

SNAKE RIVER SCHOOL/COMMUNITY LIBRARY

POLICY MANUAL

FEBRUARY 2023

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Jay Millan - Vice Chair

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Introduction

A petition signed by twenty patrons within the boundary of the Snake River School District and a vote of eligible voters within that area authorized the formation of the Snake River Public Library, September 5, 1951. A levy is certified annually to provide library service for the total Snake River Community. In November of 1981, the library board and the school board met to formulate and adopt a new set of operational procedures and promoted the school/community library. As a result, the Snake River School District community has a unique opportunity to provide excellent services in the library/media area.

Within the boundaries of the District, there are five small communities: Pingree, Thomas, Rockford, Riverside, and Moreland. The elementary school in each of these communities, except Pingree, houses a School Community Library. The Snake River School Community Library is the purchasing and processing center for all of the libraries.

The Snake River School Community Library, located in the Snake River High School, 924 W. Hwy 39, Blackfoot, Idaho. It maintains a separate entrance from the student population for Public Library access. Students are required to enter and exit through the High School doors during school hours.

There are approximately 8,100 patrons in the library district, approximately 600 are students and faculty who have daily access to the libraries.

Mission Statement

The Snake River School/Community Library assists patrons in meeting educational objectives and features current, high-demand, high-interest, materials in a variety of formats.

The collection contains materials in all formats and at all levels appropriate to the education levels supported by the library resources include reference materials, periodicals, and access to InterLibrary loans. The library makes an effort to acquire materials to maintain a current reference section and popular materials in a variety of formats with sufficient duplication to meet demand.

Library Hours

WINTER HOURS:

7:00 AM-8:00 PM Monday-Thursday

9:00 AM-4:00 PM Friday

SUMMER HOURS:

9:00 AM-7:00 PM Monday-Thursday

9:00 AM-4:00 PM Friday

CLOSED HOLIDAYS

EXCEPTIONS MAY OCCUR TO THE ABOVE HOURS BASED ON THE DISCRETION OF THE DIRECTOR

The library is closed whenever the school is closed for weather or emergency closure or upon the discretion of the director.

Community Library patrons may use the library services anytime during open hours.

Teachers must schedule with the library staff before bringing an entire class to the library. (Only one class is permitted in the library at any one time.) The teacher is responsible for the students and must be present and interactive with their class. Teachers who pre-schedule may request exclusion of all other classes. All students not included in a pre-scheduled class must have a signed note from their teacher and an assignment in order to work in the library during class time.

Teachers must schedule the computer lab prior to using it. It is first come, first served. No one may change the schedule or override the schedule for the computer lab if someone else is signed up for it. The teacher is responsible for the students and must be present and interactive with their class while using the computer lab. All students not included in a pre-scheduled class must have a signed note from their teacher and an assignment in order to work in the computer lab during class time.

Services

The Snake River School/Community Library provides the following services:

1. Selections and Circulates
 - Books
 - Periodicals
 - Pamphlets
 - DVDs
 - CDs
 - Maps
 - Pictures
 - Yearbooks
 - Audio Video Equipment
 - i. TV/DVD Player
 - ii. Overhead Projector
2. Locates and orders materials through interlibrary loan
 - LILI
 - OCLC
3. Materials Preservation
 - Laminating
4. Copy Work
 - Color Photocopies
 - Black & White Photocopies
5. FAX Service
6. Research
 - Standard Reference
 - SIRS-Social Issue Research
 - LILI Databases
7. Reading and Discussion Groups
 - Let's Talk About It-Adult
 - Summer Reading-Children
 - After School Childrens' Book Club
 - Story Time-Tuesday & Wednesday 10:00 AM & 1:00 PM
 - Family Library Night
8. Public Relations
 - Newspaper Articles
 - Displays
 - Website
 - Facebook Page
 - Instagram
 - Electric Sign
 - Special Events
 - Public Meetings
 - Community Classes Offered
9. Public Use Equipment
 - Circuit
 - Die Cuts
 - Fabric Die Cut
 - Sewing Machines

Fees for Library Services

- **Interlibrary Loan:** Materials not available through OCLC. There is no charge for this service, but overdue charges are assessed.
- **Color Copies:** \$0.25
- **Black & White Copies:** \$0.10
- **Double Sided Color Copies:** \$0.50
- **Double Sided Black & White Copies:** \$0.20
- **Local FAX:** \$0.25
- **Long Distance FAX:** \$1.00
- **International FAX:** \$3.00
- **Lamination:** \$1.00 Per Foot
- **Colored Paper:** \$0.10
- **Cardstock:** \$0.15
- **Poster Board:** \$1.00
- **½ Poster Board:** \$0.50
- **Colored Roll Paper:** \$0.25 Per Foot
 - \$0.75 Per Yard
- **Binding Machine Spines:** Small ($\frac{1}{4}$ - $\frac{1}{2}$): \$0.50
 - Larger than $\frac{1}{2}$: \$1.00
- **Vinyl:** \$3.15 Per Yard
 - \$1.15 Per Foot
 - If we weed: Add \$3.00 Per Foot
- **Tax Information Online:** fee for copies applies

Purpose of Policy

These policies are to establish the guidelines of selection and services offered by the library and serves as a document that can be presented to patrons, groups, and individual citizens for further understanding the purpose and standards behind any material found in the library.

The patrons of the Snake River School/Community Library include:

- Students
- Teachers/Staff
- Preschool Children
- Senior Citizens
- General Public
 - Post-secondary Students
 - INL Workers
 - Out-of-District Patrons

There are approximately 8,100 potential patrons in the Snake River School/Community Library District. A patron may register by showing a legal photo ID with an address and telephone number and give a personal signature of responsibility for the materials and an agreement to pay any charges incurred.

Pre-High School patrons may use materials on the card of a parent or responsible guardian.

Students are automatically entered into the library computers when registering at the Snake River High School. Graduates are changed to patron status upon graduation. The patron list is revised annually with non-use, as the Criteria for removal.

Policy Development Policy

Policy Rationale

The Board of Trustees of the Snake River School/Community Library (the Library) shall adopt policy to facilitate the orderly operation of the Library to benefit Library patrons.

Definition of “Policy”

“Policies” define outcomes or long-term goals of an organization. Policies are set and revised by the Library Board. Input from the Library Director will be encouraged.

Definition of “Procedure”

“Procedures” are specific methods employed day-to-day that result in an outcome; the means to the end. Procedure may be set and revised by the Library Director. Input from Library Staff will be encouraged.

Policy Adoption

1. Policy can be introduced by any member of the Board of Trustees, the Library Director, or employees of the Library. Patrons may recommend policy or alterations to policy by submitting a written request in person to the Board of Trustees at any scheduled meeting.

2. No policy shall be adopted without a formal reading during a scheduled meeting of the Board of Trustees plus a waiting period following the reading of not less than 14 days, which waiting period would typically extend until the next scheduled meeting of the Board. No policy shall be adopted outside of a scheduled meeting of the Board. All policy shall be adopted by a majority vote of the Board.

Policy Alteration

1. Any existing policy of the Library can be modified or abolished upon recommendation of any member of the Board of Trustees, the Library Director, employees of the Library, or a patron. Procedure for modifying or abolishing existing policy shall be the same as that for adoption of policy. A majority of the Library Board must vote in the affirmative for changes to be adopted or for policy to be abolished.

2. As with the adoption of new policy, no changes or deletions of existing policy can occur without a formal reading during a scheduled meeting of the Board of Trustees plus a waiting period following the reading of not less than 14 days, which waiting period would typically extend until the next scheduled meeting of the Board. No policy shall be altered or deleted outside of a scheduled meeting of the Board.

Policy Availability

Adopted policy of the Library shall be made available in print format and shall be available at the Library in a Policy Manual. The Policy Manual can be reviewed by any patron upon request during regular Library hours.

Reviewed: 4-7-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Customer Service Policy

The Snake River School/Community Library is committed to providing courteous, responsive, quality service by fostering a respectful, positive and welcoming environment for all.

The Snake River School/Community Library reserves the right to refuse service to anyone based on Policy (Library Patron Behavior Policy).

During interactions with Library Staff both internal and external customers can expect to:

- Be acknowledged appropriately.
- Be treated courteously and respectfully.
- Be valued for their input.
- Receive the same high standard of service regardless of age, race, ethnicity, religion, gender, physical limitations, or any other criteria.
- Receive knowledgeable and timely service.
- Have open access to both traditional and innovative resources and limited instruction in their use.
- Have their privacy and confidentiality respected.

Reviewed: 3-8-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Unexpected Closure Policy

While Snake River School/Community Library exists to serve the citizens of the Snake River community and makes every effort to maintain its posted hours of operation, hazardous weather, building problems, extreme cold weather, power outages, or other emergency conditions may make it necessary to alter the hours or even to close altogether. Of the options available...delayed opening, early closing, and total closure.

The authority to unexpectedly close or modify hours of operation resides with the Library Director or, in the absence of the Library Director, to the Staff member on duty at the time of the emergency.

The Library will consider closing or an adjustment of opening or closing time when:

- ★ School is closed due to extreme conditions or building issues
- ★ The weather is more than twenty (20) degrees below zero Fahrenheit
- ★ Officials have asked that non-emergency trips be postponed.
- ★ The Library is experiencing a power outage or other form of building maintenance issues.
- ★ The routes to and from the Library and the Library's parking lot are difficult, or impossible to negotiate with an ordinary car.
- ★ Conditions may endanger Patrons or Staff

A decision to close or alter hours of operation will be made as early as possible. Once the decision is made the Library's Emergency Procedure will be implemented and the media listed will be notified; the Library's telephone answering machine and website will be modified as soon as possible. The person making the decision will also notify the Director (if the Director is not on site).

* Staff will follow the school district policy regarding Emergency Closing in regard to wages.

Reviewed: 3-8-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Library Expenditure Policy

The Library Director shall be authorized to expend or encumber funds without the prior approval of the Board of Trustees in the following manner:

Up to \$5,000 (Five thousand dollars) for a single or individual item.

Expenditures over \$5,000 (Five thousand dollars) for a single service or individual time shall be authorized by the combined Board of Trustees. The Library Director shall provide a written and/or oral report on expenditure and encumbrance of funds at each regularly scheduled Board Meeting. Invoices and purchase orders shall be made available to the Board Members upon request.

Reviewed: 4-7-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Board Approved: 12-4-23

Library Program Policy

The Library sponsors informative and entertaining talks, demonstrations, audio-visual presentations, workshops, children's story times and crafts, concerts and other special programs. Library programs are coordinated by Library Staff and/or Library Programmers and offered to the public.

Programs are selected by Library Staff and/or Library Programmers for their relevance to community needs and interests, popular appeal, and suitability for a general audience. Presenters are chosen for their proven expertise and public performance experience. Other factors considered are the availability of Staff and meeting area.

Fees may be charged and items may be sold to people attending Library programs. Prior notification and approval from the Director is required. Associates of the Presenter must handle the sale of any items.

Some programs may be restricted by age level. If registration is limited, a waiting list may be compiled.

Programs may be canceled for a number of reasons, chiefly: severe weather, absence of the presenter, or low registration. Canceled programs are not automatically rescheduled.

The Library promotes its in-house programming through fliers, news releases, the Library's website, social media and other opportunities that may present themselves. Presenters may not publicize their programs without the approval of the Library Director.

The Library does not advocate or endorse the content and viewpoints of Presenters and Programs.

Reviewed: 4-7-17/8-30-17

Adopted:

Revised:

Board Approved: 8-30-17

Permanent Gift Policy

Gifts to the Snake River School/Community Library, whether tangible property or monetary, are accepted or declined on condition of their relevance to the Library's stated Mission, and its current and anticipated resources and needs. Such criteria include, but are not limited to:

- Contribution of the gift to the Mission of the Library
- Space available for inclusion, display or storage
- Impact of the gift on Library resources (utilities, insurance, etc.)
- Condition of the gift (need for restoration or conservation).
- Contribution to the appearance/atmosphere of the Library.

Gifts accepted by Snake River School/Community Library become the property of the Library, which reserves the right to determine retention, location, display and other considerations related to the gift's use, maintenance, or removal. The Library will not accept gifts on which a donor places restrictions that negatively affect the Library or the use of the materials.

Donor's contributions for tax purposes are limited to the market value of the in kind donation. By law, neither the Library nor its staff can appraise potential gifts or arrange for appraisals. Donors are responsible for appraisals prior to the donation and should seek professional tax or estate counsel as appropriate.

Potential gifts may be reviewed for acceptance by the library's Board of Trustees.

Reviewed: 4-7-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Patron Registration Policy

Residents of the Library's legal service area may receive a Library Card at no charge. Residents of the LiLI Express Library Districts, who have a Library Card from their "Home library," may receive a Library Card at no charge upon approval of good standing in their "Home Library."

To obtain a library Card, an Adult Patron must provide photo identification and fill out the Patron Registration Card.

Applicants under the age of 18 must have a legal guardian/parent's signature on the application. The adult providing the signature must provide photo identification and meet the requirements of legal residency. Emancipated minors shall be considered to be Adults upon proof.

Reviewed: 4-6-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Reviewed: 2-6-23

Second Reading: 4-3-23

Snake River School/Community Library

PATRON NUMBER _____

Please do not write above this line.

I apply for the right to use Snake River School/Community Library and promise to obey all its rules, take care of all materials I borrow, to pay fines or damages charged to me, and to give prompt notice of a change of address or phone number.

Print Full Name _____

Signature _____

Home Address _____

Home Phone _____ Cell phone _____

Contact Person not living in same household _____

Home Phone of Contact Person _____

Cell Phone of Contact Person: _____

Email _____

Today's Date _____

Library Permissions Policy

Patrons who wish to grant others permission to use their Snake River School/Community card to check out material for them and to view their circulation record must present a completed and signed *Permission to Use Library Card Form* along with the Patron's photo identification and/or Library Card.

The permission will be good for six months and must then be renewed.

The cardholder remains responsible for all fines and fees.

Reviewed: 4-7-17/8-30-17

Adopted: 8-30-17

Revised:

Board Approved: 8-30-17

Permission to Use Library Card

Name: _____

Card Number: _____

By signing, I give permission to the Snake River School Community Library to allow the designated person listed below to check out materials for me and to view my circulation record.

I understand this permission will expire _____
Expiration Date (6 months from form date)

Designated Person:

Name: _____ **Relationship:** _____

Phone Number: _____

I acknowledge that I am responsible for the return of materials to the Library and or payment of any fines and/or fees that accrue to my account.

Cardholder Signature

Date

***I understand my designee must show their personal ID when checking out materials for me.**

Library Materials Lending Policy

Anyone borrowing materials from the Snake River School Community Library must have a current Library Card in good standing. "A current Library Card" is one issued by the Snake River School Community Library. "In good standing" means Library privileges have not been discontinued for cause.

All Library materials shall be available to Patrons holding a current Library Card without regard to age, race, gender, religion or national origin.

The standard circulation period for all materials shall be two (2) weeks. The Library Director may approve exceptions to the two-week circulation period. The current exceptions are:

DVD's circulate for 7 days (1 week)

Any adult library card, in good standing, may have up to thirty (30) items checked out at one time. This includes a limit of (10) DVD's.

Patrons under the age of 18 may have up to ten (10) items checked out at one time with the limit of five (5) DVDs.

Library Materials may be renewed in person or by phone. Materials may be renewed for a maximum of 2 times with the following exceptions:

DVD's are limited to one renewal. If a hold exists on an item, that item may only be renewed once

The circulation system currently being used by the Snake River School Community Library allows Patrons to renew materials on-line, independently, one time. The remaining 3 renewals may be obtained with assistance from a Staff Member.

The fee for a lost item is the replacement cost of the item. If any Patron accrued \$5.00 or more in fine/fees, the Patron's library card is considered **not** in "good standing" and library privileges shall be discontinued until payment is made.

Fines for Overdue Materials and Fees for Service shall be set by the Board of Trustees and shall be reviewed every January.

Circulation limits, loan periods, and any fines or fees may be adjusted at the discretion of the Library Director.

Reviewed: 4-7-17

Adopted: 7-26-17

Revised:

Board Approved: 7-26-17

Reviewed: 2-6-23

Second Reading: 4-3-23

Snake River School/Community Library Fines and Fees

FEES:

Lost or Damaged Patron Fee Replaceable Single CD (Lost or Ruined) Lost Or Damaged Beyond Repair Patron book Repair	Cost of Material 10.00 Minimum or Vendor Cost Cost of Material Price TBD by Library Director
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FINES:

Overdue Material except DVDs DVDs	.10 per Day (Not to Exceed of Material) 1.00 per Day (Not to Exceed of Material)
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OTHER CHARGES:

FAX Lamination Vinyl Colored Rolled Paper Bindings Cardstock Color Paper	1.00 1.00 per foot 3.15 per yard 1.15 per foot If we cut and weed it add 3.00 per foot .25 per foot .50 ¼-½ inch 1.00 all larger than ½ inch .15 .10
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PRINTING:

(Computer, Copier) Black & White 8 ½ x 11 Color Paper Size Variations Legal 8 ½ x 14 11 x 17	.10 .25 .20 + copy price .20 + copy price
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Reviewed: 4-7-17

Adopted: 7-26-17

Revised:

Board Approved: 7-26--17

Reviewed: 2-6-23

Second Reading: 4-3-23

Selection Policy

The primary objective of the Snake River School/Community Library is to enrich and support educational programs in the community as well as offer current, high demand, high interest materials to its patrons.

Such materials will:

- Provide growth through factual knowledge, promote literary appreciation, and ethical standards.
- Assist patrons in furthering their own self-education.
- Provide materials for creative use of their leisure time or entertainment.
- The responsibility for selection of materials is delegated to the trained personnel employed by the library and approved by the Library Director, with patron requests taken into consideration.
- Collection assessment will be ongoing using approved methods. Book reviews in Library Journal, Book Report, Horn Magazine, and other periodicals will be considered. One of the advantages of a school/community library is the availability of expertise in each of the subject areas. Teachers and staff may make recommendations for materials to meet various learning styles as well as authoritative materials.

Criteria for selection:

- Purpose of material
- Relevance to subject
- Updated information
- Authority of author
- Authority of reviewer
- Permanence of value to the collection
- Format, size, binding, durability, etc., relative to price

Material and equipment purchased from the library budget for library use must remain in the library and circulate as scheduled.

Classroom materials will not be purchased from the library budget.

Disclaimers:

- It remains the responsibility of the patron or the parent or guardian to determine what is appropriate for his/her own use.
- The Library does not endorse the viewpoints or vouch for the accuracy of information provided, including information obtained through the Internet.
- The Library does not mark or identify approval or disapproval of content.
- Materials are not sequestered except for the purpose of protecting from damage or theft.
- Collection Review policy
- The Library considers all materials selected under this policy to be protected under the First Amendment of the United States Constitution and the Idaho State Constitution.
- The Library will respect and follow proper court jurisdiction over protections.
- If a patron claims that a particular item is not constitutionally protected, the burden of proof rests with the patron.
- The Library recognizes the right of patrons to question materials in the Library collection and will give serious consideration to each patron's opinion.

Reviewed: 4-7-17

Adopted: 4-11-18

Revised:

Board Approved: 4-11-18

Collections Maintenance and Weeding

Maintenance and weeding should be done with the same care, thought, criteria, and judgment as selection.

- A practical, useful collection is maintained through continual replacement, discarding, addition, and, when helpful and practical, repair.
- Materials are to be withdrawn when considered outdated, no longer of interest or in demand, unnecessarily duplicated (multiple copies), or have significant wear or damage.
- Materials meeting the above criteria may be kept when they are considered to have special value in the total collection.
- Electronic resources are not exempt from routine collection maintenance.

Reviewed: 4-7-17

Adopted: 4-11-18

Revised:

Board Approved: 4-11-18

Controversial Material Policy

Materials are selected carefully under the guidelines of the selection policy.

In the event that criticism of a specific piece of material should develop, the person registering the criticism shall be requested to fill out a “Citizen’s Request for Reconsideration of Material” form. The form is to be signed by the complainant and directed to the library director.

A review of the material will be made by a committee of four (4): One (1) Library Board member; two (2) librarians; and one (1) member of the community. Upon review a copy of the final decision will be sent to the complainant.

In the event the complainant is not satisfied with the decision; an interview may be arranged with the Library Board and Superintendent of Schools. (A copy of the “Request for Reconsideration of Materials” form follows this policy.)

Reviewed: 4-7-17

Adopted: 4-11-18

Revised:

Board Approved: 10-14-24

<https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2024/legislation/H0710.pdf>

**Snake River School/Community Library
924 W. Hwy. 39
Blackfoot, ID 83221**

Request for Reconsideration of Library Materials

Title: _____ **Book** **Periodical** **Other**

Author: _____ **Publisher** _____

Request initiated by: _____

Address: _____ **Phone** _____

Do you represent: **Yourself**
 An organization (Name) _____
 Other group (Name) _____

Did you read the entire work? Yes No If not, what parts?

Please write in the space below your reasons for finding the material offensive and indicate whether or not you feel the material is objectionable for all readers or a particular age group. Please indicate your objections as completely and specifically as possible.

This form, when completed, will be submitted to the Director for evaluation and recommendations.

Signature: _____

Staff Member: _____

Date: _____

Thank you for your interest and for bringing this matter to our attention. You will be notified as soon as possible of the disposition of your request.

Idaho School Board Association

Policy Management Console

Board Policy 2500 & 2530: Library Materials

Adopted: 10-14-24

Board Approved: 10-14-24



Board Policy 2500: Library Materials

Status: ADOPTED

Original Adopted Date: 10/01/2022 | Last Revised Date: 06/18/2024 | Last Reviewed Date: 06/18/2024

The school library is a principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. The District has the authority to regulate education and to determine the contents of the library collection. However, the Board also recognizes students' First Amendment constitutional rights. The school and classroom libraries of this District are guided by the principles set forth in the Library Bill of Rights and by the Idaho Children's School and Library Protection Act.

Additionally, the District's school libraries adhere to all applicable District policies and procedures pertaining to student privacy and compliance with the Family Educational Rights & Privacy Act (FERPA) when it comes to records of materials checked out by students and any other student records. Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature.

School library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents or parents/guardians of nonresident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for interlibrary loan agreements with other libraries.

Access to Restricted Materials

The school library may have resources available to students that are available only with parent/guardian permission for minor students. Students' access to such materials shall require a permission slip signed by their parent/guardian. The permission slip may provide permission to access one or more specific materials or provide permission to access materials in the restricted access section. Students over the age of 18 may check out materials in the restricted access section.

Legal References

IC § 18-1514(6)

IC § 33-512

IC18-1517B

Description

Obscene Materials – Definitions

District Trustees - Governance of Schools

Children's School and Library Protection Act

Other References

Idaho Commission for Libraries

The American Library Association

The American Library Association

Description

website

Library Bill of Rights

Access to Resources and Services in the School Library

Cross References

2140

2140-F(1)

2510

2510-P(1)

2520

Description

Student and Family Privacy Rights

Student and Family Privacy Rights - Consent Form

Selection of Library Materials

Selection of Library Materials

Selection, Adoption, Use, and Removal of Curricular Materials

Cross References**Description**

2530	<u>Learning Materials Review & Reconsideration</u>
2530-F(1)	<u>Learning Materials Review & Reconsideration - Request for Review & Reconsideration of Learning Materials</u>
3570	<u>Student Records</u>
3570-P(1)	<u>Student Records - Maintenance of School Student Records</u>
3570-F(1)	<u>Student Records - Notification to Parents' and Student's of Rights Concerning a Student's School Records</u>
3570-F(2)	<u>Student Records - Permission to Use Likeness</u>
3575	<u>Student Data Privacy and Security</u>
7310	<u>Advertising in Schools/Revenue Enhancement</u>



Form 2500-F(1): Library Materials

Status: ADOPTED

Original Adopted Date: 06/18/2024 | Last Reviewed Date: 06/18/2024

Permission Slip to Check Out Restricted-Access Library Materials for Minor Students

This letter is to inform you and your child about the School Library Policy for checking out materials currently placed in the restricted-access section. The District requires parent or guardian permission for a minor student to check out materials in this section. You must accompany your minor student and provide a signed copy of this permission slip to a school library employee before they are allowed to access material in this section.

You and your student are solely responsible for any book they check out. Encourage your student not to lend the book to others. The loan period is _____ weeks.

While the book is in your home, we encourage you to review the material and to have an ongoing dialogue about it with your child.

Please check one of the following:

_____ I grant permission for my child to access any materials in the restricted section.

_____ I grant permission for my child to access the following material(s) in the restricted section. (Please provide the title and author):

If you would like further information about these items or the reasons they are currently in the restricted section, please contact [Contact Information].

You have read the attached copy of Policy 2500, and grant permission for your minor child to access the materials described above. You, the undersigned, and your minor student are solely responsible for any book or material checked out. Your student shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this permission slip. If your child lends or otherwise provides access of this material to any third party, including any other student or minor, your child's library privileges may be negatively impacted, including disallowing your minor child to check any book out of the library.

Parent/Guardian's Name (Print): _____

Phone: _____

Parent/Guardian's Signature: _____

Date: _____

For Librarian Use Only:

I, _____, (Choose One: Librarian or Designee) attest that the parent/guardian physically presented this permission slip with their signature, and their identity was verified as the minor child's parent or

legal guardian.

I understand and agree to follow the library policies. I accept the responsibility for returning any library materials I check out, and I will not share access to any restricted material with any other student at school.

Student Name (Print): _____

Student's Signature: _____

Homeroom Teacher Name: _____

Attestation for Students Over the Age of 18

I have read the attached copy of Policy 2500 and agree to access the materials described above. I, the undersigned, am solely responsible for any book or material checked out. I shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this attestation. I acknowledge that if I lend or otherwise provide access of this material to any third party, including any other student or minor, my library privileges may be negatively impacted, including losing privileges to check any book out of the library.

Student's Name (Print): _____

Phone: _____


Student's Signature: _____


Student's Date of Birth: _____

For Librarian Use Only:

I, _____, (Choose One: Librarian or Designee) attest that the adult student presented this attestation, and that they were verified as being over the age of 18.

Supporting Documents

 [2500E - Permission Slip for Restricted Access Materials](#)

 [2500F - Permission Slip for Restricted Access Materials](#)

Legal References References

IC § 18-1514(6)

IC § 33-512

IC18-1517B

Description

Obscene Materials – Definitions

District Trustees - Governance of Schools

Children's School and Library Protection Act

Other References References

Idaho Commission for Libraries

The American Library Association

The American Library Association

Description

[website](#)

[Library Bill of Rights](#)

[Access to Resources and Services in the School Library](#)

Parent/Guardian's Name (Print): _____

Phone: _____

Parent/Guardian's Signature: _____

Date: _____

For Librarian Use Only:

I, _____, (Choose One: Librarian or Designee) attest that the parent/guardian physically presented this permission slip with their signature, and their identity was verified as the minor child's parent or legal guardian.

I understand and agree to follow the library policies. I accept the responsibility for returning any library materials I check out, and I will not share access to any restricted material with any other student at school.

Student Name (Print): _____

Student's Signature: _____

Homeroom Teacher Name: _____

Attestation for Students Over the Age of 18

I have read the attached copy of Policy 2500 and agree to access the materials described above. I, the undersigned, am solely responsible for any book or material checked out. I shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this attestation. I acknowledge that if I lend or otherwise provide access of this material to any third party, including any other student or minor, my library privileges may be negatively impacted, including losing privileges to check any book out of the library.

Student's Name (Print): _____

Phone: _____

Student's Signature: _____

Student's Date of Birth: _____

For Librarian Use Only:

I, _____, (Choose One: Librarian or Designee) attest that the adult student presented this attestation, and that they were verified as being over the age of 18.



Board Policy 2530: Learning Materials Review & Reconsideration

Status: ADOPTED

Original Adopted Date: 10/01/2022 | Last Revised Date: 06/18/2024 | Last Reviewed Date: 06/18/2024

Parents/guardians have the right to guide the reading, viewing, and listening of their own children but must likewise give the same right to other parents/guardians. The Board has a constitutional obligation to not remove materials simply because it disagrees with subject matter unless such ideas are in violation of I.C. 18-1514. The First Amendment to the US Constitution encompasses not only freedom of share one's views but also freedom to receive information.

Any parent/guardian of a District student, any student, or any employee, [OPTIONAL: or any District resident] may formally challenge a specific learning material item used by the District's educational program. Challenges will only be accepted from individuals belonging to at least one of these groups.

Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered to be any material used in classroom instruction, materials available to students in the classroom, library materials, or any materials to which a teacher might refer a student as part of the course of instruction,

The major criterion for deciding whether to keep or remove a challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach;
2. The appropriateness of the material's level of difficulty; and
3. The appropriateness of the material for the age group(s) with which it is used. Library and classroom materials shall be considered in light of their appropriateness for the oldest students who will have access to them.
4. Whether the material meets the definition of "harmful to minors" provided below.

For the purposes of this policy, the term "harmful to minors" has the meaning provided in IC 18-1514 and I.C. 18-1517B:

"Harmful to minors" includes in its meaning:

1) The quality of any material or any performance or of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:

a) Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and

b) Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:

i. Intimate sexual acts, normal or perverted, actual or simulated; or

ii. Masturbation, excretory functions or lewd exhibition of the genitals or genital area. Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors.

No library material shall be removed solely because of the ideas expressed therein.

Informal Process

Any individual identified above who wishes to raise a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the District's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

All informal complaints made to staff members of the District shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. If the complainant wishes to make a formal challenge, the staff member shall direct the complainant to this policy.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the principal of the building where the material is used using a form provided by the District. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee.

~~OPTIONAL: Additionally, the District may decline to consider a request for reconsideration of a material that has already been the subject of such reconsideration within the past [SELECT ONE: three years OR four years OR some shorter period of time chosen by the District].~~

The building principal shall forward the form to the Superintendent.

The Superintendent shall convene a learning materials review committee, who will provide an objective evaluation of the material. The committee shall contain an odd number of members. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students;
2. Other teachers and librarians. If the challenged material was selected by a specific teacher or librarian, that individual will not be selected for the committee. If the District has only one librarian and that librarian selected the material in question, the District may seek to include a librarian from a nearby public library or school district on the committee;
3. Administrators;
4. Parents/guardians of District students, including parents whose children have already graduated; and
5. Any other appropriate individuals selected by the Superintendent.

A person who ~~has~~ submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee reviewing the material. If the complainant serves on a standing learning materials review committee, they shall recuse themselves from all committee activities related to review of the material.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by District students, parents/guardians of District students, District employees, and District residents on the material in question. For library materials, the resource in question must be read or reviewed in full by each committee member. For materials that are a part of material used in classroom instruction, the teacher shall present to the committee on its role within the classroom. Passages or parts of the work in context shall not be considered out of context, and the values and faults of the work should be weighed against each other. Decisions about what action to take regarding the material shall be based on the materials as a whole. Where appropriate, the committee may solicit advice or opinion from other District staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be made. In the case of library material, it shall include a recommendation to:

1. Retain the material in its original location; or
2. Relocate the material to another location, such as ~~a~~ library or classroom that serves older students; or
3. Remove the material entirely.

Challenged Resources

An Interpretation of the Library Bill of Rights

“Libraries: An American Value” states, “We protect the rights of individuals to express their opinions about library resources and services.” The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged resources. Collection development applies to print and media resources or formats in the physical collection. It also applies to digital resources such as databases, ebooks and other downloadable and streaming media. Content filtering is not equivalent to collection development.

Content filtering is exclusive, not inclusive, and cannot effectively curate content or mediate access to resources available on the Internet. This should be addressed separately in the library’s acceptable use policy. These policies reflect the American Library Association’s Library Bill of Rights and are approved by the appropriate governing authority.

Challenged resources should remain in the collection and accessible during the review process. The Library Bill of Rights states in Article I that “Materials should not be excluded because of the origin, background or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is often separated from unprotected expression only by a dim and uncertain line. The Supreme Court has held that the Constitution requires a procedure designed to examine critically all challenged expressions before it can be suppressed. ¹ This procedure should be open, transparent and conform to all applicable open meeting and public records laws. Resources that meet the criteria for selection and inclusion within the collection should not be removed. Therefore, any attempt, be it legal or extra-legal, ² to regulate or suppress resources in libraries must be closely scrutinized to the end that protected expression is not abridged.

Notes

1. *Bantam Books, Inc. v. Sullivan*, 372 U.S. 58 (1963)

2. “Extra-legal” refers to actions that are not regulated or sanctioned by law. These can include attempts to remove or suppress materials by library staff and library board members that circumvent the library’s collection development policy, or actions taken by elected officials or library board members outside the established legal process for making legislative or board decisions. “Legal process” includes challenges to library materials initiated and conducted pursuant to library’s collection development policy, actions taken by legislative bodies or library boards during official sessions or meetings, or litigation undertaken in courts of law with jurisdiction over the library and the library’s governing body.

Adopted June 25, 1971; amended July 1, 1981; January 10, 1990; January 28, 2009 and July 1, 2014, by the ALA Council.

Damaged Material Policy

When Library materials are returned damaged, Staff will assess the extent of the damage and determine if the item is usable. If the material is deemed unusable, the Patron will be responsible for the complete replacement cost of the item. The item will not be checked in and will remain on the Patron's record until the charge has been paid.

If the material is deemed usable, Senior Library Staff will determine the amount to be charged for damage. The item will be checked in and the charge will be noted on the Patron's record.

Reviewed: 3-8-17

Adopted: 7-26-17

Revised:

Board Approved: 7-26-17

Lost/Damaged /Refund Policy

Patrons will be required to pay the full replacement cost of lost library materials they have checked out. Once paid for, the item belongs to the Patron. If the item is found within 90 days of the date it was paid for, and is returned in usable condition, a refund can be obtained.

When Library materials are returned damaged, Staff will assess the extent of the damage and determine if the item is usable. If the item is deemed unusable, the borrowing Patron will be charged the complete replacement cost of the item (see above). If the material is deemed still usable, Staff will determine the amount to be charged for damage repair and/or restoration.

Lost or damaged DVD's are the only exception to the above Policy. Patrons may replace a lost or damaged DVD with a new unopened copy of the same title. A fee for re-labeling and a library case will also be assessed. This option applies to DVD's only, NOT to any other Library material.

Reviewed: 3-8-17

Adopted: 4-11-18

Revised:

Board Approved: 4-11-18

Theft and willful Mutilation of Materials Policy

All library materials must be properly checked out to an eligible borrower before they can be removed from the Library. Deliberate removal or attempted removal of Library materials from the premises without their being checked out, is considered theft.

The Library reserves the right to conduct a Staff inspection for materials that have not been checked out.

It is the policy of the Snake River School Community Library to detain persons suspected of attempted or successful unauthorized removal of Library materials from the premises, and to call Police when the intent to steal can be established. Removal or attempted removal of Library labels or security tags or mutilation of Library materials is considered to be proof of intent to steal.

Failure to return materials to the Library is also considered to be theft of Library materials.

The willful mutilation of materials by marking, underlining, removing pages or in any other way injuring or defacing materials will be considered and treated as theft.

Any other act defined as theft of Library materials under State and/or local law will be considered and treated as theft under this policy.

Review: 4-7-17

Adopted: 1-10-18

Revised:

Board Approved: 1-10-18

LiLi Express Reciprocal Borrowing Policy

Purpose:

The Snake River School/Community Library works to make the maximum number of resources available to its Patrons. To this end the Library participates in a reciprocal borrowing program with various libraries throughout Idaho. The program is coordinated by Libraries Linking Idaho or LiLI Express.

Users with a valid public library card in good standing from any of the LiLI Express participation libraries throughout Idaho may check out items from the Snake River School/Community Library or utilize resources within the Library.

Definitions:

Patron: Any person over 18 years of age holding a valid Snake River School/Community Library card in good standing.

Services: All services available throughout the Snake River School/Community Library.

LiLI: Libraries Linking Idaho, a service of the Idaho Commission for Libraries, is an alliance of libraries and library networks joined together to further the common good. It provides the Idaho library community with services that are more economical when administered at a statewide level rather than at a local or regional level.

Snake River School/Community Library patrons:

- Present a Snake River School/Community Library card at a LiLI Express participating library from which materials are requested. The participating library may also request another form of identification.
- Follow the registration procedures required at that library.
- Each LiLI Express participating library has its own rules concerning circulation periods, fines requests and other services; therefore, materials for reciprocal borrowing are available at the discretion of the owning library.
- Interlibrary Loan requests must be paced at the “Home Library.”
- Borrowers who abuse privileges at one library will be disqualified from reciprocal borrowing privileges at all participating libraries.

Library Patrons From Other Libraries:

- Present a library Card from the “Home Library” and one other form of photo identification including current address or an alternate piece of mail showing proof of current address
- Complete a Snake River School/Community Library Registration Form.
- Abide by the policies of the Snake River School/Community Library.
- Maintain a record of good standing at “Home Library.”
- Permit lending library to contact “Home Library” if necessary.
- Return borrowed materials to the library from which they are borrowed
- Assume responsibilities for any materials borrowed, including payment for lost/damaged materials, overdue fines or other fees.

The Snake River School/Community Library considers use of the reciprocal borrowing services to constitute agreement with the above policy.

Reviewed: 4-7-17

Adopted: 4-11-18

Revised:

Board Approved: 4-11-18

Interlibrary Loan Policy

The Snake River School/Community Library (SRSCCL) is pleased to offer Interlibrary Loan Services to its Patrons. This service allows Patrons to have access to materials that are not currently held in the SRSCCL collection.

Placing an Interlibrary Loan (ILL) request does not guarantee that the item will be available or that SRSCCL will be able to borrow the time from another library.

Due to the cost and time involved in borrowing these materials each Library Patron will be allowed to request two items through Interlibrary Loan each month. Exceptions to this limit may be approved by the Library Director.

Patrons must have a current Library card in good standing to place a request for an ILL. Patrons who do not have a library card in good standing cannot place a request for an ILL.

Patrons are responsible for any fees assessed for ILL materials by the lending library, even if the materials are never picked up, or the patron tries to cancel the request. Patrons are also responsible for any overdue fines that may be incurred as well.

Materials that cannot be borrowed through ILL:

1. Any non-print materials.
2. Materials published within the last year.

Loaning materials to other Libraries:

SRSCCL will loan all materials to requisition libraries with the following exceptions:

1. Any non-print materials, printed music, magazines, kits or bundles or reference material.
2. Materials published within the last year.
3. Idaho Collection materials.
4. Special Collection material in print or non-print located at main or satellite buildings.

The loan period for SRSCCL material, loaned through ILL, will be four (4) weeks. SRSCCL fees shall be assessed to any late, damaged or lost materials.

Reviewed: 3-8-17

Adopted: 7-26-17

Revised:

Board Approved: 7-26-17

Library Patron Behavior Policy

Disruptive behavior is any activity that disrupts the Library, interferes with the Library business of other Patrons or Staff, or is illegal.

The following behaviors are specifically prohibited by Library Board policy, or fall under fire, police or health regulations:

1. Use of profane, obscene, loud or abusive language or acts.
2. Use of any tobacco products, vaping or electronic alternatives in any part of the building.
3. Possession or use of alcohol or illegal drugs.
4. Public display of affection.
5. Vandalizing/damaging library property.
6. Re-shelving or emptying shelves.
7. Selling or solicitation, except for official Library functions without approval.
8. Distribution of leaflets or similar literature, practicing or discussing business, except for official Library functions without approval.
9. Taking any action that is disruptive to Staff or Patrons.

Food and beverages are not permitted in the Library.

Animals other than those required for Library Programs, Law Enforcement assistance or Service Animals, are not permitted in the Library.

A person who is disruptive or has children who are disruptive will be notified that the behavior is inappropriate. If the behavior continues, the person will be asked to leave the Library. If the person refuses to leave, local law enforcement will be called. Any illegal activities will be reported to the authorities.

Disruptive behavior on the part of a Library Patron may result in the denial of the individual's access to the Library, to Library Materials, and Services for a length of time to be determined by the Library Director.

Reviewed: 4-5-17

Adopted: 1-10-18

Revised:

Board Approved: 1-10-18

Reviewed: 2-6-23

Second Reading: 4-3-23

Unattended Child Policy

It is our policy that children are not to be left unattended in the Library with the exception of Staff Members being aware in advance, and for the purpose of, them attending a Library event, class, club or other activity.

If a Staff Member identifies an unattended child, they will attempt to find the individual responsible for the Child on the premises. If it is determined that the Child has been left in the library unattended, Staff will attempt to contact the Parent(s) and request that the Child be picked up immediately. If the Parent(s) cannot be located, or if the Parent(s) do not pick up the child within 30 minutes, Staff may contact the Police.

Under no circumstances will a Staff Member ever give a Child a ride home. The Library in no way assumes responsibility for any Child left unattended in the Library.

Reviewed: 4-7-17

Adopted: 7-26-17

Revised:

Board Approved: 7-26-17

Reviewed: 2-6-23

Second Reading: 4-3-23

Exhibit and Display Policy

Available space within the Snake River School/Community Library may be used to display materials that support the Library's mission, programs and services to the Community. Exhibits and displays must be of an educational, cultural or civic nature, and may represent a variety of viewpoints and a broad spectrum of community-wide interests, but may not be discriminatory, inflammatory, or for entrepreneurial or commercial purposes.

The Library Director, or her designee, shall have authority to consider and accept or reject proposed displays, and determine their location. All exhibits/displays will be scheduled for a specific time period, using a written agreement form, with the understanding that Library use of the proposed space takes precedence over other uses, and a previously approved exhibit or display could be preempted. In such cases, the Library will try to reschedule the exhibit.

For each Exhibit/Display:

- A notice identifying the Exhibitor and disclaiming the Library's advocacy or endorsement is to be posted with each exhibit.
- Exhibitors accept all responsibility for installing, labeling, removing and transporting display materials, and give Library Staff the right to dismantle the display at the end of the agreed time period (if the Exhibitor has not done so), and discard any unclaimed materials after 10 days.
- Exhibitors assume all risk of loss or damage to materials, and provide any insurance deemed necessary.

Sample disclaimer notice: (A standard card could be prepared)

"The material exhibited here is the presentation of *[individual or organization responsible]* and does not reflect or imply the advocacy or endorsement of the Snake river School/Community Library."

Reviewed: 4-4-17

Adopted: 8-8-18

Revised:

Board Approved: 8-8-18

Exhibit and Display Agreement

Title of Display/Exhibit: _____

Description of Display/Exhibit: _____

Month/Year of Display/Exhibit: _____

Installation Date: _____

Dismantling Date: _____

Individual or Organization responsible for Display/Exhibit: _____

Contact Person: _____

Address: _____

Cell Phone#: _____ Home Phone: _____

Email: _____

Alternate Contact Name: _____

Alternate phone #: _____

By signing this form, Exhibitors agree to:

- Deliver, install and label their exhibit on the agreed date.
- Remove the exhibit on the agreed dismantling date, or give the Library Staff the right to do so, and discard any unclaimed materials after 30 days.
- Assume all risk of danger or loss of the exhibit materials, or provide any insurance deemed necessary
- Recognize the Library's right to preempt and reschedule when necessary.

Exhibitor's Signature: _____ Date: _____

**Return signed Agreement to:
Snake River School/Community Library
924 W HWY. 39
Blackfoot, ID 83221**

Internet and Online Access Policy

General Introductory Statements:

Public access to the Internet and online services have become an integral part of the Snake River School/Community Library's programs and services. The intent of this policy is to meet the provisions of Idaho Code 33-2741, as well as provide guidelines for patrons and staff regarding Internet accessible and online computer use.

As a matter of policy, the Snake River School/Community Library will abide by all laws governing or regulating Internet use as such legislation relates to library policy or service.

Legal requirements:

The Snake River School/Community Library's Internet Access Policy complies with Idaho Code 33-2741 PUBLIC LIBRARY - INTERNET USE POLICY REQUIRED as well as Snake River School District policies RESPONSIBLE USE OF INTERNET, COMPUTER AND NETWORK RESOURCES FOR STUDENTS (3270, 3270P) and ACCEPTABLE USE OF INTERNET, COMPUTER AND NETWORK RESOURCES FOR EMPLOYEES AND OTHER AUTHORIZED USERS (5330)

The Snake River School/Community Library has in place a policy Internet safety for minors, including the operation of a technology protection measure, hereafter called "filtering software," on any publicly accessible computer with Internet access that protects against access to visual depictions that are obscene, child pornography, or harmful to minors, as defined in I.C. 33-2741. The filtering software will be enforced to provide Internet safety during any use of a computer by a minor.

The Snake River School/Community Library has in place a policy of Internet safety, which may include the operation of a technology protection measure on any publicly accessible computer with Internet access that protects against access to visual depictions that are obscene or child pornography as defined in I.C. 33-2741. The filtering software may be enforced to provide Internet safety during any use of a computer.

Library policy restricts access to internet sites that contain visual depictions that are child pornography, harmful to minors or obscene, and may also limit Internet access or other wise protect against for all library computers connected to the internet during the use of a computer by a minor. However, a library staff member may disable a technology protection measure at the request of a patron to enable Internet access for lawful purposes. The viewing or downloading of pornographic material is strictly forbidden. "Pornographic material" is defined as any image that depicts partial or complete nudity, or any act of explicit sexual nature. Violation of this policy will result in the loss or suspension of computer privileges.

Implementation requirements

A notice of the availability of this Policy is included on each individual computer in the Computer Room, on the login page, for all patrons to view.

The Library Board has established procedures and guidelines to handle complaints about this policy, enforcement of this policy by library staff, and what a patron should do if they observe inappropriate behavior by another library patron. A notice of the availability of these procedures for public review will be posted, as well as the policies made readily available to all staff members. These procedures and guidelines will be adhered to by library staff to enforce the requirements of Idaho Code 33-2741.

Adopted: 8-8-18

Revised:

Board Approved: 8-8-18

Board Approved: 4-1-24

Section 33-2741 — Idaho State Legislature

legislatureidaho.gov/istatuesrules/idstat/title33/t33ch27/sect33-2741/

TITLE 33
EDUCATION
CHAPTER 27

PUBLIC LIBRARY DISTRICTS

33-2741. PUBLIC LIBRARY - INTERNET USE POLICY REQUIRED. (1) Public libraries receiving public moneys and governed by the provisions of chapters 26 and 27, [title 33](#), Idaho Code, that offer use of the internet or an online service to the public:

(a) (i) Shall have in place a policy of internet safety for minors including the operation of a technology protection measure with respect to any publicly accessible wireless internet access or publicly accessible computers with internet access and that protects against access through such computers or wireless internet access to visual depictions that are obscene or child pornography or harmful to minors; and

(ii) Shall enforce the operation of such technology protection measure during any use of a computer or wireless internet access by a minor.

(b) (i) Shall have in place a policy of internet safety, which may include the operation of a technology protection measure with respect to any publicly accessible wireless internet access or publicly accessible computers with internet access and that protects against access through such computers or wireless internet access to visual depictions that are obscene or child pornography; and

(ii) May enforce the operation of such technology protection measure during any use of a computer or wireless internet access.

(2) The provisions of this section shall not prohibit a public library from limiting internet access or otherwise protecting against materials other than the materials specified in this section.

(3) An administrator, supervisor or other authorized representative of a public library may disable a technology protection measure described in subsection (1) of this section at the request of a library patron to enable access for lawful purposes.

(4) Each public library's policy shall be developed under the direction of the library's board of trustees, adopted in an open meeting and shall have an effective date. The board of trustees shall review the policy at least once every three (3) years. The policy shall reflect the most recent date of review.

(5) Notice of the availability of the policy shall be posted in a conspicuous place within the library for all patrons to observe. The board of trustees may issue any other public notice it considers appropriate to inform the community about the policy.

(6) The policy may:

(a) State that it restricts access to internet or online sites that contain material described in subsection (1) of this section and how the policy meets the requirements provided for in this section;

(b) Inform patrons that administrative procedures and guidelines for library staff to follow in enforcing the policy have been adopted and are available for review at the library; and

(c) Inform patrons that procedures for use by patrons and staff to handle complaints about the policy, its enforcement or about observed patron behavior have been adopted and are available for review at the library.

(7) For purposes of this section, the following terms shall have the following meanings:

(a) "Child pornography" means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

(i) The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

(ii) Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or

(iii) Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

(b) "Harmful to minors" means any picture, image, graphic image file or other visual depiction that:

(i) Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

(ii) Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(iii) Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

(c) "Minor" means anyone who has not attained the age of eighteen (18) years.

(d) "Obscene" means a depiction that:

(i) The average person, applying contemporary community standards, would find to appeal to the prurient interest;

(ii) Depicts or describes sexual conduct in a patently offensive way; and

(iii) Lacks serious literary, artistic, political or scientific value.

(e) "Public moneys" means any and all moneys belonging to or collected by the state or any political subdivision thereof including, but not necessarily limited to, any city, county, town or district therein.

(8) The provisions of this section shall have no effect on the provisions of section [33-132](#), Idaho Code.

History:

[33-2741, added 2011, ch. 260, sec. 1, p. 705; am. 2019, ch. 313, sec. 1, p. 936.]

Snake River Personnel Internet Policy

Category: 7000 PERSONNEL	Policy Number: 7429 (page 1 of 3)
Policy Title: ACCEPTABLE USE OF INTERNET, COMPUTER AND NETWORK	Effective Date: July 8, 2015

Snake River School District No. 52 recognizes the importance of providing positive, productive educational experiences through the district's Internet, computer, and network services. To promote this objective and protect its staff and students, the board authorizes the superintendent or designee to:

1. Prohibit and prevent school computers and other school owned technology-related services from sending, receiving, viewing or downloading materials that are deemed to be harmful to minors, defined by Idaho Code Section 18-1514.
2. Prohibit and prevent unauthorized online disclosure, use, or dissemination of personally identifiable information of students.
3. Select and employ technology protection measures on the district's computers to filter or block Internet access to obscene materials, materials harmful to minors, and materials that depict the sexual exploitation of a minor or other information that is determined to be in violation of district policies.
4. Establish and enforce appropriate disciplinary measures to be taken against persons violating this policy.
5. Handle complaints regarding the enforcement of the district's Internet use policies and procedures.
6. All accounts will remain active and files will be retained for three months unless special arrangements have been made when an employee retires, terminates employment or after students graduate. The maximum time for file retention is six months after which files and user accounts will be deleted. Students who transfer out of the district will have their files and accounts deleted within thirty days.

The district will limit Internet access to materials that enrich and support the curriculum and educational needs of users, contribute to the delivery of efficient and effective business or educational functions, and expedite professional district communications.

PRIVACY

Use of the district's technology resources is a privilege and not a right. Except for guest WiFi, access has not been established as a public access service or a public forum. Regardless the method or district provided resources used, the district reserves the right to monitor, inspect, copy, review, delete and/or store at any time and without prior notice any and all results of usage of the Internet, computers, network resources, and any and all information transmitted or received in connection with such usage. All such information will be and remains the property of the district and users have no expectation of privacy regarding such materials. The district has the right to place restrictions on the use of the district's Internet, computers, and network resources and may also deny access to staff and students who violate related policies and procedures.

Employees and other authorized users must use district technology in a professional, legal and responsible manner. Use of district technology for personal business must be kept to a minimum and must conform to district policies and procedures and state and federal laws and regulations.

When acting within the capacity of a district employee or other authorized use, communication from any location and using any type of equipment, owned by the district or otherwise, must reflect professional integrity and responsibility and not have an adverse effect on students or on the performance of an employee's or other authorized use duties for the district.

Category:

7000 PERSONNEL

Policy Number:

7429 (page 2 of 3)

Policy Title:

**ACCEPTABLE USE OF INTERNET, COMPUTER, AND NETWORK
RESOURCES FOR EMPLOYEES AND OTHER AUTHORIZED USERS**

Effective Date:

July, 8 2015

PROHIBIT USES

The district's Internet, computers and network resources may only be used for approved district activities and educational purposes. All users must fully comply with this policy and immediately report any violations or suspicious activities to the building or designee. Prohibited uses of district technology include, but are not limited to:

1. Causing Harm to Individuals or to Property
 - a. Use of obscene, profane, vulgar, inflammatory, abusive threatening, disrespectful language or images.
 - b. Making offensive, damaging, or false statements about others.
 - c. Posting or printing information that could cause danger or disruption.
 - d. Bullying, hazing or harassing another person.
 - e. Deleting, copying, modifying, or forging other users' names, e-mails, files, or data.
 - f. Disguising one's identity, impersonating other users, or sending an anonymous email.
 - g. Posting personal information (e.g. phone number, address) about oneself or any other person except to responsible agencies.
2. Engaging in Illegal Activities
 - a. Participating in the sale, purchase or promotion of illegal items or substances.
 - b. Accessing or transmitting:
 - i. Pornography of any kind.
 - ii. Obscene depictions.
 - iii. Harmful materials.
 - iv. Materials that encourage others to violate the law.
 - v. Confidential information.
 - vi. Copyrighted materials without authorization or as provided by fair use regulations.
 - c. Attempting to disrupt the computer system or destroy data by any means.
3. Breaching System Security
 - a. Sharing one's or another person's password with others.
 - b. Entering another person's account or accessing another person's files without authorization.
 - c. Allowing others to gain access to one's individual account.
 - d. Interfering with other users' ability to access their accounts.
 - e. Allowing student access to sensitive data.
 - f. Attempting to gain unauthorized access to another computer.
 - g. Using software or hardware tools designed to interfere with or bypass security mechanisms.
 - h. Utilizing software or hardware applications that are not approved for business use.
 - i. Attempting to evade the district's computer software.
4. Improper Use or Care of Technology
 - a. Posting chain letters or engaging in spamming.
 - b. Attempting to harm or damage district technology, files or data in any way.
 - c. Alteration of configured equipment, including the addition of unauthorized passwords and user accounts.
 - d. Leaving an account open or unattended.
 - e. Attempting to remedy a security problem and not informing a school official.

Category: 7000 PERSONNEL	Policy Number: 7429 (page 3 of 3)
Policy Title: ACCEPTABLE USE OF INTERNET, COMPUTER, AND NETWORK RESOURCES FOR EMPLOYEES AND OTHER AUTHORIZED USERS	Effective Date: July 8, 2015

- f. Failing to report the abuse of district technology.
- g. Installing, uploading or downloading unauthorized programs.
- h. Copying district software or personal use.
- i. Using district technology for:
 - i. Personal financial gain.
 - ii. Personal advertising or promotion.
 - iii. For-profit business activities.
 - iv. Unapproved fundraising
 - v. Inappropriate public relations activities such as solicitation for religious purposes.
 - vi. Inappropriate political purposes.
 - vii. Personal shopping.

Consequences for Inappropriate Use

Failure to comply with this policy or inappropriate use of the district’s internet, computers, or network resources may result in usage restrictions, loss of access privileges, and/or disciplinary action up to and including termination. The superintendent or designee may also report the violation to law enforcement where appropriate.

Users are responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

NOTICE

Guest WiFi access is provided as a public convenience only and with no expectation of performance. As such, it is not intended for use during school hours. Usage will be monitored for inappropriate use and internet filtering will be implemented to meet CIPA requirements.

The district will inform staff, students, parents/guardians and other users about this policy through posting on the district website and by other appropriate methods. A copy of this policy will be available for review at the district office. The district will also file this policy with the state superintendent of public instruction every five years.

By accessing the district’s internet, computers and network resources, users acknowledge awareness of the provisions of this policy and awareness that the district uses monitoring systems to monitor and detect inappropriate use.

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LEGAL REFERENCE:

Idaho Code Section 33-132 – Local School Boards – Internet Use Policy Required

ADOPTED: 5/22/13

AMENDED: 07/08/15

Snake River School District 52, 103 South 900 west, Blackfoot, Idaho 83221

Category: 7000 PERSONNEL	Procedure or Form Number: 7429 F1
Policy Title: ACCEPTABLE USE OF INTERNET, COMPUTER, AND NETWORK	Effective Date: July 8, 2015

**Snake River School District No. 52
Internet, Computer and Network Service Employee and Other Authorized User Agreement**

Snake River School District No. 52 recognizes the importance of providing positive, productive educational experiences through the district's Internet, computer, and network services. To promote this objective and protect its staff and students, each user must agree to abide by the terms and provisions as set forth in Policy No. 7429, Acceptable Use of Internet, Computer and Network Resources for Employees.

By signing this agreement, the user takes full responsibility for usage and agrees to indemnify and hold the school, the school district, or internet service provider (ISP) harmless from any and all loss, costs claims, or damages resulting from user access to its Internet, computer, and network resources, including but not limited to any fees or charges incurred through purchases of goods or services by the user. Further, the user is responsible for damages to the district's equipment, systems, and software resulting from deliberate or willful acts.

The districts make no warranties of any kind, either express or implied, in connection with its provision of access to and use of its internet, computer, and network resources.

I am aware that the district uses monitoring systems to monitor and detect inappropriate use. I agree to cooperate with the school in the event of an investigation into a user's use or access of the district's Internet, computer, and network resources.

I understand that failure to comply with the policy or inappropriate use of the district's Internet, computers, or network resources may result in usage restrictions, loss of access privileges, and/or disciplinary action up to and including termination. The superintendent or designee may also report the violation to law enforcement where appropriate, This agreement is to be signed and filed in the employee's personnel file annually.

Signature _____ Date _____

Printed Name _____ Home Phone _____

I am a:

- Teacher of this district, teaching _____ in grade(s) _____
at _____ (Building)
- Staff member of this district working as a _____ at _____ (Building)
- Other user authorized by the district: _____
- District Substitute I desire to have a PowerSchool lunch Account

I do not have a district-provided email address.

Please provide me with one. Login/User Name _____ Password _____

District Substitute I desire to have a PowerSchool Lunch Account (This form must be returned to the District Office)
Snake River School District 52, 103 South 900 west, Blackfoot, Idaho 83221

Social Media Policy

The Snake River School/Community Library (SRSCCL) carefully selects social media tools to enhance informational, promotional and educational exchanges between SRSCCL staff, library users and the general public. SRSCCL recognizes that new tools will emerge which have useful applications in the library setting; thus, this policy addresses social media in general. Social media includes such formats as blogs, listservs, websites, social network pages or posts to community reviews and patron ratings of library materials.

Snake River School/Community Library participation in a social networking service does not constitute endorsement of the content or views expressed by the participants, including staff. The Library is not liable or responsible for content posted by any participant in a Library-sponsored social networking service or for any event or interaction that takes place through any social networking service.

Comments, posts, photos and messages are welcome on the library's social networking sites. Photos will be used unless written statements are on file by patron, parent/guardian. The Library follows a notice-and-takedown procedure for complaints of copyright violation under the Digital Millennium Copyright Act. Posts containing offensive, obscene, threatening or abusive language, or hate speech are strictly prohibited and will be deleted. Authorities may be contacted. The library reserves the right to refrain from posting user submissions or comments or to remove them at any time.

Staff use of Library social media must be approved by the Library Director who will determine appropriateness of the contents. This policy complements, rather than overrides, any existing requirements that staff act professionally, respectfully and honestly.

Reviewed: 4-7-17

Adopted: 8-8-18

Revised:

Board Approved: 8-8-18

Board Approved: 4-1-24

Category: 700 PERSONNEL	Policy Number: 7428 (1 of 3)
Policy Title: EMPLOYEE AND OTHER AUTHORIZED USER USE OF ELECTRONIC COMMUNICATION AND SOCIAL	Effective Date: July 8, 2015
<p>Snake River School District No. 52 recognizes the value and importance of electronic communication, online presence, and innovative technology tools to enhance the learning experience and work environment within the district. The district also recognizes the obligation of teachers and administrators to be positive ambassadors for our schools and to teach and ensure responsible and safe use of these technologies.</p> <p>Violation of this policy may result in disciplinary action up to and including termination. DEFINITIONS</p> <p>“Electronic communication and entertainment devices” include, but are not limited to, personal cell phones, tablets, personal computers, laptops, iPads, iPods, Blackberries, pagers MP3 players, and other similar devices or media players, without regard to the commercial name or manufacturer of the device, whether handheld, car models, laptop or other computer usage, or combinations of any of the above.</p> <p>Social media networks” include, but are not limited to, websites, web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public that does not fall within the district’s technology network (e.g. Facebook, Twitter, LinkedIn, Flickr, YouRube, Instagram, Snapchat, MySpace, blog sites, Wikipedia, etc.)</p> <p>USE OF PERSONAL ELECTRONIC DEVICES AT SCHOOL</p> <p>Employees and other authorized users must be respectful and professional in all communications at all themes. Employees and other authorized users may not use obscene, offensive, profane, or vulgar language; or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity, sexual behavior, sexual harassment bullying, or the inappropriate use of alcohol or illegal drugs.</p> <p>PROFESSIONAL COMMUNICATIONS</p> <p>Employees and other authorized users must be respectful and professional in all communications at all times. Employees and other authorized users may not use obscene, offensive, profane, or vulgar language; or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity, sexual behavior, sexual harassment, bullying or the inappropriate use of alcohol or illegal drugs.</p> <p>Employees and other authorized users may not act as a spokesperson for the district or make comments as a representative of the district, except as authorized by the board, superintendent or designee. When authorized as a spokesperson for the district, employees and other authorized users must disclose their employment relationship with the district.</p> <p>COMMUNICATIONS WITH STUDENTS</p> <p>The board recognizes that there are occasions when a district employee or other authorized users may have a legitimate educational need to communicate with a student and parents outside of school hours. Any communication between a district employee/other authorized user and a student via telecommunications, text messages, e-mails, and/or any other medium must have an educational purpose and be professional in content and tone.</p>	

Category: 7000 PERSONNEL	Policy Number: 7428 (page 2 of 3)
Policy Title: EMPLOYEE AND OTHER AUTHORIZED USER USE OF ELECTRONIC COMMUNICATION AND SOCIAL	Effective Date: July 8, 2015
<p>Employees or other authorized users who engage in such communications with students are expected to act as representatives of the district. Only district provided resources are approved. Due to their public nature, any communications with students may be subject to review by the district.</p> <p>Employees or other authorized users will not make any statements or forward information that could reasonably be perceived to be:</p> <ol style="list-style-type: none"> 1. In violation of federal or state laws, or district policies; 2. Personal in nature; 3. Obscene, vulgar, or inappropriate in content; 4. Harmful to a student; 5. Disruptive of the educational process; or 6. In violation of FERPA and other confidentiality requirements. <p>At the discretion of the superintendent or designee, employees or other authorized users may be required to copy all such communications to students to the building administrator or designee.</p> <p>In the event an employee or other authorized user receives any communication from a student that is inappropriate or creates concerns, the employee or other authorized user has an obligation to report such communication to the building administrator or designee.</p> <p>E-MAIL</p> <p>All employees and other authorized users are assigned a district email account, which should be used for all official business. Employees and other authorized users must use their district e-mail account when acting in the capacity of a district employee or other authorized user and when corresponding with parents or students. Employees and other authorized users may not use their district assigned e-mail address for communications on social media networks without prior district approval from the superintendent or designee.</p> <p>SOCIAL MEDIA</p> <p>Employees and other authorized users are prohibited from discussing students and work-related matters on any social media network. Employees and other authorized users are expected to comply with the following guidelines when engaging in communications on social media networks:</p> <ol style="list-style-type: none"> 1. In the event the employee or other authorized user identifies himself/herself as an employee of the district, he/she must post a disclaimer that the views expressed by the employee are personal and not made in his/her capacity as an employee of the district. 2. Information posted by an employee or other authorized user must comply with state and federal laws, and district policies, guidelines, and procedures. 3. Employees and other authorized users may not disclose information on any social media network that is confidential or proprietary to the district, its students, or employees or that is protected by data privacy laws. 4. Employees and other authorized users may not post copyrighted images or materials without prior permission from the owner, unless it falls within an exception and complies with copyright laws. 	

Category: 7000 PERSONNEL	Policy Number: 7428 (page3 of 3)
Policy Title: EMPLOYEE AND OTHER AUTHORIZED USER USE OF ELECTRONIC COMMUNICATION AND SOCIAL	Effective Date: July 8, 2015

5. Employees and other authorized users should always present themselves in a professional manner and exercise good judgment relative to any information posted or any sites linked to the employee's or other authorized user's social media network page or blog.
6. Employees and other authorized users must recognize that statements or innuendo publicly displayed on the Internet may have negative ramifications on an individual's position as a role model for students of the district.
7. Employees and other authorized users may not use or post the district logo, motto slogan, mascot or other district branding without permission from the superintendent or designee.

Employees and other authorized users may not post any school-related images on any social media network without permission from the superintendent or designee.

If information is posted on a social media network that evidences that the employee or other authorized user has engaged in conduct in violation of applicable federal and state law or district policies, the district may take disciplinary action, up to and including termination.

The district reserves the right to monitor employee and other authorized user comments and postings to the extent permitted by law. Where applicable, employees and other authorized users may be asked to disclose the existence of and to provide the district with access to an employee's and other authorized user's website, web log, or other personal social media network as part of an employment selection, promotion, disciplinary process, or investigation.



LEGAL REFERENCE:

Idaho Code Section 33-512 – Governance of Schools

ADOPTED: 09/15/2010

AMENDED: 07/08/2015

SIGNATURE: _____

PRINTED NAME: _____

DATE: _____

Snake River School District 52, 103 South 900 West, Blackfoot, Idaho 83221

Freedom to Read

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 arise 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 dissemination 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 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.

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

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

Interpretations of the Library Bill of Rights

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These are policies of the American Library Association, having been adopted by the ALA Council.

Access for Children and Young Adults to Nonprint Materials: Library collections of nonprint materials raise a number of intellectual freedom issues, especially regarding minors. Article V of the Library Bill of Rights state, “A person’s right to use a library should not be denied or abridged because of origin, age, background or views”

Access to Digital Information, Services and Networks: Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. Libraries and librarians protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

Access to Library Resources and Services for Minors (previously named Free Access to Libraries for Minors): Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials and facilities based on the age of library users.

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression or Sexual Orientation: The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity or sexual orientation.

Access to Resources and Services in the 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.

Challenged Resources: The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form that reflects the Library Bill of Rights, and that is approved by the appropriate governing authority.

Diversity in Collection Development: Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Economic Barriers to Information Access: A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free, equal, and equitable access to information for all people of the community the library serves. While the roles, goals and objectives of publicly supported libraries may differ, they share this common mission.

Evaluating Library Collection: The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library

and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of all libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community.

Exhibit Spaces and Bulletin Boards: Libraries often provide exhibit spaces and bulletin boards. The uses made of these spaces should conform to the Library Bill of Rights: Article I states, “Materials should not be excluded because of the origin, background, or views of those contributing to their creation.” Article II states, “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Article VI maintains that exhibit space should be made available “on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.”

Expurgation of Library Materials: Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any).

Importance of Education to Intellectual Freedom: Through education programming and instruction in information skills, libraries empower individuals to explore ideas, access and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom.

Internet Filtering: In the span of a single generation the Internet has revolutionized the basic functions and operations of libraries and schools and expanded exponentially both the opportunities and challenges these institutions face in serving their users. During this time many schools and libraries in the United States have installed content filters on their Internet access. They have done so for a variety of reasons, not least of which is the requirement to comply with the Children’s Internet Protection Act (CIPA) in order to be eligible to receive federal funding or discounts through the Library Services and Technology Act, Title III of the Elementary and Secondary Education Act, and the Universal Service discount program (E-rate), or to comply with state filtering requirements that may also be tied to state funding. Their rationale for filtering is that it is better to have filtered access than no access.

Intellectual Freedom Principles for Academic Libraries: A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work.

Labeling Systems: The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

Minors and Internet Interactivity: The digital environment offers opportunities both for accessing information created by others and for creating and sharing new information. The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights.

Library-Initiated Programs as a Resource: Library-initiated programs support the mission of the library by providing users with additional opportunities for information, education, and recreation.

Meeting Rooms: Many libraries provide meeting rooms for individuals and groups as part of a program service. Article VI of the Library Bill of Rights states that such facilities should be made available to the public served by the given library “on an equitable basis, regardless of the beliefs or affiliations of individuals groups requesting their use.”

Prisoners Right to Read: The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility.

Privacy: Privacy is essential to the exercise of free speech, free thought, and free association. See also Questions and Answers on Privacy and Confidentiality.

Rating Systems: Libraries, no matter their size, contain an enormous wealth of viewpoints and are responsible for making those viewpoints available to all. However, libraries do not advocate or endorse the content found in their collections or in resources made accessible through the library. Rating systems appearing in library public access catalogs or resource discovery tools present distinct challenges to these intellectual freedom principles.

Restricted Access to Library Materials: Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights.

Service to People with Disabilities (New as of the 2009 Midwinter Meeting in Denver, CO): ALA recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment, and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

The Universal Right to Free Expression: Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press religion, assembly, and association, and the corollary right to receive information.

Access for Children and Young Adults to Nonprint Materials

An Interpretation of the Library Bill of Rights

Library Collections of non-print materials raise a number of intellectual freedom issues, especially regarding minors. Article V of the Library Bill of Rights states, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.”

The American Library Association’s principles protect minors’ access to sound, images data, games software, and other content in all formats such as tapes, CDs, DVDs, music CDs, computer games, software, databases, and other emerging technologies. ALA’s Free Access to libraries for Minors: An Interpretation of the Library Bill of Rights states:...

The “right to use a library” includes free access to , and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to , and use of, library

[P]arents—and only parents—have the right and responsibility to restrict access to their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Policies that set minimum age limits for access to any nonprint materials or information technology, with or without parental permission, abridge library use for minors. Age limits based on the cost of the materials are also unacceptable. Librarians, when dealing with minors, should apply the same standards to circulation of non-print materials as are applied to books and other print materials except when directly and specifically prohibited by law.

Recognizing that librarians cannot act in loco parentis, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children’s reading and viewing. Libraries should provide published reviews and/or reference works that contain information about the content, subject matter, and recommended audiences for non-print materials. These resources will assist parents in guiding their children without implicating the library in censorship.

In some cases, commercial content ratings, such as the Motion Picture Association of America (MPAA) movie rating, might appear on the packaging or promotional materials provided by producers or distributors. However, marking out or removing this information from materials or packaging constitutes expurgation or censorship.

MPAA movie ratings, Entertainment Software Rating Board, (ESRB) game ratings, and other rating services are private advisory codes and have no legal standing (Expurgation of Library material). For the library to add rating to non-print materials if they are not already there is unacceptable. It is also unacceptable to post a list of such ratings with a collection or to use them in circulation policies or other procedures. These uses constitute labeling, “an attempt to prejudice attitudes” (Labels and Rating Systems) and are forms of censorship. The application of locally generated rating schemes intended to provide content warning to library users is also inconsistent with the Library bill of Rights.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have responsibility to ensure young people’s access to materials and services that reflect diversity of content and format sufficient to meet their needs.

Adopted June 28, 1989, by the ALA Council; amended June 30, 2004.

Access to Digital Information, Services and Networks

An Interpretation of the Library Bill of Rights

Introduction

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information.

1. Libraries and librarians protect and promote these rights regardless of the format or technology employed to create and disseminate information.

The American library Association expresses the fundamental principles of librarianship in its Code of Ethics as well as in the Library Bill of Rights and its Interpretations. These principles guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to digital information, services, and networks.

Libraries empower users by offering opportunities both for accessing the broadest range of information created by others and for creating and sharing information. Digital resources enhance the ability of libraries to fulfill this responsibility.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information in the context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are upheld. Although digital information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it, many people lack access or capability to use or create digital information effectively.

In making decisions about how to offer access to digital information, services and networks, each library should consider intellectual freedom principles in the context of its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures, or regulations relating to digital information and services should be scrutinized for potential violation of user rights. User policies should be developed according to the policies and guidelines established by the American library Association, including “Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services, and Facilities.”

Users’ access should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults (“Free Access to Libraries for Minors”, “Access to Resources and Services in the School Library Media Program”; “Access for Children and Young Adults to Non-print Materials”, and “Minors and Internet Interactivity”).

2. Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy procedure, and practice in accordance with “Privacy: An Interpretation of the Library Bill of Rights,” and “Importance of Education to Intellectual Freedom: An interpretation of the Library Bill of Rights.”

Equity of Access

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access.

Digital information, services and networks provided directly or indirectly by the library should be equally, readily, and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds (50.3 “Free Access to Information”; 53.1.14 “Economic Barriers to Information Access”; 60.1.1 “Minority Concerns Policy Objectives”; 61.1 “Library Services for the Poor Policy Objectives”). All libraries should develop policies concerning access to digital information that are consistent with ALA’s policies and guidelines, including “Economic Barriers to Information access: An Interpretation of the Library Bill of Rights,” “Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to library Materials, Services and Facilities,” and “Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights.”

Information Resources and Access

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user’s age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services and networks is not the same as selecting and purchasing materials for library collection. Libraries and librarians should not deny or limit access to digital information because of its allegedly controversial content or because of a librarian’s personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to digital information solely on the grounds that it is perceived to lack value. Parents and legal guardians who are concerned about their children's use of digital resources should provide guidance to their own children. Some information accessed digitally may not meet a library’s selection or collection development policy. It is, therefore, left to each user to determine what is appropriate.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights (ALA Policy Manual, 53.1.17, Resolution on the Use of Filtering Software in Libraries). If a library uses technological measures that block access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech. Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.

3. Digital resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to digital resources as much as they do to the more traditional sources of information in libraries (“Diversity in Collection Development”).

1Martin v. Struthers, 319 U.S. 141 (1943); Lamont v. Postmaster General, 381 U.S. 301 (1965); Susan Nevelow Mart, The Right to Receive Information, 95 Law Library Journal 2 (2003).

2Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969); Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 852, (1982); American Amusement Machine Association v. Teri Kendrick, 244 F.3d954 (7th Cir. 2001); cert. Denied, 534 U.S. 994 (2001)

3”If some libraries do not have the capacity to unblock specific Websites or to disable the filter or if it is shown that an adult user’s election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case.” United States, et al. v. American Library Association, 539 U.S. 194(2003) (Justice Kennedy, concurring).

See Also: “Questions and Answers on Access to Digital Information, Services and Networks: An Interpretation of the Library Bill of Rights.” Adopted January 24, 1996; amended January 19, 2005; and July 15, 2009, by the ALA Council.

Access to Library Resources and Services for Minors

An Interpretation of the Library Bill of Rights

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

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background or views." The "right to use library" includes free access to, and unrestricted use of, all the services, materials and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of providing services and developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills or legal emancipation. Equitable access to all library resources and services shall not be abridged through restrictive scheduling or use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, software and other formats. 1Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them. 2Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections because only a court of law can determine whether or not content is constitutionally protected.

The mission, goals and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate or overrule the rights and responsibilities of parents and guardians. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies should maintain that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their children.

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

Note

1. See *Brown v. Entertainment Merchant's Association, et al.* 564 U.S. 08-1448 (2011): a) Video games qualify for First Amendment protection. Like protected books, plays and movies, they communicate ideas through familiar literary devices and features distinctive to the medium. And 'the basic principles of freedom of speech . . .do not vary' with a new and different communication medium."

2. See *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975): “Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors.” See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1934); *AAMA v. Dendrick*, 244 F. 3d 572 (7th Cir. 2001).

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

Access to Library Resources & Services Regardless of Sex, Gender Identity, Gender Expression or Sexual Orientation

An Interpretation of the Library Bill of Rights

American libraries exist and function within the context of a body of laws derived from the United States Constitution and the First Amendment. The Library Bill of Rights embodies the basic policies that guide libraries in the provision of services, materials and programs.

In the preamble to its Library Bill of Rights, the American Library Association affirms that all [emphasis added] libraries are forums for information and ideas. This concept of forum and its accompanying principle of inclusiveness pervade all six Articles of the Library Bill of Rights.

The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, gender expression or sexual orientation.

- Article I of the Library Bill of Rights states that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation.” The Association affirms that books and other materials coming from gay, lesbian, bisexual, and/or transgendered presses, gay, lesbian, bisexual and/or transgendered authors or other creators, and materials regardless of format or services dealing with gay, lesbian, bisexual and/or transgendered life are protected by the Library Bill of Rights. Librarians are obligated by the Library Bill of Rights to endeavor to select materials without regard to the sex, gender identity, or sexual orientation of their creators by using the criteria identified in their written, approved selection policies (ALA policy 53.1.5).
- Article II maintains that “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.” Library services, materials and programs representing diverse points of view on sex, gender identity, gender expression, or sexual orientation should be considered for purchase and inclusion in library collections and programs. (ALA policies 53.1.1, 53.1.9 and 53.1.11). The Association affirms that attempts to proscribe or remove materials dealing with gay, lesbian, bisexual, and/or transgendered life without regard to the written, approved selection policy violate this tenet and constitute censorship.
- Article III and IV mandate that libraries “challenge censorship” and cooperate with those “resisting abridgement of free expression and free access to ideas.”
- Article V holds that “A person’s right to use a library should not be denied or abridged because of origin, age, background or views.” In the Library Bill of Rights and all its Interpretations, it is intended that: “origin” encompasses all the characteristics of individuals that are inherent in the circumstances of their birth; “age” encompasses all the characteristics of individuals that are inherent in their levels of development and maturity; “background” encompasses all the characteristics of individuals that are a result of their life experiences; and “views” encompasses all the opinions and beliefs held and expressed by individuals. Therefore, Article V of the Library Bill of Rights mandates that library services, materials, and programs be available to all members of the community the library serves, without regard to sex, gender identity, gender expression, or sexual orientation. This includes providing youth with comprehensive sex education literature (ALA Policy 52.5.2).
- Article VI maintains that “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.” This protection extends to all groups and members of the community the library serves, without regard to sex, gender identity, gender expression or sexual orientation.

The American Library Association holds that any attempt, be it legal or extra-legal, to regulate or suppress library services, materials, or programs must be resisted in order that protected expression is not abridged. Librarians have a professional obligation to ensure that all library users have free and equal access to the entire range of library services, materials, and programs. Therefore, the Association Strongly opposes any effort to limit access to information and ideas. The Association also encourages librarians to proactively support the First Amendment rights of all library users, regardless of sex, gender identity, gender expression or sexual orientation.

Adopted June 30, 1993, by the ALA Council: amended July 12, 2000, June 30, 2004, July 2, 2008.

Access to Resources and Services in the School Library Media Program

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 service 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.

Challenged Resources

An Interpretation of the Library Bill of Rights

“Libraries: An American Value” states, “We protect the rights of individuals to express their opinions about library resources and services.” The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged resources. Collection development applies to print and media resources or formats in the physical collection. It also applies to digital resources such as databases, e-books and other downloadable and streaming media. Content filtering is not equivalent to collection development.

Content filtering is exclusive, not inclusive, and cannot effectively curate content or mediate access to resources available on the Internet. This should be addressed separately in the library’s acceptable use policy. These policies reflect the American Library Association’s Library Bill of Rights and are approved by the appropriate governing authority.

Challenged resources should remain in the collection and accessible during the review process. The Library Bill of Rights states in Article I that “Materials should not be excluded because of the origin, background, overview of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Supreme Court has held that the Constitution requires a procedure designed to examine critically all challenged expressions before it can be suppressed, 1 This procedure should be open, transparent and conform to all applicable open meeting and public records laws. Resources that meet the criteria for selection and inclusion within the collection should not be removed. Therefore, any attempt, be it legal or extra-legal, 2 to regulate or suppress resources in libraries must be closely scrutinized to the end that protected expression is not abridged.

Notes

1. *Bantam Books, Inc. v. Sullivan*, 372 U.S. 58 (1963).

2 “Extra-legal” refers to actions that are not regulated or sanctioned by law. These can include attempts to remove or suppress materials by library staff and library board members that circumvent the library’s collection development policy, or actions taken by elected officials or library board members outside the established legal process for making legislative or board decisions. “Legal process” includes challenges to library materials initiated and conducted pursuant to the library’s collection development policy, actions taken by legislative bodies or library boards during official sessions or meetings, or litigation undertaken in courts of law with jurisdiction over the library and the library’s governing body.

Adopted June 25, 1971; amended July 1, 1981; January 10, 1990; January 28, 2009, and July 1, 2014, by the ALA Council.

Diversity in Collection Development

An Interpretation of the Library Bill of Rights

Collection development should reflect the philosophy inherent in Article II of the American Library Association's Library Bill of Rights: "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."

Library collections must represent the diversity of people and ideas in our society. There are many complex facets to any issue, and many contexts in which issues may be expressed, discussed, or interpreted. Librarians have an obligation to select and support access to content on all subjects that meet, as closely as possible, the needs, interests and abilities of persons in the community the library serves.

Librarians have a professional responsibility to be inclusive in collection development and in the provision of interlibrary loan. Access to all content legally obtainable should be assured to the user, and policies should not unjustly exclude content even if it is offensive to the librarian or the user. This includes content that reflect a diversity of issues, whether they be, for example, political, economic, religious, social, ethnic or sexual. A balanced collection reflects a diversity of content, not an equality of numbers.

Collection development responsibilities include selecting content in different formats produced by independent, small and local producers as well as information resources from major producers and distributors. Content should represent the languages commonly used in the library's service community and should include formats that meet the needs of users with disabilities. Collection development and the selection of content should be done according to professional standards and established selection and review procedures. Failure to select resources merely because they may be potentially controversial is censorship, as is withdrawing resources for the same reason.

Over time, individuals, groups and entities have sought to limit the diversity of library collections. They cite a variety of reasons that include prejudicial language and ideas, political content, economic theory, social philosophies, professional responsibility to be fair, just and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to content protected by the First Amendment, no matter what the viewpoint of the author, creator or selector. Librarians have an obligation to protect library collections from removal of content based on personal bias or prejudice.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Librarians must not permit their personal beliefs to influence collection development decisions.

Adopted July 14, 1982; by the ALA Council; amended January 10, 1990; July 2, 2008; and July 1, 2014.

Economic Barriers to Information Access

An Interpretation of the Library Bill of Rights

A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free, equal and equitable access to information for all people of the community the library serves. While the roles, goals, and objectives of publicly supported libraries may differ, they share this common mission.

The library's essential mission must remain the first consideration for librarians and governing bodies faced with economic pressures and competition for funding.

In support of this mission, the American Library Association has enumerated certain principles of library services in the Library Bill of Rights.

Principles Governing Fines, Fees and User Charges

Article I of the Library Bill of Rights states:

- Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves.

Article V of the Library Bill of Rights states:

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

The American Library Association opposes the charging of user fees for the provision of information by all libraries and information services that receive their major support from public funds. All information resources that are provided directly or indirectly by the library, regardless of technology, format, or methods of delivery, should be readily, equally and equitably accessible to all library users.

Libraries that adhere to these principles systematically monitor their programs of service for potential barriers to access and strive to eliminate such barriers when they occur. All library policies and procedures, particularly those involving fines, fees or other user charges, should be scrutinized for potential barriers to access. All services should be designed and implemented with care, so as not to infringe on or interfere with the provision or delivery of information and resources for all users. Services should be reevaluated regularly to ensure that the library's basic mission remains uncompromised.

Librarians and governing bodies should look for alternative models and methods of library administration that minimize distinctions among users based on their economic status or financial condition. They should resist the temptation to impose user fees to alleviate financial pressures, at long-term cost to institutional integrity and public confidence in libraries.

Library services that involve the provision of information, regardless of format, technology, or method of delivery, should be made available to all library users on an equal and equitable basis. Charging fees for the use of library collections, services, programs or fasciitis that were purchased with public funds raises barriers to access. Such fees effectively abridge or deny access for some members of the community because they reinforce distinctions among users based on their ability and willingness to pay.

Principles Governing Conditions of Funding

Article II of the Library Bill of Rights states:

- Materials should not be proscribed or removed because of parisian or doctrinal disapproval.

Article III of the Library Bill of Rights States:

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

Article IV of the Library Bill of Rights states:

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

The American Library Association opposes any legislative or regulatory attempt to impose content restrictions on library resources, or limit user access to information, as a condition of funding for publicly supported libraries and information services.

The First Amendment guarantee of freedom of expression is violated when the right to receive that expression is subject to arbitrary restrictions based on content.

Librarians and governing bodies should examine carefully any terms or conditions attached to library funding and should oppose attempts to limit through such conditions full and equal access to information because of content. This principle applies equally to private gifts or bequests and to public funds. In particular, librarians and governing bodies have an obligation to reject such restrictions when the effect of the restriction is to limit equal and equitable access to information. Librarians and governing bodies should cooperate with all efforts to create a community consensus that publicly supported libraries require funding unfettered by restrictions. Such a consensus supports the library mission to provide the free and unrestricted exchange of information and ideas necessary to a functioning democracy.

The Association's historic position in this regard is stated clearly in a number of Association policies: 50.4 "Free Access to Information," 50.8 "Financing of Libraries," 51.2 "Equal Access to Library Service," 51.3 "Intellectual Freedom," 53 "Intellectual Freedom policies," 59.1 "Policy Objectives," and 60 "Library Services for the Poor."

Adopted June 30, 1993, by the ALA Council.

Evaluating Library Collections

An Interpretation of the Library Bill of Rights

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of each library and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials that might be viewed as controversial or objectionable. Such abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles I and II of the Library Bill of Rights, which state:

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.

The American Library Association opposes internal censorship and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; June 2, 2008.

Exhibit Spaces and Bulletin Boards

An Interpretation of the Library Bill of Rights

Libraries often provide exhibit spaces and bulletin boards in physical and/or electronic formats. The uses made of these spaces should conform to the American Library Association's Library Bill of Rights: Article I states, "Materials should not be excluded because of the origin, background or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliation of individuals or groups requesting their use."

In developing library exhibits, staff members should endeavor to present a broad spectrum of opinion and a variety of viewpoints. Libraries should not shrink from developing exhibits because of controversial content or because of the beliefs or affiliations of those whose work is represented. Just as libraries do not endorse the viewpoints of those whose work is represented in their collections, libraries also do not endorse the beliefs or viewpoints of topics that may be the subject of library exhibits.

Exhibit areas often are made available for use by community groups. Libraries should formulate a written policy for the use of these exhibit areas to assure that space is provided on an equitable basis to all groups that request it. Written policies for exhibit space use should be stated in inclusive rather than exclusive terms. For example, a policy that the library's exhibit space is open "to organizations engaged in educational, cultural, intellectual or charitable activities" is an inclusive statement of the limited uses of the exhibit space. This defined limitation would permit religious groups to use the exhibit space because they engage in intellectual activities but would exclude most commercial uses of the exhibit space.

A publicly supported library may designate use of exhibit space for strictly library-related activities, provided that this limitation is viewpoint neutral and clearly defined.

Libraries may include in this policy rules regarding the time, place and manner of use of the exhibit space, so long as the rules are content neutral and are applied in the same manner to all groups wishing to use the space. A library may wish to limit access to exhibit space to groups within the community served by the library. This practice is acceptable provided that the same rules and regulations apply to everyone, and that exclusion is not made on the basis of the doctrinal, religious or political beliefs of the potential users.

The library should not censor or remove an exhibit because some members of the community may disagree with its content. Those who object to the content of any exhibit held at the library should be able to submit their complaint and/or their own exhibit proposal to be judged according to the policies established by the library.

Libraries may wish to post a permanent notice near the exhibit area stating that the library does not advocate or endorse the viewpoints of exhibits or exhibitors.

Libraries that make bulletin boards available to public groups for posting notices of public interest should develop criteria for the use of these spaces based on the same considerations as those outlined above. Libraries may wish to develop criteria regarding the size of material to be displayed, the length of time materials may remain on the bulletin board, the frequency with which material may be posted for the same group, and the geographic area from which notices will be accepted.

Adopted July 2, 1991, by the ALA Council; amended June 30, 2004, and July 1, 2014.

Expurgation of Library Resources

An Interpretation of the Library Bill of Rights

Expurgating library resources is a violation of the American Library Association's Library Bill of Rights. Expurgation as defined by this Interpretation includes any deletion, excision, alteration, editing or obliteration of any part of a library resource by administrators, employees, governing authorities, parent institutions (if any), or third-party vendors when done for the purposes of censorship. Such action stands in violation of Articles I, II and III of the Library Bill of Rights, which state that "Materials should not be excluded because of the origin, background or views of those contributing to their creation," "Materials should not be proscribed or removed because of partisan or doctrinal disapproval," and "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

The act of expurgation denies access to the complete work and the entire spectrum of ideas that the work is intended to express. This is censorship. Expurgation based on the premise that certain portions of a work may be harmful to minors is equally a violation of the Library Bill of Rights.

Expurgation without permission from the rights holder may violate the copyright provisions of the United States Code.

The decision of rights holders to alter or expurgate future versions of a work does not impose a duty on librarians to alter or expurgate earlier versions of work. Librarians should resist such requests in the interest of historical preservation and opposition to censorship. Furthermore, librarians oppose expurgation of resources available through licensed collections. Expurgation of any library resource imposes a restriction, without regard to the rights and desires of all library users, by limiting access to ideas and information.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; January 10, 1990; and July 1, 2014.

Importance of Education to Intellectual Freedom

An Interpretation of the Library Bill of Rights

Education in support of intellectual freedom is fundamental to the mission of libraries of all types. Intellectual freedom is a universal human right that involves both physical and intellectual access to information and ideas. Libraries provide physical access through facilities, resources and services. Libraries foster intellectual access through educational programs and instruction in essential information skills.

Article I of the Library Bill of Rights “affirms that all libraries are forums for information and ideas.” Physical access to information is listed as the first principle:

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.

Article II of the Library Bill of Rights emphasizes the importance of fostering intellectual access to information by providing materials that allow users to evaluate content and context and find information representing multiple points of view.

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.

The universal freedom to express information and ideas is stated in the Universal Declaration of Human rights, Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The importance of education to the development of intellectual freedom is expressed in the Universal Declaration of Human Rights, Article 26:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nation for the maintenance of peace.

Libraries of all types foster education by promoting the free expression and interchange of ideas. Libraries use resources, programming and services to strengthen intellectual and physical access to information and thus build a foundation of intellectual freedom: collections (both real and virtual) are developed with multiple perspectives and individual need of users in mind; programming and instructional services are framed around equitable access to information and ideas; and teaching of information skills is integrated appropriately throughout the spectrum of library programming and leads to empowered life long learners.

Through educational programming and instruction in information skills, libraries empower individuals to explore ideas, access and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom.

Adopted July 15, 2009, by the ALA Council.

Internet Filtering

An Interpretation of the Library Bill of Rights

In the span of a single generation, the Internet has revolutionized the basic functions and operations of libraries and schools and expanded exponentially both the opportunities and challenges these institutions face in serving their users. During this time many schools and libraries in the United States have installed content filters on their Internet access. They have done so for a variety of reasons, not least of which is the requirement to comply with the Children's Internet Protection Act (CIPA) in order to be eligible to receive federal funding or discounts through the Library Services and Technology Act, Title III of the Elementary and Secondary Education Act, and the Universal Service discount program (E-rate), or to comply with state filtering requirements that may also be tied to state funding. Their rationale for filtering is that it is better to have filtered access than no access.

CIPA specifically requires public libraries and schools seeking e-rate discounts for internet connections to install technology protection measures, i.e., content filters, to block two categories of visual images that are unprotected by the First Amendment: obscene images and images of child pornography. These are categories of images the Supreme Court has consistently ruled outside the constitutional protection of the First Amendment. CIPA also requires those libraries and schools to block a third category of images for minors under the age of 17 that courts deem "harmful for minors" that are constitutionally protected for adults but not for minors. CIPA does not require libraries and schools to block any other constitutionally protected categories of images, or any constitutionally protected categories of speech.

Research demonstrates that filters consistently both over- and under block the content they claim to filter. Filters often block adults and minors from access to a wide range of constitutionally protected speech. Content filters are unreliable because computer code and algorithms are still unable to adequately interpret, assess and categorize the complexities of human communication whether expressed in text or image. In the case of websites containing sexually explicit images, the success rate of filters is frequently no greater than chance. In addition, the use of content filters cedes vital library and school resource and service decisions to external parties (private companies and contractors) who then exercise unknown and unaccountable influence over basic functions of the library or school and users' educators working within the constraints of CIPA suggests that filters are unreliable and routinely circumvented by technologically adept users.

Most content filters are designed and marketed for a much larger market than libraries and schools and offer options for filtering wide categories of protected speech such as objectionable language, violence and unpopular or controversial opinion, as well as entire categories of Internet-based services such as e-mail and social media. In addition, many content filters operate on an "opt out" model where the filter defaults "on" unless the user is given the option to shut it off. Categories frequently are set to default to the most stringent settings and may only be adjusted by administrative intervention.

Unblocking for adults on request was a key factor in the Supreme Court decision to uphold the CIPA in public libraries. 2 This has proved to be equivocal in actual practice in some libraries, because of the unwillingness or inability of libraries to unblock when requested, especially when system administrators may be outside of library administrative control. While some filtering systems allow librarians at the local or end user level to modify the filter settings, others restrict that authorization to the highest administrative levels, creating lengthy delays in the processing of user requests to unblock erroneously filtered content.

This same situation also occurs in schools. Such delays represent de facto blocking for both library users and K-12 students, because most users rarely have the flexibility or time to wait hours or even days for resources to become available. This dilemma is exacerbated by the secrecy surrounding category definitions and settings maintained by the filtering industry, frequently under the guise of trade secrets. There are also issues of user privacy when users must identify themselves and their interest when asking for specific websites to be unlocked. Certainly, both adults and students researching highly personal or controversial topics will be reluctant to subject themselves to administrative review in order to have access to information that should be freely available to them.

In schools, the CIPA requirements have frequently been misinterpreted with the result of overly restrictive filtering that blocks many constitutionally protected images and texts. Educators are unable to use the wealth of Internet resources for instruction, and minor students are blocked from content relevant to their school assignments and personal interests.

Interactive websites and social media sites are frequently restricted and are thus unavailable to educators for developing assignments that teach students to live and work in the global digital environment. In many cases students are prevented from creating and sharing their documents, videos, graphics, music and other original content with classmates or the wider world; thus valuable learning opportunities are lost. These situations occur in school when librarians, educators and educational considerations are excluded from the development and implementation of appropriate, least-restrictive filtering policies and procedures. Minor students, and the librarians and educators who are responsible for their learning experience, should not be blocked from accessing websites, or web-based services that provide constitutionally protected content that meet educational needs or personal interests, even though some may find that content objectionable or offensive. Minors and the adult educators who instruct them should be able to request the unblocking of websites that do not fall under the categories of images required to be filtered under the Children’s Internet Protection Act.

CIPA A-mandated content filtering has had three significant impacts in our schools and libraries. First, it has widened the divide between those who can afford to pay for personal access and those who must depend on publicly funded (and filtered) access. Second, when content filtering is deployed to limit access to what some may consider objectionable or offensive, often minority viewpoints, religions, or controversial topics are included in the categories of what is considered objectionable or offensive. Filters thus become the tool of bias and discrimination and marginalize users by denying or abridging their access to these materials. Finally, when over-blocking occurs in public libraries and schools, library users, educators and students who lack other means of access to the Internet are limited to the content allowed by unpredictable and unreliable filters.

The negative effects of content filters on Internet access in public libraries and schools are demonstrable and documented. Consequently, consistent with previous resolutions, the American Library Association cannot recommend filtering.³ However the ALA recognizes that local libraries and schools are governed by local decision makers and local considerations and often must rely on federal or state funding for computers and internet access. Because adults and, to a lesser degree minors, have First Amendment rights, libraries and schools that choose to use content filters should implement policies and procedures that mitigate the negative effects of filtering to the greatest extent possible. The process should encourage and allow users to ask for filtered websites and content to be unblocked, with minimal delay and due respect for user privacy.

1 Kristen R. Batch. “Fencing Out Knowledge: Impacts of the Children’s Internet Protection Act 10 Years Later” (ALA OITP & Policy Brief No. 5, June 2014).

2 United States v. American Library Association, Inc., 539 U.s 194 (2003).

3 “Resolution on the Use of Filtering Software in Libraries” (1997) and “Resolution on Opposition to Federally mandated Internet Filtering” (2001) Adopted June 30, 2015, by the ALA Council.

Intellectual Freedom Principles for Academic Libraries

An Interpretation of the Library Bill of Rights

A strong intellectual freedom perspective is critical to the development of academic library collections, services and instruction that dispassionately meets the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, age, values, gender, sexual orientation, gender identity, cultural or tonic background, physical, sensory, cognitive or learning disability, economic status, religious beliefs or views.
11. A procedure enduring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance. Approved by ACRL Board of Directors: June 29, 1999 and adopted July 12, 2000, by the ALA Council; amended on July 1, 2014

From a letter dated November 15, 2000, to Judith F. Krug, director, Office for Intellectual Freedom, from the American Association of University Professors:

A copy of the new ACRL/ALA statement on Intellectual Freedom Principles for Academic Libraries: An Interpretation of the 'Library Bill of Rights' was forwarded to one of our Council members and considered by the AAUP Council in its meeting on November 11, 2000.

The AAUP Council is pleased to endorse the statement, but wishes to preface that endorsement with the following language from the Joint Statement on Faculty Status of College and University Librarians, as contained in AAUP: Policy Documents and Reports, 1995 edition:

“College and university librarians share the professional concerns of faculty members. Academic freedom for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of ensuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.”

Please convey to the members of the ACRL Board and ALA Council our concern that college and university librarians are designated the same rights afforded to other faculty in regard to intellectual freedom.

Labeling Systems

An Interpretation of the Library Bill of Rights

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

Labels may be library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage or encourage users to access particular library resources or to restrict access to library resources. Labeling and an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Directional aids can also have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling. Even well-intentioned labels may have this effect.

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to or otherwise access.

Adopted on June 30, by ALA Council.

Minors and Internet Activity

An Interpretation of the Library Bill of Rights.

The digital environment offers opportunities for accessing, creating and sharing information. The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights. (See also other Interpretations of the American Library Resources and Services for Minors.”)

Academic pursuits of minors can be strengthened with the use of interactive web tools, allowing young people to create documents and share them online; to upload pictures, videos and graphic material; to revise public documents; and to add tags to online content to classify and organize information. Instances of inappropriate use of such academic tools should be addressed as individual behavior issues, not as justification for restricting or banning access to interactive technology. Schools and libraries should ensure that institutional environments offer opportunities for students to use interactive web tools constructively in their academic pursuits, as the benefits of shared learning are well documented.

Personal interactions of minors can be enhanced by social tools available through the Internet. Social networking websites allow the creation of online communities that feature an open exchange of information in various forms, such as images, videos, blog posts and discussions about common interests.

Interactive web tools help children and young adults learn about and organize social, civic and extra-curricular activities. Many interactive sites invite users to establish online identities, share personal information, create Web content and join social networks. Parents and guardians play a critical role in preparing their children for participation in online activity by communicating their personal family values and by monitoring their children’s use of the Internet. Parents and guardians are responsible for what their children—and only their children—access on the Internet in libraries.

The use of interactive web tools poses two competing intellectual freedom issues—the protection of minors’ privacy and the right of free speech. Some have expressed concerns regarding what they perceive to be an increased vulnerability of young people in the online environment when they use interactive sites to post personally identifiable information. In an effort to protect minors’ privacy, adults sometimes restrict access to interactive web environments. Filters, for example, are sometimes used to restrict access by youth to interactive social networking tools, but at the same time deny minors’ rights to free expression on the Internet. Prohibiting children and young adults from using social networking sites does not teach safe behavior and leaves youth without the necessary knowledge and skills to protect their privacy or engage in responsible speech. Instead of restricting or denying access to the Internet, librarians and teachers should educate minors to participate responsibly, ethically and safely.

The First Amendment applies to speech created by minors on interactive sites. Use of these social networking sites in a school or library allows minors to access and create resources that fulfill their interests and needs for information, for social connection with peers, and for participation in a community of learners. Restricting expression and access to interactive web sites because the sites provide tools for sharing information with others violates the tenets of the Library Bill of Rights. It is the responsibility of librarians and educators to monitor threats to the intellectual freedom of minors and to advocate for extending access to interactive applications on the Internet.

As defenders of intellectual freedom and the First Amendment, libraries and librarians have a responsibility to offer unrestricted access to Internet interactivity in accordance with local, state and federal laws and to advocate for greater access where it is abridged. School and library professionals should work closely with young people to help them learn skills and attitudes that will prepare them to be responsible, effective and productive communicators in a free society.

Adopted July 15, 2009, by the ALA Council; amended on July 1, 2014.

Library-Initiated Programs as a Resource

An interpretation of the Library Bill of Rights

Library-initiated programs support the mission of the library by providing users with additional opportunities for information, education and recreation. Article I of the Library Bill of Rights states: “Books and other library resources should be divided for the interest, information and enlightenment of all people of the community the library serves.”

Library-initiated programs take advantage of library staff expertise, collections, services and facilities to increase access to information resources. Library-initiated programs introduce users and potential users to the resources of the library and to the library’s primary function as a facilitator of information access. The library may participate in cooperative or joint programs with other agencies, organizations, institutions or individuals as part of its own effort to address information needs and to facilitate information access in the community the library serves.

Library-initiated programs on site and in other locations include, but are not limited to, speeches, community forums, discussion groups, demonstrations, displays and live or media presentations.

Libraries serving multilingual or multicultural communities should make efforts to accommodate the information needs of those for whom English is a second language. Library-initiated programs that cross language and cultural barriers introduce otherwise unreserved populations to the resources of the library and provide access to information.

Library-initiated programs “should not be proscribed or removed [or canceled] because of partisan or doctrinal disapproval” of the contents of the program or the views expressed by the participants, as stated in Article II of the Library Bill of Rights. Library sponsorship of a program does not constitute an endorsement of the content of the program or the views expressed by the participants, any more than the purchase of material for the library collection constitutes an endorsement of the contents of the material or the views of its creator.

Library-initiated programs are a library resource, and, as such, are developed in accordance with written guidelines, as approved and adopted by the library’s policy-making body. These guidelines should include an endorsement of the Library Bill of Rights and set forth the library’s commitment to free and open access to information and ideas for all users.

Library staff select topics, speakers and resource materials for library-initiated programs based on the interests and information needs of the community. Topics, speakers, and resources materials are not excluded from library-initiated programs because of possible controversy. Concerns, questions or complaints about library-initiated programs are handled according to the same written policy and procedures that govern reconsiderations of other library resources.

Library-initiated programs are offered free of charge and are open to all. Article V of the Library Bill of Rights states: “A person’s right to use a library should not be denied or abridged because of origin, age, background or views.”

The “right to use a library” encompasses all the resources the library offers, including the right to attend library-initiated programs. Libraries do not deny or abridge access to library resources, including library-initiated programs, based on an individual’s economic background or ability to pay.

Adopted January 27, 1982, by the ALA Council; amended June 26, 1990; July 12, 2000.

Meeting Rooms

An Interpretation of the Library Bill of Rights

Many libraries provide meeting rooms for individuals and groups as part of a program of service. Article VI of the Library Bill of Rights states that such facilities should be made available to the public served by the given library “on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.”

Libraries maintaining meeting room facilities should develop and publish policy statements governing use. These statements can properly define time, place or manner of use; such qualifications should not pertain to the content of a meeting or to the beliefs or affiliations of the sponsors. These statements should be made available in any commonly used language within the community served.

If meeting rooms in libraries supported by public funds are made available to the general public for non-library sponsored events, the library may not exclude any group based on the subject matter to be discussed or based on the ideas that the group advocates. For example, if a library allows charities and sports clubs to discuss their activities in library meeting rooms, then the library should not exclude partisan political or religious groups from discussing their activities in the same facilities. If a library opens its meeting rooms to a wide variety of civic organizations, then the library may not deny access to a religious organization. Libraries may wish to post a permanent notice near the meeting room stating that the library does not advocate or endorse the viewpoints of meetings or meeting room users.

Written policies for meeting room use should be stated in inclusive rather than exclusive terms. For example, a policy that the library’s facilities are open “to organizations engaged in educational, cultural, intellectual or charitable activities” is an inclusive statement of the limited uses to which the facilities may be put. This defined limitation would permit religious groups to use the facilities because they engage in intellectual activities but would exclude most commercial uses.

A publicly supported library may limit use of its meeting rooms to strictly “library-related” activities, provided that the limitation is clearly circumscribed and is viewpoint neutral.

Written policies may include limitations on frequency of use, and whether or not meetings held in library meeting rooms must be open to the public. If state and local laws permit private as well as public sessions of meetings in libraries, libraries may choose to offer both options. The same standard should be applicable to all.

If meetings are open to the public, libraries should include in their meeting room policy statement a section that addresses admission fees. If admission fees are permitted, libraries shall seek to make it possible that these fees do not limit access to individuals who may be unable to pay, but who wish to attend the meeting. Article V of the Library Bill of Rights states that “a person’s right to use a library should not be denied or abridged because of origin, age, background or views.” It is inconsistent with Article V to restrict indirectly access to library meeting rooms based on an individual’s or group’s ability to pay for that access.

Adopted July 2, 1991, by the ALA Council.

See also: Religion in American Libraries: Questions and Answers

Prisoners Right to Read

An Interpretation of the Library Bill of Rights

The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility. As supreme Court Justice Thurgood Marshall wrote in *Procunier v Martinez* [416 US 428 (1974)]:

When the prison gates slam behind an inmate, he does not lose his human quality; his mind does not become closed to ideas; his intellect does not cease to feed on a free and open interchange of opinions; his yearning for self-respect does not end; nor is his quest for self-realization concluded. If anything, the needs for identity and self-respect are more compelling in the dehumanizing prison environment.

Participation in a democratic society requires unfettered access to current social, political, economic, cultural, scientific and religious information. Information and ideas available outside the prison are essential to prisoners for a successful transition to freedom. Learning to be free requires access to a wide range of knowledge, and suppression of ideas does not prepare the incarcerated of any age for life in a free society. Even those individuals that a lawful society chooses to imprison permanently drive access to information, to literature and to a window on the world. Censorship is a process of exclusion by which authority rejects specific points of view. That material contains unpopular views or even repugnant content does not provide justification for censorship. Unlike censorship, selection is a process of inclusion that involves the search for materials, regardless of format, that represent diversity and a broad spectrum of ideas the correctional library collection should reflect the needs of its community.

Libraries and librarians serving individuals in correctional facilities may be required by federal, state or local laws; administrative rules of parent agencies; or court decisions to prohibit material that instructs, incites or advocates criminal action, or bodily harm or is a violation of the law. Only those items that present an actual compelling and imminent risk to safety and security should be restricted. Although these limits restrict the range of material available, the extent of limitation should be minimized by adherence to the Library Bill of Rights and its Interpretations.

These principles should guide all library services provided to prisoners:

- Collection management should be governed by written policy, mutually agreed upon by librarians and correctional agency administrations, in accordance with the Library Bill of Rights, its Interpretations, and other ALA intellectual freedom documents.
- Correctional libraries should have written procedures for addressing challenges to library materials, including a policy-based description of the disqualifying features, in accordance with “Challenged Materials” and other relevant intellectual freedom documents.
- Correctional librarians should select materials that reflect the demographic composition, information needs, interests and diverse cultural values of the confined communities they serve.
- Correctional librarians should be allowed to purchase materials that meet written selection criteria and provide for the multi-faceted needs of their populations without prior correctional agency review. They should be allowed to acquire materials from a wide range of sources in order to ensure a broad and diverse collection. Correctional librarians should not be limited to purchasing from a list of approved materials.
- Age is not a reason for censorship. Incarcerated children and youth should have access to a wide range of fiction and nonfiction, as stated in “Free Access to Libraries for Minors.”
- Correctional librarians should make all reasonable efforts to provide sufficient materials to meet the information and recreational needs of prisoners who speak languages other than English.
- Equitable access to information should be provided for persons with disabilities as outlined in “services to People with Disabilities.”
- Media or materials with non-traditional bindings should not be prohibited unless they present an actual compelling and imminent risk to safety and security.
- Material with sexual content should not be banned unless it violates state and federal law.
- Correctional libraries should provide access to computers and the Internet.

When free people, through judicial procedure, segregate some of their own, they incur the responsibility to provide humane treatment and essential rights. Among these is the right to read. The right to choose what to read is deeply important, and the suppression of ideas is fatal to a democratic society. The denial of the right to read, to write and to think—to intellectual freedom—diminishes the human spirit of those segregated from society. Those who cherish their full freedom and rights should work to guarantee that the right to intellectual freedom is extended to all incarcerated individuals.

Adopted June 29, 2010, by the ALA Council.

Privacy

An Interpretation of the Library Bill of Rights

Privacy is essential to the exercise of free speech, free thought and free association. The courts have established a First Amendment right to receive information in a publicly funded library.

1 Further, the courts have upheld the right to privacy based on the Bill of Rights of the U.S. Constitution.

2 Many states provide guarantees of privacy in their constitutions and statute law.

3 Numerous decisions in case law have defined and extended rights to privacy.

4 In a library (physical or virtual). The right to privacy is the right to open inquiry without having the subject of one's interest examined or scrutinized by others. Confidentiality exists when a library is in possession of personally identifiable information about users and keeps that information private on their behalf.

5 Confidentiality extends to "information sought or received and resources consulted, borrowed, acquired or transmitted" (ALA Code of Ethics), including, but not limited to: database search records, reference questions and interviews, circulation records, interlibrary loan records, information about materials downloaded or placed on "hold" or "reserve," and other personally identifiable information about uses of library materials, programs, facilities or services. Protecting user privacy and confidentiality has long been an integral part of the mission of libraries. The ALA has affirmed a right to privacy since 1939.

6 Existing ALA policies affirm that confidentiality is crucial to freedom of inquiry.

7 Rights to privacy and confidentiality also are implicit in the Library Bill of Rights' guarantee of free access to library resources for all users.

8 Rights of Library Users

The Library Bill of Rights affirms the ethical imperative to provide unrestricted access to information and to guard against impediments to open inquiry. Article IV states: "Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas." When users recognize or fear that their privacy or confidentiality is compromised, true freedom of inquiry no longer exists.

In all areas of librarianship, best practice leaves the user in control of as many choices as possible. These include decisions about the selection of, access to, and use of information. Lack of privacy and confidentiality has a chilling effect on users' choices. All users have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.

Users have the right to be informed what policies and procedures govern the amount and retention of personally identifiable information, why that information is necessary for the library, and what the user can do to maintain his or her privacy. Library users expect and, in many places, have a legal right to have their information protected and kept private and confidential by anyone with direct or indirect access to that information. In addition, Article V of the Library Bill of Rights states: "A person's right to use a library should not be denied or abridged because of origin, age, background or views." This article precludes the use of profiling as a basis for any breach of privacy right. Users have the right to use a library without any abridgement of privacy that may result from equating the subject of their inquiry with behavior.

9 Responsibilities in Libraries

The library profession has a long-standing commitment to an ethic of facilitating, not monitoring, access to information. This commitment is implemented locally through the adoption of and adherence to library privacy policies that are consistent with applicable federal, state and local law.

Everyone (paid or unpaid) who provides governance, administration or service in libraries has a responsibility to maintain an environment respectful and protective of the privacy of all users. Users have the responsibility to respect each other's privacy. For administrative purposes, librarians may establish appropriate time, place and manner restrictions on the use of library resources.

10 In keeping with this principle, the collection of personally identifiable information should only be a matter of routine or policy when necessary for the fulfillment of the mission of the library. Regardless of the technology used, everyone who collects or access personally identifiable information in any format has a legal and ethical obligation to protect confidentiality.

Libraries should not share personally identifiable user information with third parties or with vendors that provide resources and library services unless the library has obtained the permission of the user or has entered into a legal

agreement with the vendor. Such agreements should stipulate that the library retains control of the information, that the information is confidential, and that it may not be used or shared except with the permission of the library.

Law enforcement agencies and officers may occasionally believe that library records contain information that would be helpful to the investigation of criminal activity. The American judicial system provides a mechanism for seeking release of such confidential records: a court order issued following a showing of good cause based on specific facts by a court of competent jurisdiction. Libraries should make such records available only in response to properly executed orders.

Conclusion

The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethics and practice of librarianship.

1 Court opinions establishing a right to receive information in a public library include *Board of Education v. Pico*, 457 U.S. 853 (1982); *Kreimer v. Bureau of Police for the Town of Morristown*, 958 F.2d 1242 (3d Cir. 1992); and *Reno v. American Civil Liberties Union*, 117 S.Ct. 2329, 138 L.Ed.2d 874 (1997).

2 See in particular the Fourth Amendment's guarantee of "[t]he right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures," the Fifth Amendment's guarantee against self-incrimination, and the Ninth Amendment's guarantee that "[t]he enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people." This right is explicit in Article Twelve of the Universal Declaration of Human Rights: "No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks." See: <http://www.un.org/Overview/rights.html>. This right has further been explicitly codified as Article Seventeen of the International Covenant on Civil and Political Rights, a legally binding international human rights agreement ratified by the United States on June 8, 1993. See: http://www.unhchr.ch/html/menu3/b/a_ccpr.htm.

3 Ten state constitution's guarantee a right of privacy or bar unreasonable intrusions into citizens' privacy. Forty-eight states protect the confidentiality of library users' records by law, and the attorneys general in the remaining two states have issued opinions recognizing the privacy of users' library records. See: State Privacy Laws.

4 Cases recognizing a right to privacy include: *NAACP v. Alabama*, 357 U.S. 449 (1958); *Griswold v. Connecticut* 381 U.S. 479 (1965); *Katz v. United States*, 389 U.S. 347 (1967); and *Stanley v. Georgia*, 394 U.S. 557 (1969). Congress recognized the right to privacy in the Privacy Act of 1974 and Amendments (5 USC Sec. 552a), which addresses the potential for government's violation of privacy through its collection of personal information. The Privacy Act's "Congressional Findings and Statement of Purpose" states in part: "the right to privacy is a personal and fundamental right protected by the Constitution of the United States." See: http://caselaw.lp.findlaw.com/scripts/ts_search.pl?title=5&sec=552a.

5 The Phrase "personally identifiable information" was established in ALA policy in 1991. See: "Policy Concerning Confidentiality of Personally Identifiable Information about Library Users." Personally identifiable information can include many types of library records, including: information that the library requires an individual to provide in order to be eligible to use library services or borrow materials, information that identifies an individual as having requested or obtained specific materials or materials on a particular subject, and information that is provided by an individual to assist a library staff member to answer a specific question or provide information on a particular subject. Personally identifiable information does not include information that does not identify any individual and that is retained only for the purpose of studying or evaluating the use of a library and its materials and services. Personally identifiable information does include any data that can link choices of taste, interest or research with a specific individual.

6 Article Eleven of the Code of Ethics for Librarians (1939) asserted that "It is the librarian's obligation to treat as confidential any private information obtained through contact with library patrons." See: Code of Ethics for Librarians (1939). Article Three of the 1995 Code states: "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."

7 See these ALA Policies: "Access for Children and Young Adults to Nonprint Materials"; "Access to Library Resources and Services for Minors"; "Freedom to Read"; "Libraries: An American Value"; the newly revised Information about Library Users"; "Policy on Confidentiality of Library Records"; "Suggested Procedures for Implementing Policy on the Confidentiality of Library Records."

8 Adopted June 18, 1948; amended February 2, 1961, and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

9 Existing ALA Policy asserts, in part, that: “The government’s interest in library use reflects a dangerous and fallacious equation of what a person reads with what that person believes or how that person is likely to behave. Such a presumption can and does threaten the freedom of access to information.” “Policy Concerning Confidentiality of Personally Identifiable Information about Library Users.”

10 See: “Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities.”

Adopted June 19, 2022, by the ALA Council; amended on July 1, 2014.

Rating Systems

An Interpretation of the Library Bill of Rights

Libraries, no matter their size, contain an enormous wealth of viewpoints and are responsible for making those viewpoints available to all. However, libraries do not advocate or endorse the content found in their collections or in resources made accessible through the library. Rating systems appearing in library public access catalogs or resource discovery tools present distinct challenges to these intellectual freedom principles.

Rating Systems

Many organizations use or devise rating systems as a means of advising either their members or the general public regarding the organizations' opinions of the contents and suitability or appropriate age or grade level for use of certain books, films, recordings, websites, games or other materials. Rating systems presuppose the existence of individuals or groups with wisdom to determine by their authority what is appropriate or inappropriate for others. Rating systems also presuppose that individuals must be directed in making up their minds about the ideas they examine. The creation and publication of such systems is a perfect example of the First Amendment's right of free speech. However, The American Library Association also affirms the rights of individuals to form their own opinions about resources they choose to read or view.

The adoption, enforcement or endorsement, either explicitly or implicitly, of any of these rating systems by a library violates the Library Bill of Rights and may be unconstitutional. If enforcement of rating systems is mandated by law, the library should seek legal advice regarding the law's applicability to library operations.

Libraries often acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by the publisher, distributor or copyright holder—could constitute expurgation (see “Expurgation of Library Materials: An Interpretation of the Library Bill of Rights”).

Because AACR2, RDA and the MARC format provide an opportunity for libraries to include ratings in their bibliographic records, many libraries have chosen to do so – some by acceptance of standard records containing such ratings and others by a desire to provide the maximum descriptive information available on a resource. Libraries are not required by cataloging codes to provide this information. However, if they choose to do so, whatever the reason, they should cite the source of the rating to their catalog or discovery tool displays indicating that the library does not endorse any external rating system. The inclusion of ratings on bibliographic records in library catalogs or discovery tools may be interpreted as an endorsement by the library. Therefore, without attribution, inclusion of such ratings is a violation of the Library Bill of Rights.

The fact that libraries do not advocate or use rating systems does not preclude them from answering questions about such systems. In fact, providing access to sources containing information on rating systems in order to meet the specific information seeking needs of individual users is appropriate.

Adopted on June 30, 2015, by ALA Council.

Restricted Access to Library Materials

An Interpretation of the Library Bill of Rights

Libraries are a traditional forum for the open exchange of information. Restricting access to library materials violates the basic tenets of the American Library Association's Library Bill of Rights.

Some libraries block access to certain materials by placing physical or virtual barriers between the user and those materials. For example, materials are sometimes labeled for content or placed in a "locked case," "adults only," "restricted shelf," or "high demand" collection. Access to certain materials is sometimes restricted to protect them from theft or mutilation, or because of statutory authority or institutional mandate.

In some libraries, access is restricted based on computerized reading management programs that assign reading levels to books and/or users and limit choices to titles on the program's reading list. Titles not on the reading management list have been removed from the collection in some school libraries. Organizing collections by reading management program level, ability, grade or age level is another example of restricted access. Even though the chronological age or grade level of users is not representative of their information needs or total reading abilities, users may feel inhibited from selecting resources located in areas that do not correspond to their assigned characteristics.

Physical restrictions and content filtering of library resources and services may generate psychological, service or language skills barriers to access as well. Because restricted materials often deal with controversial, unusual, or sensitive subjects, having to ask a library worker for access to them may be embarrassing or inhibiting for patrons desiring access. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication. (See also "Labeling and Rating Systems.") Because restricted materials often feature information that some people consider objectionable, potential library users may be predisposed to think of labeled and filtered resources as objectionable and be discouraged from asking for access to them.

Federal and some state statutes require libraries that accept specific styles of federal and/or state funding to install content filters that limit access to Internet resources for minors and adults. Internet filters applied to Internet resources in some libraries may prevent users from finding targeted categories of information, much of which is constitutionally protected. The use of Internet filters must be addressed through library policies and procedures to ensure that users receive information and that filters do not prevent users from exercising their First Amendment rights. Users have the right to unfiltered access to constitutionally protected information. (See also "Access to Digital Information, Services and Networks.")

Library policies that restrict access to resources for any reason must be carefully formulated and administered to ensure they do not violate established principles of intellectual freedom. This caution is reflected in ALA policies, such as "Evaluating Library Collections," "Free Access to Libraries for Minors," "Preservation Policy," and the ACRL "Code of Ethics for Special Collections Librarians."

Donated resources require special consideration. In keeping with the "Joint Statement on Access" of the American Library Association and Society of American Archivists, libraries should avoid accepting donor agreements or entering into contracts that impose permanent restrictions on special collections. As stated in the "Joint Statement on Access," it is the responsibility of a library with such collections "to make available original research materials in its possession on equal terms of access."

A primary goal of the library profession is to facilitate access to all points of view on current and historical issues. All proposals for restricted access should be carefully scrutinized to ensure that the purpose is not to suppress a viewpoint or to place a barrier between users and content. Libraries must maintain policies and procedures that serve the diverse needs of their users and protect the First Amendment right to receive information.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; July 3, 1991; July 12, 2000; June 30, 2004; January 29, 2009; and July 1, 2014.

Services to Persons with Disabilities

An Interpretation of the Library Bill of Rights

The American Library Association recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation and discrimination in education, employment and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

The First Amendment to the U.S. Constitution mandates the right of all persons to free expression and the corollary right to receive the constitutionally protected expression of others. A person's right to use the library should not be denied or abridged because of disabilities. The library has the responsibility to provide materials "for the interest, information and enlightenment of all people

Library staff also should be aware of the available technologies and how to assist all users with library technology. All library resources should be available in formats accessible by persons of all ages with different abilities. These materials must not be restricted by any presuppositions about information needs, interests or capacity for understanding. The library should offer different, necessary modes of access to the same content using equipment, electronics or software. All information resources provided directly or indirectly by the library, regardless of technology, format or method of delivery, should be readily, equally and equitably accessible to all library users. Libraries should make every effort to support the needs of their users with disabilities and when necessary, should seek financial or other assistance to do so.

ALA recognizes that providing specialized services often requires retention of extensive patron records, such as a user's transaction histories. Libraries assume responsibility for protecting the confidentiality of all personally identifiable information entrusted to them to perform services.

Libraries should provide training opportunities for all staff and volunteers in order to sensitize them to issues affecting persons with disabilities and to teach effective techniques for providing services for users with disabilities and for working with colleagues with disabilities.

Libraries should use strategies based upon the principles of universal design to ensure that library facilities, policies, services and resources meet the needs of all users. Libraries should provide a clear path for persons with disabilities to request accommodations that will enable them to participate fully in library programs and services. Further, libraries and schools should work with persons with disabilities, agencies, organizations and vendors to integrate assistive technology into their facilities and services to meet the needs of persons with a broad range of disabilities, including learning, mobility, sensory and developmental disabilities.

The preamble to the Library Bill of Right states, "all libraries are forums for information and ideas." By removing the physical, technological and procedural barriers to accessing those forums, libraries promote the full inclusion of persons with disabilities into our society.

ALA related policy: 54.3.2 Library Services for People with Disabilities

Adopted January 28, 2009, by the ALA Council.

Universal Right to Free Expression

An Interpretation of the Library Bill of Rights

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly and association, and the corollary right to receive information without interference and without compromising personal privacy.

The American Library Association endorses this principle, which is also set forth in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly. The Preamble of this document states that "...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world..." and "... the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people..."

Article 12 of this document states:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor or reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 18 of this document states:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19 states:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers.

Article 20 states:

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

On December 18, 2013, the United Nations General Assembly adopted a resolution reaffirming that the right to personal privacy applies to the use of communications technology and digital records, and requiring the governments of member nations to "respect and protect" the privacy rights of individuals.

We affirm our belief that these are inalienable rights of every person, regardless of origin, age, background or views. We embody our professional commitment to these principles in the Library Bill of Rights and Code of Ethics, as adopted by the American Library Association.

We maintain that these are universal principles and should be applied by libraries and librarians throughout the world. The American Library Association's policy on International Relations reflects these objectives: "...to encourage the exchange, dissemination and access to information and the unrestricted flow of library materials in all formats throughout the world."

We know that censorship, ignorance and manipulation are the tools of tyrants and profiteers. We support the principles of Net neutrality, transparency and accountability. We maintain that both government and corporate efforts to suppress, manipulate or intercept personal communications and search queries with minimal oversight or accountability, and without user consent, is oppressive and discriminatory. The technological ability of commercial and government interests to engage in the massive collection and aggregation of personally identifiable information without due process and transparency is an abuse of the public trust and inimical to privacy and free expression. We believe that everyone benefits when each individual is treated with respect, and ideas and information are free, shared, openly debated and vigorously tested in the market of public experience.

The American Library Association is unswerving in its commitment to human rights, but cherishes a particular commitment to privacy and free expression; the two are inseparably linked and inextricably entwined with the professional practice of librarianship. We believe that the rights of privacy and free expression are not derived from any claim of political, racial, economic or cultural hegemony. These rights are inherent in every individual. They cannot be surrendered or subordinated, nor can they be denied, by the decree of any government or corporate interest. True justice and equality depend upon the constant exercise of these rights.

We recognize the power of information and ideas to inspire justice, to restore freedom and dignity to the exploited and oppressed, to change the hearts and minds of the oppressors, and to offer opportunities for a better life to all people.

Courageous people, in difficult and dangerous circumstances throughout human history, have demonstrated that freedom lives in the human heart and cries out for justice even in the face of threats, enslavement, imprisonment, torture, exile and death. We draw inspiration from their example. They challenge us to remain steadfast in our most basic professional responsibility to promote and defend the rights of privacy and free expression.

There is no good censorship. Any effort to restrict free expression and the free flow of information through any media and regardless of frontiers aid discrimination and oppression. Fighting oppression with censorship is self-defeating. There is no meaningful freedom for the individual without personal privacy. A society that does not respect the privacy of the individual will be blind to the erosion of its rights and liberties.

Threats to the privacy and freedom of expression of any person anywhere are threats to the privacy and freedom of all people everywhere. Violations of these human rights have been recorded in virtually every country and society across the globe. Vigilance in protecting these rights is our best defense.

In response to these violations, we affirm these principles:

The American Library Association opposes any use of governmental prerogative that leads to intimidation of individuals that prevents them from exercising their rights to hold opinions without interference, and to seek, receive and impart information and ideas. We urge libraries and librarians everywhere to resist such abuse of governmental power, and to support those against whom such governmental power has been employed.

The American Library Association condemns any governmental effort to involve libraries and librarians in restrictions on the right of any individual to hold opinions without interference, and to seek, receive and impart information and ideas. Such restrictions, whether enforced by statutes or regulations, contractual stipulations, or voluntary agreements, pervert the function of the library and violate the professional responsibilities of librarians.

The American Library Association rejects censorship in any form. Any action that denies the inalienable human rights of individuals only damages the will to resist oppression, strengthens the hand of the oppressor, and undermines the cause of justice.

The American Library Association will not abrogate these principles. We believe that censorship corrupts the cause of justice, and contributes to the demise of freedom.

Adopted January 16, 1991, by the ALA Council; amended on July 1, 2014.

Federal Children’s Internet Protection Act (CIPA)

The Children’s Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children’s access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program - a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or ©harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for education minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online
- Unauthorized disclosure, use and dissemination of personal information regarding minors
- Measures restricting minor’s access to materials harmful to them

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate Funding.

- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service.
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona ride research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company’s (USAC) Schools and Libraries Division (SLD) at www.sl.universalservice.org. SLD also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

Filing a complaint

You have multiple options for filing a complaint with the FCC:

- File a complaint online at <https://consumercomplaints.fcc.gov>
- By phone: 1-888-CALL-FCC (1-888-225-5322); TTY: 1-888-TELL-FCC (1-888-835-5322); ASL: 1-844-432-2275
- By mail (please include your name, address, contact information and as much detail about your complaint as possible):

Federal Communications Commission
Consumer and Governmental Affairs Bureau
Consumer Inquiries and Complaints Division
445 12th Street, S.W.
Washington, DC 20554

Accessible formats

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