



**CITY OF
MOUNT
DORA**

**City of Mount Dora
W.T. Bland Public Library
1995 N. Donnelly St.
Mount Dora, FL 32757
352-735-7180
Fax: 352-735-0074
E-mail: library@cityofmoundora.com**

**W.T. BLAND PUBLIC LIBRARY
BOARD MEETING**

**Community Room, W.T. Bland Public Library, 1195 N. Baker Street, Mount Dora, FL 32757
January 10, 2022 at 5:00 PM**

AGENDA

- I. Call to Order
- II. Roll Call
- III. Approval of Minutes
 - A. December 13, 2021 Library Advisory Board Meeting Minutes
- IV. Public Comment
- V. Presentations
 - A. Library Metrics
 - B. Review of Reconsideration of Library Materials Policy
- VI. Library Manager's Report
- VII. Action Items
- VIII. Discussion Items
 - A. Library Displays
- IX. Liaison Report
- X. Future Meeting Dates
- XI. Adjournment

NOTICE: Please note that, for purposes of Section 286.011, Florida Statutes, two or more members of the City Council may be present at this meeting, and this meeting may be considered a City Council meeting.

NOTICE: If any person decides to appeal any decisions at this meeting with respect to any matter considered, such person may need a record of these proceedings. For such purpose, a person may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

NOTICE: In accordance with the Americans With Disabilities Act of 1990, persons needing special accommodations to participate in this proceeding should contact Larry Gajun no later than seven (7) days prior to the proceedings. Telephone (352) 735-7180 ext. 3101. for assistance. If hearing impaired, telephone the Florida Relay Service numbers (800) 955-8771 (TDD) or (800) 955-8770 (Voice) for assistance.

If you have any comments or question regarding the contents of this agenda packet, please call Larry Gajun at (352) 735-7180 ext. 3101.



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**W. T. BLAND PUBLIC LIBRARY BOARD MEETING
W.T. Bland Public Library, 1995 N. Donnelly Street, Mount Dora, FL 32757
Monday, December 13, 2021 - 5:00 p.m.**

MINUTES

PRESENT: John Stewart (Chair), Cathy Gillespie (Co-Chair), Ellen August, Jane Trimble (Secretary) Carolyn Fountain, Tiffany Patterson (Alternate), William Lowery (Alternate)

ABSENT: Helen Cutshaw and Susan Myers

CITY STAFF: Cathy Lunday-Library Manager, Lynn Gonzales-Youth Services Librarian and LaJun Garry-Administrative Assistant

OTHERS PRESENT: None

I. Call to Order

Mr. Stewart called the meeting to order at 5:05 p.m.

II. Roll Call

III. Approval of Minutes for November 8, 2021

MOTION by Ms. Gillespie SECONDED by Ms. August to approve minutes from November 8, 2021.

AYE: Stewart, Gillespie, August, Trimble, Fountain, Lowery, Patterson

NAY: None

MOTIONED CARRIED 7-0

IV. Public Comment

None

V. Presentations

Ms. Lunday presented outgoing members Ms. Myers, Ms. Trimble and Mr. Stewart with a certificate in appreciation for their service and grateful recognition of their ongoing support for the W.T. Bland Public Library.

VI. Library Manager's Report

Ms. Lunday shared:

- Library Advisory board members update – Reappointments and appointments
 - Mayor Crissy Stile – Reappoint Carolyn Fountain
 - District 1 Councilman John Cataldo – Reappoint Helen Cutshaw
 - District 2 Councilman Cal Rolfson – Appoint Yiris Rivera
 - District 4 Councilman Marc Crail – Appoint William Lowery
 - District 5 Councilman Nate Walker – Appoint Janet Manchon
 - The City Attorney plans to address alternates at the second City Council meeting in the month of December. Not all committees or advisory boards have alternates. The City Clerk halted all alternate appointments pending City Council deliberation.
- Appoint a representative and alternate for County Library Advisory Board. Contentious issues include maintaining circulation as an appropriation metric and library displays. At next month's meeting we will have a work session discussing parameters for reviewing our challenge policy and displays. Based on feedback from Board, Ms. Lunday will draft a policy to be reviewed and voted on in the month of February.
- This is the Library's seventh straight month of being second busiest overall circulation in the county, second only to Clermont.
- Returning to all adult volunteer-led programming and room rentals beginning January 1, 2022.
- Anticipate returning to children's programming in the month of February 2022.
- Parking update – Asphalt was poured.
- Children's Library Expansion – Selecting wallpaper and a giant lit moon for the Early Reader Room.
- R.C Anderson's Atomic Kaleidoscope Sculpture unveiling on December 17, 2021 at 10:00am. Everyone is invited.
- Projects for 2023-2024: Major expansion of all our technology in four rooms.

VII. Action Items

None

VIII. Discussion Items

Ms. Lunday shared with board Mr. Stewart's position as representative on the County Library Advisory Board ends when his term expires from our Library Advisory board. Chair is normally voted on in the month of January. Typically it is the Chair of the Library Advisory Board who serves as representative and Co-Chair as alternate representative on the County Library Advisory Board. Discussion ensued. Ms. Gillespie expressed her desire to serve as Chair and Mr. Lowery agreed to serve as Co-Chair. Both positions were unopposed.

MOTION by Ms. Trimble SECONDED by Ms. Fountain to approve Ms. Gillespie as Chair and Mr. Lowery as Co-chair for the W.T. Public Library Advisory Board and County Library Advisory Board for 2022.

AYE: Stewart, Gillespie, August, Trimble, Fountain, Lowery, Patterson

NAY: None

MOTIONED CARRIED 7-0

IX. Liaison Report

Ms. Lunday reported the following:

1. Staff reported to Friends of the Library that they were not going to spend \$1,900 that was budgeted for Children's holiday programs this year. The Friends requested staff propose other uses for the unspent funds.
2. GFWC Women's Club are scanning in all donations the library receives. The high dollar items are sold by an Amazon reseller. Last year this time the average income for this partnership was \$100 per month and now the average is \$200 to \$300 per month.

X. Future Meeting Date

1. January 10, 2022

XI. Adjournment

MOTION by Mr. Stewart, SECONDED by Gillespie to adjourn the December 13, 2021 meeting.

AYE: Stewart, Gillespie, August, Trimble, Fountain, Lowery, Patterson

NAY: None

MOTIONED CARRIED 7-0

John Stewart, Chair

Cathy Lunday, Library Manager



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E-mail: library@cityofmoundora.com

DATE: January 10, 2022

TO: Library Advisory Board Members

FROM: Cathy Lunday, Library Manager

SUBJECT: Library Metrics

Introduction:

Various metrics indicate the W.T. Bland Public Library is productive, efficient and serving its community.

Discussion:

From a traditional library perspective, circulation and turn ratios indicate the Mount Dora Library is managing its collection in a patron-forward manner. Applying business ratios, such as operating costs per circulation and annual circulation per employee, are not typical library metrics but they do indicate the Library is efficiently and cost-effectively managed. Among its larger, full-service public library peers in Lake County, the Mount Dora Library has a very low operating expense ratio, has the highest per capita circulation ratio and a very high staff productivity ratio. These efficiencies allow the Library to offer a full programming schedule and deliver optimal service to patrons.

Budget Impact:

n/a

Strategic Impact:

The Library's productivity, operating cost and efficiency ratios help the City of Mount Dora invest in additional infrastructure.

Recommendation Library Advisory Board consider the Library's performance metrics.

Attachment(s):

1. ATTACHMENT #1 - Library Metrics 2021

Prepared by: Cathy Lunday, Library Manager
Reviewed by: Amy Jewell, Leisure Services Director

Final Approval - 1/3/2022

ATTACHMENT #1 - Library Metrics
Measuring Productivity, Cost Efficiencies and Patron Usage

1. Estimated 2020-21 circulation totals for the largest Lake County libraries:

Est. 2020-21 Circulation		
	Circulation	% Total
Clermont	338,800	24%
Leesburg	216,803	16%
Mount Dora	211,103	15%
Lady Lake	131,613	9%
Tavares	83,979	6%
Eustis	69,409	5%
Sorrento	38,538	3%
LCLS	1,395,707	

2. Annual circulation on a per capita basis:

	est. 2020-21	2019	Circulation
	Circulation	Population	Per Capita
Mount Dora	211,103	14,516	15
Umatilla	38,896	3,861	10
Leesburg	216,803	23,671	9
Clermont	338,800	38,654	9
Lady Lake	131,613	16,020	8
Tavares	83,979	17,749	5
Eustis	69,409	21,303	3

3. Turn: the popularity of a library's collection. High turn denotes how many times in a year each item in the library was borrowed. It can also indicate an underserved community.

	2020-21	Physical	
Library	Circulation	Collection	Turn
Clermont *	338,800	84,720	4.0
Mount Dora	211,103	70,923	3.0
Tavares	83,979	35,062	2.4
Sorrento	38,538	19,728	2.0
Lady Lake	131,613	69,840	1.9
Leesburg	216,803	121,163	1.8
Umatilla	38,896	32,514	1.2
Eustis	69,409	105,888	0.7

4. The Library's operating expenses; what does it cost to circulate one item?

		2019-20	Cost Per
	2019-20	Operating	Item
	Circulation	Costs	Circulated
Clermont*	351,700	804,097	\$ 2.29
Mount Dora	248,791	882,790	\$ 3.55
Lady Lake	145,981	741,734	\$ 5.08
Leesburg	278,476	1,661,063	\$ 5.96
Umatilla	43,534	296,530	\$ 6.81
Tavares	88,931	692,540	\$ 7.79
Eustis	57,731	947,555	\$ 16.41

* Clermont is a County branch & shares costs with LSSC.

5. Staffing levels based upon circulation:

			Annual
	2019-20	2019-20	Circulation
	Circulation	FTE**	per Employee
Clermont *	351,700	14	25,121
Mount Dora	248,791	13	19,138
Lady Lake	145,981	9	16,220
Tavares	88,931	7	12,704
Leesburg	278,476	25	11,007
Sorrento	37,723	4	9,953
Umatilla	43,534	6	7,493
Eustis	57,731	11	5,248

* Clermont is a County branch & has addtl. staff supported by LSSC

** County calculates FTE as PT = .70 FTE

6. Annual collection budget as a percent of the annual LCLS appropriation (city libraries only):

	2021-22	2021-22	% of
	Appropriation	Coll Budget	Approp.
Mount Dora	\$ 232,629	88,000	38%
Tavares	\$ 98,553	40,910	42%
Lady Lake	\$ 146,630	74,751	51%
Leesburg	\$ 262,891	200,000	76%
Fruitland Park	\$ 74,940	73,426	98%
Eustis	\$ 89,728	99,000	110%



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E-mail: library@cityofmoundora.com

DATE: January 10, 2022

TO: Library Advisory Board Members

FROM: Cathy Lunday, Library Manager

SUBJECT: Review of Reconsideration of Library Materials Policy

Introduction:

In the course of normal and usual library operations, patrons will infrequently object to the contents of a particular item. This concern is typically simply a conversation about the item, but in rare instances may materialize as a formal objection. Common concerns include sexual orientation, violence, racism and sexism. The Library's Reconsideration of Library Materials Policy addresses these formal objections to items in the collection.

Discussion:

The Reconsideration of Library Materials Policy was approved by the Mount Dora City Council on September 19, 2019 (ATTACHMENT #1). This policy is purposefully identical to Lake County's Reconsideration of Library Materials policy, so that either city or system-wide challenges will be handled in a similar fashion. This policy for patron challenges of library materials follows a chain of actions designed to understand the patron's objections, thoroughly evaluate the work and weigh those objections against the Mount Dora community's right to view the challenged material. The policy contains the following American Library Association (ALA) policy statements:

- ALA Freedom to Read (2004)
- ALA Freedom to View (1989)
- ALA Library Bill of Rights (1996)

ALA's Office for Intellectual Freedom has reported a significant increase in book challenges and censorship efforts in 2021. This prompted the ALA's Executive Board and all its affiliated boards to issue a joint statement in November 2021 opposing widespread efforts to censor books in the United States' schools and libraries (ATTACHMENT #3). In some cases, citizens groups and parents are bypassing the usual library challenge procedures and are taking their arguments

directly to school boards, city councils and other elected officials. In extreme cases, librarians are facing criminal charges for distributing pornography (ATTACHMENT #4).

The Lake County and Mount Dora reconsideration policies construct a process which requires thorough review by both challengers and librarians alike. It remains the position of both Mount Dora Library and Lake County Library System staff that removing books from public collections based upon personal preferences should not be easy, nor should it bypass librarians and library advisory boards.

Budget Impact:

n/a

Strategic Impact:

n/a

Recommendation Library Advisory Board members are encouraged to be familiar with this policy and its accompanying American Library Association statements.

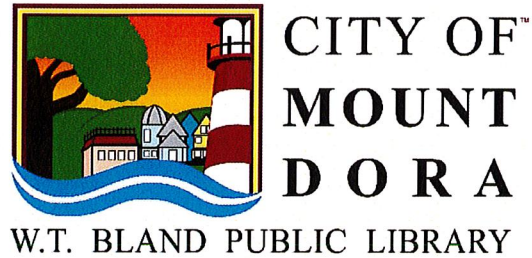
Attachment(s):

1. ATTACHMENT #1 - Reconsideration of Library Materials Policy
2. ATTACHMENT #2 - Procedures for Reconsideration of Library Materials Policy
3. ATTACHMENT #3 - ALA 11-29-2021 Statement on Censorship
4. ATTACHMENT #4 - Recent Articles on Censorship

Prepared by: Cathy Lunday, Library Manager

Reviewed by: Amy Jewell, Leisure Services Director

Final Approval - 1/3/2022



The following City of Mount Dora policies for the W.T. Bland Public Library were approved by the Mount Dora City Council on September 19, 2019, mirror identical policies for the Lake County Library System and remain in effect:

1. Reconsideration of Library Materials Policy
 - a. Request for Reconsideration of Library Materials form
2. Collection Development Policy
 - a. American Library Association Freedom to Read statement
 - b. American Library Association Freedom to View statement
 - c. American Library Association Library Bill of Rights

Questions and concerns regarding these policies may be directed to the Library Manager:

Cathy Lunday, MLIS
Library Manager
W.T. Bland Public Library
1995 N. Donnelly Street
Mount Dora, FL 32757
Phone: (352) 735-7180 (ext. 3110)
Fax: (352) 735-0074

RESOLUTION NO. 2019-149

A RESOLUTION OF THE CITY OF MOUNT DORA, FLORIDA PERTAINING ADOPTION OF CERTAIN LAKE COUNTY LIBRARY POLICIES; PROVIDING FOR LEGISLATIVE FINDINGS AND INTENT; PROVIDING FOR ADOPTION OF THE POLICIES; PROVIDING FOR THE IMPLEMENTATION OF ADMINISTRATIVE ACTIONS; PROVIDING A SAVINGS CLAUSE; PROVIDING FOR SCRIVENER'S ERRORS; PROVIDING FOR CONFLICTS; PROVIDING FOR SEVERABILITY; AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, from time to time, it is necessary for the City to review and revise its policies in order to better accommodate the needs of its citizens; and

WHEREAS, Lake County has adopted certain policies which govern the Lake County Library System of which the City of Mount Dora Library is a member; and

WHEREAS, the City has determined that it is in its best interest to adopt the Lake County Policies for implementation at the City of Mount Dora Library to the extent that such policies do not conflict with the policies, codes, ordinances, rules and/or regulations of the City of Mount Dora.

NOW, THEREFORE, BE IT RESOLVED BY THE CITY OF MOUNT DORA, FLORIDA, AS FOLLOWS:

SECTION 1. Legislative Findings and Intent. The City of Mount Dora has complied with all requirements and procedures of Florida law in processing this Resolution. The above recitals are hereby adopted.

SECTION 2. Adoption of Policy.

A. The City of Mount Dora hereby adopts the Lake County Library System Patron Request for Reconsideration of Library Materials Policy attached hereto as **Exhibit A**. To the extent of any conflict between the Lake County Library System Patron Request for Reconsideration of Library Materials Policy and any policies, codes, ordinances, rules and/or regulations adopted by the City of Mount Dora, the policy, code, ordinance, rule or regulation of the City of Mount Dora shall prevail.

B. The City of Mount Dora hereby adopts the Lake County Library System Collection Development Policy attached hereto as **Exhibit B**. To the extent of any conflict between the Lake County Library System Collection Development Policy and any policies, codes, ordinances, rules and/or regulations adopted by the City of Mount Dora, the policy, code, ordinance, rule or regulation of the City of Mount Dora shall prevail.

SECTION 3. Implementing Administrative Actions. The City Manager is hereby authorized and directed to take such action as may be deemed necessary and appropriate in order to implement the provisions of this Resolution. The City Manager may, as deemed appropriate, necessary and convenient, delegate the powers of implementation as herein set forth to such City employees as deemed effectual and prudent.

SECTION 4. Savings Clause. All prior actions of the City of Mount Dora pertaining to the subject Lake County Library System Policies, as well as any and all matters relating thereto, are hereby ratified and affirmed consistent with the provisions of this Resolution.

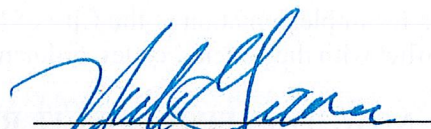
SECTION 5. Scrivener's Errors. Typographical errors and other matters of a similar nature that do not affect the intent of this Resolution, as determined by the City Clerk and City Attorney, may be corrected.

SECTION 6. Conflicts. All Resolutions or parts of Resolutions in conflict with any of the provisions of this Resolution are hereby repealed.

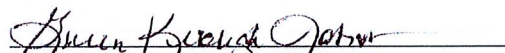
SECTION 7. Severability. If any Section or portion of a Section of this Resolution proves to be invalid, unlawful, or unconstitutional, it shall not be held to invalidate or impair the validity, force, or effect of any other Section or part of this Resolution.

SECTION 8. Effective Date. This Resolution shall become effective immediately upon its passage and adoption.

PASSED AND ADOPTED this 16th day of Sept., 2019.


NICK GIRONE
CHAIRMAN

ATTEST:


GWEN KEOUGH-JOHNS, MMC
CITY CLERK

For the use and reliance of City of Mount Dora only.
Approved as to form and legality.

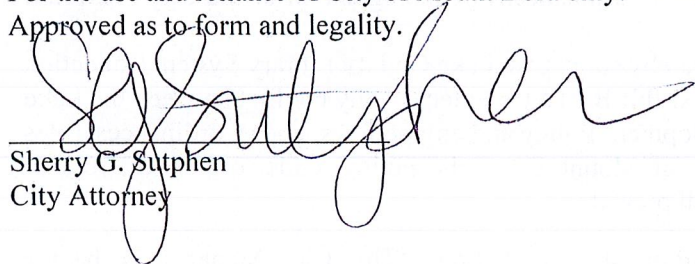

Sherry G. Sutphen
City Attorney

EXHIBIT A
Lake County Library System Patron Request for
Reconsideration of Library Materials Policy



LAKE COUNTY
BOARD OF COUNTY COMMISSIONERS
County Policy

**Title: LAKE COUNTY LIBRARY SYSTEM
PATRON REQUEST FOR RECONSIDERATION
OF LIBRARY MATERIALS**

Number: LCC-12
Cancels: LCC-12
approved 11/02/93
Approved: September 15, 2009

I. OBJECTIVE

This statement serves as a guideline to library staff and to inform the public of the principles upon which decisions are made regarding the reconsideration of library materials.

II. DEFINITIONS AND REFERENCES

- A. Citizen Request/Complaint Process:
Lake County Procedure LC-4 which "establishes a method of responding to the requests and/or complaints of the citizens of Lake County to insure that the matter has been finalized."
- E. Lake County Library Advisory Board:
An appointed board created to study and make recommendations to the Lake County Board of County Commissioners regarding the coordination and development of a countywide library system.
- C. Local Library Board:
The operating or advisory board of a member library.
- C. "Librarian's Report and Request for Assistance Form":
A form which is used by the Intellectual Freedom Committee of the Florida Library Association to record censorship incidents in the State of Florida and to assist, if requested, in resolving the incident described. (Appended)
- E. Member Libraries:
Libraries which meet the "Guidelines and Minimum Standards for Public Libraries Entering the County Library System", Lake County Policy LCC-7; and which, through their local governing bodies, have entered into an Interlocal Agreement with Lake County to provide library service to the residents of Lake County.

- F. Branch Libraries:
Libraries which are primarily operated and staffed by the Lake County Board of County Commissioners to provide library service to Lake County residents.
- G. "Request for Reconsideration of Library Materials" Form:
A form given to a patron for completion which details the complainant's objection to the materials. (Appended)

III. POLICY STATEMENTS

- A. Materials representing various points of view are acquired by Lake County Library System member and branch libraries. The system and its libraries do not promulgate particular beliefs or views, nor does the selection of an item express or imply an endorsement of the author's viewpoint. Library materials will not be marked or identified to show approval or disapproval of the contents, nor will items be sequestered, except for the purpose of protecting them from damage or theft.
- E. The choice of library materials by users is an individual matter. Lake County Library System libraries welcome expression of opinion by patrons, but will be governed by the Collection Development Policy in making additions to, or deleting items from, the collection. While Lake County Library System supports patrons rejecting materials for themselves, it also protects the right of others to view the material in question.
- C. Laws governing obscenity, subversive materials, and other questionable matters are subject to interpretation by the courts. Therefore, no challenged material will be removed solely based on a complaint of obscenity or any other category covered by law unless a local court of competent jurisdiction has ruled against the material.

IV. DIRECTIVES

- A. While an item is being challenged or reviewed, it shall retain its normal place in the library collection.
- E. All requests for reconsideration shall be handled in an attentive and consistent manner.
- C. This process will result in maintaining the current status, a change in location, or removal of the material.

D. An item will be evaluated for reconsideration only once in a 12-month period.

E. Member Library Procedures:

The following procedures shall be followed when a patron whose tax dollars support Lake County Library System requests reconsideration of materials owned or displayed by a member library.

1. The local Library Director or designee shall provide the patron with a copy of the Collection Development Policy and the "Library Bill of Rights" and explain the significance of the provisions contained therein.
2. If the patron still wishes to pursue a formal complaint, he or she shall be given and asked to complete the "Request for Reconsideration of Library Materials" form to ensure that all pertinent information is collected.
3. Upon receipt of a properly completed "Request for Reconsideration of Library Materials" form, the Library Director or designee shall inform the complainant within two (2) working days that a decision concerning the material shall be made within twenty (20) working days.
4. A report of the incident using the "Librarian's Report and Request for Assistance" form should be sent immediately to the County Library Services Director and the Florida Library Association Intellectual Freedom Committee currently at P.O. Box 1571, Lake City, FL 32056-1571.
5. After evaluation of the material under reconsideration, using the Collection Development Policy as a guideline, the local Library Director shall make a decision regarding the disposition of the material. The Library Director shall communicate this decision and the reasons for it, in writing, to the person who initiated the request for reconsideration at the earliest possible date.
6. The patron may appeal the staff decision to the appropriate local library board by making a written request within fifteen (15) working days to the President or Chairperson of that board.
7. The local library board shall address the reconsideration of the library materials within forty (40) working days of receipt of a person's appeal. The complainant shall be notified, in advance, of the date, time and location of the meeting at which the local library board shall place the issue on its agenda. The local library board shall reserve the right to limit the length of presentation and number of speakers at the meeting. The board shall determine whether the request for reconsideration has been handled in accordance with stated policies and procedures of the Lake County Library System. On the basis of this determination, an advisory board shall

recommend upholding the decisions of the Library Director or offer a dissenting opinion; or an operating board may rule to uphold or override the decision of the Library Director.

8. If the patron still is not satisfied, the patron may appeal the local library board's decision to the appropriate municipal governing body.
9. If a request for reconsideration cannot be resolved within the aforementioned timeframes, the patron will be contacted and given an indication of how much additional time is needed and the reasons for the extension.

F. Branch Library Procedures:

The following procedures, in conjunction with those outlined in the Citizen Request/Complaint Process, shall be followed when a patron whose tax dollars support Lake County Library System requests the reconsideration of library materials held by a Lake County Library System branch library.

1. The Branch Manager or designee shall provide the patron with a copy of the Collection Development Policy and the "Library Bill of Rights" and explain the significance of the provisions contained therein.
2. If the patron still wishes to pursue a formal complaint, he or she shall be given and asked to complete the "Request for Reconsideration of Library Materials" form to ensure that all pertinent information is collected.
3. Upon the receipt of a properly completed "Request for Reconsideration of Library Materials" form, the Branch Manager shall notify the complainant within two (2) working days that a decision concerning the material shall be made within twenty (20) working days.
4. The Branch Manager shall complete the "Librarian's Report and Request for Assistance" form and forward it to the Library Services Director and the Florida Library Association Intellectual Freedom Committee, currently at P.O. Box 1571, Lake City, FL 32056-1571.
5. After evaluation of the material under reconsideration, using the Collection Development Policy as a guideline, the Branch Manager, in consultation with the Library Services Director or designee, shall make a decision regarding the disposition of the material. The Library Services Director or designee shall communicate this decision and the reasons for it, in writing, to the person who initiated the request for reconsideration at the earliest possible date.

6. If the patron is not satisfied with the decision of the Library Services Director, the patron may request that the matter be brought before the Lake County Library Advisory Board by making a written request within fifteen (15) working days to the Chairperson of the Lake County Library Advisory Board.
7. The Library Services Director shall schedule the request for the attention of the Lake County Library Advisory Board for its next scheduled meeting not to exceed sixty (60) working days, and inform the patron of the date, time, and location of the meeting. The Board shall reserve the right to limit the length of presentation and number of speakers at the meeting. The Board shall determine whether the request for reconsideration has been handled in accordance with stated policies and procedures of the Lake County Library System. On the basis of this determination the Board shall recommend to uphold the decision of the Library Services Director or offer a dissenting opinion.
8. If the patron still is not satisfied, the patron may appeal the Advisory Board's decision to the Lake County Board of County Commissioners.
9. If a request cannot be resolved within the aforementioned timeframes, the patron shall be contacted and given an indication of how much additional time is needed and the reasons for the extension.

V. RESERVATION OF AUTHORITY

The authority to issue or revise this policy is reserved to the Board of County Commissioners.



Welton G. Cadwell
Chairman, Board of County Commissioners
Lake County

Lake County Library System

Request for
RECONSIDERATION OF LIBRARY MATERIALS

Title: _____

Author: _____ Item Barcode Number: _____

☐ Hardcover Book ☐ Paperback Book ☐ Magazine ☐ Recording ☐ Video ☐ Other: _____

Call Number or Current Location : _____

Name of Library circulating material: _____

Request Initiated by:

Name: _____ E-mail Address: _____

Address: _____

Phone: (Home #) _____ Street _____ City _____ State _____ Zip _____
(Work #) _____ (Cell #) _____

Whom do you represent? ☐ Yourself ☐ An Organization (Please name) _____

☐ Other Group (Please name) _____

1. To what in the work do you object? (Please be specific, cite pages, scenes, language, etc.)

2. What do you feel might be the result of reading/viewing/listening to this material?

3. Is there anything good about this material?

4. For what age group would you recommend this material?

____ Pre-School ____ Child ____ Young Adult ____ Adult

5. Did you finish the entire work? ____Yes ____No If not, which parts have you read/viewed/listened to?

6. Are you aware of the judgment of this work by professional critics?

7. What do you believe is the theme of this work?

8. In its place, what work of equal quality would you recommend that would convey a similar picture and perspective of this topic?

9. What action would you like the library to take regarding this material?

(If you require more space to answer any question above, please attach additional pages)

Signature of Complainant

Date

EXHIBIT B
Lake County Library System
Collection Development Policy



LAKE COUNTY
BOARD OF COUNTY COMMISSIONERS
County Policy

**Title: LAKE COUNTY LIBRARY SYSTEM
COLLECTION DEVELOPMENT POLICY**

**Number: LCC-11
Cancels: LCC-11
Approved 11/02/93
Approved: 02/03/09**

I. OBJECTIVE

To establish the principles, responsibilities and criteria used by the Lake County Library System and its member and branch libraries in the selection and management of library materials for the communities that they serve.

II. DEFINITIONS AND REFERENCES

A. Freedom to Read:

A statement which asserts the public interest in the preservation of the freedom to read adopted by the ALA Council on June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, and June 30, 2004.

E. Freedom to View:

A statement which affirms the freedom to view as protected by the First Amendment of the Constitution of the United States, drafted by the Educational Film Library Association's Freedom to View Committee in February, 1979 and endorsed by ALA Council on January 10, 1990.

C. Library Bill of Rights:

A statement governing the collections of all libraries adopted by the American Library Association, hereafter referred to as "ALA", on June 18, 1948, and amended February 2, 1961, June 28, 1967, and January 23, 1980, inclusion of "age", in Section V., reaffirmed January 23, 1996, by the ALA Council.

C. Library Materials:

Include but are not limited to the following print and electronic formats: books, video recordings, audio recordings, art works, maps, computer software and periodicals. As new technologies are developed, these formats may change.

E. Local Librarian:

Director of a member library or manager of a branch library of the Lake County Library System.

F. Member Libraries:

Libraries which meet the "Guidelines and Minimum Standards for Public Libraries Entering the County Library System", Lake County Policy Number LCC-7; and which, through their local governing bodies, have entered into an Interlocal Agreement with Lake County to provide library service to the residents of Lake County.

G. Branch Libraries:

Libraries which are primarily operated and staffed by the Lake County Board of County Commissioners to provide library service to Lake County residents.

H. Selection:

Refers to the decision to add, retain or delete materials.

III. DIRECTIVES

- A. Library materials are selected, organized, maintained and made accessible in order to anticipate and meet the needs of the community served by the Lake County Library System. The System recognizes the importance of acquiring materials of permanent value and timely materials on current issues.
- E. Materials selection for the Lake County Library System shall be in conformance with the Library Bill of Rights. The Lake County Library System shall adhere to the standards ascribed to in the Freedom to Read and Freedom to View Statements.
- C. Selection decisions will not be limited by the possibility that materials may be accessible to children. Responsibility for use of library materials by children rests with their parent, legal guardian, or other adult with financial and selection responsibility for the child.
- C. Libraries shall not needlessly duplicate functions and materials. The Library System encourages the use of interlibrary cooperation to better serve the needs of its clientele by expanding available resources.

IV. COLLECTION DEVELOPMENT RESPONSIBILITY

The main responsibility for collection development rests with the local librarians and/or their designees, operating within the framework of the Lake County Library System Long Range Plan countywide library policy, budget limitations, and adhering to the generally accepted professional practices involving the use of book and media reviews and other selection and de-selection tools.

V. GUIDELINES AND CRITERIA FOR SELECTION

- A. Materials are evaluated as a whole and not on the basis of a particular section or sections. A work will not be excluded from a library's collection because it presents an honest aspect of life or because of frank expression.
- B. There is no single set of criteria that can be applied to all items because of the great diversity of materials. Some items are judged primarily in terms of artistic merit, scholarship, or documentation of the times, while others are selected to satisfy the informational and recreational needs of the community.
- C. To facilitate the development of a diversified collection, the following objective criteria are used. These criteria apply to purchased and donated materials:
 - 1. Relevance to community needs.
 - 2. Timeliness or permanence of the material.
 - 3. Suitability of subject, style, and level for the intended audience.
 - 4. Quality of writings, design, illustrations, or production.
 - 5. Relative importance in comparison with existing materials in the collection on the same subject.
 - 6. Critics' and staff's reviews.
 - 7. Reputation of the publisher or producer; authority and significance of the author, composer, filmmaker, etc.
 - 8. Price.
 - 9. Appearance of title in special bibliographies or indexes.
 - 10. Availability and suitability of format.
- D. The Lake County Library System uses standard selection tools to review potential additions to the Library's collections. Representative selection tools include: professional journals, subject bibliographies, published catalogs and promotional materials, reviews from reputable sources, lists of recommended titles such as Accelerated Readers and staff recommended lists; and sales representatives for

specific materials. Purchase suggestions from patrons are also an important source. Standard review sources may include, but are not limited to the following:

1. Booklist
2. Book Review Digest
3. Book Review Index
4. Bulletin for the Center of Children's Books
5. Choice
6. Horn Book
7. Library Journal
8. New York Times Book Review
9. Orlando Sentinel
10. Publishers Weekly
11. School Library Journal

Titles not included in these sources may be reviewed on a title-by-title basis by the libraries' selection staff.

- E. The Lake County Library System recognizes the place of print and non-print formats in the collection as legitimate educational and recreational resources for the community it serves. The Library System monitors the development of new audiovisual and electronic formats, and within budgetary and technical limitations, adds these to the collection.

VI. DONATED LIBRARY MATERIALS

The Lake County Library System and its member and branch libraries gratefully accept donations of library materials in accordance with the Lake County Library System Acceptance of Gifts Policy, LCC-14. The gifts are accepted with the understanding that they may be used, sold, or disposed of as the receiving library determines appropriate. The decision to include the donated materials in a library's collection is subject to the same selection criteria as newly purchased materials.

VII. COLLECTION MAINTENANCE

To maintain vital, useful, and up-to-date collections, Lake County Library System member and branch libraries must review their existing collections on an on-going basis. The collections are analyzed against the changing needs and interests of the community, the availability of similar materials at other libraries, and the availability of space within the library. Materials are withdrawn according to the following criteria:

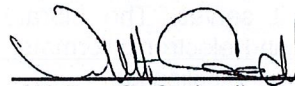
- A. Materials worn out through use.
- B. Ephemeral materials which are no longer timely.
- C. Materials no longer considered accurate or factual, for example outdated science and medical titles.
- D. Materials which have had little recent use and are of questionable value.
- E. Excess copies of a title no longer in demand.

Materials that are subject to withdrawal are reviewed for replacement. If the item is in demand, but worn out, and still available for purchase, a new copy may be procured. If the item is inaccurate or out-of-date, but the subject matter remains in demand, a more current item on the same subject may be purchased.

Materials which have been withdrawn may be offered to other libraries in Lake County Library System; they may be given to a Friends of the Library organization for sale to benefit the library; or if unsuitable for transfer, they will be discarded. In this case, use of Lake County recycling is encouraged.

VIII. RESERVATION OF AUTHORITY

The authority to issue or revise this policy is reserved to the Board of County Commissioners.



Welton G. Cadwell

Chairman, Board of County Commissioners
Lake County

The Freedom to Read Statement

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

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

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

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

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

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association (/)

Association of American Publishers (<http://www.publishers.org/>)

Subsequently endorsed by:

American Booksellers for Free Expression (<http://www.bookweb.org/abfe>)

The Association of American University Presses (<http://www.aaupnet.org/>)

The Children's Book Council (<http://www.cbcbooks.org/>)

Freedom to Read Foundation (<http://www.ftrf.org>)

National Association of College Stores (<http://www.nacs.org/>)

National Coalition Against Censorship (<http://www.ncac.org/>)

National Council of Teachers of English (<http://www.ncte.org/>)

The Thomas Jefferson Center for the Protection of Free Expression

Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

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

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

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

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

Adopted June 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.

W.T. Bland Public Library

Patron Request for Reconsideration of Library Materials

Procedures

Lake County policy:

Lake County Library System LCC-12

Patron Request for Reconsideration of Library Materials

Summary

1. A complaint is filed by a Lake County resident with the Library holding the item.
2. The item remains in circulation during the complaint process.
3. “Request for Reconsideration of Library Materials” form is given to the patron.
4. The patron completes it and delivers it to the Director of the Library holding the item.
 - a. The Director has two days to tell the patron that a decision will be made on their complaint within 20 working days.
 - b. The Librarian will complete a “Librarian’s Report and Request for Assistance” and send it to both the LCLS Director and the Florida Library Assn. Intellectual Freedom Committee.
5. The Library Director will issue a written opinion about the complaint and the work and deliver it to the patron within 20 business days.
6. The patron has 15 business days to file an appeal to that Library’s Library Advisory Board.
 - a. The LAB has 40 working days to address the issue and will provide the patron with a schedule of its next meeting date.
 - b. The LAB will either agree to uphold the decision of the Library Director or offer a dissenting opinion.
 - c. If the LAB upholds the Library Director’s decision and the patron is still not satisfied, the patron may take their complaint to that Library’s City Council.



(/news/)

The American Library Association opposes widespread efforts to censor books in U.S. schools and libraries

For Immediate Release

Mon, 11/29/2021

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CHICAGO - Due to a dramatic uptick in book challenges and outright removal of books from libraries, ALA's Executive Board and the Boards of Directors for all of ALA's eight divisions have released the following joint statement regarding attempts to remove materials that focus on LGBTQIA+ issues and books by Black authors or that document the Black experience or the experiences of other BIPOC individuals:

In recent months, a few organizations have advanced the proposition that the voices of the marginalized have no place on library shelves. To this end, they have launched campaigns demanding the censorship of books and resources that mirror the lives of those who are gay, queer, or transgender or that tell the stories of persons who are Black, Indigenous, or persons of color. Falsely claiming that these works are subversive, immoral, or worse, these groups induce elected and non-elected officials to abandon constitutional principles, ignore the rule of law, and disregard individual rights to promote government censorship of library collections. Some of these groups even resort to intimidation and threats to achieve their ends, targeting the safety and livelihoods of library workers, educators, and board members who have dedicated themselves to public service, informing our communities, and educating our youth.

ALA strongly condemns these acts of censorship and intimidation.

We are committed to defending the constitutional rights of all individuals of all ages to use the resources and services of libraries. We champion and defend the freedom to speak, the freedom to publish, and the freedom to read, as promised by the First Amendment of the Constitution of the United States.

We stand opposed to censorship and any effort to coerce belief, suppress opinion, or punish those whose expression does not conform to what is deemed orthodox in history, politics, or belief. The unfettered exchange of ideas is essential to the preservation of a free and democratic society.

Libraries manifest the promises of the First Amendment by making available the widest possible range of viewpoints, opinions, and ideas, so that every person has the opportunity to freely read and consider information and ideas, regardless of their content or the viewpoint of the author. This requires the professional expertise of librarians who work in partnership with their communities to curate collections that serve the information needs of all their users.

In 1953, when confronted with comparable threats to our democratic values, the American Library Association issued the Freedom to Read Statement, a declaration in support of the freedom to think or believe as one chooses, the freedom to express one's thoughts and beliefs without fear or retaliation, and the right to access information without restriction. ALA's Executive Board, staff, and member leaders reaffirm not only the principles of the Freedom to Read Statement, but also the daily practices that ensure it continues to inform the profession and that library workers and library trustees have the training, information, tools, and support they need to celebrate and defend their communities' right to read and to learn.

With the freedom to read under threat, the ALA, including its Executive Board, Divisions, Roundtables, and other units, stand firmly with our members, the entire library community, allied organizations, and all those across this country who choose to exercise their right to read and access information freely, and we call on others to do the same.

American Library Association Executive Board

American Association of School Librarians Board of Directors

Association for Library Service to Children Board of Directors

Association of College and Research Libraries Board of Directors

Core: Leadership, Infrastructure, Futures Board of Directors

Public Library Association Board of Directors

Reference and User Services Association Board of Directors

Young Adult Library Services Association Board of Directors

United for Libraries Board of Directors

The American Library Association's (ALA) Office for Intellectual Freedom (OIF) is actively involved in providing confidential legal guidance and strategic support to libraries and library professionals in communities across the country impacted by the recent surge in book challenges. Since June 1, 2021, OIF has tracked 155 unique censorship incidents and provided direct support and consultation in 120 of those cases. "We're seeing an unprecedented volume of challenges in the fall of 2021," said Deborah Caldwell-Stone, OIF Director. "In my twenty years with ALA, I can't recall a time when we had multiple challenges coming in on a daily basis."

Established Dec. 1, 1967, the Office for Intellectual Freedom is charged with implementing ALA policies concerning the concept of intellectual freedom as embodied in the Library Bill of Rights (<https://www.ala.org/advocacy/intfreedom/librarybill>), the association's basic policy on free access to libraries and library materials. The goal of the office is to educate librarians and the general public about the nature and importance of intellectual freedom in libraries. <https://www.ala.org/aboutala/offices/oif> (<https://www.ala.org/aboutala/offices/oif>)

OIF and ALA divisions and offices provide tools and resources for libraries, including challenge support (<https://www.ala.org/tools/challengesupport>); consulting and training (<https://www.ala.org/aboutala/offices/oif/consulting>); and awareness campaigns like Banned Books Week (<https://www.ala.org/advocacy/bbooks>) and the annual Top 10 Most Challenged Books (<https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>) list. Other support for library

workers facing book challenges includes the LeRoy C. Merritt Humanitarian Fund (<https://www.ala.org/aboutala/affiliates/relatedgroups/merrittfund/merritthumanitarian>), devoted to the support, maintenance, and welfare of librarians whose employment is threatened because of discrimination or because of their defense of intellectual freedom. A clearinghouse of resources is available on ALA's Fight Censorship (<https://www.ala.org/advocacy/fight-censorship>) page.

 (</news/feed/press-releases/rss.xml>)
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Tags

Advocacy (</news/taxonomy/term/448>), Governance (</news/taxonomy/term/2225>), Governance Office (</news/taxonomy/term/608>), Association for Library Service to Children (</news/taxonomy/term/551>), American Association of School Librarians (</news/taxonomy/term/540>), Core: Leadership, Infrastructure, Futures (</news/taxonomy/term/2315>), Public Library Association (</news/taxonomy/term/583>), United for Libraries (</news/taxonomy/term/570>), Reference and User Services Association (</news/taxonomy/term/584>), Young Adult Library Services Association (</news/taxonomy/term/591>), Executive Board (</news/taxonomy/term/592>), Association of College and Research Libraries (</news/taxonomy/term/552>)



ATTACHMENT #4

A beach hazard statement in effect for 3 regions in the area
See the complete list

WEATHER ALERT

HIDE

Start maximizing profits today!

2 MONTHS

TEXAS

The push to ban books in Texas schools spreads to public libraries

Texas Tribune

Allyson Waller And Kevin Reynolds

Published: **December 20, 2021, 5:00 AM**

Updated: December 20, 2021, 7:01 AM

Tags: [Politics](#), [Politics](#), [Public Education](#), [State Government](#), [Matt Krause](#), [Texas Legislature](#)



The Llano County Library is temporarily closing so librarians can inventory and catalog their books after community pushback related to titles that some deemed offensive. (Sergio Flores For The Texas Tribune, Sergio Flores For The Texas Tribune)



When the Llano County Library shuts down for three days this week, starting Tuesday, it won't be for the holidays.

[NEWS](#)[SPORTS](#)[THINGS TO DO](#)[FIND YOUR CITY](#)[DISCOVER](#)[HOUSTON LIFE](#)[WEATHER](#)[TRAFFIC](#)[NEWSLETTER](#)

the Llano County Commissioners Court. Their mission will be to make sure all of the reading material for younger readers includes subjects that are age appropriate. A new “young adults plus” section will be added to separate books written for an older teen audience from those geared toward younger readers.

The three-day closure of the library system in Llano County, about 80 miles northwest of Austin, also means a temporary shutdown of its virtual portal through the online book provider **Overdrive**.

“I think we owe it to all parents, regardless if it’s a school library or a public library, to make sure that material is not inappropriate for children,” Llano County Judge Ron Cunningham said.

The Llano County community’s push to scrutinize the local library’s book stacks comes two months after a Texas lawmaker **first questioned** the inclusion of more than 850 books about race, equality or sexuality in public school libraries.

And Llano County is not the only community in Texas asking harder questions.

The rise in public library book complaints

Local public libraries in Texas, including those in Victoria, Irving and Tyler, are fielding a flurry of book challenges from local residents. While book challenges are nothing new, there has been a growing number of complaints about books for libraries in recent months. And the fact that the numbers are rising after questions are being raised about school library content seems more than coincidental, according to the Texas Library Association.

“I think it definitely ramped it up,” said Wendy Woodland, the TLA’s director of advocacy and communication, of the late October investigation into school library reading materials launched by state Rep. **Matt Krause** in his role as chair of the House Committee on General Investigating.

In response to Krause’s inquiry, Gov. **Greg Abbott** tapped the Texas Education Agency to investigate the availability of “pornographic books” in schools. In the weeks since, school districts across the state **have launched reviews** of their book collections, and **state officials have begun investigating** student access to inappropriate content.

As more residents began turning their sights on local libraries, the state library association set up a “peer counseling” helpline for librarians to get support from others more familiar with book challenges.

“A library may get one or two [book challenges] in two years, or some librarians have never had challenges,” Woodland said. “So this is very rare and very unusual



In Victoria, about 100 miles southeast of San Antonio, Dayna Williams-Capone says the number of complaints about books is the most she's seen in her nearly 13 years working at the Victoria Public Library.

In August, Williams-Capone, the director of library services in Victoria, said her office received about 40 formal requests for review of books, primarily books for children and young adults that touch on topics of same-sex relationships, sexuality and race.

After Williams-Capone and her staff reviewed the requests, they decided to keep the books in the library. Residents who filed the complaints pushed forward, appealing the decision to the library's advisory board for about half of the books, Williams-Capone said.



Terry Schroth speaks against a proposal to close the Llano County Library and inventory its books. Credit: Sergio Flores for The Texas Tribune

Last Wednesday, the library's board voted **not to remove the books** from library shelves.



"I don't think there's a danger in asking the questions and having a civil conversation and learning from each other," Williams-Capone said. "I think that the danger is when we lose that big-picture view of who all is a part of our community, and that the needs of some members of our community might be very different than what we think our own personal needs are or our own family needs."

One Victoria resident who pushed for book removals was Cindy Herndon.

"It's nothing that I have against anybody in any community," said Herndon, 64. "I don't have any resentment or lack of respect for them. It's just about protecting the children and exposing them to things that they really don't need to see right now."

One of the books she wanted removed was "**The Black Flamingo**" by Dean Atta, a coming-of-age novel about a mixed-race gay teen who becomes a drag artist.

Ad

After reading the book, Herndon said she was opposed to it because to her it seemed to "sexualize children, especially into alternate lifestyles, and make them want to be someone else than who they were born to be."

Another Victoria resident, Amy Garvel, joined other residents, and the group combed through the library's online catalog. They compiled a list of more than 200 books they found inappropriate, ranging from picture books to young adult books, Garvel said. Garvel herself submitted two requests for removal for the books "**If I Was Your Girl**" by Meredith Russo and "**Rick**" by Alex Gino.

Ad

Garvel, who describes herself as a conservative and has a 9-year-old son and 13-year-old daughter, said she's been very careful about what content they consume.



trying to censor books and we're trying to protect our children. I mean, the library was one of the last places that we could feel sure.

How the process works and why it's getting blowback

Local public libraries are not regulated by the state. Instead, they are usually part of a county or city budget funded by local taxpayers.

Williams-Capone, the Victoria library services director, described how books are selected in the first place, and her library's process is typical for most. Staff members peruse lists of bestsellers and literary award winners. They scan literary journals. Library staffers also consider how often visitors check out certain titles or subjects to determine future purchases.

Ad

Rules for public libraries, including complaints about content, are determined at the local level.





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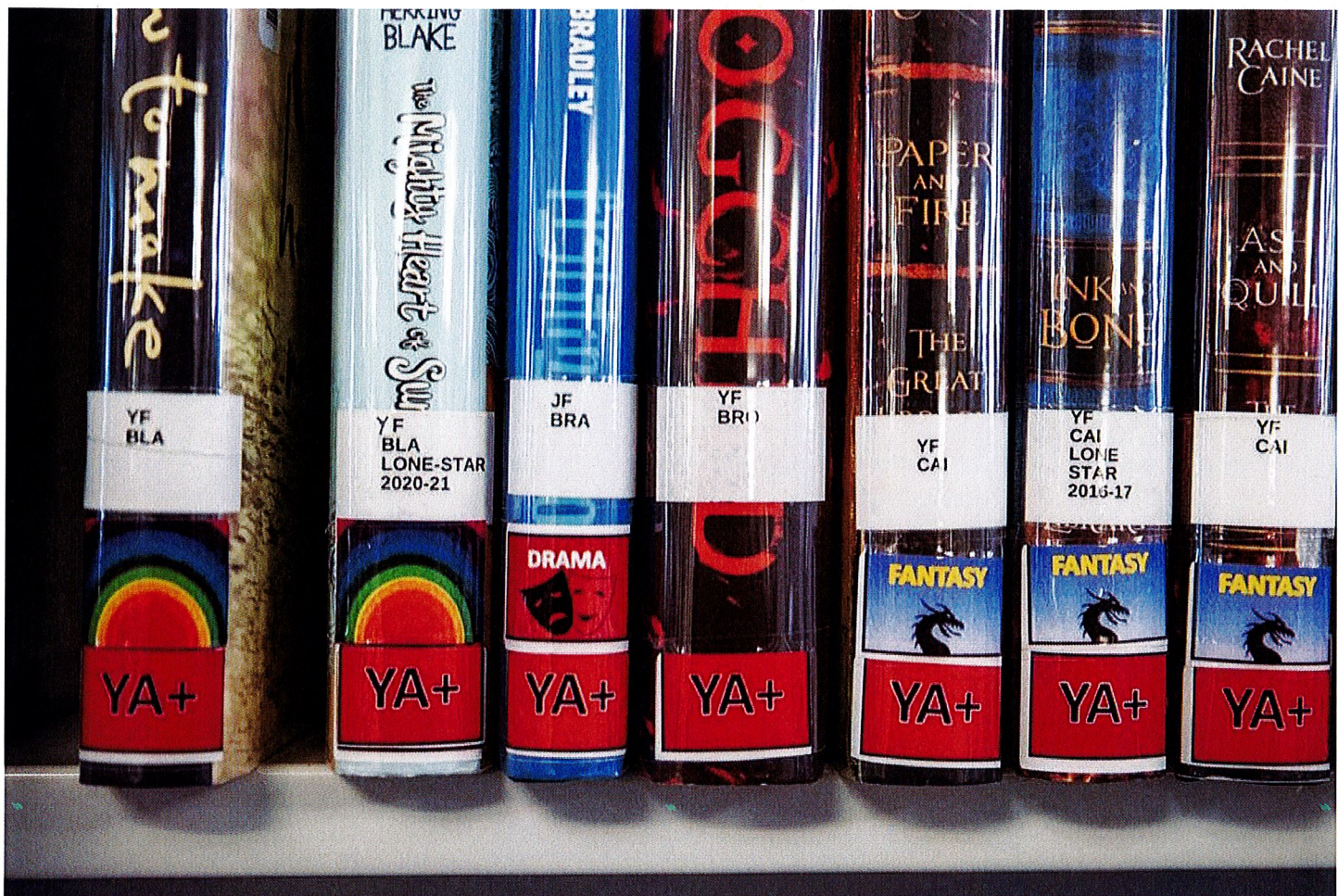
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Labels on certain books at the Llano Public Library. Credit: Sergio Flores for The Texas Tribune



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These are the vast variety of different colored stickers and labels that indicate genre to science fiction and romance, we try to cover as many as we can!

CLEAN READS

This blue label means that the content of the book is lacking any graphic or explicit references or abuse. These are good choices for teens who are not yet ready to read

YA +

This red label means that the content of the book includes or eludes to graphic violence or abuse. These are books meant for mature teens.

RAINBOW

This rainbow label means that the book contains LGBTQ+ (lesbian, gay, bisexual, trans) characters and references.

If you have any questions, please ask a librarian for help!

A sign explains the labels of certain books at the Llano Public Library. The Commissioners Court for Llano County voted to close the public library to conduct "inventory and catalog" their books after community pushback related to books that some deemed offensive. Credit: Sergio Flores for The Texas Tribune

A list of labels and their meanings helps to guide readers on the contents of certain books at the Llano County Library. Credit: Sergio Flores for The Texas Tribune

When a resident challenges a book, "there's a process in place," to handle that complaint, said Woodland, the TLA spokesperson. That process is typically crafted in writing by local governments with input from library staff.

But in these latest challenges, there have been complaints from some local residents that the process may give library staff too much of an upper hand.

Ad

"Jack of Hearts (and Other Parts)" by L. C. Rosen, which follows a gay teenager who starts a teen sex advice column, has seen challenges in Irving and elsewhere.

At the urging of local residents, City Council members were meticulously briefed on how the **Irving Public Library handles complaints against books kept in**



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Irving Mayor Nick Stopfer said he read the book in full, and even though he didn't particularly care for parts of the book, he understood the need for it.

Ad

"If you read the full book, it tells you that you can have a loving relationship with a person of your same gender," Stopfer said during an Oct. 14 meeting.

"Everybody's not going to like everything. It's not something that I enjoyed reading, but I understood what the purpose of it was, and what the outcome was supposed to be."

In that same Irving City Council meeting, Flory Malloy, a self-described mother of seven with a doctorate in biblical studies, told council members she felt the library system and its appeal process seemed pointless because in the end, books that are challenged remain on the shelves.

"The process ended with a denied appeal to remove the book," **she told council members** as she described one challenge that appeared to go nowhere. "It seems to be a point of pride for the Irving Public Library that they have never removed a book as the result of this process, so what's the purpose of this time-consuming review process?"

Ad

In Tyler, city spokesperson, Julie Goodgame confirmed that library officials there have been informed about "concerns" regarding book content. But there's been no specific complaint about a particular book, she said.



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Cars pass by the the Llano County Courthouse. Credit: Sergio Flores for The Texas Tribune

More changes for libraries?

Back in Llano County, Cunningham, the county judge, said the library system's three-day closure is the first of perhaps many changes for the library. He said the county plans to soon establish a library advisory board that will help establish policies on requests to reevaluate books in circulation.

Although parents and lawmakers have stressed they are attempting to protect children from inappropriate content, **authors of works that have been at the center of these disputes** see the fights as a way to stifle and censor diverse representation in literature.

Ad

And librarians see their role as offering reading material for a wider audience.

"These efforts to mute or censor diverse voices in books is part of the just overall extreme divisiveness in our country that was really just exacerbated by the



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She understands there will be those who may not like all of the books in a library. That's not the point of a public library, she said.

"No book is right for everyone, but one book can make a big difference in one person's life," she said. "That's what libraries are about — providing those windows and doors and mirrors to the community."

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Education

Librarians are resisting censorship of children's books by LGBTQ+ and Black authors

Attempts to keep books out of school libraries aren't new, but there has been a recent increase in political challenges to literature.

Nadra Nittle

Education reporter

**Published**

November 16, 2021, 6:00 a.m. ET

“Gender Queer.” “Sex Is a Funny Word.” “The Hate U Give.”

These are just a few of the hundreds of books targeted for banning amid a revived movement to limit students' access to literature about race, sex and gender and to challenge curricula that broach these topics. In October, the American Library Association's (ALA) Office for Intellectual Freedom announced that it recorded 60 percent more challenges to books in September 2021 than it had recorded during the same month last year.

Across the country — from [Florida](#) to [California](#) — efforts to censor books and give parents more say in what their kids read have intensified. The discussion has shown up in political campaigns, as in Republican [Glenn Youngkin's](#) [campaign ad](#) in Virginia featuring a mother who objected to her son reading Toni Morrison's "Beloved." Texas politicians, including Gov. Greg Abbott and state Rep. Matt Krause, plan to [monitor school book collections](#). And in [Wyoming](#) and [Washington](#), community members have demanded that library and school personnel be prosecuted for exposing youth to "obscene" literature.

As books for youth are increasingly scrutinized, some librarians are resisting. They're ignoring lawmakers' requests to compile lists of books in their libraries that touch on race, gender, and sexuality issues. They're defending their book collection policies in the wake of legal threats, and, in some cases, they're resigning in protest. Libraries stock a wide range of books to meet the needs of diverse readers, librarians say, and young people need to see their experiences represented in literature — all the more so if they belong to groups that have been historically overlooked in publishing.

Angie Manfredi, who has been a librarian since 2007, said that the larger implication of the book banning movement is that some individuals want all books about African-American and LGBTQ+ people removed. They don't want their children to learn about the experiences of underrepresented groups, including their struggles for equality, she said.

The movement's goal is to "get people scared...that their kids are reading books that say queer people have a right to exist," Manfredi said. "People need to understand it's not '[How to Be an Anti-Racist](#),'" she continued, referring to the bestseller by Ibram X. Kendi. "It's Black people exist. It's not '[This Book Is Gay](#)' by Juno Dawson. It's gay people exist."

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Deborah Caldwell-Stone, director of the ALA's Office for Intellectual Freedom, said the backlash against many of these books is part of a "cynical campaign" by groups who object to civil liberties for LGBTQ+ people. They've characterized all books related to the LGBTQ+ experience as inappropriate for minors, which she calls a "total misrepresentation."

"Book censorship has been with us for decades," she added. In fact, some of the books that [schools districts have recently banned](#), such as Margaret Atwood's "The Handmaid's Tale," [have faced censorship for many years](#). First published in 1985, the novel explores women's rights, sexuality, and sexual assault in a dystopian society.

"We can go back to the efforts in the 1950s under McCarthy to erase anything to do with socialism or communism from our society," Caldwell-Stone said. "In the 1990s, there was a real effort by some groups to get rid of what they called secular humanism in public schools and public libraries. And now we're seeing a rising effort to erase materials dealing with the Black American experience or the experiences of transgender people."





Angie Manfredi (COURTESY OF ANGIE MANFREDI)

Manfredi left her librarian job in Iowa in August, fearful that she could no longer say that race and gender bias exist while working in a state that banned critical race theory, an academic framework that posits that racism isn't just about personal prejudice but about institutions and policies. It also prohibits trainings in state institutions that oppose the concept of colorblindness, or that people “should not attempt to treat others without respect to race or sex.”

Manfredi said the law, which went into effect July 1, would've prevented her from performing her job adequately, as she trained other librarians in her role at the State Library of Iowa. Implicit bias and racism in publishing often came up during these sessions, she said.

“In a training about storytime, I have to be able to say, ‘The statistics tell us that more books every year for children are published about trucks and cartoon animals than about Native Americans, and we need to look at why that is and what we can do as librarians to change that dynamic,’” Manfredi said. “So, I’m going to tell you about some books to share in storytime that aren’t about trucks and that can help you get over your implicit bias.”

Now that she has left the State Library of Iowa, Manfredi is preparing to serve as a substitute school librarian in New Mexico. But she’s also encouraging fellow librarians to take steps to defend their book collections in a political climate that’s seen Iowa school board candidates vow to expose students who check out LGBTQ+-related books.

She advises librarians to become deeply familiar with the books in their collections, develop a detailed plan for responding to complaints and memorize their collection development policies. These policies are the foundation for how libraries select, collect and maintain their books; they also include protocols for responding to concerns about books.

In Texas, librarians are already taking these steps as policymakers and parents stoke outrage about children reading books related to gender, sexuality and race.

Pointing to books by LGBTQ+ authors such as “Gender Queer” by Maia Kobabe and “In the Dream House” by Carmen Maria Machado, Gov. Greg Abbott last week instructed the Texas Education Agency, Texas State Library and Archives Commission, and State Board of Education to devise guidelines to prevent children from accessing “overtly sexual” literature in schools. The move follows [state Rep. Matt Krause’s October 25 letter](#) to the Texas Education Agency and select superintendents asking whether schools have copies of 850 books that [he explained](#) “might make students feel discomfort, guilt, anguish, or any other form of psychological distress because of their race or sex.” A Dallas Morning News analysis of the list found that [97 of the first 100 books](#) Krause targeted were written by women, people of color, and LGBTQ+ authors. Krause is also asking schools to identify any books they own that discuss race or sex.



Jill Bellomy (COURTESY OF JILL BELLOMY)

Jill Bellomy, the chair for the Texas Association of School Librarians and the lead librarian for the Highland Park Independent School District in Amarillo, Texas, said recent efforts to “silence the voices” of authors “is very disheartening for us and hard to deal with.”

“We completely understand that a parent would have the right to decide what their child reads,” Bellomy said. “But our problem always is when a parent decides that they think they need to decide what’s best for every child in that school or that district. So, when we start seeing this restricting of access to material, it’s very concerning.”

Bellomy said that her district has not received [Krause’s letter](#) but calls his request “very difficult to meet,” especially as librarians aim to include a wide array of books in their collections and staffing shortages in schools give teacher-librarians a limited amount of time to complete such a lengthy task. Although the Fort Worth Independent School District said that [it would comply with Krause’s request](#), other school districts, such as Austin ISD and Dallas ISD, said that they would not. Texas House Democrats have told school districts that they have no obligation to respond to the letter, which listed a November 12 deadline.

Bellomy said that Krause’s effort is also unnecessary.

“If a student or a parent does want to challenge a book, which is totally their right, we have a whole procedure to go through to do that,” she said. “And so it concerns us when they’re not going through these procedures, and they’re calling for instant removal of a book or lists of books.”

Although the process to remove books varies slightly from one school district to another, the protocol is roughly the same statewide, Bellomy said. Typically, complainants are first asked if they read the entire book or select passages of it. If they had read the whole book, they would then fill out a form explaining their problems with the material, and from there, a committee of administrators, faculty members and, sometimes, students would meet to discuss the book and review the concerns. Next, the committee would recommend keeping or removing the book, a decision school administrators or school board members would ultimately uphold or reverse.

Bellomy wants the public to know not only that they have the right to challenge books but also that librarians carefully curate the materials in the library. In addition to the selection procedures and policies they have in place, librarians consult professionally reviewed journals to decide which books to acquire for different grade levels.

Some librarians have become so demoralized by the book banning movement that they're considering leaving the profession, Bellomy said. But others, she added, are writing to their state representatives, enlisting the support of parents opposed to censorship and organizing social media campaigns about the importance of diverse books.

"Some of us are feeling galvanized and that this is our time to speak up," she said. "We're going to fight to protect those collections and make sure our kids have access to books where they see themselves and they see others and hopefully are growing in empathy because that's why we do what we do."

School libraries aren't the only ones experiencing outcry about their collections. Since the summer, Campbell County Public Library in Gillette, Wyoming, has faced protests from community members who object to it hiring a transgender magician to perform for youth and to its collection of LGBTQ+ books for teens. Community members also oppose its books about witchcraft and addiction, and a pastor took issue with the titles "How Do You Make a Baby," "Doing It" and "Sex Is a Funny Word."

In October, two residents filed a complaint with the Campbell County sheriff's office accusing the library's board and staff of violating obscenity laws. The special prosecutor appointed to the case declined to pursue charges.

The Wyoming Library Association's president, Jeff Collins, finds it "unbelievable" that Campbell County Public Library was accused of providing "materials that are obscene or harmful to minors." He urges parents to discuss with children which reading materials are appropriate for their households but opposes efforts to limit what the entire community reads.

Public libraries are designed to be “welcoming and inclusive institutions that serve everyone in the community,” he said. “So libraries have a responsibility to avoid bias and to ensure that the materials and the programs they offer represent diverse views and encompass all topics of interest throughout the community.”

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A Publication of the Public Library Association

PUBLIC LIBRARIES ONLINE

NEWS & OPINION



Criminalizing Book Selection

by [Grace McGann](#) on November 22, 2021

The Controversy

On October 19th, Maia Kobabe's *Gender Queer: A Memoir* was removed from the Olympic High School (Kitsap, WA) library collection at the request of a parent. This latest challenge is one in a series that have been filed in school districts around the United States. School districts are now facing questions about the First Amendment, freedom to read, and protection of book selectors.

55

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So, how did we get here? In October, a student at the high school checked out *Gender Queer*. Not long after, a parent complained about its “**sexually explicit nature**.” The complaint set district policy in process, causing the temporary (now permanent) removal of the book and its review by the Library Materials Review Committee.

The parent, however, was not satisfied with the book’s removal. To take it a step further, they requested the criminal prosecution of library and school officials for distributing the book, citing that it was “**graphic pornography including pedophilia**.”

These events are causing people to ask the question: can they do that? In short, no. Chad Enwright, the Kitsap County (WA) Prosecutor, looked into the case to see if there was any legal standing for what parents were attempting to do. Looking past the most obvious arguments under the First Amendment, Enwright also pointed out that state laws require something to be a *photograph* meant explicitly for sexual stimulation, meaning a graphic novel doesn’t fit criteria.

The pushback against *Gender Queer* did not stop at the complaint stage, nor at the book’s removal. Parents were unfazed by the lack of legal grounds for prosecution. The problem moved up the chain to the Central Kitsap School Board. Although County Prosecutor Chad Enwright did not press charges, parents at the school board meeting were looking for consequences. One parent **asked**: “Can we as parents come into the library and do an inspection? If our tax dollars are paying for the books, I think we should be allowed to.”

The Book

Gender Queer by Maia Kobabe is a memoir, documenting eir^[1] journey exploring gender identity and sexuality. As Kobabe points out, e wrote this book for the people in eir life, as a way of explaining eir identity. However, this graphic novel is also for teens who need it. As Kobabe **shares**: “By high school, I had met multiple out gay, lesbian, and bisexual people, but I didn’t meet an out trans or nonbinary person until I was in grad school. The only place I had access to information and stories about transgender people was in media — mainly, in books.” As Kobabe goes on to write in eir **opinion piece** for the Washington Post, there was a paucity of representation for transgender and non-binary folx, and e were always looking for people like em.

Complaints Affect Libraries

By this point, dear reader, you may find yourself frustrated. This is completely valid, and I invite you to take a second, take a breath, and read on; we have work to do.

Perhaps you can relate to the Central Kitsap librarians; book challenges seem to be happening at an alarming rate in public and school libraries. *Gender Queer* alone has been banned and challenged in Florida,

Washington, Texas, Ohio, New Jersey, Rhode Island, and Washington D.C.

If you do face a collection challenge, there is **guidance** provided by ALA's Office of Intellectual Freedom. Here are the 8 action items OIF recommends. (This list is directly from an OIF **blog post**).

1. Familiarize yourself with the books that activist organizations are targeting.
2. Understand your district's reconsideration policies."
3. Use the policies.
4. Reserve judgment.
5. Engage your librarian.
6. Share information and resources with neighboring districts.
7. Protect the First Amendment and students' right to read.
8. Report Censorship.

As librarians, we sometimes have to lean heavily on collection development policies to defend collection decisions. It is also important to have a network to lean on so you aren't fighting these battles alone. *Gender Queer* being removed from the Olympic High School library is part of a larger trend of challenges as our country struggles with debates about DEIA and critical race theory. These struggles aren't going anywhere soon, but we have ways to defend our collection choices as well as the right to read of our patrons.

Transgender and Non-Binary Rights

The controversy around *Gender Queer* forces librarians to consider the population its removal hurts the most: transgender and non-binary teens who are actively struggling with identity. I cannot write this article without recognizing the struggle these teens, as well as transgender and non-binary adults, face daily. The truth is in the numbers.

The Human Rights Campaign releases an **annual report** regarding violence against transgender and gender nonconforming people. So far in 2021, 44 transgender and gender nonconforming people have lost their lives to violence. Further, this violence disproportionately affects people of color; the average life expectancy for a transgender woman of color is **35 years**. Further, the majority of transgender and non-binary teens **seriously consider suicide**. If our work as librarians can do anything to help, it is more than worth it.

It's important to remember who we are fighting for, and why we protect collection decisions and resist censorship. Everyone should see themselves in our collections, regardless of what others think.

[1] e/em/eir are called **Spivak pronouns**, they are the gender neutral pronouns Kobabe uses.

Check out this related Freedom to Read Foundation webinar: **Managing and Addressing Book Challenges in Your Community: Law, Policy, Advocacy** – December 9.

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DATE: January 10, 2022

TO: Library Advisory Board Members

FROM: Cathy Lunday, Library Manager

SUBJECT: Library Displays

Introduction:

Most public libraries offer displays of works grouped by author, theme, subject, etc. These displays are often changed on a monthly basis and are curated by librarians. Sometimes the themes of these displays follow month-long observances, such as Black History Month, National Women's History Month and LGBT Pride Month.

Discussion:

Topical displays can be found in both the adult and children's sections of the W.T. Bland Public Library. In the Children's Library, the Youth Services Librarian curates the Wonder Wall, with weekly changing topics that typically relate to juvenile nonfiction. Past themes include dinosaurs, how to draw and pollinators. On the adult side, two display kiosks hold approximately 75 books with five different simultaneous themes (ATTACHMENT #1). Librarians also curate these displays, which often relate to upcoming programs, the seasons or news (examples include true crime, holiday romance fiction and the legalization of medical marijuana in Florida). The adult kiosks have featured fiction and nonfiction for these commemorative months: African American History (February), Women's History (March), LGBT Pride (June) and Hispanic Heritage (mid-September to mid-October).

The origins of these commemorative months are labor-related: The National Archives EEO Special Emphasis Observances states that nine Special Emphasis Programs (SEP) are an integral part of the Equal Employment Opportunity and Civil Rights Program (<https://www.archives.gov/eo/special-observances>) (ATTACHMENT #2). The purpose of these programs is to ensure that agencies take affirmative steps to provide equal opportunity for minorities, women and people with disabilities in all areas of employment. These special observances were designed for the purpose of providing cultural awareness to everyone, are typically formalized by presidential proclamation each year and include:

January - Dr. Martin Luther King, Jr
February - African American History Month
March - National Women's History Month
May - Asian/Pacific American Heritage Month
June - Lesbian, Gay, Bisexual and Transgender Pride Month
Sept 15 -- Oct 15 - National Hispanic Heritage Month
October - National Disability Employment Awareness Month
November - National American Indian/Alaska Native Heritage Month

The American Library Association's position statement on displays is included in its 'Library-Initiated Programs and Displays as a Resource' statement, which was adopted in 1982 and updated in 2019 to include 'and Displays' (ATTACHMENT #3). This statement asserts that 'Library displays increase awareness of programs, resources, and services,' and that 'Socially excluded, marginalized, and underrepresented people, not just the mainstream majority, should be able to see themselves reflected in the resources and programs that libraries offer.'

Not all library patrons appreciate these observances. Some patrons feel there are other observances warranting displays that are not on this list. However, the EEO Special Emphasis Observances provide librarians with a framework of widely recognized observances, which provide cultural awareness of historically marginalized peoples.

Budget Impact:

n/a

Strategic Impact:

Recommendation Library Advisory Board is requested to discuss the importance of library displays.

Attachment(s):

1. ATTACHMENT #1 - Library Displays
2. ATTACHMENT #2 - Special Emphasis Observances
3. ATTACHMENT #3 - ALA Library-Initiated Programs and Displays

Prepared by: Cathy Lunday, Library Manager

Reviewed by: Amy Jewell, Leisure Services Director

Final Approval - 1/3/2022

ATTACHMENT #1 – Library Displays



ATTACHMENT #2[Top](#)

National Archives EEO Special Emphasis Observances

Special Emphasis Programs (SEP) are an integral part of the Equal Employment Opportunity and Civil Rights Program. The purpose of these programs is to ensure that agencies take affirmative steps to provide equal opportunity to minorities, women and people with disabilities in all areas of employment. The term, "Special Emphasis Programs," refers specifically to employment related programs which focus special attention on groups that are conspicuously absent or underrepresented in a specific occupational category or grade level in the agency's work force. These programs serve as a channel to management officials. The goals of the Special Emphasis Programs are to:

- Improve employment and advancement opportunities for minorities, women and people with disabilities in the Federal service;
- Identify systemic causes of discrimination against minorities, women and people with disabilities;
- Seek ways to help minorities, women and people with disabilities to advance by using their skills more fully;
- Monitor agency progress in eliminating discrimination and adverse impact on minorities, women and people with disabilities in employment and agency programs; and
- Educate Federal employees and managers about the extent of various forms of discrimination within the Federal Service.

Special observances were designed for the purpose of providing cultural awareness to everyone. Commemorative activities conducted for these observances should be educational and employment-related. Observances celebrate the birthday of Dr. Martin Luther King Jr.; African American Heritage; Women's History; Lesbian, Gay, Bisexual and Transgender (LGBT) equal rights; Asian Pacific Americans; Women's Equality Day; Hispanic Americans; People with Disabilities; and American Indian/Alaskan Native Heritage.

The following are Special Emphasis Observances implemented by Presidential Proclamation, Executive Orders and Public Law as cited below:

Month	Special Emphasis Programs Observances
January	Dr. Martin Luther King, Jr
February	African American History Month
March	National Women’s History Month
May	Asian/Pacific American Heritage Month
June	Lesbian, Gay, Bisexual and Transgender Pride Month
Sept 15 -- Oct 15	National Hispanic Heritage Month
October	National Disability Employment Awareness Month
November	National American Indian/Alaska Native Heritage Month

January: Dr. Martin Luther King, Jr

Authority: *Public Law 98-144; Public Law 98-399*

The first observance of the Federal legal holiday honoring the birthday of Martin Luther King, Jr. was established on January 20, 1986. This holiday serves as time for Americans to reflect on the principles of racial equality and nonviolent social change espoused by Martin Luther King, Jr.; and it is appropriate for the Federal Government to coordinate efforts with Americans of diverse backgrounds and with private organizations in the observance of the Federal legal holiday honoring Martin Luther King, Jr.

February: African American History Month

Authority: *Executive Order 11478*

In 1926, Dr. Carter G. Woodson instituted the first week-long celebration to raise awareness of African Americans' contributions to history. 50 years later, the week became a month, and today February is celebrated as African American History Month. The month of February was chosen because it celebrates the birthdays of Abraham Lincoln and Frederick Douglass, both of whom dramatically affected the lives of African Americans. Frederick Douglass (1817-1895) was a writer, lecturer, editor, and civil rights activist who escaped slavery at age 21 and went on to campaign for the abolition of slavery, establish a newspaper, and hold the office of Minister to

Haiti. He was a major voice in the anti-slavery/civil rights movement of his time. Abraham Lincoln (born February 12, 1809), as the sixteenth president of the United States, issued the Emancipation Proclamation on January 1, 1863, thereby declaring that all slaves within the Confederacy would be permanently free. Each year, the Association for the Study of African American Life and History (ASAALH) founded by Dr. Woodson, sets the theme for the month.

March: National Women's History Month

Authority: *Public Law 103-22, 107 Stat. 58 and Executive Order 11375*

National Women's History Month was established by presidential proclamation in order to draw attention to and improve the focus on women in historical studies. It began in New York City on March 8, 1857, when female textile workers marched in protest of unfair working conditions and unequal rights for women. It was one of the first organized strikes by working women, during which they called for a shorter work day and decent wages. Also on March 8, in 1908, women workers in the needle trades marched through New York City's Lower East Side to protest child labor, sweatshop working conditions, and demand women's suffrage. Beginning in 1910, March 8 became annually observed as International Women's Day. Women's History Week was instituted in 1978 in an effort to begin adding women's history into educational curricula. In 1987, the National Women's History Project successfully petitioned Congress to include all of March as a celebration of the economic, political and social contributions of women.

May: Asian/Pacific American Heritage Month

Authority: *Executive Order 13339*

The roots of Asian/Pacific American Heritage Month can be traced back to 1976, when Jeanie Jew, President of the Organization of Chinese American Women, contacted government officials in response to the lack of Asian Pacific representation in the U.S. bicentennial celebrations that same year. The observance began in 1979 as Asian Heritage Week, established by congressional proclamation. In May 1990, the holiday was expanded further when President George Bush signed a proclamation making it month-long for that year. On October 23, 1992, Bush signed legislation designating May of every year Asian Pacific American Heritage Month. The month of May was chosen to commemorate two significant events in history: the immigration of the first Japanese immigrants to the United States on May 7, 1843, and the completion of the transcontinental railroad on May 10, 1869 (Golden Spike Day). The diversity and common experiences of the many ethnic groups are celebrated during Asian Pacific American Heritage Month with numerous community festivals as well as government-sponsored activities.

June: Lesbian, Gay, Bisexual and Transgender Pride Month

Authority: *Proclamation 8387*

In June of 1969, patrons and supporters of the Stonewall Inn in New York City staged an uprising to resist the police harassment and persecution to which LGBT Americans were commonly subjected. This uprising marks the beginning of a movement to outlaw discriminatory laws and practices against LGBT Americans. Lesbian, Gay, Bisexual and Transgender Pride Month commemorates the events of June 1969 and works to achieve equal justice and equal opportunity for LGBT Americans. In 1998, President Clinton issued Executive Order 13087 expanding equal opportunity employment in the Federal government by prohibiting discrimination based on sexual orientation. On June 2, 2000, President Clinton issued Proclamation No. 7316 for Gay and Lesbian Pride Month. On June 1, 2009, President Obama issued Proclamation No. 8387 for Lesbian, Gay, Bisexual and Transgender Pride Month. In this proclamation the President pointed to the contributions made by LGBT Americans both in promoting equal rights to all regardless of sexual orientation or gender identity and in broader initiatives such as the response to the global HIV pandemic. The President ended the proclamation by calling upon the people of the United States to "turn back discrimination and prejudice everywhere it exists."

September: National Hispanic Heritage Month (September 15–October 15)

Authority: *Executive Order 13230*

National Hispanic Heritage Month honors the culture, heritage, and contributions of Hispanic Americans each year. The event began in 1968 when Congress deemed the week, including September 15 and 16, National Hispanic Heritage Week to celebrate the contributions and achievements of the diverse cultures within the Hispanic community. The dates were chosen to commemorate two key historic events: Independence Day, honoring the formal signing of the Act of Independence for Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua (September 15, 1821), and Mexico's Independence Day, which denotes the beginning of the struggle against Spanish control (September 16, 1810). It was not until 1988 that the event was expanded to month-long period, which includes El Dia de la Raza on October 12, celebrating the influences of the people who came after Christopher Columbus and the multicultural,

multiethnic society that evolved as a result; Chile's Independence Day on September 18 (El Dieciocho); and Belize's Independence Day on September 21. Each year a different theme for the month is selected and a poster is created to reflect that theme.

October: National Disability Employment Awareness Month

Authority: *Executive Order 13187*

Congress, with the aim of helping disabled veterans, designated the first week of October as National Employ the Physically Handicapped Week in 1945. Seventeen years later, the word "physically" was removed from the phrase in order to recognize the needs and contributions of individuals with all types of disabilities. In the 1970s, a shift in disability public policy led to further amendments. For the first time, it was viewed as discriminatory to exclude or segregate people because of a disability, and activists were fighting strongly for legal revisions. As a result, the U.S. saw changes such as the passage of the Americans with Disabilities Act in 1990 and the designation, by presidential proclamation, of a full month to increase public awareness of those with disabilities and appreciate the capabilities of the 30 million people in the U.S. of working-age who are disabled. Various programs throughout the month headed by The Office of Disability Employment Policy emphasize specific employment barriers that still need to be addressed and eliminated.

November: National American Indian/Alaska Native Heritage Month

Authority: *Presidential Proclamation and Executive Order 13270*

In 1976, Congress designated a week of October to celebrate Native American Awareness Week. The week served as recognition for the great influence American Indians have had upon the U.S. Yearly legislation was enacted to continue the tradition until August of 1990, when President Bush approved the designation of November as National American Indian Heritage Month. Each year a similar proclamation is issued. President Clinton noted in 1996, "Throughout our history, American Indian and Alaska Native peoples have been an integral part of the American character. Against all odds, America's first peoples have endured, and they remain a vital cultural, political, social, and moral presence." November is an appropriate month for the celebration because it is traditionally a time when many American Indians hold fall harvest and world-renewal ceremonies, powwows, dances, and various feasts. The holiday recognizes

hundreds of different tribes and approximately 250 languages, and celebrates the history, tradition, and values of American Indians. National American Indian Heritage Month serves as a reminder of the positive effect native peoples have had on the cultural development and growth of the U.S., as well as the struggles and challenges they have faced.

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Library-Initiated Programs and Displays 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 accessing information, education, and recreation. 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.” Library displays increase awareness of programs, resources, and services.

Library-initiated programs include, but are not limited to, lectures, displays, exhibits, community forums, performing and visual arts,¹ participatory workshops, technology programming, creative learning programming, wellness programs, story times, continuing education, fairs and conventions, book clubs, discussion groups, demonstrations, and presentations for social, cultural, educational, or entertainment purposes. Library-initiated programs may take place onsite at the library, off-site at other locations, or online, and may be provided by library workers, volunteers, or partners. Libraries may also choose to promote their programs, services, and resources through displays and digital signs.

Library-initiated programs and displays utilize library worker expertise for community interests, collections, services, facilities, and providing access to information and information resources. They introduce users and potential users to library resources and the library’s role as a facilitator of information access. The library may participate in cooperative or joint programs with other agencies, organizations, institutions, or individuals to facilitate information access in the community the library serves.

Libraries should not discriminate against individuals with disabilities and shall ensure they have equitable access to library resources. Library-initiated programs and displays should comply with all applicable laws, including the standards and requirements of The Americans with Disabilities Act and state and local disability accessibility guidelines.² If a program is held in a location not controlled by the library, the library should assure that the space is accessible to all users. If users overflow designated event areas during library events, libraries should secure accessible public spaces (e.g., ramps, pathways, and emergency exit routes) to ensure access and safety for everyone. Reasonable accommodations should also be made to have interpretation or real-time captioning for the deaf or hard of hearing at library-initiated programs when needed or requested by library users.

“Socially excluded, marginalized, and underrepresented people, not just the mainstream majority, should be able to see themselves reflected in the resources and programs that libraries offer.”³ Libraries should actively seek to include a variety of programming options representing diversity of genres, formats, ideas, and expressions with a multitude of viewpoints and cultural perspectives that reflect the diversity in our communities. Library-initiated programs that cross language and cultural barriers introduce community members to the library’s resources and provide access to information. Libraries serving multilingual or multicultural communities should make efforts to accommodate the information needs of those who speak and read languages other than English, including advertising for such events.

Concerns, questions, or complaints about library-initiated programs and displays are handled according to the same written policy and procedures that govern reconsiderations of other library resources. These policies should apply equally to all people, including, but not limited to, library users, staff, and members of

the governing body. The policies should set forth the library's commitment to free and open access to information and ideas for all users.

Programs should not be canceled because of the ideas or topics of the program or the views expressed by the participants or speakers, nor should library workers censor or remove displays because someone may disagree with the content. Library sponsorship of a program does not constitute an endorsement of the program content or the views expressed by the participants or speakers, any more than the purchase of resources for the library collection or curation of a display constitutes an endorsement of the resources content or its creator's views. Libraries should vigorously defend the First Amendment right of speakers and participants to express themselves.

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 create programs for an intended age group or audience based on educational suitability and audience interest; however, restrictions on participation based solely on the gender, chronological age, or educational level of users violate this right and should be enforced only when not doing so would adversely impact the safety of the participants or interfere with the intended purpose of the program. Parents and guardians may restrict their own children's access to library programs, but no person or organization can interfere in others' access and participation. A parent or guardian may discuss their child's access to and participation in library programs with their child, but may not impose those decisions on others, including other people's children.

Libraries should not deny access to library-initiated programs if patrons owe the library for overdue fines or other fees. If libraries charge program participants for supplies used, they should make every effort to reduce economic barriers to participation.

Any collection and retention of program participants' personal information should be on an opt-in basis only. While attendees may need to demonstrate their eligibility to attend the program by showing a library card or student ID, they should not be required to share their personal information in order to attend a library program.

¹ "Visual and Performing Arts in Libraries: An Interpretation of the *Library Bill of Rights* (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/arts>)," adopted February 13, 2018, by ALA Council.

² "Services to People with Disabilities: An Interpretation of the *Library Bill of Rights* (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities>)," adopted January 28, 2009, by the ALA Council; amended June 26, 2018.

³ "Equity, Diversity, Inclusion: An Interpretation of the *Library Bill of Rights* (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI>)," adopted June 27, 2017, by the ALA Council.

Adopted January 27, 1982, by the ALA Council; amended June 26, 1990; July 12, 2000; June 26, 2018 *under previous name* "Library-Initiated Programs as a Resource"; and June 24, 2019.

See Also

- “Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries (<http://www.ala.org/tools/challengesupport/selectionpolicytoolkit>),” ALA Office for Intellectual Freedom, January 2018.
- “Responding to and Preparing for Controversial Programs and Speakers Q&A (<http://www.ala.org/advocacy/intfreedom/controversialprogramsqa>),” Intellectual Freedom Committee, June 2018.