



Library Media Policy and Procedure Manual

Audrey Alsobrook, Ogletree Elementary
Holly Bigham, Cary Woods Elementary
Jennifer Dempsey, Wrights Mill Road Elementary
Celeste Dorman, Richland Elementary
Laura Hardy, Drake Middle School
Sarah Hillyer, Auburn Junior High School
Hannah Holmes, Dean Road Elementary
Deana Hooks, Pick Elementary
Karen Johnson, East Samford School
Elizabeth Lundey, Auburn High School
Laura McGilberry, Yarbrough Elementary
Amy Robertson, Auburn High School
Kara Sartain, Auburn Early Education Center

Dr. Karen Delano, Superintendent
Dr. Cristen Herring, Assistant Superintendent
Dr. Dennis Veronese, Assistant Superintendent

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Services

The library media center is the heart of the instructional program providing a broad spectrum of services throughout the school and community. It provides a full range of print and non- print materials, necessary equipment, and related services to students, teachers, parents, and other community members. It is a service center, a learning center, a resource center and a reading center. Its most basic concept is service to the individual. The library media center supplements and implements classroom activity and is an integral part of the school curriculum.

Materials and services offered should inspire students to develop a balanced cultural life and learn to be free and reasoning individuals. Materials selected are from all forms of media according to interests, vocabulary, maturity and ability levels of all stakeholders served. The library media center attempts to actively involve each student in the program, which reflects current trends in education and technology as well as interaction with staff and community.

Hours of Operation

The library media center is open continuously throughout the school day and before and after school for meetings, classes, and student use.

Library Staff

The library media center is staffed by one or more full time librarian, as well as 1 full/part time assistant. The library staff stands ready to assist students, parents, faculty and staff in locating appropriate materials and assisting them with efficient operation of any needed equipment or electronic resources.

Orientations

The library media center can provide orientation for students, faculty, staff and volunteers. This program introduction allows the librarian and library staff the opportunity to promote the many services and activities that the library offers. The goal of these orientation sessions is to promote collaboration and to increase program effectiveness and student achievement.

Student Orientation

The school librarian tailors orientation to the age and grade level of the school's population. Student information may include information on the following topics:

- Circulation procedures
- Appropriate conduct in the LMC
- An overview of the use and care of books and other print material, audiovisual and computer software, computers, and other equipment
- Lost and damaged book fees
- Adherence to copyright law
- Internet access and ACS's Acceptable Use Policy
- Special programs offered by the LMC
- Emergency drill procedures.

Faculty Orientation

The school librarian will consult with the principal to arrange an early opportunity each school year to provide orientation for the faculty and staff. The school librarian may wish to offer a more intensive session for new faculty and staff members. Electronic presentations may be developed for use in these sessions or by individuals who are late hires or long-term substitutes. Faculty and staff orientation may include:

- Opportunities for collaboration
- Circulation procedures
- Student behavioral expectations in the library
- An overview of the use and care of books, and other print material, audiovisual and computer software, computers and other equipment
- Troubleshooting technical problems
- Printing and copying policies
- Adherence to copyright law (video, software and print).

Volunteer Orientation

Training volunteers to assist the staff and students improves the effectiveness of the library volunteer program. Volunteer orientation should include the many activities and services offered by the library media center. It may include excerpts from both the student and faculty orientation sessions. The school librarian and /or experienced volunteer may conduct these sessions. Surveys or individual conversation may elicit interest areas and the expertise of each volunteer. The school librarian plans for meaningful activities for each volunteer and will provide the necessary support to make them an integral part of the program.

Selection Policy

Selection Objectives

School library materials will be selected by ACS to support and enrich the educational program. Materials will serve both the breadth of the curriculum and the needs and interests of the faculty and students. It is the obligation of ACS to provide for a wide range of abilities and to respect the diversity of many differing viewpoints.

Library materials are defined as all electronic, print, and non-print resources, excluding textbooks, used by students and teachers for the district's educational program.

Criteria for Selection

The following general selection criteria will apply to all materials, including electronic, print, and non-print resources.

1. Library materials shall support and be consistent with the general educational goals for the state and district and the aims and objectives of the individual schools and specific courses. Said materials shall reflect ACS's adherence to the goals representing state educational standards. Library materials shall meet high standards of quality in factual content, artistic and literary value, and/or presentation.
2. Library materials shall be appropriate for the subject area and for the ages, emotional development, ability levels, learning styles, and social development of the students for whom the materials are selected.
3. Library materials shall meet the needs and interests of the students and faculty.

4. Librarians will place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of each school library.
5. Library materials will be considered for the contribution made to the breadth of representative viewpoints on controversial issues
6. In selecting materials to meet curriculum needs, professionally prepared selection tools should be consulted, including, but not limited to, the following:
 - a. *School Library Journal*
 - b. *Book List*
 - c. *Horn Book Magazine*
 - d. *Multi-Cultural Review*
7. Non-print materials will be selected to represent the above-mentioned criteria, as well as purchasing materials that are compatible with available technology.
8. Selection of materials is an on-going process which should include the removal of materials no longer appropriate to the school's needs.
9. Materials which are gifts to the library shall be evaluated for inclusion into the collection according to the same criteria mentioned above.

Circulation Policies

Faculty and Staff

Faculty and staff may check out both print and non-print material for classroom instruction as needed. Limits will not be placed on teachers unless several classes have concurrent needs. Exceptions might be those materials in heavy demand, or too important for lengthy circulation. An overdue notice to each person with "outstanding" obligations will be sent periodically. Obligations regarding lost or damaged materials are referred to the building principal.

Students

Students may check out books for a length of two weeks and the number of books allowed will be determined by each school. Exceptions may be made for additional titles to be circulated for special circumstances such as research projects.

Materials that are damaged beyond normal wear and tear or lost must be paid for. Borrowers will pay a fee for the replacement of the material as noted in Destiny. Cash or check in the correct amount should be made payable to your school library and should be sent to the media center. All money will be receipted. Questions regarding damaged or lost books should be directed to the media center staff.

Calendar of Events

A calendar of events may be developed by the school librarian monthly and supplied to faculty and administrators. Included may be any dates of importance concerning library programs and services, dates that pertain to the school librarian (conference, related meetings), and dates that are important to students.

Public Relations and Advocacy

The success of the library is dependent upon a commitment to an effective advertising and marketing plan that reaches the school and the community. (Internal/External)

- Internal public relations include: providing programs and services for students and teachers; maintaining bulletin boards and displays; using fliers, announcements, book talks, activities/competitions, and motivation of teachers and students to use the library.
- External public relations include: insuring that the school board, potential donors, grant award decision makers, etc. are aware of the programs available in the school. Statistics along with program information developed to enhance curriculum and/or use of the library should be made readily available to these groups. Communication of information related to the contribution these activities make to the success of the school and the students should be a priority to foster support of these groups as well as the learning community. Any future wants and needs for the library should be communicated to them also.

Library Advisory Committee

The purposes of the Library Advisory Committee are:

- 1) to ensure the quality and effectiveness of the School Library Program,
- 2) to communicate to the learning community its value, and
- 3) to support its role.

Other responsibilities can include but are not limited to:

- Study and review the programs and activities of the library
- Assist in projects/programs sponsored by the library
- Assist in selection of materials
- Provide feedback from other faculty members regarding the overall library program
- Make recommendations on goals and objectives
- Review and approve the annual budget

The committee will consist of one teacher from each grade level, one resource teacher, one parent, the librarian and one administrator.

Collection Maintenance

Inventory

An inventory of the collection will be taken at the discretion of the school library media specialist following the procedures in the Destiny manual.

Weeding

Weeding is a year-round operation. As materials needing to be discarded are found on the shelves or turned in by students, they should be taken out of circulation immediately. If the material is pulled by an aide or volunteer, the librarian will check it before discarding.

One method of weeding books is the CREW (Continuous Review of Evaluation Weeding) method. The CREW method is as follows:

In general, consider for discard books that are:

- Unattractive in appearance because of yellowed paper, fine print, etc.
- In poor condition (ragged binding, torn or dirty pages, etc)
- Seldom circulated
- With old copyright dates that render the book outdated in content, use, or accuracy
- Duplicated with several copies of titles no longer in demand
- Of a subject matter or treatment not suitable for students served by the library
- Textbooks, except those single copies that have reference value
- Title in sets with the same binding, by standard authors, that should be replaced by good reprint editions
- Books superseded by new or revised editions
- Books of passing interest at the time of publication such as travel and biographies of person who were known in their generations but not likely to be of interest again.

Discarding Books

When books are to be discarded the bar code is removed. The school identification stamp is to be marked out. The record is then deleted by the computer. Books that are still viable should be given to the teachers or students. Disposal of discarded materials will be left to the discretion of the librarian.

Discarding Audio-Visual Hardware

Audio-Visual Hardware should be discarded for any of the following reasons:

- Broken beyond repair
- Parts no longer available
- Cost of repair equals or exceeds replacement value
- Barely repairable, breaks down again so quickly that downtime exceeds usable time
- Has not been used for two or more years
- Dangerous to the user
- Technologically out of date.

Audio Visual Hardware to be discarded will be labeled and placed in the “Surplus” stack for removal at the end of each school year according to district guidelines.

Challenged Materials

Procedure for Addressing Challenges of Instructional or Library Materials

If a challenge is made about instructional or library materials, the following procedure will be applied:

1. The challenge will be made to the principal.
2. The principal will provide the challenger with a copy of the procedure for reconsidering materials. The reconsideration form will be completed and returned to the principal.
3. Completed forms will be forwarded to an assistant superintendent at the Central Office.
4. A committee will be appointed to:
 - Review the reconsideration form
 - Read or view the challenged material in its entirety
 - Check general acceptance of the material by reading reviews and consulting authoritative lists, agencies and professional organization which may provide valuable information to the committee
 - Meet to discuss the material and prepare a report
 - Send a copy of the report to Superintendent, School Board, and appropriate principal.
5. The committee will be composed of:
 - Parent
 - Teacher
 - Librarian
 - Assistant Superintendent
 - Administrator from school where challenge was initiated.
6. The Assistant Superintendent will inform the challenger in writing of the committee's decision.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR LIBRARY MATERIALS

Type of Material (Book, Video, etc.) _____

Author _____

Title _____

Publisher _____

Request initiated by _____

Address _____

Telephone _____

Challenger represents:

_____ Individual
_____ Organization (Please specify) _____

Where in the school is the material/book located? _____

1. Did you read or view the entire material/book? _____
If no, what parts? _____

2. Have you read or obtained any reviews from professional journals or organizations that support your challenge of this material? _____

If yes, please attach copies.

3. To what in the material/book do you object? Please be specific. Cite pages.

4. What do you feel might be the result of reading/viewing the material?

5. For what age group would you recommend this material/book? _____

6. What valuable/positive points are in this material?

7. What do you believe is/are the theme(s) of this material/book?

8. What would you like done about this material/book?

_____ Do not assign it to my child.

_____ Withdraw it from all students.

9. In its place what book/material would you recommend?

Signature of Challenger

Date

Person to contact when you have challenged library material.

Russell, Carrie, Director for the Program for Public Access to Information at ALA.
Crussell@alawash.org

IX. APPENDICES

Standards for the 21st Century Learner

American Association of School Librarians

Common Beliefs

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Inquiry provides a framework for learning.

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught.

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs.

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

The definition of information literacy has become more complex as resources and technologies have changed.

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills.

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

Learners use skills, resources, and tools to:

- 1. Inquire, think critically, and gain knowledge.**
- 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**
- 3. Share knowledge and participate ethically and productively as members of a our democratic society.**
- 4. Pursue personal and aesthetic growth.**

1. Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

- 1.3.1 Respect copyright/ intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4 Create products that apply to authentic, real-world contexts.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4. Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

International Society for Technology in Education (ISTE)

Standards for Students

Today's students must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process.

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b Students build networks and customize their learning environments in ways that support the learning process.

1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c Students develop, test and refine prototypes as part of a cyclical design process.

4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

5b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

5c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

International Society for Technology in Education (ISTE) Standards for Educators

The ISTE Standards for Educators are your road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Educators:

1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

1b Pursue professional interests by creating and actively participating in local and global learning networks.

1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

2a Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

2b Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

2c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

3a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

3c Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

3d Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

4a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

4b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

4c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

4d Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

6a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

6b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

6c Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

6d Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

7a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

7b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

7c Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

ALA Position Statement on Flexible Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students learning and information needs are readily available in a cost effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry. The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the districts educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as a integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

(6/91)

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

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.

Access to Resources and Services in the School Library

An Interpretation of the Library Bill of Rights

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

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

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

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

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary

loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

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

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

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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:

10. *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.*
11. 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.
12. *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.*
13. 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.
14. *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.*
15. 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.
16. *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.*

17. 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.
18. *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.*
19. 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.
20. *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.*
21. 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.
22. *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.*
23. 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.