

# LIBRARY COLLECTION POLICIES

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Matanuska-Susitna Borough School District

*“The mission of the library media program is to ensure that students and staff are effective users of ideas and information.”*

*American Library Association, 1998*

Adopted: November 6, 2008 by the MSBSD Curriculum Council

*“Develop citizens for a global society by inspiring students to think, learn, achieve, and care.”*

The Mat-Su Borough School District is home to 35 schools ranging in enrollments from 26 to more than 1,300 students. With a district-wide enrollment of approximately 15,500 students, Mat-Su is the second largest school district in Alaska--behind Anchorage. Our educational facilities include 17 elementary schools, 5 middle schools, 1 junior/senior high school, 4 comprehensive high schools, a K-12 school, 3 alternative schools, 3 charter schools, a correspondence school, and a home school support program. A new elementary school and a vocational technology center are scheduled to open in 2006-2007. The District is the Borough's largest employer with approximately 1,700 staff members.

This document reflects library collection development practices and aligns those practices with the Matanuska-Susitna Borough School District Instructional Materials Policy. It is intended as procedural guidelines for District library media specialists.

This document was created by the District Library Policies Committee and was adopted by the School Board on \_\_\_\_\_.

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# 1. Collection Management Policy

## 1a. Overview

It is the mission of the School Board of the Matanuska-Susitna Borough School District to *“develop citizens for a global society by inspiring students to think, learn, achieve, and care.”* The School Board believes that school libraries have a responsibility to nurture intellectual growth and freedom by providing:

- 1) Materials that support and enrich the curriculum, taking into consideration students’ varied interests, abilities, maturity levels and learning styles.
- 2) Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- 3) Information that will support students’ personal needs and enable them to make intelligent judgments in their daily lives.
- 4) Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.
- 5) Materials which realistically depict our pluralistic society and reflect the contributions of its various religions, ethnic and culture groups.

## 1b. Selection Responsibility

Responsibility for the selection of all library materials is delegated to the professional library staff through the building principal. The library media specialist may work independently, and consult staff, students, other professionals, and community members for their suggestions regarding selection and recommendations. Staff may also be asked to view resources, though the final decision on selection rests with the library media specialist who can ensure the selection meets the collection needs.

Selection is based upon evaluation by:

- the professional library staff
- professional library journals and other review media
- other responsible professionals

The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats and a wide range of materials on various levels of difficulty supporting the diverse interests, needs and viewpoints of the school community.

## 1c. Selection Criteria

It is the primary objective of the library media center to implement, enrich, and support the educational curriculum of the school. Materials reaching beyond the academic curricula, but meeting cultural, career, recreational, and information needs of the community are also given consideration. It is the responsibility of the library media center to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

Criteria used in selection can be one or more of the following:

- Support the district’s general education goals and the educational goals and objectives of individual schools and specific courses.

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- Enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, cultures, and extra-curricular interests.
- Encourage an appreciation for both informational and recreational reading, viewing, and listening.
- Include all print, non-print, and electronic materials
- Meet standards of high quality in content, format, literary merit, authority of the author, and reputation of the publisher/producer.
- Represent opposing points of view on controversial issues, encouraging individual analysis.
- Expect usage (for occasional needs, interlibrary loan may be used as a viable alternative to ownership).
- Currency and timeliness of the material.
- Incorporate emerging technology to meet the outlined criteria.

### **1d. Selection Procedure**

The library media professional, in conjunction with teachers and administrators, will be responsible for the selection of materials. In coordinating this process, the library media professional will do the following:

- 1) Use reputable, unbiased, and professionally prepared selection aids when firsthand examination of materials is not possible.
- 2) Arrange, when possible, for firsthand examination of materials to be purchased.
- 3) Consider recommendations from faculty, students, parents, and the community.
- 4) Purchase duplicates of extensively used materials.
- 5) Purchase replacements for worn, damaged, or missing materials basic to the collection.
- 6) Identify strength and weakness of the existing collection in a particular subject area.
- 7) Consider cost efficiency of materials by providing the best value for the money and the long-term value to the collection.
- 8) Consider appropriateness of chosen format for the subject matter.

### **1e. Review Sources**

Tools used in selection include professional journals, trade journals, subject bibliographies, publishers' promotional materials, and reviews from reputable sources. Suggestions from patron are welcome and provide librarians with useful information about interests or needs that may not be adequately met by the collection. Patron suggestions will be governed by this "Materials Selection Policy" when making additions to, or deleting from the collection. Outside professionals may also be consulted on an as-needed basis.

See Appendix 3A. "Review Sources" for a list of suggested professional review sources.

### **1f. Donations and Gifts**

All donations and gifts must meet the same selection criteria stated in this document under "Selection Criteria." Explanation of this, when possible, will be given to the donor. If the donation is not relevant to the collection it may be disposed of in a manner deemed fit by the library media specialist.

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## 1g. Evaluation

The collection needs to be constantly evaluated to ensure that it meets the needs of its users. In coordinating this process, the library media professional will do the following:

- Solicit suggestions from staff and students.
- Survey students and staff during the school year to identify any areas of the collection lacking during that past year.
- Collect circulation statistics via the automated library system to relate the number of each type of resource in the collection and the circulation of these resources.
- Acquire and study current curriculum documents: program outcomes, course outcomes, unit and lesson plans.
- Be familiar with the content of the *“Alaska Content and Performance Standards.”*
- Keep lists of unfulfilled requests or unmet needs.
- Consider balance of print, nonprint, and electronic materials.
- Consider student demographics and collection balance.

## 1h. Deselection

Deselection, or weeding, is an ongoing process practiced throughout the year by library staff to make space available for valuable items; to provide a more appealing, up-to-date collection; to make the library easier for patrons to use; and to provide reliable information. The library media specialist conducts a general weeding of the collection each year. Resources will be removed from circulation using the following criteria:

- Damaged
- Dated
- No longer relevant to the collection
- Not meeting district collection management policy
- Not circulating despite appropriate promotion and display
- Use the “MUSTY” rule: **M**isleading – **U**gly – **S**uperceded – **T**rivial – **Y**our collection has no use for this material.

Process discarded materials according to the **Discarding Materials** procedure in this document.

Weeding resources:

- Sunlink Weed of the Month Club, <http://www.sunlink.ucf.edu/weed/>
- Segal, Joseph P. **Evaluating and Weeding Collections in Small and Medium-sized Public Libraries: The Crew Method**, Chicago: ALA, 1980.

## 1i. Lost and Damaged Items

Students are responsible for all materials borrowed in their name and must pay replacement costs, plus processing fee, if the items are lost or damaged. Students with overdue items may not borrow until the items have been returned or paid for. Library automation system reminders with the replacement cost will be given to students. If the items are still outstanding, a letter is sent or a phone call is made to the parent or guardian. If the items are not returned or paid for,

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the student will have restricted borrowing rights and may have grades, diploma or transcripts withheld (BP 5125.2).

Follow acceptable alternatives for dealing with lost and damaged materials:

- Collect replacement cost of item
- Assign school-community service
- Accept reasonable replacement copy

Staff is responsible for all materials borrowed in their name. At the end of the school year, staff members will be given a list noting materials borrowed but not yet returned. Staff members will be encouraged to pay for lost items. If staff members choose not to pay for lost items, their immediate supervisor will be notified.

### **1j. Discarding Materials**

- 1) Change home location to Discard in the library automation system
- 2) Remove barcode and spine label
- 3) Stamp “DISCARD” or “WITHDRAWN” over school library stamp
- 4) Box the discards and label box with school name, “SURPLUS,” and date
- 5) Print a list of the discarded items using the List Items report and place in box(es)
- 6) Keep a copy of the discarded items list for your records
- 7) Run the Remove Discard Items report in the library automation system
- 8) Arrange for transfer of box(es) to warehouse

**Note:** Items that are discarded because they are worn out, outdated, biased, etc., must be disposed of according to the above procedure. Items that meet district criteria, but are discarded from the library collection because they no longer circulate, may be placed in a classroom for further use by teachers and students.

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## 2. Reconsideration of Materials Policy

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### 2a. Overview

Selection of resources will not be made on the basis of any anticipated approval or disapproval. Selection will be based solely on the merits of the work outlined in the Matanuska-Susitna Borough School District Library Policies.

Procedure for reconsideration of materials:

#### 1. Library/Media Center Review

- a. The person questioning the materials will discuss his or her concern with the school librarian from where the material was borrowed.
- b. The librarian will explain how the materials are selected and if possible, provide a professional review of the questioned material. A copy of the “Collection Management Policy” will be provided if requested.
- c. If the problem is not resolved, the person questioning the materials will be given a “Request for Reconsideration of Materials” form.

#### 2. School Review

- a. The person questioning the material will return a completed “Request for Reconsideration of Materials” form to the school librarian who will forward a copy to the principal. All questioned materials will remain in circulation until a final decision is reached.
- b. The school librarian and principal will view the questioned material in its entirety and complete a “Request for Reconsideration of Materials” form.
- c. A meeting will be held with the school librarian, person questioning the material, and principal within 10 school days to review the questioned material. If the challenge is unresolved to the satisfaction of all parties, the questioned material will be referred to the District Review Committee for a final review.

#### 3. District Review

- a. The person questioning the materials, librarian, and administrator will present their views, within 20 school days to the District Review Committee. This committee will be selected by the Department of Instruction or a designee appointed by the department and will comprise of:
  - o Two parents
  - o One school board member
  - o One certified professional in the school district
  - o One certified librarian in the school district
  - o One student
- b. Meeting procedure:
  1. The concerned person, school librarian, and principal should be given a five-minute opportunity to present their viewpoints as expressed on the “Request for Reconsideration of Materials” form.

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2. The committee members are responsible for reading or previewing the questioned material in its entirety and for making one of the following recommendations:
  - Leave material on library shelf
  - Reclassify the material
  - Restrict the use of material
  - Remove the material from the collection
3. The District Review Committee's decision is final. Material that has undergone a review may neither be reconsidered nor brought up for reevaluation until one calendar year after the recommendation is given.

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**Matanuska-Susitna Borough School District  
Request for Reevaluation of Materials**

*Please return this completed form to the school librarian within 10 school days. Please print.*

**Questioned Material:**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Type of Material: \_\_\_\_\_  
(library material, assigned text, supplemental reading material)

**Person Questioning the Material:**

Name of Requester: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
Street address or P.O. Box

City State Zip  
Telephone: \_\_\_\_\_ School Site: \_\_\_\_\_

**RECONSIDERATION DATA:**

1. Have you read or viewed this material in its entirety? \_\_\_\_\_

2. To what specific passages or aspects of the material do you object? Please indicate page numbers, quotes, and/or excerpts, if possible. \_\_\_\_\_  
\_\_\_\_\_

3. What do you believe is the main idea, concept, or purpose of this material? \_\_\_\_\_  
\_\_\_\_\_

4. What do you feel might be the result of reading/viewing this material in a learning situation? \_\_\_\_\_  
\_\_\_\_\_

5. Are you aware of professional evaluations and reviews of this material? If so, please attach. \_\_\_\_\_  
\_\_\_\_\_

6. What would you like your school to do with this material? (leave on library shelf, restrict the use of, remove from the collection) \_\_\_\_\_  
\_\_\_\_\_

Signature of Requester \_\_\_\_\_ Date: \_\_\_\_\_

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### 3. Appendixes

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#### 3A. Review Sources

Title of Review Source	Description and Web Information	Availability
A to Zoo: Subject Access to Children's Picture Books	A comprehensive list of more than 18,000 fiction and nonfiction picture book titles categorized into nearly 800 subject headings.	MLE, 2001
ALA: Best Books and Notable Books Lists (annual)	<a href="http://www.ala.org/alsc/awards.html">www.ala.org/alsc/awards.html</a>	Online
Best Books for Children: Preschool through Grade 6 By John T. Gillespie – current ed.	Over 18,000 titles for elementary students are listed with general designations primary, primary-intermediate, intermediate, and intermediate-junior high.	AK State Library
Best Book for Young Teen Readers Grades 7-10 By John T. Gillespie – current ed.	Intended to be used in junior, middle and senior high schools, it includes books published for adults that are appropriate for this age level but includes levels within these groups as well.	AK State Library
Booklist (24 issues/yr)	<a href="http://www.ala.org/booklist.html">www.ala.org/booklist.html</a> Each issue covers five areas: forthcoming titles, adult books, books for youth, nonprint, and reference books. A review constitutes a recommendation for purchase.	Subscription
Books for You: An Annotated Booklist for Senior High Students – current ed.	Nearly 1400 recent titles, grouped into 40 thematic chapters, for young adult readers looking for an exciting romance or mystery or guidance on anything from caring for a pet to choosing a college. Grades 9-12	CHS, 1997
Bulletin of the Center for Children's Books	<a href="http://alexia.lis.uiuc.edu/puboff/bccb/">http://alexia.lis.uiuc.edu/puboff/bccb/</a>	Subscription and Online
Children's Catalog – current ed.	A comprehensive (in print and some out of print) bibliography of approximately 6,700 fiction and nonfiction books, along with magazines and some Internet resources for preK-6.	Wasilla Public Library MLE
Horn Book Guide Online	<a href="http://www.hbook.com/">www.hbook.com/</a> Contains in-depth reviews of the newest books available for children and young adults.	Online Subscription
LMC: Library Media Connection (formerly Book Report and Library Talk)	<a href="http://www.linworth.com/lmc.html">www.linworth.com/lmc.html</a> Primarily for grades 6-12, this review source includes a subject bibliography in each issue, fiction, non-fiction, CD-ROM, video, software, and professional books. Some feature articles.	Subscription
Middle and Junior High School Library Catalog	An annotated guide to over 4,224 titles with annual updates.	AK State Library

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**Review Sources cont.**

"Notable Social Studies Books for Young People"	<a href="http://www.ncss.org/resources/notable/">www.ncss.org/resources/notable/</a> A yearly list chosen by the National Council of Social Studies (NCSS) and the Children's Book Council for grades K-8.	Online
Outstanding Science Trade Books for Students K-12	<a href="http://www.nsta.org/ostbc">http://www.nsta.org/ostbc</a> This annotated bibliography contains outstanding children's science trade books, intended primarily for K-8.	Online
Recommended Reference Books for Small and Medium-sized Libraries and Media Centers, 2000	A list of roughly 500 reference books and CD-ROMs that have been published in a single year, which are recommended purchases for smaller public, college, and school libraries.	Mat-Su College Library
School Library Journal	<a href="http://www.slj.com/">www.slj.com/</a> Concisely written evaluation reviews. Some feature articles and columns.	Subscription and Online
Senior High School Library Catalog – current ed.	A selective list of fiction and nonfiction titles as well as professional aides published since 1926 and updated with annual supplements.	AK State Library
Some Books About Alaska: Bibliographies of Alaskana	<a href="http://www.library.state.ak.us/hist/publications.html">www.library.state.ak.us/hist/publications.html</a> An annual bibliography of books about Alaska	Online

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### **3B. 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.

Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980,  
inclusion of “age” reaffirmed January 23, 1996,  
by the ALA Council.

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### **3C. 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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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.

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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 or unpopular with 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 with any expression the prejudgment of a label characterizing it 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 the citizen. It presupposes that individuals must be directed in

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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.*

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.

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 citizens 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.

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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; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

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### **3D. Access to Resources and Services in a School Library Media Program:**

The school library media program plays a unique role in promoting 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 shapes the resources and services of a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media professionals 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 library media professionals 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. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

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 equal access to resources and services, the school library media program provides resources which 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 media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade 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.

The school board adopts 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. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

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### **3E. Confidentiality of Library Records**

The members of the American Library Association,\* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

\*ALA Policy 52.4 (see below), 54.16

#### **Alaska Statute 40.25.140. Confidentiality of library records**

(a) Except as provided in (b) of this section, the names, addresses, or other personal identifying information of people who have used materials made available to the public by a library shall be kept confidential, except upon court order, and are not subject to inspection under [AS 40.25.110](#) or 40.25.120. This section applies to libraries operated by the state, a municipality, or a public school, including the University of Alaska.

(b) Records of a public elementary or secondary school library identifying a minor child shall be made available on request to a parent or guardian of that child.

#### **ALA Policy 52.4 Confidentiality of Library Records**

The ethical responsibilities of librarians, as well as statutes in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uses of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential.

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2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.
3. Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

(Revised July 1999)

American Association of School Librarians, American Library Association - 50 East Huron Street - Chicago, IL 60611 - 1-800-545-2433, x4386

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### 3F. Agreement on Guidelines for Classroom Copying

#### AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS WITH RESPECT TO BOOKS AND PERIODICALS

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines. Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

#### GUIDELINES

##### I. *Single Copying for Teachers*

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

##### II. *Multiple Copies for Classroom Use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; *provided that*:

- A. The copying meets the tests of brevity and spontaneity as defined below; *and*,
- B. Meets the cumulative effect test as defined below; *and*,
- C. Each copy includes a notice of copyright

##### *Definitions Brevity*

###### *(i) Poetry:*

- (a) A complete poem if less than 250 words and if printed on not more than two pages or,
- (b) from a longer poem, an excerpt of not more than 250 words.

###### *(ii) Prose:*

- (a) Either a complete article, story or essay of less than 2,500 words, or
- (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. [Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

###### *(iii) Illustration:*

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One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

*Spontaneity*

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

*Cumulative Effect*

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term. [The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. *Prohibitions as to I and II Above* Notwithstanding any of the above, the following shall be prohibited:

- (A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
- (B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- (C) Copying shall not: (a) substitute for the purchase of books, publishers' reprints or periodicals; (b) be directed by higher authority; (c) be repeated with respect to the same item by the same teacher from term to term.
- (D) No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed MARCH 19, 1976. Ad Hoc Committee on Copyright Law Revision: BY SHELDON ELLIOTT STEINBACH. Author-Publisher Group: Authors League of America: BY IRWIN KARP, *Counsel*. Association of American Publishers, Inc.: BY ALEXANDER C. HOFFMAN, *Chairman, Copyright Committee*.

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