Telling the Library Story with Topics and Trends
2024 VAASL Fall Conference
Williamsburg, VA

*NOTE: As indicated, themes for eight topics are from AASL's *Knowledge Quest*, January 2023 through June 2024.

1. Artificial Intelligence

    a. Cornejo, A. (2024, May-June). Navigating the future: Integration of AI in school libraries. *Knowledge Quest, 52*(5), 26-30.

        "This document explores the integration of artificial intelligence (AI) in school libraries and its potential impact on teaching and learning. It highlights the benefits of AI, such as personalized content and time-saving features, while also addressing concerns related to data privacy and bias. The document emphasizes the importance of teaching learners about AI and digital citizenship and encourages librarians to embrace AI when it aligns with their specific needs and readiness. It acknowledges that AI is not a one-size-fits-all solution and suggests that librarians continue to be perpetual learners to effectively incorporate AI in their library services."

    b. Craddock, I., & Wilson, K. (2024, May 23). An AI toolbox for librarians. https://www.slj.com/story/an-ai-toolboxlfor-librarians-artificial-intelligence

        "Suggestions for teaching strategies, prompt-writing skills, and tools, plus an overview of those ethical questions."

        "A step-by-step guide to using generative AI for book summaries and recommendations."

    c. Malespina, E. (2024). The AI school librarians newsletter. https://elissamalespina.substack.com/

        "Newsletter and posts about the intersection of school libraries, education and AI"

    d. Gilbert, J., & Waddell, K. (2024, February). Artificial intelligence: From the basics to basically everything. Eminence Independent Schools. https://sites.google.com/eminence.kyschools.us/edhub/faculty/ai-in-education

    "…an informational booklet on Artificial Intelligence tailored specifically for K-12 teachers! [The authors] have even shared a Canva template link in case you want to customize the work for your own teachers."

    e. Curts, E. (n.d.). The ABCs of AI: What educators need to know. http://bit.ly/curts-ai

        Ohio technology integration specialist and Google certified trainer and innovator Eric Curts shares a 22-page GoogleDoc of AI resources for educators.

✓ **"Information technologies must be appropriately integrated…."** *National School Library Standards for Learners, School Librarians, and School Libraries,* p. 13. (Common Belief #6)

2. Building Relationships (*KQ,* March-April 2024)

    a. Harrison, A. & Burress, R. (2024, March-April). Building bridges: Nurturing meaningful relationships with stakeholders. *Knowledge Quest,* 52(4), 8-15.

        "This article explores the importance of building relationships as a school librarian and emphasizes the need to establish a relationship with oneself as a professional. It suggests that sharing core values can help in connecting with others and fostering meaningful relationships. The article also discusses the benefits of relationship-building approaches, such as higher achievement levels and a sense of belonging for learners. It provides an overview of different generations in the workplace and their preferred communication styles,

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highlighting the importance of effective communication and understanding between different generations. The text concludes with dos and don'ts for building relationships with library stakeholders, emphasizing the significance of inviting others in, seeking input, and recognizing relationship-building as part of the librarian's work. It emphasizes the importance of building relationships with various groups in the school community, including students, parents, business owners, community partners, and legislators. The article acknowledges the role of technology in communication but also emphasizes the value of in-person interactions and face-to-face relationships. Overall, the text underscores the significance of cultivating relationships in the school library setting and the benefits it brings to learners and the library program."

b. Brownlee, A. (2024, March-April). Building bonds with young readers: The power of relationships. *Knowledge Quest,* 52(4), 16-23.

"This article emphasizes the importance of building relationships with young readers in the library to positively impact their learning experiences. The author, a teacher librarian, suggests strategies such as knowing each student by name, taking an interest in their interests and activities, and engaging with them through relevant activities, programs, and materials. The article also highlights the importance of privacy and confidentiality in the library, as well as the need for diverse literature that reflects the experiences of all students. It encourages librarians to create a welcoming and inclusive space by giving learners a voice in library decisions, displaying their work, and facilitating discussions that allow them to make personal and emotional connections to what they read. The article shares a success story of a student who developed a love for reading through these strategies, highlighting the significance of building relationships with learners to create a supportive learning environment."

c. Sullivan, M., & Baum, G. (2024, March-April). Building relationships with teachers, administrators, and other school librarians. *Knowledge Quest, 52*(4), 24-33.

"This collection of snippets and citations discusses the importance of building relationships as a school librarian. It emphasizes the need for communication and collaboration with colleagues, administrators, and other librarians. The text provides tips for building professional relationships and highlights the value of connecting with others through social media and professional organizations. It also references various resources and publications on the topic."

d. Massey, S. (2023, March 21). 7 ways school librarians can build partnerships with content teachers. https://iste.org/blog/7-ways-school-librarians-can-build-partnerships-with-content-teachers

"Collaborating with teachers to integrate information skills and technology into content areas can help students develop critical thinking and problem-solving skills that will serve them well throughout their academic and professional careers. I've outlined seven specific ways that secondary school librarians can increase collaboration with content teachers."

e. Making the library a more welcoming space. (2024, June 14). https://www.edutopia.org/video/welcoming-library-space-high-school/

"By offering flexible spaces and creative activities that give students a chance to relax and connect, the library can become a haven for belonging—and the heart of a school."

✓ **"The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by <u>consistently engaging with the school community</u> to ensure that the school library resources, services, and standards align with the school's mission."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 85. (School Library Standards, COLLABORATE, Create, 1)**

3. Everyday Bravery (*KQ,* May-June 2023)

a. Stivers, J. (2023, May-June). Be brave by being here. *Knowledge Quest, 51*(5), 20-25.

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"The article focuses on the importance of school librarians being present and supportive for their students, especially during challenging times of attacks on diverse literature. The topics includes the #LibFive framework for building inclusive libraries, the need for representation of diverse identities in library collections, and the value of graphic novels and manga in promoting literacy and engaging students."

b. Fisher-Janosz, L. (2023, May-June). Finding courage in the heart of the school: The library. *Knowledge Quest, 51*(5), 26-31.

"The article focuses on finding courage in the library, highlighting three main topics: collecting and curating diverse materials, communicating and embodying courage through librarian actions, and creating a welcoming and empowering environment in the library. It mentions the library serves as a place where courage can be found and nurtured through its resources, librarians, and physical space, ultimately fostering bravery in students."

c. Hawkins, A. (2023, May-June). The everyday bravery of students in the library. *Knowledge Quest, 51*(5), 14-19.

"The article focuses on the everyday bravery of students in the school library. Topics include the bravery to explore new ideas and experiences, the bravery to be oneself and seek out information on sensitive topics, the bravery to lead and collaborate with others, and the bravery to protect the school library community from attacks."

d. Unite Against Book Bans. (2023, May-June). Empowered by reading: The benefits of giving youth access to a wide variety of reading materials. *Knowledge Quest, 51*(5), 7-10.

"The article focuses on the benefits of providing children and youth with diverse reading materials that reflect their personal experiences and the experiences of others. The topics discussed are promoting student achievement and wellbeing, encouraging critical thinking and family connection, and fostering community cohesion."

e. Yorio, K. (2024, July 24). Virginia Girl Scout Kate Lindley discusses her year of activism and the importance of fighting books bans. *School Library Journal.* https://www.slj.com/story/newsfeatures/virginia-girl-scout-Kate-Lindley-Discusses-Her-Year-of-Activism-Importance-Fighting-Book-Bans-ALA-Annual

"Kate Lindley was greeted with a standing ovation as she took the stage to receive a special citation from the Freedom to Read Foundation during the Rally for the Right to Read event on the first day of ALA Annual in San Diego. It was the kind of conference reception typically reserved for beloved authors and public figures."

✓ **"School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community <u>by creating atmosphere in which learners feel empowered and interactions are learner-initiated</u>."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 76. (School Librarian Standards, INCLUDE, Grow, 1)**

4. Evidence-Based Literacy/ Science of Reading/Virginia Literacy Act

a. Virginia Literacy Act. (2022). https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/literacy/virginia-literacy-act/

"With the passage of the Virginia Literacy Act (VLA) in the 2022 General Assembly, Virginia is taking the lead nationwide to improve early literacy outcomes for Virginia's young learners. Through the VLA, the Virginia Department of Education (VDOE) will support school divisions through a multi-year effort with tools, resources, technical assistance and funding."

b. The Virginia Literacy Act One-Pager. (n. d.). https://www.doe.virginia.gov/home/showpublisheddocument/38768/638063939944270000

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"Like children across the nation, Virginia's children are in the midst of a literacy crisis. Across the Commonwealth, one in three kindergarten to second grade students are reading below benchmark, and far too many third graders are not passing their Reading SOL. This impacts students for years to come; students who are not proficient in reading by the end of third grade are four times more likely to drop out of high school than proficient readers."

   c. Rowe, M. W., & Soulen, R. R. (2023, November-December). The science of reading and school libraries. *Knowledge Quest, 52*(2), 38-45.

"The article explores the role of school libraries in the 'science of reading' era, emphasizing the importance of comprehensive literacy programs and the potential challenges associated with a "phonics first and fast" approach. Topics include the impact on learners' access to diverse texts, potential restrictions on independent reading, and the crucial role of school librarians in supporting reading motivation and engagement."

   d. Heubeck, E. (2024, January 17). Reading aloud to students shouldn't get lost in shift to "Science of Reading," teachers say. *Education Week*, *43*(13), 4.

"The single act of reading aloud to children can provide multiple benefits; perhaps most significantly, it can develop a lifelong interest in pleasure reading, according to multiple literacy experts and studies on the subject. It also comes with the ancillary benefits of increasing children's vocabulary and background knowledge. One recent study found that parents reading to their children as young as 1 to 2.5 years of age strongly predicted later vocabulary, reading comprehension, and reading motivation."

✓ **"School librarians foster learners' personal curiosity by <u>encouraging learners to read widely and deeply</u> in multiple formats…."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 104. (School Librarian Standards, EXPLORE, Think, 1)**

5. Futurecasting (*KQ,* May-June 2024)

   a. Stripling, B. K., & Veal, B. (2024, May-June). A school librarians' responsibility: Creating engaged and empowered learners. *Knowledge Quest, 52*(5), 8-15.

"This article explores the role of school librarians in creating engaged and empowered learners. It emphasizes the importance of librarians having a clear vision and developing library programs that focus on the whole child, providing them with durable skills, attitudes, and self-confidence. The article highlights the significance of emotional and social engagement in the learning process and the role of librarians in building a school's capacity to enable learners to have agency in their education. It suggests integrating durable skills into all aspects of the library program and collaborating with teachers to align the curriculum. The article concludes by emphasizing the importance of empowering learners and cultivating a culture of lifelong learning."

   b. Valenza, J. (2024, May-June). Partnering for human-centered innovation & change: On ruts, possibilities, & impact. *Knowledge Quest, 52*(5), 42-51.

"This article explores the role of school librarians in promoting inquiry and innovation. It emphasizes the importance of adopting an innovator's mindset and collaborating with the community to bring about positive change. The article provides examples of how librarians can meet the needs of learners and colleagues through research, experimentation, and evaluation. It also highlights the value of empathy-driven innovation and setting goals that prioritize the needs and perspectives of individuals. The text emphasizes the importance of aligning library goals with those of the school and district, as well as building a reading culture. It suggests using metrics and data to measure the impact of library programs and services, and offers strategies for collecting data and assessing outcomes. The article concludes by emphasizing the potential of school librarians to be agents of change by approaching challenges with radical empathy and positioning the library as a hub of innovation and intellectual growth."

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✓ **"The school library assists in the growth and development of learners by embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 105. (School Library Standards, EXPLORE, Grow, 3).**

6. Intentionality of School Librarianship (*KQ,* September-October 2023)

a. Cooper, J. (2023, September-October). Instructional leadership: Building relationships & community partnerships. *Knowledge Quest, 52*(1), 10-18.
"The article focuses on the pivotal role of school librarians as instructional leaders and emphasizes the importance of building relationships with stakeholders to enhance their influence. Topics include strategies for gaining a seat at the leadership table, fostering learning through collaborative partnerships, and effective communication through methods such as newsletters and hallway conversations."

b. Betts, C. A. (2023. September-October). Library activities, curricular connection, and collaborative environments lead to success for students. *Knowledge Quest, 52*(1), 20-26.
"The article focuses on instructional leadership in school libraries, emphasizing the importance of school librarians showcasing their expertise, actively seeking teaching opportunities, and staying abreast of new technologies for student success. Topics include the crucial role of grade-level curriculum knowledge, the three driving elements of school library success at West Maple Elementary School, and the thoughtful criteria for selecting read-aloud texts."

c. Cox, T. (2023, September-October). Creative collaborations for student learning and advocacy. *Knowledge Quest, 52*(1), 28-33.
"The article focuses on the need for innovative approaches in education, particularly in collaboration, to overcome recent challenges. Topics include the positive impact of high-quality school libraries on student achievement, the importance of collaborative projects showcasing the power of school libraries, and the value of partnerships with various educators, including school counselors, to address social and emotional skills through diverse and inclusive books and discussions."

d. Martin, A. M. & Roberts, K. R. (2019). *Leadership: Strategic thinking, decision making, communication, and relationship building.* ALA Editions.
"Guiding school librarians to new levels of leadership, this book breaks down the *National School Library Standards* into authentic, easily accessible components school librarians can apply to develop their leadership style and skills. By defining and explaining how the AASL Standards advance leadership, readers will begin to recognize the leadership behaviors that connect school libraries to learner growth. Strategies, interactive tools, and best practices support readers' further evolution into reflective leaders who spearhead library initiatives instead of being receivers of decisions."

✓ **"Work effectively with others to broaden perspectives and work toward common goals"** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 85. (Key Commitment, COLLABORATE)**

7. Legacy & Vision—How Does Our Past Inform Our Future? (*KQ,* January-February 2023)

a. Munson, B. (2023, January-February). The past informs our today. *Knowledge Quest, 51*(3), 12-16.
"The article informs that school librarians consistently hold to core values of collaboration, learning, equity, and inclusion, amidst changes in technology, materials, and student needs. The influences of past school librarians like Lillian L. Batchelor, Michael L. Printz, and Ruth V. Bell, continue to inspire today's librarians.

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Information Power, a book published in 1998, remains influential in shaping the role of the school librarian and emphasize instructional role of school librarian."

    b. Dickey, S. (2023, January-February). School librarians as innovators. The tradition endures and expands. *Knowledge Quest, 51*(3), 28-33.
"The article discusses how innovation and change are driven by a sense of purpose and meaning, and how school librarians have always been innovators and problem solvers. With the technological age, school libraries have undergone a tremendous transformation, and librarians must pivot to remain relevant in the school environment. The author also discusses how she created a makerspace program in their high school library and the valuable learning experiences that resulted."

    c. Trudeau, A. A. (2023, January-February). Leading from the heart in the school library. *Knowledge Quest, 51*(3), 34-39.
"The article highlights the significance of building relationships with school library stakeholders like students, teachers, families, and community members, as the cornerstone of creating and maintaining vibrant modern-day school libraries. It argues that school librarians must deliberately work to promote a positive culture and climate, which is vital for all they aim to accomplish in their school communities."

    d. The heart of the school. (2014). https://www.youtube.com/watch?v=cAL58VCjFgk&t=2s
"This video is an entry submission to the 2013-14 VAASL Student Media Festival. The Heart of the School sets out to explain why a school environment is incomplete without an effective Library and more importantly, an effective Library Staff!"

    e. Moreillon, J. (Ed.). (2021). *Core values in school librarianship: Responding with commitment and courage.* Libraries Unlimited, an imprint of ABC-CLIO.
"*Core Values in School Librarianship: Responding with Commitment and Courage* provides preservice, newly practicing, and seasoned school librarians with opportunities for thoughtful reflection alongside inspiring strategies for gathering courage and enacting four core values of the profession. It is an important and visionary book that all school librarians should read as they develop in their role as leaders in their schools."

✓ **"The school library is a <u>unique and essential</u> part of a learning community."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 11. (Common Belief #1)**

8. School Librarians as Leaders in the Digital Landscape (*KQ,* January-February 2024)

    a. Cooksey, A. (2024, January-February). School librarians as digital citizenship leaders. *Knowledge Quest, 52*(3), 10-15.
"This text discusses the role of school librarians in teaching digital citizenship and media literacy skills to students. Librarians are responsible for modeling proper copyright and fair use guidelines and can also teach students to question media sources and consider the motives behind them. The text emphasizes the importance of empathy in the digital world and suggests that online learning environments can be used to practice empathy and digital citizenship. The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework is mentioned as a tool that can be integrated with digital citizenship curriculum to teach empathy and other social-emotional skills. The text also highlights the importance of collaboration between librarians and other educators in teaching digital citizenship. Finally, the text emphasizes the importance of empowering students to become creators of digital content and responsible digital citizens."

    b. Malespina, E. (2024, January-February). The vital role of school librarians in shaping artificial intelligence acceptable use policies. *Knowledge Quest, 52*(3), 20-25.
"The article discusses the importance of school librarians in shaping Acceptable Use Policies (AUPs) for the responsible and ethical use of artificial intelligence (AI) in educational settings. With the integration of AI

into daily life, including education, schools must adapt by developing comprehensive AUPs. School librarians are uniquely qualified to play a leading role in shaping AI AUPs due to their expertise in digital citizenship. The article outlines key components of an effective AI AUP and provides resources for crafting such policies. By involving all stakeholders and drawing on available resources, school librarians can create AI AUPs that empower learners and educators while upholding ethical standards and protecting privacy."

    c. Allen, J. (2024, January-February). Digital superpowers unleashed: How school librarians lead in developing safe, savvy, and social digital citizens. *Knowledge Quest, 52*(3), 32-35.

"This article explores the crucial role of school librarians in guiding students to become responsible digital citizens. It emphasizes the importance of librarians teaching safe digital practices, helping students become savvy information seekers, and promoting socially responsible digital interactions. The article also highlights the evolving role of school libraries as dynamic learning spaces that integrate physical and digital resources. It concludes by emphasizing the impact of librarians in shaping the future generation's digital literacy and citizenship skills. The article provides a list of works cited, including resources relevant to education, technology, and standards for learners. It encourages school librarians to embrace their role as digital leaders who empower the next generation of informed, responsible, creative, curious, kind, and tolerant individuals."

    d. Hermon, A. (2024, July 12). Digital citizenship in action. https://schoollibrariansunited.libsyn.com/279-digital-citizenship-in-action

Episode 279 of the School Librarians United podcast. "Dr. Kristen Mattson provides strategies for integrating important digital citizenship concepts into our current lessons for students of all ages."

    e. Mattson, K. (2024). *Digital citizenship in action, second edition: Empowering students to engage in online communities.* ISTE.

"In this book, you'll find more ways than ever to take digital citizenship beyond a conversation about personal responsibility so you can create opportunities for students to become participatory citizens in online spaces."

✓ **"Demonstrate safe, legal, and ethical <u>creating and sharing of knowledge products</u> independently while engaging in a community of practice and an interconnected world"** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 113. (Key Commitment, ENGAGE)**

9. School Library-Led Community Engagement (*KQ,* March-April 2023)

    a. King, M. & Kammer, J. (2023, March/April). School library-led community engagement. *Knowledge Quest, 51*(4), 10-17.

"The article explains the importance of a school library-led community engagement. Solutions for implementation by school librarians are proposed to increase connection and school community engagement among stakeholders. It identifies events to connect with parents and build local community partnerships. Several examples of how school librarians have worked with other school librarians to engage with the professional community to reduce feelings of isolation are cited."

    b. Hermon, A. (2022, February 26). Family outreach. https://schoollibrariansunited.libsyn.com/164-family-outreach

Episode 164 of the School Librarians United podcast: "Be inspired as Heather Lamb and Jackie Senerchia share strategies for building relationships (and enrollment!) by offering family outreach."

    c. Larson, K. (2022). Rethinking community outreach in the library. https://ideas.demco.com/blog/librarians-as-change-makers/

"Libraries are already trusted community partners. They serve as a resource hub, gathering place, and safe haven — a friendly, central source of information and support. People seek out libraries for a quiet space to work, thought-provoking events, internet access, and of course, reading material. And the public's input is

welcome: libraries are always open to feedback, suggestions, and patron requests. But when it comes to community organizing, you might not think about your library."

    d. Fournier, M. D., & Ostman, S. (Eds.). (2021). *Ask, listen, empower: Grounding your library work in community engagement.* ALA Editions.
       "Sharing numerous examples of successful change, dialogue and deliberation, and collaborative efforts, this book offers a comprehensive look at community engagement work that can help all libraries reinforce their roles as champions of lifelong learning."

✓ **"The school library builds empathy and equity within the global learning community by clearly and frequently <u>articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community</u>."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 77. (School Library Standards, INCLUDE, Grow, 3)**

10. Soft Censorship (*KQ,* November-December 2023)

    a. Brown, N. T. (2023, November-December). Soft censorship: Not quiet anymore. *Knowledge Quest, 52*(2), 8-16.
       "The article discusses the increasing threat of soft censorship faced by school librarians, who feel compelled to self-censor due to growing challenges and controversies around book selections. Topics include the impact on learners, the importance of adhering to ethical guidelines and standards, and strategies for librarians to combat soft censorship through awareness, collaboration, and advocacy."

    b. Barber, R. (2023, November-December). Data-driven to avoid soft censorship. *Knowledge Quest, 52*(2), 22-25.
       "The article emphasizes the importance of using a data-driven approach to address soft censorship in school libraries, recounting a librarian's experience with an LGBTQ+ book facing bans. Topics include the definition and impact of soft censorship, the role of data in decision-making, and strategies such as relying on book reviews and considering diverse perspectives to ensure a balanced and inclusive collection."

    c. AASL/ALSC/YALSA Joint Committee on School/Public Library Cooperation. (2023, April 5). Self-reflection on soft censorship. https://knowledgequest.aasl.org/self-reflection-on-soft-censorship/
       "As attacks on libraries (and librarians) have escalated recently, it has become apparent that the threat of soft- (or self-) censorship is potentially more a threat to collections for our youth than official book challenges. We encourage youth services librarians (both school and public) to reflect on collection development, displays, and programming practices…"

    d. AASL/ALSC/YALSA Joint Committee on School/Public Library Cooperation. (2023, May 10). Soft censorship scenarios – What would you do? https://knowledgequest.aasl.org/soft-censorship-scenarios-what-would-you-do/
       "Last month, the AASL/ALSC/YALSA Joint Committee shared soft censorship self-reflection questions to help us to gauge our understanding and feelings about censorship and self-censorship. This month, we're offering scenarios to think through and prepare for these types of situations."

    e. Selection & reconsideration policy toolkit for public, school, & academic libraries. (2016, December 18.) American Library Association. https://www.ala.org/tools/challengesupport/selectionpolicytoolkit
       "Every library — academic, public, and school (public, private, charter, independent, and international) — should have a comprehensive written policy that guides the selection, deselection or weeding, and reconsideration of library resources. The most valuable selection policy is current; it is reviewed and revised on a regular basis; and it is familiar to all members of a library's staff. The policy should be approved by the

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library's governing board or other policy-making body and disseminated widely for understanding by all stakeholders."

   f.   Unite Against Book Bans. (n.d.) *Book résumés*. https://bookresumes.uniteagainstbookbans.org/

"Book résumés are free resources that help teachers, librarians, parents, and community advocates support access when others demand that books are censored. These book résumés are provided in an easy-to-print PDF format so they can be shared with administrators, book review committees, and elected officials. They can also be passed out at board meetings and used to inform the public."

   g.   Dawkins, A. M. (Ed.). (2020). *Intellectual freedom issues in school libraries*. Libraries Unlimited.

"This volume of collected articles from the archives of School Library Connection provides school librarians and LIS professors with a one-stop source of information for supporting the core library principle of intellectual freedom. School librarians continue to advocate and champion for student privacy and the right to read and have unfettered access to needed information. Updated and current information concerning these issues is critical to school librarians working daily with students, parents, and faculty to manage library programs, services, and print and digital collections. This volume is an invaluable resource as school librarians revisit collection development, scheduling, access and other policies."

✓ **"Intellectual freedom is every learner's right."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 13. (Common Belief #5)**

American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries.* ALA.

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