Work Session

Tuesday, August 23, 2022 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Items for Discussion**
1. NPS Library Collection Policy Presentation
2. Land Acknowledgement Statement
3. Culturally Responsive Curriculum
C. **Upcoming Events:**
   - **Tuesday, September 13, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, October 11, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, October 25, Work Session, 5:30 pm, NES Library**
D. **Adjournment**



Nome Public Schools Collection Policy

Aug. 2022

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Mission Statement

Our goal in all Nome Public Schools' Libraries is to support the District Mission Statement: *We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world*. Our mission is to provide a welcoming environment that supports and nourishes academic achievement through curiosity, inquiry, and creativity.

Our library recognizes its role within the school mission and provides access to resources that embrace creativity and support the classroom and students alike. We look to build a collection and create a space that utilizes a variety of materials and fosters ingenuity and reflects the diversity of our community and our students. We embrace and assist all students in their pursuit of academic achievement and their personal growth and development.

Goals

- Enable learners to explore their interests as well as their personal and academic goals.
- Obtain and promote materials that align with the school curriculum, district and state academic standards, and classroom needs.
- Contain current, relevant, and accurate information by frequently weeding the collection and in the purchase of new materials.
- Reflect the diversity within the school including multiple ethnicities, race, cultures, languages, religions, belief systems, sexual orientation, gender identity, ability and more.
- Expand upon students' experiences by letting them see themselves and others reflected through the literature and resources in the library.
- Provide a wide range of resources with diverse opinions and worldviews to help expand knowledge.
- Address historic inequities to make long-lasting change in the pursuit of increasing equity and diversity within the library; continue to create a collection that offers a safe-space marginalized groups feel welcomed and supported by the collection.
- Encourage and promote resources that reflect diversity; this includes #ownvoices, books that encompass local and indigenous knowledge systems, and materials that can build upon a diverse foundation.
- Engage learners to be knowledgeable citizens who engage in the democratic process and who are self-guided learners.
- Acquire materials that will allow for students and adults to have equitable access including large print, audio, leveled reading, and other materials and resources to support diverse needs.
- Obtain and make-available materials and resources that honor and reflect the local indigenous values that include:
    - Respect for Others
    - Knowledge of Language
    - Cooperation

Selection

Selection of materials will be based on a variety of criteria as recommended by Sandra Hughes-Hassell in *Collection Management for Youth: Equity, Inclusion, and Learning* (2020).

The selection of materials will be placed with emphasis on the following selection criteria. Selection should include one or more of the following criteria:

Anti-bias-the materials should be free from stereotypes of different groups including but not limited to race, ethnicity, sexual orientation, ability/disability, etc. The writing and illustrations should depict people as genuine without stereotypical features. Language and dialects should be used in an authentic and respectful way.

Authority-includes the professional and academic qualifications or experiences of those who created the work. Resources and citations should be from credible sources including experts on the subject.

Appropriateness-to act as a guide and a baseline to reflect the students for whom the material will serve. The material selected should reflect the diversity of the students. All material will be selected according to suitability and age level but will take into mind the broad range of academic and personal interests of students and the range of readership and varying maturity. Students ultimately will be responsible for self-selecting material that they deem to be suitable for their interest and/or pursuit of knowledge.

Scope-Author's coverage or depth of a particular topic. The depth of knowledge covered should reflect the academic level of the learners and pertain to student interest.

Accuracy-The materials should reflect up-to-date knowledge and acknowledge facts from opinion. If nonfiction, sources used to create the work should be identified in the material.

Arrangement and Organization-In reference to ease of access to information. Information will be displayed in an engaging way with easy to follow sequences and reference and so the students can understand how to navigate the resource. Students should be able to easily locate the information.

Literary merit-in reference to author and/or illustrator components and overall value placed on the material. Literary merit can be far-reaching with an approach that encompasses several different ideas including advancement of discussion on a topic, themes that have learning qualities/attributes, and many more.

Engagement-the material selected should have the ability to engage the learner based on the topic or enhance the learner's takeaway with new knowledge or affirmation of knowledge.

Equity/Diversity/Inclusion-Emphasis in collection development will be given to materials that have a focus on equity, diversity, and inclusion. This could include but is not limited to diverse characters, representation, reader access/accessibility, diverse perspectives, and many more. All materials should accurately reflect that community or diverse group free of stereotypes. Priority will be given to #OwnVoices resources and authors.

Physical/Aesthetic quality-The physical and aesthetic qualities of the materials should be of high interest to the learners, and take into account accommodation needs and academic levels of the students. The physical and aesthetic quality should be applied to all resources including audio, written, computer/web-based resources, and many more.

Age of Materials-The age of materials should be as current as possible in regards to the content and subject area and represent current trends in that field of interest.
Series-Materials should maintain high interest or academic quality when continuing items within a series. Series of books should reflect the above criteria to be considered for their continuation and purchase.

Comparison with other works-The material may be compared to other works on the same or similar topics or works completed by the same author and/or illustrator.

Additional professional recommendations/Award winning books-Top recommended school library review sources as well as American Library Association notable books and award-winning titles, these may include but are not limited to:

1. Award-winning titles
2. We Need Diverse Books
3. American Indian Library Association Selections and Recommendations
4. School Library Journal
5. Book List
6. Kirkus Reviews

Responsibility of Selection

The "School library professional" will ultimately be responsible for the selections within the library with Teacher/student/stakeholder input.

Formats

Formats included in the library collection are:

Books
Electronic resources (books, other digital content)
Audio Resources
Digital Recordings
Newspapers/Periodicals
Educational resources
Atlases/Maps/Globes
Reference materials
Artwork
Photographs
Open-source materials
DVD
Databases

Collection Maintenance

We use the industry standard:
General guidelines for collection management are adapted from the **CREW** method. **CREW** stands for **C**ontinuous **R**eview, **E**valuation, and **W**eeding. The **CREW** method gives six general criteria for considering weeding an item from the collection which are summarized with the acronym **MUSTIE**.
M = Misleading—factually inaccurate
U = Ugly – worn beyond mending or rebinding
S = Superseded – by a new edition of/or by a much better book on the subject
T = Trivial – of no discernible literary or scientific merit
I = Irrelevant to the needs and interests of the library's community
E = Elsewhere – the material is easily obtainable from another library

The two factors that contribute to materials evaluation are age and usage and are placed into a simple formula. An example of a formula is:
5/ 3/ MUSTIE

In the above example, the five refers to age - anything over five years old may be considered for weeding. The three refers to the circulation – anything that has not circulated in over three years may be considered for weeding. MUSTIE refers to the criteria listed above. Age and/or circulation may not be a factor in some subject areas. The numbers will then be replaced by an X, for example:

X/ 3/ MUSTIE

Media, by the nature of the format, should be evaluated by circulation and condition rather than age or copyright. Criteria for weeding are summarized by the acronym **WORST**.

W = Worn out – cracked, scratched, grainy, fuzzy, or previously repaired
O = Out of date – dated and/or inaccurate
R = Rarely used
S = Supplied elsewhere
T = Trivial or faddish

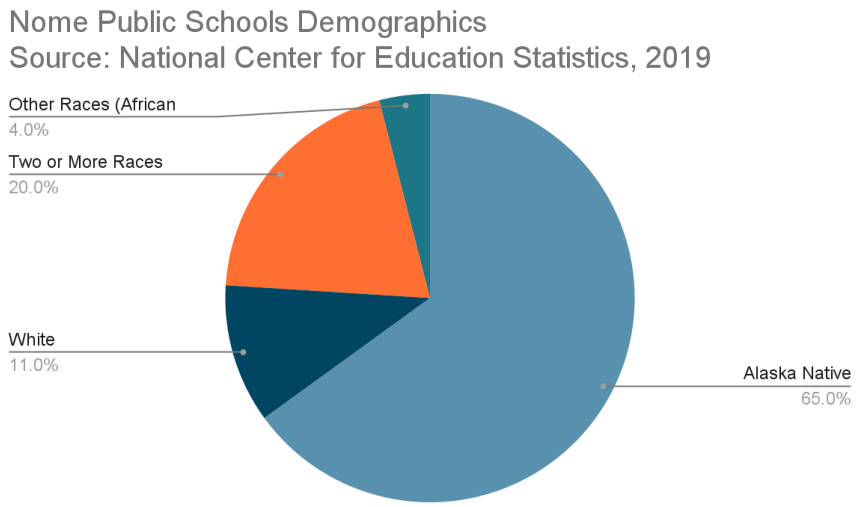
A similar formula will be applied, but without the age, such as:

2 / WORST

In the above example, the two indicate that items that have not circulated in the last two years may be considered for weeding, and WORST refers to the criteria listed above.

Collection Management Guidelines

Evaluation



The collection will represent the diversity of our student populations and beyond. We will emphasize:
- Diversity of student population
-Local core values (include indigenous core values).

Confidentiality

Library staff will make all efforts to maintain library confidentiality in line with the Library Bill of Rights: "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information."

Copyright and Fair Use Policy

The Fair Use Doctrine provides for limited use of copyrighted materials for educational and research purposes without permission from the owners. It is not a blanket exemption. Instead, each proposed use must be analyzed under a four-part test.

"Limitations on exclusive rights: Fair use" (Section 107) offers a set of factors to consider when using copyrighted work for teaching or research. Specifically, the factors include:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Gift-Giving

The library is pleased to accept gifts and/or memorial gifts from patrons. Gifts are gratefully and willingly accepted as long as no restriction is placed upon their use and disposition. Acceptance of the gifts (of books and other library materials) will be determined by the library director on the basis of their suitability to the library's purposes and needs in accordance with the library's stated materials selection policy. Use of all gift materials will be determined by the library director or designated agent. The library has the right to discard any gifts that are in poor physical condition (e.g. brittle paper, water or mildew damage, torn and/or missing pages). Values will not be placed on donated items for income tax purposes but receipts will be provided for items in good or better condition.

A receipt of donation for tax purposes can be obtained from the Nome Public Schools Business Office.

Collecting Controversial Material

Our library promotes and adheres to the principles set forth in the American Library Association's Library Bill of Rights and looks to enhance learning and educational pursuits of all students. We recognize that there are a variety of viewpoints and controversial issues that may arise within the collection. We encourage diversity in opinion and thinking, and try to create a collection that reflects this as well. The school library will look to provide age-appropriate materials with opposing viewpoints on various controversial topics in order to encourage critical thinking skills and to engage learners in conversations. It is important for all views and perspectives to be presented. We do not condone and will not purchase materials that use bias language or that perpetuates misinformation or disinformation.

American Library Association (ALA) Alignement

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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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.
7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Freedom to Read Statement

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. More can be found here.

Intellectual Freedom Statement and Definition

Our library supports and upholds the right to a student's Intellectual Freedom while adhering to our school academic and conduct/discipline policy as well as the Juneau School District Technology Use Agreement. That same freedom is granted and upheld by the First Amendment of the United States Constitution. Intellectual freedom is defined as:

> "The right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored" (American Library Association, 2007).

We recognize that students need to be empowered to self-select and must practice this ethically and responsibly.

Statement on Censorship of Information Addressing Racial Injustice, Black American History and Diversity Education

On August 18, 2021, the American Library Association (ALA) Executive Board issued a statement opposing initiatives to censor information resources, curricula, and programs addressing racial injustice, Black American history, and diversity education. The full statement follows:

"The American Library Association is committed to upholding our core values, which include equitable access to knowledge, social justice, and intellectual freedom. As members of a profession committed to free and equitable access to information and the pursuit of truth, we stand firm in opposing any effort to suppress knowledge, to label "controversial" views, or dictate what is orthodox in history, politics, or belief.

At present, efforts to censor any consideration or discussion of racism, slavery, Black American history, and related issues and concerns in our schools, colleges, and universities pose a real and present threat to libraries' ability to fulfill their role as trusted community institutions that provide factual and accurate information that reflects the breadth of the American experience about these topics.

A commitment to intellectual freedom and social justice requires that libraries not only protect the truth from suppression, but also prevent its distortion. Consequently, the American Library Association has joined other educational institutions and civil liberties organizations in opposing any legislative proposal or local initiative intended to ban instruction, consideration, or discussion about the role of racism in the history of the United States or how systemic racism manifests itself in our schools, workplaces, and government agencies."

ALA member leaders and staff pledge to join with library workers, libraries, and state and regional library associations to oppose any proposal to censor information resources, curricula, or programs addressing racial injustice, Black American history, and diversity education. We commit to supporting libraries, library workers, schools, and universities facing these challenges and developing tools that will prepare library workers to defend

their collections, counter falsehoods, and engage their communities in important conversations about racial injustice and empowering everyone to fully participate in our democratic society.

AASB has a resolution adopted in 2021:

"A Land Acknowledgement is a formal statement recognizing the Indigenous people of a place. It is a public gesture of appreciation for the past and present Indigenous stewardship of the lands that we now occupy. Land Acknowledgement opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity." Anchorage Museum

AASB honors and respects the Ancestral Lands on which all Alaskans live, work, play, and learn and encourage activities and practices that acknowledge and recognize the past and present stewardship of these lands.
AASB supports the following:
1. Having a Land Acknowledgement spoken, for all to hear, on a regular basis, including but not limited to its official meetings, conferences, celebrations, and gatherings.
2. Working with local Tribes to identify appropriate wording for a Land Acknowledgement.
3. Encouraging member School Boards to add a Land Acknowledgement before official meetings, conferences, celebrations, and gatherings.

Rationale:
A. Almost 20% of Alaska's population identifies as American Indian or Alaska Native, by far the highest of any state.
B. A Land Acknowledgment opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity.
C. Alaska Native Tribes and their descendants have lived and subsisted on Alaska's lands and waters for thousands of years.
D. These lands and waters have been cared for through traditions passed on from generation to generation.

<u>Sample Acknowledgements from Alaska</u>
UAF-NWC: *We acknowledge the Indigenous peoples upon whose customary lands our campuses reside. In the Bering Strait region, the Northwest Campus is located on the customary lands of the Inupiaq, Siberian Yupik, and Yup'ik peoples.*

"The Anchorage Museum sits on the traditional homeland of the Eklutna Dena'ina. The Museum is committed to recognizing and honoring the land, culture and language of the Dena'ina people. We recognize and respect the continuing connection, by Alaska Native people and all Indigenous people, to the land, waters and communities."

"I would like to acknowledge that this gathering is being held on the ancestral land of the Yup'ik people."

Fairbanks BSD ANE Land Acknowledgement - We gratefully acknowledge that this event is taking place in the territory of the traditional and original inhabitants of this land, the Tanana Khwt'ana, and we say their name in this meeting to remind us of the Tanana Khwt'ana, their culture and way of life, their special relationship to the land, and to honor the original language of this place Ch'eno' Kenaga'

Alutiiq Museum - I/We would like to acknowledge that the land we live, work, learn, and gather on is the original homeland of the Alutiiq/Sugpiaq people.

Suggestion from *Indigenous Land and Territorial Acknowledgements for Institutions:* We are gathered on the unceded land of the Inupiaq, Siberian Yup'ik and Yup'ik peoples. I ask you to join me in acknowledging their communities, their elders both past and present, as well as future generations.

Anchorage School District – The Dena'ina have lived, hunted and gathered within the Cook Inlet Region for thousands of years. We thank the Dena'ina for their stewardship of the lands, water, air, and all life that sustains us within their traditional lands. We respect the Dena'ina cultural ways and their homelands and shall strive to be good neighbors.