

LIBRARY MEDIA SERVICES

POLICY AND PROCEDURES MANUAL

Conestoga Valley School District



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PURPOSE OF THE POLICY AND PROCEDURES MANUAL

The purpose of the policy and procedures manual is to provide a guide for the operation of the school library media program. The manual will be updated periodically to reflect the changes in information format and delivery.

PHILOSOPHY

In a world of exponential information growth and continual technological advancement, student learning needs to shift from passive memorization of facts to authentic learning. Information literacy and critical thinking are essential if students are to live successfully in our rapidly changing, information-oriented society.

Students need to develop literacy skills, the motivation to take responsibility for their own lifelong learning and to share ideas collaboratively. Information literate students are effective, ethical users and creators of information in a variety of formats. The school library provides equitable access to resources and opportunities for all students to attain information literacy skills in order to foster lifelong learning.

MISSION STATEMENT

The mission of the library media program is to provide equitable opportunities to students and staff to share knowledge and participate ethically and productively as members of our democratic society.

GOALS OF THE CONESTOGA VALLEY SCHOOL DISTRICT LIBRARY MEDIA PROGRAM

- To provide access to a collection of carefully selected and systematically organized diverse learning resources representing a wide range of subjects, viewpoints, levels of difficulty, formats and technologies
- To maintain a commitment to the right of intellectual freedom to information
- To curate information and materials from outside the school library media center that allow for virtual, 24/7 access to online databases and digital resources, as well as interlibrary loan services
- To provide resources and authentic learning activities that increase student literacy while accommodating a wide range of differences in teaching and learning styles, interests, and capabilities
- To provide a program of instruction that is integrated into the curriculum to foster literacy competence, stimulate interest and promote life-long learning
- To collaborate as essential learning partners within the school community
- To provide leadership and assistance to develop a community of readers

PROGRAM INTRODUCTION

- Each school in Conestoga Valley School District has a library media center staffed by a certified professional library media specialist
- Conestoga Valley School District libraries are open each school day with extended hours at the secondary level
- Conestoga Valley School District libraries have a wide variety of print and digital resources available

SERVICES OFFERED BY THE LIBRARY MEDIA SPECIALISTS

INFORMATION ACCESS AND DELIVERY SERVICES

- Organize a systematic, user-friendly collection of resources for student and teacher use
- Supply additional resources through interlibrary loan via the district union catalog and Access Pennsylvania
- Curate digital resources including online databases and free Web resources for 24/7 access
- Assist in the identification, location, and interpretation of information housed both within and outside the physical library media center
- Communicate with patrons about new materials, technologies and services to meet their information needs

LEARNING AND TEACHING SERVICES

- Teach information literacy as an integral part of the district curriculum in order to promote student achievement
- Differentiate instruction to support the diverse abilities, learning styles, interests and needs of all students
- Collaborate with teachers to plan, deliver, and evaluate instruction in information literacy and communication skills
- Integrate technology for learning and instruction

- Assist and encourage students in the selection of materials for personal and aesthetic growth

INSTRUCTIONAL CONSULTANT SERVICES

- Support the mission, goals, objectives and continuous improvement of the district
- Serve on district, building level, department and curriculum review committees
- Present staff development on library media resources and information literacy
- Provide teacher assistance in the acquisition and assessment of instructional materials to enhance classroom instruction
- Collaborate with teachers to design and deliver instruction that achieves common core standards

BUDGET AND ACQUISITIONS

DISTRICT FUNDING

- The district fiscal year runs from July 1 through June 30
- The individual building principal allocates the budget to operate the library
- Building librarians advocate for funding at the exemplary level according to *Pennsylvania Guidelines for School Library Information Programs*
- Funding from various district accounts provides for some of the library technologies
- When possible, librarians consolidate orders through the district library coordinator in order to take advantage of group discount rates

OTHER FUNDING

- Students who lose materials are expected to pay for replacements
- Librarians may conduct book fairs to raise funds to purchase materials for the library
- Librarians are encouraged to pursue grant opportunities to fund special programs and initiatives
- Parent organizations may fund special library programs

GIFTS AND SPONSORED MATERIALS

The library accepts gifts of books, magazines, and audiovisual materials with the provision that the library media specialist will decide the disposition of them as deemed fit. Gift items will be acceptable for the collection when they meet the same selection standards as original purchases, require no special conditions, and may be disposed of when warranted. An item will not be added to the collection solely because it is a gift.

- The library media specialists will review all gifts and donations prior to acceptance
- To be acceptable, donated materials must be of the quality to meet the standards established in the district selection policy, and the donor must agree to the district policy regarding gifts
- The library media specialist is not required to establish a monetary value for the donation
- The library media specialist will issue a receipt for accepted donated materials
- It is understood that gift collections will be integrated into the library collection and do not warrant special housing
- Gift materials that become outdated or worn may be discarded
- Any unsolicited materials will be disposed of in the manner most convenient to the library media specialist

Conestoga Valley School District Library Donation Receipt

The _____ Library gratefully acknowledges receipt of:

Material type	Number of items
Books	
Periodicals and Journals	
Other (CDs, DVDs, etc.)	

I understand that the library may not add the materials to the library collection. The library has the right to apply standard processing to items accepted and dispose of items not needed.

Donor: _____

Organization: _____

Address: _____

Contact Telephone Number: _____

Donor Signature: _____ Date _____

ORDERING

- The district budget operates from July 1 through June 30
- District funding should be spent in a timely manner because the budget may be frozen in mid-spring
- Library media specialists may request monthly budget account statements from the Accounts Payable department at the district office to assist in monitoring expenditures
- Each library media specialist is responsible for electronically generating and submitting purchase orders using the designated budgetary account numbers
- Purchase orders are approved through an established chain of command

PRINT RESOURCES

Books

- Each library media specialist chooses book vendors without limitation
- Library media specialists may choose to purchase full cataloging and processing
- It is the responsibility of each library media specialist to ensure that MARC records for new books are added to the ACCESS PA database

Periodicals

- The choice of periodical subscriptions for each school is at the discretion of the building library media specialist
- Periodical subscriptions from all schools are combined and ordered in early spring on a joint purchase order generated at the district office

OTHER RESOURCES

- Subscription databases require an annual renewal fee, and are purchased at the discretion of the library media specialist
- Other materials in digital format are purchased as needed at the discretion of the library media specialist
- When all library media specialists express interest in the same resource, the district library coordinator may explore the benefit of a joint purchase

CATALOGING AND PROCESSING

CATALOGING

- All library resources should be cataloged so that patrons can easily access the collection via *Destiny*, the Online Public Access Catalog (OPAC)
- Full and accurate cataloging of all print and digital resources is essential
- Cataloging is the professional responsibility of the library media specialist
- MARC records may be original, purchased from a vendor, or downloaded from a reputable online database
- Recommended online sources for MARC records are Follett's *Alliance +* and the ACCESS PA database
- MARC records may be downloaded from another source; however, it remains the professional responsibility of the library media specialist to verify the accuracy of those records
- Resources for professional cataloging include the most recent editions of *Dewey Decimal Classification*, *Sears List of Subject Headings*, and *MARC Bibliographic Format Guide*

MAINTAINING THE ONLINE CATALOG

- An accurate online catalog is essential because patrons rely on the OPAC to locate library materials
- Library media specialists are responsible for maintaining up-to-date and accurate full MARC records for all library resources
- When a new edition of *Sears List of Subject Headings* is released, librarians will revise subject headings as necessary

PROCESSING

- Before materials can circulate, they must be processed to make them shelf ready
- Specific written processing instructions are available in each library
- Each item must be marked with the ownership stamp, have a barcode and spine label affixed, and a theft detection strip added at the secondary level
- Typically dust jackets are covered in protective material
- All materials purchased with federal funds must be marked accordingly

REBINDING

- When the pages of a book are in good condition, but the binding has become worn, it may be cost effective to have these books rebound
- Rebinding should be given serious consideration for out-of-print or expensive titles
- Books to be rebound are sent to the high school library at the end of the school year to be consolidated into one order
- Books that have been rebound may require additional processing at the building level

CIRCULATION

The Conestoga Valley School Board has established a library with free and open access in each school building. Conestoga Valley libraries offer on-site resources, materials from other district libraries connected through an online union catalog, and interlibrary loan service through ACCESS PA.

PATRON DATABASE

- An up-to-date patron database must be maintained at each library to efficiently monitor circulation of library materials
- Student library patrons are assigned a barcode number based on their district student identification number
- Faculty, staff, and community members are assigned a barcode number at the library they patronize
- *Destiny Library Management System* protects the privacy of all patrons

CIRCULATION PERIODS

- The length of time that items circulate is based on the nature of the material, its format, and the demand for use
- Loan periods are determined by the library media specialist at each individual library
- Renewals are permitted at the discretion of the individual library based on the criteria listed above.

CARE AND RETURN OF MATERIALS

- Proper use and care of library materials is the responsibility of the borrowing library patron
- The concept of returning library materials on time and in good condition is tied into CV's Character Education "Trait of the Month" program with the emphasis on *responsibility*
- Notices may be sent weekly or biweekly as a courtesy to remind patrons of resources that are overdue

LOST OR DAMAGED MATERIALS

- School board policy expects patrons to make full restitution for materials they have lost or damaged
- The charge for lost or damaged library materials will be the original price of the item
- The original price is listed in the copy information of the MARC record and can be shown on the overdue notice
- A full refund will be issued if lost materials are returned within the same school year

INVENTORY

- It is desirable to conduct an inventory of the entire collection each year using the inventory schedule established at each library
- The purpose of conducting an inventory is to maintain an up-to-date record of library holdings and to assess the collection
- Each school library should conduct periodic inventories at the end of the school year or on a continuous basis throughout the school year, with as little disruption to the library program as possible
- Instructions for conducting an inventory are available through the Follett Software Company

STUDENT DISCIPLINE

- The Conestoga Valley School Board has established a discipline code, available in the district handbook, or on the CV Website:
<http://www.cvsd.k12.pa.us>
- Each school in the district may have additional rules and regulations, which are also considered library media center policy
- Maintaining a safe environment conducive to learning is the responsibility of administrators, faculty, staff and students
- Library patrons using the Internet are expected to abide by the Acceptable Use Policy as set forth by the district
- It is board policy that persons may be restricted from using the libraries if their behavior is disruptive to operations

INTERNET

As a source of information, CVSD library media centers provide Internet access. Library media specialists recognize the usefulness of information found on the free Web. Library media specialists are not responsible for the accuracy, authenticity, currency, availability, or completeness of information found on the Internet.

DISTRICT GUIDELINES

- Conestoga Valley students must sign the district acceptable use policy (AUP) before logging on to the district network
- Conestoga Valley School District abides by the Children's Internet Protection Act (CIPA), therefore filtering measures are in place
- Internet communications cannot be considered secure or private nor can it be assumed that the information accessed will be reliable and appropriate

ROLE OF LIBRARY MEDIA SPECIALISTS

- Library media specialists provide students with guidelines and instruction to help them locate appropriate information on the Internet
- Library media specialists provide instruction on how to use the Internet in a responsible and discriminating manner as students independently conduct research
- It is ultimately the responsibility of patrons to discern the reliability and usefulness of information accessed on the Internet

STUDENT USE

- Students are expected to demonstrate social responsibility and to follow ethical rules of digital citizenship when posting or creating information to share online
- Internet access and use of district technologies will be limited in the following ways:
 - Academic use will always have priority over recreational use
 - Printing privileges are restricted to academic use though exceptions may be made at the discretion of the library media specialist

COPYRIGHT POLICY

814 CV SCHOOL BOARD POLICY

The Board of School Directors recognizes that the Copyright Law (Title 17, United States Code) sets forth the conditions for use/reproduction of copyrighted materials. The Board instructs all employees to comply with those regulations.

Conestoga Valley library media specialists comply with United States Copyright Law as directed by the Conestoga Valley School Board and encourage all district employees and library patrons to assume responsibility for compliance with this policy.

As a reminder, a copyright infringement notice (18 point type or larger) will be posted on, or in close proximity to, all copying devices in the library media center.

Sample notice:

<p>NOTICE</p> <p>The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. The person using this equipment is liable for any infringement.</p>
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Source:

Becker, Gary H. *©Copyright: A Guide to Information and Resources*. 3rd ed. Lake Mary: Becker, 2003.

Print.

FAIR USE BY EDUCATORS

Fair use permits the copying of a limited amount of material without permission from, or payment to, the copyright owner. Four criteria determine whether copying can be done legally under the provision of *Fair Use*. The courts use the following four criteria to determine *Fair Use* and ALL FOUR criteria must be met before copying of any material is allowed.

1. The purpose and character of the use: commercial or nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market

AUDIO/VISUAL USE

The U.S. Copyright Act of 1976, Section 110 provides an exemption for educators who want to show videos or DVDs in their classrooms. This law is commonly known as the “classroom exemption” and provides the basis for responsible and lawful use of videos in an educational setting, providing certain criteria are met. There are four criteria that must be met before educators can legally use a video or DVD in their classrooms. The Copyright Act states that the performance of an audio-visual work **“by instructors or pupils”** of a **“non-profit educational institution”** in the course of **“face-to-face teaching activities”** in a **“classroom or similar place devoted to instruction”** is exempt from the copyright holder’s exclusive right to perform an audio-visual work.

If all conditions of the classroom exemption are met, it is permissible to show a legally obtained video or DVD in a classroom or library media center without obtaining permission from the copyright holder even if a label stating “For Home Use Only” appears. The “classroom exemption” supersedes these written warnings. However, if videos are shown purely as entertainment as a reward, a filler activity, or for a family fun night it is strongly recommended that that schools participate in the movie licensing agreement*. A Public Performance Site License allows entertainment films that are produced for "Home Use Only" to legally be shown in a public setting outside the parameters of the “classroom exemption” guidelines.

*Movie Copyright Compliant Public Performance Site License

<http://www.movlic.com/schools.html>

INFORMATION ETHICS

CV library media specialists understand and value the concept of intellectual property, and teach students to do the same. Students are expected to use the words and ideas of others in an ethical manner.

CITING SOURCES

- Library media specialists model and teach the ethical use of information and the mechanics of properly citing print and digital resources
- MLA documentation style is the standard for all Conestoga Valley students
- High school students use APA documentation style for science classes

PLAGIARISM

- Plagiarism, which is unethical and unacceptable, includes directly copying the work of another, failing to credit another's work or ideas, or improperly documenting sources
- Library media specialists work collaboratively with teachers to monitor students' ethical use of information to establish a culture of academic integrity

PUBLIC RELATIONS

Good public relations require a conscious and continuous effort. It is essential for library media specialists to proactively promote services and programs in order to build collaborative partnerships with students, teachers, parents, staff, administrators, and community members. It is beneficial to promote twenty-first century libraries as information rich centers with multiple technologies that are relevant to the information needs of the community. Any information released to the public should be channeled through the building principal and Conestoga Valley District public relations personnel.

GOALS OF PUBLIC RELATIONS

- Increase public awareness of programs, personnel, and services
- Create and enhance the image of Conestoga Valley libraries as information rich centers offering multiple technologies
- Reach new patrons
- Create a positive, inviting environment
- Ensure accessibility to resources
- Network with other libraries
- Promote new technologies and resources
- Advocate for support of Conestoga Valley libraries and programs

SUGGESTIONS FOR PUBLIC RELATIONS

- Collaborate with teachers
- Display appropriate library signage
- Create attractive displays and bulletin boards
- Host author visits
- Manage book fairs
- Collaborate with Lancaster County Public Libraries
- Organize special reading incentive programs
- Offer extended hours
- Include library-related dates on the district calendar
- Promote and support remote access to library resources
- Promote new resources
- Compile specialized recommended reading lists
- Serve on building-level and district-level committees
- Present at new teacher induction
- Provide staff development

VENUES TO ADVERTISE PUBLIC RELATIONS

- District, building, and library newsletters
- Email notices
- Building signboards
- School announcements
- CV district Websites
- Local newspapers and TV coverage
- Library Web pages
- Social networking sites

SELECTION POLICY

SELECTION POLICY INTRODUCTION

Selection of materials for the school library media center is a continuous process. When selecting materials to purchase in both print and digital formats, the library media specialist evaluates the existing collection, reviews current curriculum, consults professional publications, reviews sources and bibliographies, and considers recommendations from teachers, administrators, students and parents. It is the individual building library media specialist who is responsible for the final evaluation and selection of materials based upon the selection criteria outlined in this policy and the principles of the American Association of School Librarians' *School Library Bill of Rights for School Library Media Programs*.

It is the responsibility of the school library media professional to systematically build a dynamic collection of resources appropriate to the interests, development and maturity levels of the students served. These collections provide resources which support curriculum and are consistent with the philosophy, goals and objectives of Conestoga Valley School District.

SELECTION POLICY OBJECTIVES

The library media specialists provide a collection of materials in both print and digital formats to enrich and support the curriculum and to meet the needs of the school community served. It is the professional responsibility of the library media specialist to:

- Provide print and digital resources that will increase student learning, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served
- Provide print and digital resources that will stimulate personal growth, create new understandings, enhance literary appreciation, and increase knowledge, as well as support aesthetic and societal values
- Provide print and digital resources on various sides of controversial issues so that young citizens may have an opportunity to develop, with guidance, the practice of critical analysis and to make informed judgments in their daily lives
- Provide diverse print and digital resources representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and the world community
- Develop a collection of popular, high-interest print and digital resources that encourage students to read for pleasure and personal growth

RESPONSIBILITY FOR SELECTION

The responsibility for the selection and purchase of library media materials rests with the professional, certificated library media personnel in each school library.

CRITERIA FOR SELECTION

The following criteria will be used as they apply:

- Intellectual content: Scope, arrangement and organization, relevance and accuracy of information, special features, and overall value to the collection
- Philosophy and goals of the district: Resources support and are consistent with the educational goals of the district, with goals and objectives of individual buildings, and specific courses and programs
- Characteristics of the patrons: Resources are appropriate for the age, emotional development, ability levels, learning styles, and social development of the students for whom they are selected

District library media specialists shall use the following criteria as a guide in the selection of resources:

- Educational significance
- Contribution the subject matter makes to the curriculum and the interest of the students
- Favorable reviews found in standard selection sources
- Favorable recommendations based on an examination of materials by professional personnel
- Reputation and significance of the author, producer, and/or publisher
- Validity, currency, and appropriateness of material

- Contribution the material makes to the breadth of representative viewpoints on controversial issues
- High degree of potential user appeal
- High artistic quality and/or literary style
- Quality and variety of format
- High standards of quality in factual content
- Appropriateness for age, ability, and developmental level of intended patrons
- Accurate representation of religious, ethnic, and cultural groups that contribute to our national heritage and world community
- Value commensurate with cost and/or need

PROCEDURES FOR SELECTION OF LIBRARY MEDIA RESOURCES

- Professional personnel will evaluate available resources and curriculum needs when selecting learning resources, and will consult reputable, professionally-prepared selection resources which may include:
 - *ALA Book, Print & Media Awards*
 - *Best Books for Children* (Bowker)
 - *Best Books for Young Adults* (ALA)
 - *The Best in Children's Books*
 - *BookLinks*
 - *Booklist*
 - *Bulletin of the Center for Children's Books*
 - *Children and Books* (Pearson)
 - *Children's Books of the Year* (CSA)
 - *Children's Catalog*
 - *Horn Book Magazine*
 - *Kirkus Reviews*
 - *Library Journal*

- *Notable Books for Children (ALA)*
 - *Pennsylvania Young Reader's Choice Awards*
 - *Publishers Weekly*
 - *Reading Teacher*
 - *School Library Journal*
 - *Senior High School Library Catalog (Wilson)*
 - *Voice of Youth Advocates (VOYA)*
-
- Materials for library media centers are selected by the professional library media staff with due regard to recommendations from the administrators, faculty, students, parents, and members of the community; final selection is made by the library media specialist of each school library
 - Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria
 - Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value

COLLECTION EVALUATION AND WEEDING

PURPOSE OF COLLECTION EVALUATION

The Conestoga Valley School District recognizes the importance of maintaining a collection of current, appropriate and useful materials in the library media centers. The process is a planned, thoughtful action undertaken to keep the collection current, reliable and visually appealing. Therefore, a periodic evaluation of the collection will be performed in order to remove or replace materials that are no longer useful. Weeding the collection (also known as deselection) requires professional judgment and is therefore the responsibility of the certificated library media specialist in each building. The following guidelines have been developed to aid in the weeding process.

WEEDING GUIDELINES

Weeding by Physical Condition

- Worn-out books: dirty, brittle, yellow pages; missing pages; tattered covers, etc.
- Damaged book bindings: soft, pulpy paper and/or shoddy binding
- Improperly printed works
- Books of antiquated or unpleasant appearance that would discourage use
- Books with a malfeasant odor

Weeding of Superfluous or Duplicate Volumes

- Unneeded duplicate titles
- Older editions superseded by new revisions
- Non-curricular highly specialized books (when library holds more general or up-to-date volumes on the same subject)
- Ephemeral books no longer relevant or appealing to current patrons

Weeding Based on Inferior Content

- Information is dated
- Information is inaccurate
- Stereotypes or biases are present

Weeding According to Use

- Nonfiction: Book has not been checked out within last 7 years
- Fiction: Book has not been checked out within last 5 years (classics excluded)

Weeding Based on Copyright Date

- Categories of Books that May Be Quickly Outdated:
 - 000s: computer
 - 100s: psychology (especially popular literature)
 - 300s: college and career materials
 - 500s: astronomy, chemistry, physics, biology
 - 600s: electronics, engineering, health, technology
 - 900s: popular biographies

- Categories of Books not Quickly Outdated:
 - Dictionaries
 - Biographical sources
 - Literary criticism
 - Literary classics
 - Foreign language literature
 - Art books
 - Local history/geography
 - Books providing general principles of a subject or discipline

DISPOSAL OF WEEDED MATERIALS

- Remove all school and library identification
- Stamp “Discard” or “Outdated”
- Package for disposal
- Remove records from circulation system and ACCESS PA database

As a rule, discarded materials should not be given to students or to local organizations for resale as this may result in poor public relations. It is best to dispose of discards with as little fanfare as possible.

LIBRARY MEDIA COMMITTEE POLICY

As stated in the Conestoga Valley School District Policy Manual a library media committee will be established in each school. It is the responsibility of the library media specialist to have in place a building level library media committee. The library media specialists will forward a list of the committee members' names, addresses and phone numbers to the district library coordinator by September 30th of each year.

The library media specialist acts as the chairperson of the building level committee. Typically other members of the building level committee include:

- Principal
- Teachers representing a variety of grade levels or subject areas
- Parent(s)
- Community member(s)
- Student(s) at upper grade levels

The role of the library media committee is to review and uphold the philosophy and policies of the District. Committee members act as the reconsideration committee whose roles and responsibilities are outlined in the selection policy.

PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

REQUEST FOR INFORMAL RECONSIDERATION

The school receiving a complaint regarding a library resource will first try to resolve the issue informally.

1. The library media specialist receiving a complaint regarding a library resource will explain to the complainant the district's selection procedure, criteria, and qualifications of those persons selecting the resource
2. The library media specialist, principal, or other appropriate staff will explain the literary, informational or educational value of the specific resource in question
3. If the complainant decides to file a formal challenge, the library media specialist will provide the complainant with a *Request for Reconsideration of Library Resources* form and follow the procedures outlined below

REQUEST FOR FORMAL RECONSIDERATION

Preliminary Procedures

1. Each school will have in place a library media committee
2. Each school will keep on hand and make available *Request for Reconsideration of Library Resources* forms
3. All formal challenges to library resources must be made on the *Request for Reconsideration of Library Resources* form, signed by the complainant, and returned to the building library media specialist
4. The library media specialist informs the building principal and CV Library Media Coordinator that a written request for a formal reconsideration of library resources has been received
5. The library media specialist uses the [ALA online form](#) to report challenged material
6. The library media specialist will inform the Director of Curriculum and Instruction, and if appropriate, the Director will inform the Superintendent that a formal request for reconsideration of library resources has been received
7. If the formal request for reconsideration is initiated by an individual, a building library media review committee will be convened
8. If the formal request is initiated by a group or organization the Superintendent may appoint a district level committee to review the challenged resource

Building Level Reconsideration Committee

1. Members of the building level library media committee will serve as members of the reconsideration committee
 - a. The building reconsideration committee is comprised of the building library media specialist, the building principal, teachers, parents, community members, and students when appropriate
 - b. The library media specialist is the committee chair and will convene a meeting in a timely fashion
2. The library media specialist will inform the Director of Curriculum and Instruction of the date when the reconsideration committee is to convene

District Level Reconsideration Committee

1. The Superintendent will appoint members to the district level reconsideration committee
 - a. The district level reconsideration committee may include the Director of Curriculum and Instruction, CV Library Media Coordinator, the library media specialist from the local school, members from the various building committees (teachers, parents, community members, students), school board member(s), and others as deemed appropriate
 - b. The Superintendent will appoint the committee chair, typically the Director of Curriculum and Instruction
2. The chair shall contact members and convene a meeting in a timely fashion

Procedures for Dealing with a Reconsideration Request Received from an Individual

1. The building level reconsideration committee will:
 - a. Examine the challenged resource
 - b. Determine professional acceptance by reading critical reviews of the resource
 - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
 - d. Discuss the challenged resource in the context of the educational program
 - e. Discuss the challenged resource in the context of pleasure reading considering the interest-level and maturity of students
 - f. Discuss the challenged items with the individual complainant when appropriate
 - g. Formulate a recommendation
2. The building principal and the library media specialist carefully consider the committee's recommendation as they reach a decision concerning the disposition of the challenged material
3. The building principal prepares a written report
4. The building principal informs the complainant of the decision

5. The building principal retains the written report, with copies forwarded to the Superintendent and the Director of Curriculum and Instruction
6. Written reports, once filed, are confidential and available for examination by school board members and appropriate staff
7. The library media specialist thanks the committee and informs them of the outcome
8. The decision concerning the challenged material is binding for the individual school
9. The complainant has the right to appeal any decision to the Superintendent

Procedures for Dealing with a Reconsideration Request from a Group or Organization

1. The district level reconsideration committee (appointed by the Superintendent) shall:
 - a. Examine the challenged resource
 - b. Determine professional acceptance by reading critical reviews of the resource
 - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
 - d. Discuss the challenged resource in the context of the educational program
 - e. Discuss the challenged items with the complainant(s) when appropriate
 - f. Formulate a recommendation
2. The committee chair and the district Library Media Coordinator carefully consider the committee's recommendation as they reach a decision concerning the disposition of the challenged material
3. The committee chair prepares a written report
4. The committee chair informs the complainant(s) of the decision
5. The Director of Curriculum and Instruction retains the written report, with a copy forwarded to the Superintendent
6. Written reports, once filed, are confidential and available for examination by school board members and appropriate staff
7. The committee chair thanks the committee members and informs them of the outcome

8. The decision concerning the challenged material is binding
9. The complainant(s) have the right to appeal the decision to the School Board

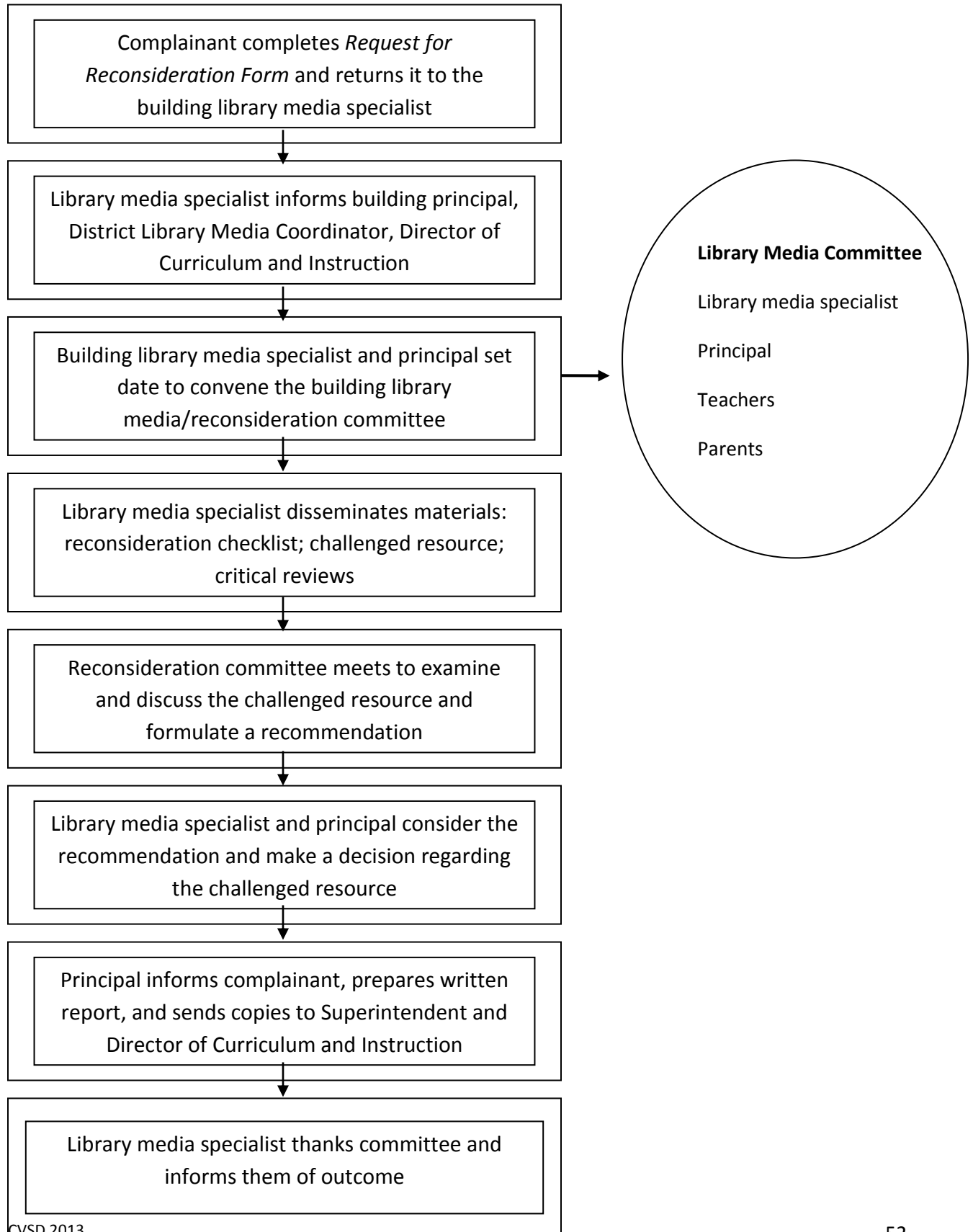
Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources
2. Parents do not have the right to determine reading, viewing, or listening matter for students other than their own children
3. The Conestoga Valley School District supports the *Library Bill of Rights*, adopted by the American Library Association, and recognizes that the principles of the freedom to read/listen/view should be defended
4. The freedom to read is essential to our democracy; therefore, the Conestoga Valley School District provides a wide range of resources with diversity of appeal and differing viewpoints
5. Access to challenged material shall not be restricted during the reconsideration process
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use

A decision to sustain the challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

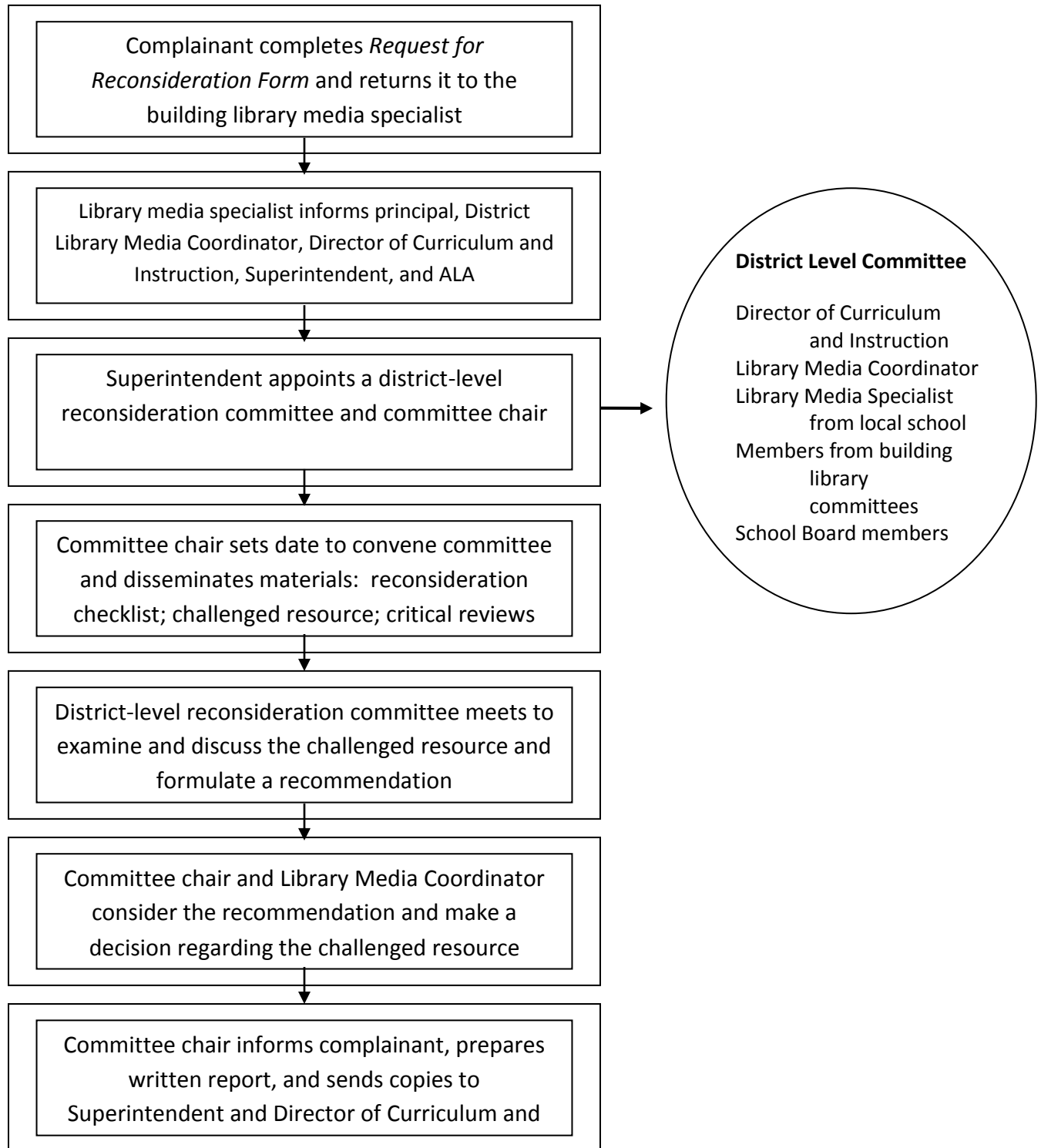
PROCEDURE FOR A FORMAL RECONSIDERATION

REQUEST FROM AN INDIVIDUAL



PROCEDURE FOR A FORMAL RECONSIDERATION

REQUEST FROM A GROUP OR ORGANIZATION



REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES FORM

The Conestoga Valley School Board has delegated the responsibility for selection and evaluation of library resources to the school library media specialist, and has established reconsideration procedures to address concerns about those resources. Completion of this form and returning the resource to the library are the first steps in those procedures. If you wish to request reconsideration of a library resource, please return the resource and this completed form to the building library media specialist.

Personal Information:

Name _____ Address _____
Phone _____

Complainant Represents:

___ Self ___ Organization (please identify) _____

Resource for Reconsideration:

Title _____
Author/Producer _____

Type of resource

___ Book ___ Video/DVD ___ Display ___ Magazine ___ Audio Recording
___ Newspaper ___ Digital resource (please specify) _____

1. What brought this resource to your attention? _____

2. Did you read/view/hear the *entire* resource? Please explain. _____

3. What concern do you have about the resource? _____

4. Do you perceive this resource to have any value? Please explain. _____

_____ Signature of Complainant

_____ Date

Checklist for Reconsideration of Fiction and Other Literary Forms of Library 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. If the story is fantasy, is it the type that has imaginative appeal and is suitable

- for children? () Yes () No;
- for young adults? () Yes () No

3. Will the reading, listening to, or viewing of this material result in more compassionate understanding of human beings? () Yes () No

4. Does this material offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people? () Yes () No

5. Are the challenged elements of the story an integral part of the materials? Yes No

B. CONTENT

1. Does the material give a realistic picture of life during the time period portrayed? Yes No

2. When factual information is part of the story, is it presented accurately? Yes No

3. If there is bias:

- can it be identified by the intended user? Yes No
- does it detract from the usefulness of the material? Yes No

4. Are concepts presented appropriate to the ability and maturity of the intended users? Yes No

5. Do characters speak in a language true to the period and section of the country in which we live? Yes No

6. Does the material offend in some special way the sensibilities of any group? Yes No

7. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate:

- for children? Yes No
- for young adults? Yes No

8. If there is use of offensive language, is it appropriate to the purpose of the text:

- for children? Yes No
- for young adults? Yes No

9. Is the material free from derisive names and epithets that would be offensive? () Yes () No

10. Is the material well written or produced? () Yes () No

11. Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? () Yes () No

12. Does the material make a significant contribution to the history of literature or ideas? () Yes () No

13. Are the illustrations appropriate and in good taste? () Yes () No

14. Are the illustrations realistic in relation to the story? () Yes () No

C. REVIEWS

1. Source of review

Favorable review () Yes () No

2. Does this title appear in one or more reputable selection aids?

() Yes () No

If yes, please list the titles of selection aids:

ADDITIONAL COMMENTS

***RECOMMENDATION BY SCHOOL MEDIA ADVISORY COMMITTEE FOR TREATMENT OF
CHALLENGED MATERIALS***

SIGNATURE OF LIBRARY MEDIA REVIEW COMMITTEE

Date: _____

Checklist for Reconsideration of Nonfiction Library Materials

Title: _____

Author: _____

A. PURPOSE

1. What is the overall purpose of the material?

2. Is the purpose accomplished? () Yes () No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? () Yes () No

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material up-to-date? () Yes () No

4. Is the material accurate? () Yes () No

5. Are information sources well documented? () Yes () No
6. Are translations and retellings faithful to the original? () Yes () No

C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the curriculum of Conestoga Valley School District? () Yes () No
2. Is it appropriate to the level of instruction intended? () Yes () No
3. Are the illustrations appropriate to the subject and age levels?
() Yes () No

D. CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?
() Yes () No
2. Does this material present information not otherwise available?
() Yes () No
3. Does this material give a new dimension or direction to its subject?
() Yes () No

E. REVIEWS

1. Source of review

Favorable review () Yes () No

2. Does this title appear in one or more reputable selection aids?

() Yes () No

If yes, please list the titles of selection aids:

ADDITIONAL COMMENTS

RECOMMENDATION BY SCHOOL MEDIA ADVISORY COMMITTEE FOR TREATMENT OF CHALLENGED MATERIALS

SIGNATURE OF LIBRARY MEDIA REVIEW COMMITTEE

Date:

PRIVACY POLICY

The American Library Association's Office for Intellectual Freedom defines privacy in a library as "the right to open inquiry without having the subject of one's interest examined or scrutinized by others." Privacy is a key concept of student intellectual freedom, and fundamental to free and open inquiry for all students in school library media programs.

The Conestoga Valley School District Library Media Program is dedicated to protecting the privacy of its students and staff while they use library resources, services, and facilities. Conestoga Valley School District Library staff is further committed to maintaining the confidentiality of patrons' personally identifiable information and records of their library usage.

The Conestoga Valley School District Library Media Program collects the following personally identifiable information for registration purposes from its patrons: name, address, telephone number, email, student ID#, graduation year, grade level, and gender. Circulation data maintained for each patron may include: items that have been checked out, items on reserve, overdue materials, and fines. Requests for items on interlibrary loan may include the patron's name, the name of the item, and the lending institution. The district's AUP prohibits students from supplying personally identifiable information about themselves or others while using the Internet at school. Library Web pages will comply with district policy, and individual students will not be identified.

Library patrons have the right to request access to their library circulation records during regular library media center hours.

Information collected by Conestoga Valley School District Libraries is used solely for management purposes and is not shared with any person, agency or organization except as required by law. Procedures have been put in place to secure the data and assure its integrity. Patron personally identifiable information is retained only as long as needed and is regularly purged from the library system.

However, district library staff is legally obligated to comply with the valid legal process, as mandated by state and federal law. In sections 215 and 505 of The USA PATRIOT Act* librarians are required to fully cooperate with FBI search warrants that can override state and local privacy laws. Library staff is prohibited from notifying the patron under suspicion, the press or anyone else that an investigation is underway.

Conestoga Valley School District Library patrons who believe their privacy and confidentiality have been violated should report their complaints to the library media specialist, principal, guidance counselor, or other proper authority. Formal complaints will be forwarded to the principal and handled following the school or district's due process procedures.

*The USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism) was signed into law 26 October 2001 and reauthorized on 9 March 2006.

Works Consulted

Adams, Helen R., et al. *Privacy in the 21st Century: Issues for Public, School and Academic Libraries*. Westport: Libraries Unlimited, 2005. Print.

"Policy and Confidentiality." *American Library Association*. ALA, 2013. Web. 23 July 2013.

<<http://www.ala.org/advocacy/privacyconfidentiality/privacy/privacyconfidentiality>>.

PROGRAM ASSESSMENT

PROGRAM ASSESSMENT INTRODUCTION

The library media program is included for evaluation as a part of the Conestoga Valley School District program assessment cycle.

Program assessment is a systematic, structured process through which the effectiveness of the curricular programs can be determined. Success is defined as the degree to which a substantial majority of our student population knows, and is able to demonstrate, the essential learning set forth in the goals and objectives established by each curricular area. Program assessment emphasizes student learning as the basis for program decisions and helps both educators and community members alike to understand the reasons for recommended program changes.

PROGRAM ASSESSMENT GOALS

- Ensure a periodic review of curricular programs with a focus on:
 - Student and community needs
 - Current research in the field
 - Exemplary programs (models)
 - Evidence of student achievement
- Create a shared vision for program purposes and outcomes
- Promote long-range planning for program development, improvement, and expansion
- Foster consistency, continuity, and articulation across schools, grade levels, and departments
- Promote ongoing relevant staff development
- Provide a systematic structure for quality control, and the evaluation of program effectiveness and student achievement
- Promote school/community awareness of the district's instructional programs
- Comply with board policy and state mandates

PROGRAM ASSESSMENT PURPOSE

Program assessment provides a mechanism for quality control and a planning tool for ongoing program development and improvement. Program assessment requires periodic reconsideration of program goals in light of current trends (best practice) and research in the field, and also in light of changing circumstances relative to such things as Pennsylvania State Standards and the characteristics of our student population. Program assessment also generates a reasonably objective source of information about the strengths and areas needing improvement in each of our curricular programs. Thoughtful planning for program improvement and wise decisions regarding the allocation of budgetary resources are the expected outcomes of the program assessment process.

PROGRAM ASSESSMENT DESIGN

A program assessment design is a plan that identifies the K-12 program goals and objectives, the assessments (i.e. standardized tests, surveys, checklists, questionnaires, etc.) that will be used to collect data, the performance/proficiency standards students are expected to meet local benchmarks, and the population to be assessed or measured. On occasion, program objectives may be developed for which there is no suitable test or measure available. In these instances, district-designed measures such as performance tasks, portfolios, presentations, etc. may be developed. When these measures are used, administration procedures and evaluation criteria are kept constant.

Program assessments are staggered over a multi-year cycle. The assessment process takes place over several years and program improvements need to be in place for three to five years before their effectiveness can be reliably ascertained. In the interim, the effectiveness of specific program changes is monitored by sampling student performance.

PROGRAM ASSESSMENT REPORT

A program assessment report is written and presented to the Director of Secondary Education at the conclusion of each program assessment. The culminating report includes the program's current goals and objectives, summarizes the assessment results, documents the status (i.e. strengths and areas needing improvement) of the program, and identifies plans and priorities for future program improvements.

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 that 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.

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

AASL LEARNING STANDARDS & PROGRAM GUIDELINES

Learning Standards

AASL's learning standards offer a vision for teaching and learning to both guide and beckon the school library profession as education leaders. The learning standards shape the library program and serve as a tool for school librarians to use to shape the learning of students in the school.

- [Standards for the 21st-Century Learner](#)
- [Standards for the 21st-Century Learner In Action](#) (indicators, benchmarks, model examples and assessments)
- [AASL Learning Standards & Common Core State Standards Crosswalk](#)
- [Lesson Plan Database](#) (with automatic Common Core State Standards crosswalk)
- [Best Apps for Teaching & Learning](#)
- [Best Websites for Teaching & Learning](#)

AASL Program Guidelines


AASL's newest set of program guidelines defines the future direction of school library programs. *Empowering Learners* ensures that school library program planners go beyond the basics to provide goals, priorities, criteria, and general principles for establishing effective school library programs.

- [Empowering Learners: Guidelines for School Library Programs](#)
- [A Planning Guide for Empowering Learners with School Library Program Assessment Rubric](#)

- [*A 21st-Century Approach to School Librarian Evaluation*](#)
- [*Library Spaces for 21st-Century Learners: A Planning Guide for Creating New School Library Concepts*](#)

Learning4Life

AASL's implementation plan was created to support states, school systems, and individual schools preparing to implement AASL's learning standards and program guidelines.

- [Learning4Life Implementation Plan](#) 
- [Resources for implementation](#)

THE FREEDOM TO READ STATEMENT

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an

orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

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.

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.

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.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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.

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers Foundation for Free Expression](#)
[The Association of American University Presses, Inc.](#)
[The Children's Book Council](#)
[Freedom to Read Foundation](#)
[National Association of College Stores](#)
[National Coalition Against Censorship](#)
[National Council of Teachers of English](#)
[The Thomas Jefferson Center for the Protection of Free Expression](#)