilities when it comes to deciding what a child may read or view.

Parents who believe that the current state of society and communications make it difficult to shield their children must nevertheless find a way to cope with what they see as that reality within the context of their own family. If a child borrows something from a library which that child's parent believes is inappropriate, the parents are encouraged to return the item and make use of the expertise of their librarian to locate materials they prefer, among the hundreds of thousands of choices most libraries make available.

American Library Association. (2013). Intellectual freedom and censorship Q & A. Retrieved from <http://www.ala.org/Template.cfm?Section=basics&Template=/ContentManagement/ContentDisplay.cfm&ContentID=60610>

Request for Reconsideration Procedure

1. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a library resource. Each complaint must first be addressed informally, then will follow the procedures of a formal request.
 - a. Challenged materials will not be removed from the collection during the reconsideration process.

2. Informal Complaint Process: Persons with a complaint about library print or digital resources should state their concerns to the school librarian or principal. This discussion may take place in person or via email. If staff members other than the principal or librarian receive a complaint, the complainant should be directed to the principal or librarian. The responding school employee will listen attentively to the complainant's concerns and attempt to resolve the issue informally.

a. As part of the discussion, the school employee will explain the library's selection policy, selection criteria, diversity of the collection with resources from many points of view, and the selection process. Additionally, each parent/guardian has the right to determine the appropriateness of library resources for their children and should accord the same right to other families.

b. If the issue cannot be resolved informally, the complainant will receive a Reconsideration Packet containing the following:

i. A copy of the school library's mission and vision statements

ii. The school library's General Selection Criteria

iii. The school Policy and Procedure for Handling Challenged Material

iv. [Request for Reconsideration of Materials form](#)

v. A checklist to be signed by both the complainant and the staff member with whom the informal complaint occurred.

c. The checklist and Reconsideration form must be completed and returned to the front office of the affected school before consideration will be given to the complainant.

d. If there are concerns about multiple items, a separate form must be completed for each complaint.

e. No library resources will be removed from the shelves as a result of an informal complaint. However, a parent can request for their student(s) to not be given access to a material, and their request will be honored.

f. If the completed and signed formal request for reconsideration form has not been received by the school within ten school days, the matter shall be considered closed.

3. Formal Complaint Process: When the Reconsideration form has been fully completed and returned to the affected school, the principal should notify the Superintendent, the certified librarian, and the building librarian (if not certified). All members of the reconsideration committee will also be informed. At least one meeting must occur in order to deliberate and come to a conclusion. The committee will be preselected each year.

a. The reconsideration committee should include the school principal, the certified librarian, the building librarian (if not certified), at least one language arts classroom teacher, and, optionally, members of the community with no ties to the complainant. The committee should consist of 5 or 7 people, in order to avoid a tie vote. This committee will be given time to review the materials in the Reconsideration Packet, as well as the challenged material in its entirety.

b. The committee should have a meeting scheduled within 10 school days after the principal receives the completed Reconsideration Form, bearing in mind that all committee members need to be informed of the need for consideration before the

meeting. The Superintendent should also be aware of when this meeting will take place, and is welcome to attend if his schedule allows.

c. The work in question will remain on library shelves and in circulation until a formal decision is made.

d. The certified librarian will secure copies of the resource being reconsidered for all committee members to review. Before a decision is reached, all members of the committee must read the work being reconsidered in its entirety.

e. The certified librarian will provide the reviewing committee with a short formal Intellectual Freedom training that explains a packet of materials, which includes the Reconsideration Committee's Evaluation of Instructional Materials Form, the Library Bill of Rights, the completed reconsideration form, reviews of the resource being reconsidered, and a list of awards or honors, if any. This packet has been created with assistance from the Department of Elementary and Secondary Education and the American Library Association's Office for Intellectual Freedom. The committee reserves the right to use outside expertise if necessary to help in its decision making.

f. The initial meeting will begin with a review of the committee's guidelines and procedures. Minutes will be taken at each meeting. There must be a school administrator present for the meeting to be official.

g. The complainant will be given the opportunity to give a verbal or written statement to the committee. Any quotes used must be cited with page numbers, which can be easily referenced by the committee. Members of the committee should be given the opportunity to ask the complainant questions. However, the complainant will not be able to participate in or observe the committee's deliberations.

h. During the initial or subsequent meetings, the committee will decide if the material aligns with the school library's philosophy and selection criteria. If so, the item can either remain in circulation, or the committee can choose to reinstate it with limitations (ie, move it to a different building, or make other restrictions). If the material is found to not align with the school library's philosophy and selection criteria, it will be removed. Members will vote using a secret ballot.

i. The committee will report their decision within five school days of the final meeting. The written decision will be sent to the complainant, the Superintendent, and all members of the reconsideration committee. The opinions of individual committee members will be kept anonymous in the written decision.

j. If the complainant is not satisfied with the conclusion of the reconsideration committee, a written appeal can be submitted to the School Board within ten school days. This appeal should be delivered to the Superintendent. If no appeal is received by the Superintendent within ten school days, the matter shall be considered closed.

4. Appeal to the School Committee: A decision on the complaint will be made at the next regular meeting or special meeting within 30 days of the written request to the superintendent. The school committee will follow the steps set forth in their [School Committee Policy Manual](#), under Section I "Instruction", pages 28-29.

a. The Board reserves the right to use outside expertise if necessary to help in its decision making.

b. The chair-person for the Reconsideration Committee will present their conclusion, and the complainant or designee will present the petitioner's position.

c. The Board decision will be final, and the Superintendent will implement the decision.

d. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

Children's Internet Protection Act (CIPA)

Newburyport District Schools receives some federal funding for internet access through the "E-Rate" program and fully abides by the CIPA Law.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding support for Internet access or internal connections from the "E-rate" program – a program that makes certain technology more affordable for eligible schools and libraries. In early 2001, the Federal Communications Commission (FCC) issued rules implementing CIPA.

What CIPA Requires

- Schools and libraries subject to CIPA may not receive the discounts offered by the E-Rate program unless they certify that they have an Internet safety policy and technology protection measures in place. An Internet safety policy must include technology protection measures to block or filter Internet access to pictures that: (a) are obscene, (b) are child pornography, or (c) are harmful to minors, for computers that are accessed by minors.
- Schools subject to CIPA are required to adopt and enforce a policy to monitor online activities of minors; and
- Schools and libraries subject to CIPA are required to adopt and implement a policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

Schools and libraries are required to certify that they have their safety policies and technology in place before receiving E-rate funding.

- CIPA does not affect E-rate funding for schools and libraries receiving discounts only for telecommunications, such as telephone service.
- An authorized person may disable the blocking or filtering measure during any use by an adult to enable access for bonafide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

Information obtained from <http://www.fcc.gov/guides/childrens-internet-protection-act>

III. Appendices

Appendix A: [Library Request for Reconsideration of Material Form](#)

Filling out this form, in full, is the first step in the process of addressing concerns about a specific book in the library. The process will not move forward until this form is fully completed.

Name: _____

Address: _____

Phone: _____ Email: _____

This represents the opinion of: ☐ Yourself

☐ A group/organization (please identify): _____

☐ A student (please give name and grade level): _____

Material being challenged

Title: _____ Author: _____

Publisher: _____

1. What brought this resource to your attention?

2. Have you read the entire resource being challenged?

☐ Yes ☐ No (if not, please do so before completing this form)

3. Have you read the district's collection management policy?

☐ Yes ☐ No (if not, please do so before completing this form)

4. List specific examples, with page numbers, of passages that are objectionable (attaching another page is acceptable):

5. What do you think the outcome of using this resource could be?
6. What age group would you recommend this resource for?
7. What resource of equal quality would you recommend that could be used to teach similar subject matter? This would replace the resource being questioned.
8. Have you found any resources (online articles, etc.) that support your complaint? Please share them.
9. Of the three resolutions defined by district policy, which is the preference you are seeking by this Request for Reconsideration?
- ☐ The material aligns with the school library's philosophy and selection criteria and shall not be removed or restricted.
- ☐ The material does not align with the school library's philosophy and selection criteria and shall be removed or restricted.
- ☐ The material aligns with the school library's philosophy and selection criteria, but it should be limited to conditions specified by this committee.
10. Please share any additional information about this resource:

Complainant's Signature: _____ Date: _____

School Administrator's Signature: _____ Date: _____

Building Librarian's Signature: _____ Date: _____

The committee will review your request and contact you with a decision. Please allow ten school days, or more, for a response.

RECONSIDERATION COMMITTEE'S EVALUATION OF INSTRUCTIONAL MATERIALS

Title _____

Author _____

A. PURPOSE

1. What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?
2. Will the reading/viewing/listening to this material result in a more compassionate understanding of human beings?
3. Does the material offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?
4. Are any questionable elements of the story an integral part of a worthwhile theme or message?

B. CONTENT

1. Does the material avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?
2. When factual information is part of the material, is it presented accurately?
3. Is prejudicial appeal readily identifiable by the potential user?
4. Are concepts presented appropriate to the ability and maturity of the potential users?
5. Does the material offend in some way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
6. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for young people?
7. If there is use of offensive language, is it appropriate to the purpose of the text?

Checklist for Reconsideration of Materials -2

8. Is the material well written or produced?

9. Does the material make a significant contribution to the history of literature or ideas?

10. Are the illustrations realistic in relation to the information?

C. RECOMMENDATION:

1. What is your reaction to the material as a whole?

2. What is your recommendation concerning the disposition of this material?

3. What is the rationale on which you base your recommendation?

Name: _____

Signature _____ Date _____

Reconsideration Committee Final Report

1. Committee members names and affiliations:

2. Has every member of the committee read the material entirely? If not, why?

3. Resources consulted: (include policies, articles, reviews etc.)

4. Reconsideration committee recommends

5. Justification and comments: (include majority and minority positions)

Signature of Committee Chair _____ Date _____

Reconsideration Packet Checklist

As someone who is preparing to submit a formal request to reconsider the selection of a book in the Newburyport School District library collection, I have received the following materials:

- ☐ A copy of the district's Mission Statement, Beliefs and Values
- ☐ The school library's General Selection Criteria
- ☐ The school Policy and Procedure for Handling Challenged Material
- ☐ Request for Reconsideration of Materials form
- ☐ Reconsideration Committee's Evaluation of Instructional Materials Form

The Request for Reconsideration of Materials must be fully completed and returned to the school office within ten school days of the date it was received. If the form is not received fully completed within that time frame, the matter will be considered closed.

Complainant's Signature: _____ Date: _____

School Administrator's Signature: _____ Date: _____

Appendix B: SCHOOL DISTRICT MISSION STATEMENT, BELIEFS AND VALUES

Section A: Foundations and Basic Commitments	File: AA-B
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Mission

The mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life- long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Beliefs

We believe that

- Each person is worthy of respect
- A strong community celebrates individual uniqueness
- Each individual has inherent worth
- Opportunity stems from adversity; growth from mistakes
- Through reflection we gain understanding
- Compassion and empathy build community
- Everything can be done with kindness
- Individuals are responsible for their own actions
- Attitude has power
- We have an obligation to serve one another
- Trusting relationships require clear and open communication
- A community is responsible for its individuals
- Education is fundamental to an empowered, evolving society

Clipper Values

Respect

- Am I showing respect for myself?
- Am I showing respect for the rights and worth of others? Am I showing respect for school and community property? Am I showing respect for the environment?
- Am I showing respect for others' views?
- Am I respectful in my written and spoken communication to others?

Kindness

- Am I showing kindness by treating others the way I want to be treated?
Am I showing kindness by promoting the welfare of others?

- Am I showing kindness by being patient with others?
- Am I showing kindness by acting with empathy and compassion?

Innovation

- Does my work stretch my understanding?
- Am I approaching problems in new and different ways? Are we advancing innovation in all areas?
- Do I foster and celebrate creativity in all of its different forms? Do I understand the purpose of innovative practice?
- Is the innovative practice rigorous as well as creative?

Perseverance

- Do I know how to approach a problem without a clear answer? Am I willing to take risks?
- Do I recognize what is holding me back? Do I set goals for myself?
- Am I able to use strategies to overcome challenges? Am I doing my personal best?

Responsibility

- Do I accept responsibility for my actions and my words?
- Do I accept responsibility for contributing to my class or group? Do I accept responsibility for my personal growth?
- Do I accept responsibility for making ethical choices?
- Do I accept responsibility for contributing to my local or global community? Do I take ownership of my responsibilities?

Reflection

- Do I think before I act?
- Do I give sufficient time for reflection before I take action?
- Am I willing and able to make change and act based on the feedback I receive? Do I value my own work and that of others?
- Do I have an understanding of my learning style, strengths and weaknesses? Do I define success in a variety of ways?

Appendix C: Freedom To Read

The Freedom to Read is essential to our democracy. We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and

teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>

Appendix D: Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staff. Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment. We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.

Appendix E: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.
Inclusion of "age" reaffirmed January 23, 1996.

Appendix F: Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library's failure to acquire materials on the grounds that minors may be able to access those materials diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, social media, online applications, games, technologies, programming, and other formats. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them. Libraries and their library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether or not content is constitutionally protected.

Article VII of the Library Bill of Rights states, "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use." This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Libraries and their governing bodies cannot assume the role of parents or the

functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor's access to materials.

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Brown v. Entertainment Merchant's Association, et al. 564 U.S. 08-1448 (2011).

Erznoznik v. City of Jacksonville, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S. 503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

"Privacy: An Interpretation of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy>)," adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019.

"Libraries: An American Value (<http://www.ala.org/advocacy/intfreedom/americanvalue>)," adopted on February 3, 1999, by ALA Council.

"Rating Systems: An Interpretation of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/rating-systems>)," adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 under previous name "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

Appendix G: Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's Library Bill of Rights apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery. Major barriers between students and resources include but are not limited to: imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats;

requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

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