The Maryland Association of School Librarians (MASL) supports the right to read of every student in the state of Maryland and across the globe.

The American Association of School Librarians Standards state that, “reading is the core of personal and academic competency” (AASL 2018, 11). School librarians include book titles that meet the needs of a diverse and dynamic school community. School librarians develop collections according to principles of intellectual freedom. They provide learners with access to information that represents diverse points of view and protect learners’ privacy and confidentiality.

Additionally, school librarians curate current, diverse and inclusive collections of reading and information materials. These materials include multiple genres and formats that support the needs of all members of the school community.

- MASL recognizes that school librarians are trained educators who specialize in their field.
- MASL recognizes that school librarians are the experts in the development of their collection.
- MASL recognizes that school librarians follow the selection policies of their district in order to create diverse and inclusive collections for every member of the school community.
- MASL recognizes that reconsideration policies within school systems must be followed as written in the policy each and every time a book is challenged.
- MASL recognizes that books should not be removed from the school library shelf without a thorough review and adherence to reconsideration policies.
- MASL recognizes that school libraries serve all children and are a valuable asset to the school community.

As such, MASL condemns any efforts to censor and remove books from school library shelves. Censorship and removal of books threaten the rights of students to read, to explore, and to engage with literature.

For more information, please visit the Office of Intellectual Freedom (OIF) https://www.ala.org/aboutala/offices/oif

To report a need for advocacy to MASL, please use this Advocacy Now form.

References: