

ONTARIO CITY LIBRARY BOARD OF TRUSTEES AGENDA



CITY COUNCIL CHAMBERS
303 E. B STREET • ONTARIO, CA 91764
April 12, 2022 • 6 PM

CALL TO ORDER

6:00 PM

PLEDGE OF ALLEGIANCE

ROLL CALL

Bumstead Lanthripe Lawliss Mena Ricci

INTRODUCTIONS

MINUTES

MOTION TO APPROVE MINUTES FOR March 8, 2022 /

Bumstead Lanthripe Lawliss Mena Ricci

PUBLIC COMMENTS

The Public Comment portion of the Library Board meeting is limited to 15 minutes total, with each speaker allowed a maximum of 3 minutes. Additional speakers are allowed 3 minutes each at the end of the meeting. Prior to consideration of each old or new business agenda item, a speaker will be allowed a maximum of 3 minutes to comment on that specific item. Under provisions of the Brown Act, the Library Board is prohibited from taking action on oral requests.

CITY COUNCIL REPRESENTATIVE

CONSENT CALENDAR

**MOTION TO APPROVE CONSENT CALENDAR FOR
March, 2022** /

Bumstead

Lanthripe

Lawliss

Mena

Ricci

DIRECTOR'S REPORT

STAFF REPORT

1. Book Selection Process and Material Review Policy (Briana Ochoa)
2. Ontario Learns (Heather Witherow)
3. Author Events (Danielle Sanchez)

OLD BUSINESS

NEW BUSINESS

BOARD COMMENTS

As a reminder, please make sure board comments pertain to the library and library business.

Bumstead

Lanthripe

Lawliss

Mena

Ricci

FUTURE AGENDA ITEMS

ADJOURNMENT

THE ONTARIO CITY LIBRARY BOARD OF TRUSTEES
REGULAR MEETING MINUTES
OVITT FAMILY COMMUNITY LIBRARY
215 East C Street
March 8, 2022
(Subject to Board approval)

CALL TO ORDER	This meeting was called to order by President Nancy Bumstead at 6:00 p.m.
PLEDGE OF ALLEGIANCE	Led by President Bumstead
MEMBERS PRESENT	Board members Bumstead, Lanthripe, Lawliss, Mena and Ricci are all present.
MEMBERS ABSENT	All were present
ALSO PRESENT	Library Director Shawn Thrasher, Library Services Manager Daisy Flores, Executive Community Life & Culture Agency Director Helen McAlary, and City Attorney Ryan Guiboa,
INTRODUCTIONS	Executive Vice President of Citizens Business Bank, Ted Donovan, along with other members of the bank presented a check for \$20,000 to the Friends of Ontario City Library to be used to support the development of Ontario Learns program. Library Director Shawn Thrasher thanked them for their support.
MINUTES Motion:	Moved by Mena, seconded by Lawliss and unanimously carried to approve the February 24, 2022 minutes.
PUBLIC COMMENTS	There was a public comment. A woman asked if there is a policy on banning books. She asked if there was a set policy on what is inflammatory or what is age inappropriate. Library Director Thrasher responded that the library has a material review policy. He explained that if somebody comes in and objects to an item in the library, there is a process that they can go through in order for library staff to take a look at the material and evaluate it.
CITY COUNCIL REPRESENTATIVE	City Council Representative Debra Dorst-Porada was present. She shared an article for the board members to review and was interested in hearing thoughts or suggestions on programs based on the article.

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Monthly Statistical Report for February 2022.

Motion: Moved by Ricci, seconded by Mena and unanimously carried to approve the Consent Calendar for February 2021.

DIRECTOR'S REPORT

Library Director Thrasher reported ways that Ontario City Library celebrated Black History Month. At Ovitt Family Community Library, the Youth Services department displayed books about Black history and heroes at the service desk. It was estimated that 100 books were circulated during that time. On February 10th, the Youth Services department held a program for families called "Heroes and Legends", which focused on Black heroes and comic creators. Model Colony History Room had a display on historic photos and books on local black history. Lewis Family Branch had a display on a book by Dr. Byron Skinner, who wrote a book called *Black Origins in the Inland Empire*. Staff created a display of the book and surrounded it with excerpts of the book about Black local heroes. The students at the school were encouraged to come see the display.

STAFF REPORT

Naming of Ontario City Library Facilities (Daisy Flores)

Daisy Flores, Library Services Manager, narrated a PowerPoint presentation on a policy addressing naming of Ontario City Library facilities.

A copy of this presentation is available upon request from the Library Director.

Flores gave the Library Board three options: to move to recommend the policy as written, to move with suggested changes addressed during the presentation, or to instruct staff to do further research. The suggested changes addressed during the presentation were to include the following language: 3.1.4 should include the language "as denied" and 3.4 should include the language "drugs". Board member Lanthripe questioned section 3.4b, specifically how a political organization will be determined. Library Director Thrasher said that he interprets this as an actual name of a political organization. Board member Lanthripe addressed the City Attorney asking if the wording is okay to be left to interpretation. City Attorney Ryan Guiboa states that it is fine to leave it up to interpretation, but language could be added to clarify. Board Member Ricci stated that she would like it to be clarified since it is vague. Board members gave options on different wording. City Attorney Guiboa mentions that as written, it does not say explicitly that it cannot be a name of a political party, it says "naming that promotes any political party or affiliation will not be considered". He states that the current wording is broad enough to lead to interpretation and be a fact-based determination when making the decision. Library Director Thrasher states that when it comes to making a decision, the library board can have the discussion of whether a

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name is political so leaving it broad allows for a discussion. City Attorney Guiboa says that leaving it as is still keeps it broad. Board member Ricci says that is fine.

Motion: Moved by Bumstead, seconded by Mena and unanimously carried to approve the *Naming of Ontario City Library Facilities, Rooms or Collections Policy* with the recommended changes presented.

State of the City (Shawn Thrasher)

Shawn Thrasher, Library Director, narrated a PowerPoint presentation on the State of the City 2022 event.

A copy of this presentation is available upon request from the Library Director.

President Bumstead asked if there would be a guest speaker at the State of the City event. The answer was no. Board member Lanthripe asked if they could have a copy of the slide that included talking points. Library Director Thrasher stated he would email them to the board members. President Bumstead commented that people will be asking questions so the Library Board members should come prepared. City Council Representative Dorst-Porada mentioned that everyone should talk to those standing alone and should help other to mingle and talk to others.

National Library Week (Steven Arechiga)

Steven Arechiga, Circulation Supervisor, narrated a PowerPoint presentation on the State of the City 2022 event.

A copy of this presentation is available upon request from the Library Director.

Motion: Moved by Ricci, seconded by Mena and unanimously carried to approve the “2 for the price of 1” DVD checkouts during National Library Week.

OLD BUSINESS

There was no old business to report.

NEW BUSINESS

Board Election

THE ONTARIO CITY LIBRARY BOARD OF TRUSTEES
REGULAR MEETING MINUTES
OVITT FAMILY COMMUNITY LIBRARY
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President Bumstead opened the discussion for nominations. Board member Lanthripe asked how does the process work. President Bumstead explained that they could nominate new people, could nominate themselves, or they could leave things the way they are. Library Director Thrasher explained that they could serve on the board two years in a row.

Motion: Moved by Ricci, seconded by Lawliss and unanimously carried to approve to keep the board as is.

BOARD COMMENTS

President Bumstead asked the board for comments. Board member Lanthripe asked if audio books are requestable through the Zip Book program. Library Services Manager Flores responded that they are. Board member Ricci asked if Spanish speakers would be included for Ontario Learns programs. She states that there are many Spanish speakers in our community. Library Director Thrasher says he will bring this up with staff. Board member Mena asked if it would be possible to adjust the agenda by adding a line for a motion when needed after a presentation. Library Director Thrasher said that they can make that change. President Bumstead expressed that she would like the library to have some sort of pen-pal program for people to practice their writing skills, including cursive. Board member Lanthripe shared that the Corona Library has a “board game by the books” program weekly and will share the flyer. City Council Representative Dorst-Porada suggested that others attend the Recreation meetings. She states that the Recreation department lists all their program and that it is amazing the variety of programs that are available to the community.

FUTURE AGENDA ITEMS

There were no future agenda items to report.

ADJOURNMENT

President Bumstead adjourned the meeting at 6:55 pm.

Respectively Submitted

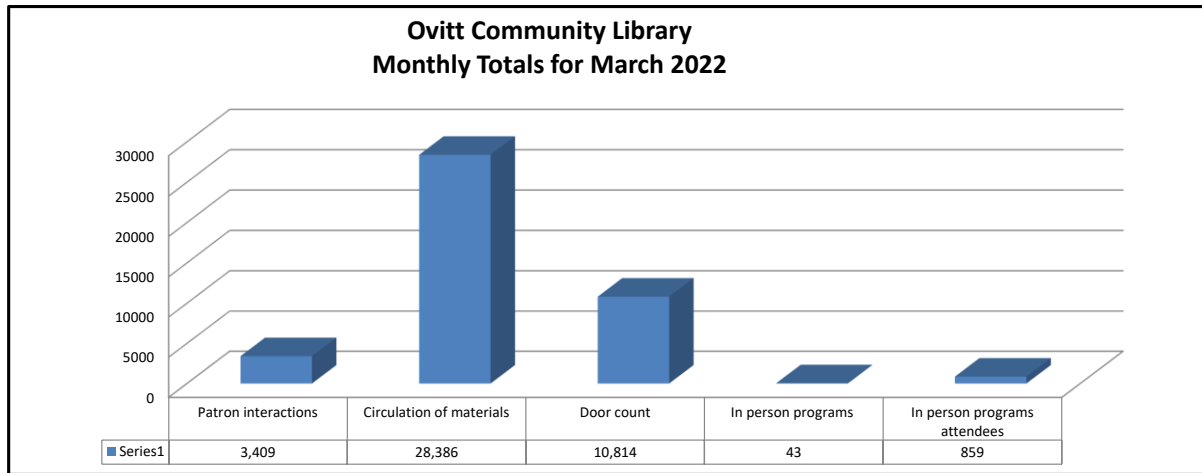
_____ Sofia
Araya
, Librarian

APPROVED:

_____ Nancy
Bumstead
, PRESIDENT

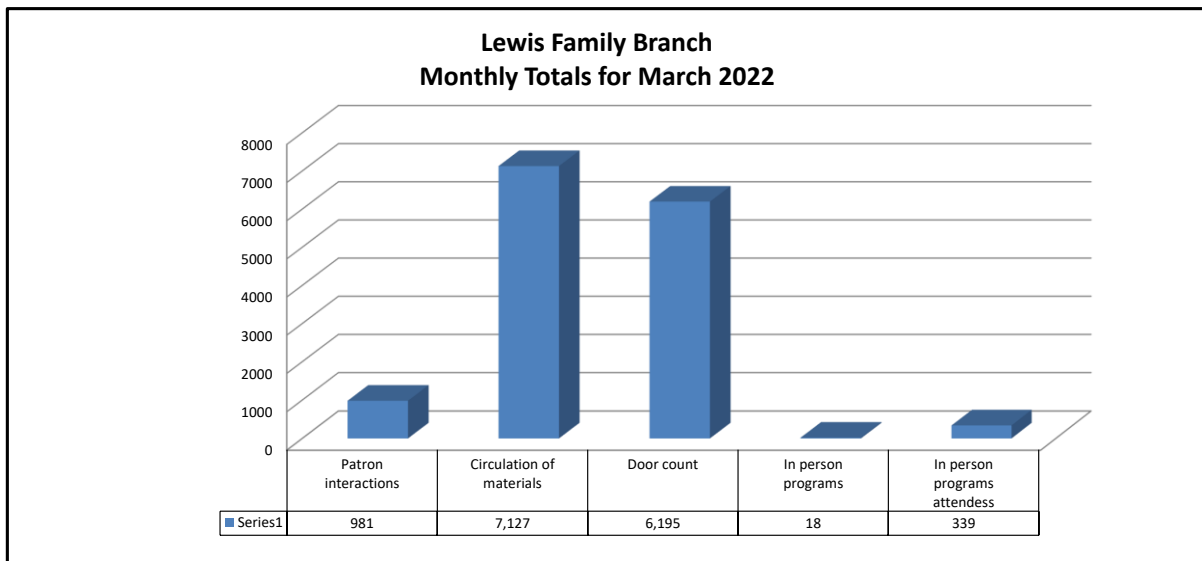
**City of Ontario Ovitt Community Library
Total Statistics for the Month of March 2022 during COVID**

Site	Patron interactions	Circulation of materials	Door count	In person programs	In person programs attendees
Ovitt	3,409	28,386	10,814	43	859



**City of Ontario Lewis Family Branch
Total Statistics for the Month of March 2022 during COVID**

Site	Patron interactions	Circulation of materials	Door count	In person programs	In person programs attendees
Lewis	981	7,127	6,195	18	339





CITY OF ONTARIO COMMUNITY LIFE & CULTURE

Agenda Report
April 12, 2022

SECTION: STAFF REPORT

Department: Library
Prepared By: Briana Ochoa
Staff Member Presenting:
Briana Ochoa
Approved By:

Action: Choose an item.

SUBJECT

Overview of Ontario City Library's book selection process and Material Review Policy.

AGENDA REPORT SUMMARY

Ontario City Library is prepared to handle book challenges based on our selection guidelines, Material Selection Policy and Material Review Policy. As a public library, patrons of all ages can access and read all materials. It is the right and responsibility of a parent/caregiver to monitor what their child is reading. As the Material Selection Policy states, "Ontario City Library does not act in place of the parent and does not restrict what a child can read."

In April 2021, the Library Board reviewed and adopted the Material Selection Policy. The policy refers to the American Library Association Bill of Rights,

Freedom to Read Statement and Freedom to View Statement. As stated in the policy, "The library provides a marketplace of ideas and affirms each individual's choice to read and view library materials. Inclusion in the collection is not an endorsement of any item, nor is exclusion a rejection; both are factors of establishing a collection representing diverse community needs. Items are not excluded because of the race, nationality, social, political or religious views of the author. Items are not excluded because they may contain language, illustrations or images possibly offensive to some persons." Selectors follow this policy when purchasing library materials.

Selectors are librarians who are professionally trained and educated in material selection. Selectors are expected to:

- Actively follow trends and high-interest authors, series, and subjects.
- Read review peer-reviewed and industry journals as an aid in selecting materials (ex. Library Journal, Publisher's Weekly, Horn Book).
- Read reviews provided on materials through the vendor's (Baker & Taylor) website (ex. Kirkus, School Library Journal).
- Check the industry-standard New York Times Bestseller lists for popular material.
- Monitor circulation statistics and modify purchasing as needed.
- Determine collection needs based on material weeding.

Selectors use the following criteria to guide decision-making. For fiction items, selectors follow:

- Industry reviews
- Popular appeal and demand
- Patron demand

For non-fiction items, selectors follow:

- Accuracy of information
- Current & projected needs
- Industry reviews
- Local school curriculum
- Patron demand

Once a selector has chosen items to purchase, they determine where they belong. The following guides where a selector will place an item:

- Age of main character(s)
- Industry reviews stated target audience
- Length, format, illustrations, and content
- Publisher's stated target audience
- Regional library's cataloging for the item
- Vendor stated target audience

Despite a selector's due diligence, there is still the potential for mistakes. Clerical errors may occur, and the item may be placed in the wrong collection. Staff will consult each other and move the item to the proper location when mistakes happen. If a patron feels an item should be moved to a different collection, they can fill out a Material Review Form at any of our reference desks. The Library Board reviewed and adopted the Material Review Policy and form in April 2021.

Patrons must fill out a form for each item. A committee is created once the form has been received by the Library Director. The committee has 45 days to review the material and meet to provide a written statement to the Library Director. Each member reviews the item separately and uses the following guidelines to make a recommendation:

- Full reading/listening of the item
- OCL Material Selection Policy
- Library journals and other relevant and pertinent literary and review sources
- Principles of the ALA Library Bill of Rights and Freedom to Read Statement
- Library mission, vision and values
- Passages and parts should not be pulled out of context

The Library Director will inform the patron of the committee's determination and informs the patron of their right to appeal within ten days of receiving the determination. If the patron would like to appeal, they must submit the appeal in writing to the Library Director and Library Board President. The Library Board would then review the written decision within 60 days of the completion of the meeting. The Board has the power to affirm, reverse or remand the decision.

Book Selection Process & Material Review Policy

Presented By:
Briana Ochoa, Supervising Librarian
April 2022

Reasons for Challenges



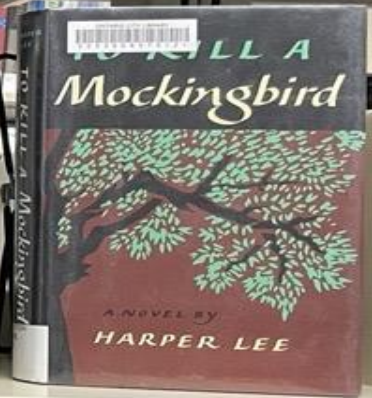
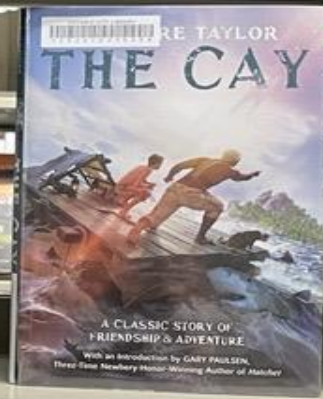
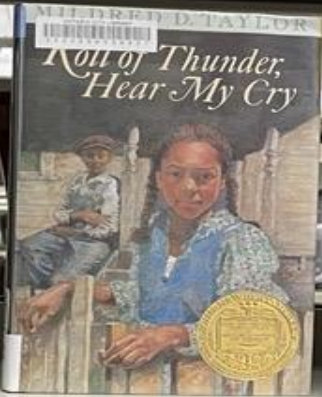
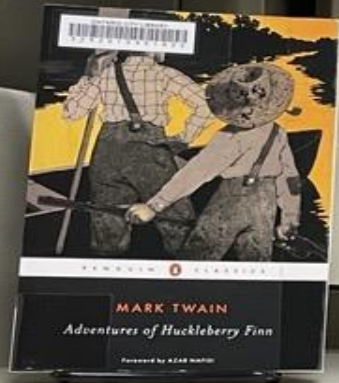
Each word and phrase in this graphic is cited from 2020 censorship reports

UNITE US Censorship by the Numbers

ala.org/bbooks | [#BannedBooksWeek](https://twitter.com/BannedBooksWeek)



Banned Books

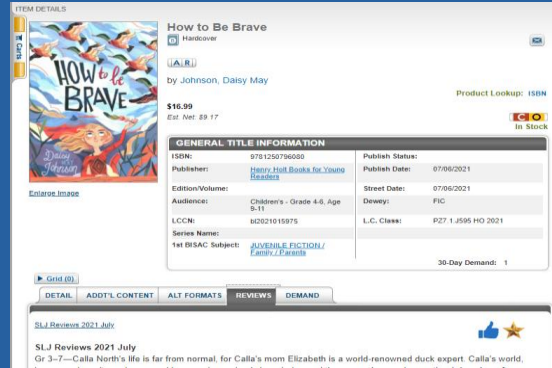
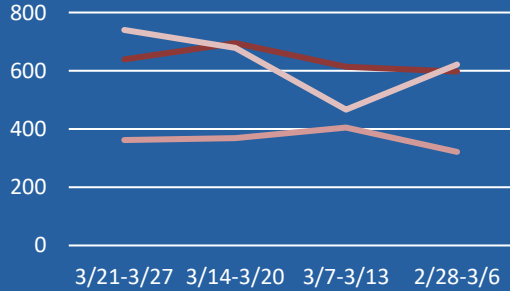


Material Selection Policy



Selector's Process

Statistics and Trends



Vendor Website



Popular Material

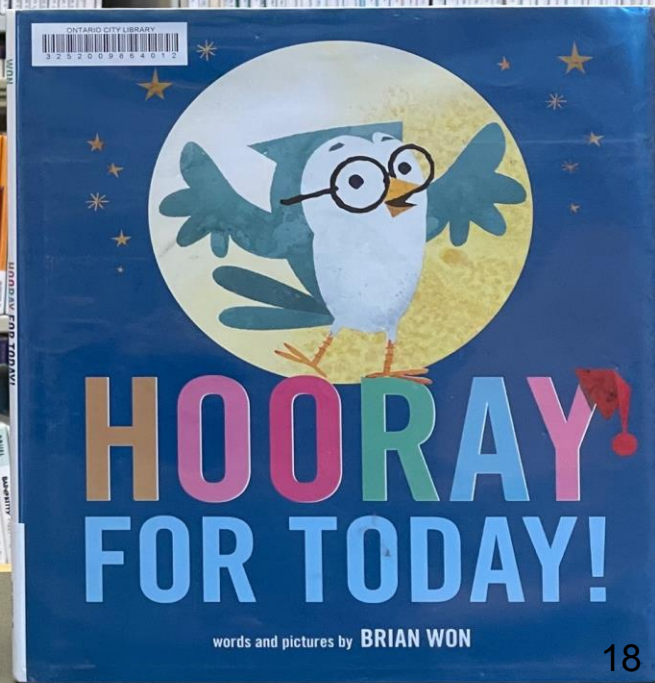


Peer-reviewed and Industry Journals

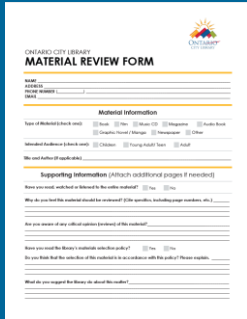
Selection Criteria



Collection Determination



Material Review Process



The image shows a document titled "ONTARIO CITY LIBRARY MATERIAL REVIEW FORM". It includes fields for "NAME", "ADDRESS", "PHONE NUMBER", and "EMAIL". There are sections for "Material Information" with checkboxes for "Type of Material to be Reviewed" (Book, Music CD, Magazine, Audio Book, Audio Cassette, Video, DVD, Newspaper, Other) and "Intended Audience to be Reviewed" (Children, Young Adult, Teen, Adult). It also has a "Supporting Information" section with checkboxes for "Have you read/watched/listened to the material?" and "Why do you think the material should be reviewed?".

Material
Review Form



Committee
Reviews



Written
Determination



ONTARIO CITY LIBRARY

MATERIAL REVIEW FORM

NAME _____
ADDRESS _____
PHONE NUMBER (_____) _____
EMAIL _____

Material Information

Type of Material (check one): Book Film Music CD Magazine Audio Book
 Graphic Novel / Manga Newspaper Other

Intended Audience (check one): Children Young Adult/ Teen Adult

Title and Author (if applicable) _____

Supporting Information (Attach additional pages if needed)

Have you read, watched or listened to the entire material? Yes No

Why do you feel this material should be reviewed? (Cite specifics, including page numbers, etc.) _____

Are you aware of any critical opinion (reviews) of this material? _____

Have you read the library's materials selection policy? Yes No

Do you think that the selection of this material is in accordance with this policy? Please explain. _____

What do you suggest the library do about this matter? _____



ONTARIO CITY LIBRARY

MATERIALS SELECTION POLICY

The purpose of the Ontario City Library is to enrich the community by providing resources that support lifelong reading and learning enjoyment, furnish timely and accurate information that responds to the interests of a diverse community, and supplement the community's education needs in a welcoming atmosphere. The library adheres to the principles of intellectual freedom adopted by the American Library Association, as expressed in the Library Bill of Rights.

STRATEGIC LIBRARY ROLES

Reference and Community Information Center: Provide Ontario residents timely, accurate and useful information on local, personal, educational and job-related issues.

Popular Materials Library: Provide high demand reading, listening and viewing materials of current interest and/or long lasting value for all age groups.

Children's Services: Develop in children a lifelong enjoyment of reading and learning through services to them and their caregivers, focusing on infancy through 8th grade.

Young Adult Services: Provide teens high interest recreational and educational materials while offering them a safe and comfortable location for social interaction, focusing on grades 9 - 12.

Senior Services: Provide relevant materials and programming for older and retired adults with a special focus on homebound and limited access services.

Local History: The Library Board of Trustees adopted the Robert E. Ellingwood Model Colony History Room Collection Policy in August 2019.

SELECTION AND MAINTENANCE OF LIBRARY MATERIALS

The Ontario City Library selects books and materials which best satisfy community needs within the scope of the Library's Mission, Vision, Values and Roles.

The library provides a marketplace of ideas and information adhering to the American Library Association Freedom to Read and Freedom to View statements; and affirming each individual's choice to read and view library materials. Inclusion in the collection is not an endorsement of any item, nor is exclusion a rejection; both are factors of establishing a collection representing diverse community needs.

Library staff selects and maintains all materials. The basic selection criterion is whether an item is of potential interest to the people served. Other considerations include permanent or timely value, readability, accuracy and authoritativeness, author's and/or publisher's reputation, importance and/or scarcity of material, price, format, and availability of the material elsewhere in the area.

Suggestions of authors, titles or subjects are welcome and considered by staff selectors. Contact any staff member to offer a suggestion or utilize the library's Requesting Additional Books feature on our website.

Ontario City Library supports the right of each family to decide which items are appropriate for use by their children. Responsibility for a child's access and use of library materials lies with the child's parent or guardian. Skilled staff members are available to offer guidance to parents upon request. The Ontario City Library recognizes the importance in a democratic society of individuals forming their own opinions on issues by use of library resources.

Items are not excluded because of the race or nationality or the social, political or religious views of the author. Items are not excluded because they may contain language, illustrations or images possibly offensive to some persons. Anyone who believes an item has been inappropriately selected or omitted should contact staff to report the situation and ask that the item be reconsidered.

Materials are openly available to all except in cases of reference need, fragility or security, in which case certain limitations may apply.

Library staff is responsible for discarding materials which are surplus to the collection, outdated, or too worn for use.

Gifts of materials or funds to enrich the library collection are welcome. The selection criteria presented here apply to all materials received. The Ontario City Library reserves the right to accept or refuse conditions placed upon gifts of materials or funds.

Revised & Adopted by
Ontario City Library Board of Trustees
April 13, 2021

MATERIAL REVIEW POLICY

The library has developed the following procedures to process a patron request for material review (reconsideration / inclusion of material).

Upon registering a concern about an item or items in the library's collection with library staff, the patron will be handed a copy of the Material Review form that includes the library's Material Selection policy. If multiple items are involved, the patron fills out a Material Review form for each item.

When patron returns the form, the form shall be transmitted to the Library Director. A written recommendation will be made and transmitted to the patron within 45 days of receipt of the patron's request.

For purposes of providing a recommendation regarding the patron's request, the Library Director shall form a review Committee ("Committee") that consists of the following members:

- One Library Services Manager, to be selected by the Library Director
- Two staff members, to be selected the Library Services Manager serving on the Committee
- The Library Board President
 - If the Library Board President is unable to take part, the Library Board Vice President shall fulfill this duty. The Secretary and remaining Board members can fulfill this duty as needed.

The Committee shall meet within one week after formation to formulate a timeline of action.

Each member of the Committee shall review the item(s) separately.

The Committee shall use the following guidelines as authorities when making their final recommendation:

- Full reading/viewing/listening to the item(s)
- Ontario City Library Material Selection Policy.
- Library journals and any other relevant and pertinent literary and review sources
- Principles of intellectual freedom as outlined in the American Library Association's Library Bill of Rights and Freedom to Read statement.
- The library's mission, vision, and values statements.
- Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.

The Committee shall meet once more within the prescribed time to discuss recommendations.

Although the material(s) may be checked out by a staff member to prepare for evaluation, the material(s) will not be either temporarily or permanently removed from the shelves during the evaluation period.

The Library Services Manager serving on the Committee shall write a recommendation based on the Committee's discussion and submit it to the Library Director.

The Library Director shall inform the patron of the Committee's determination in writing and inform the patron of the right to appeal the Committee's determination.

Notice of Appeal: A notice of appeal to the decision may be made to the Library Board. The notice of appeal must be made in writing within 10 days after receiving the Committee's determination. Two copies of such notice shall be filed: One to the Library Director and one to the Library Board President, c/o Ontario City Library, 215 East C Street, Ontario, CA 91764. The Library Board will discuss at the next available Library Board meeting, at which time the appellant may speak on behalf of the appeal.

Decision: The Library Board shall issue a written decision to the appeal within 60 days of the completion of the meeting. The Library Board shall have the power to affirm or reverse the written determination or to remand it to the Library Director or designee with instructions for reconsideration. The decision, except for remand, shall be a final determination for the purposes of judicial review.

Revised & Adopted by

Ontario City Library Board of Trustees

April 13, 2021

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The library provides a marketplace of ideas and information adhering to the American Library Association *Freedom to Read* and *Freedom to View* statements; and affirming each individual's choice to read and view library materials. Inclusion in the collection is not an endorsement of any item, nor is exclusion a rejection; both are factors of establishing a collection representing diverse community needs.

Library staff selects and maintains all materials. The basic selection criterion is whether an item is of potential interest to the people served. Other considerations include permanent or timely value, readability, accuracy and authoritativeness, author's and/or publisher's reputation,

04/06/2021 KZ

S:\Policy & Procedures Manual\Section V\Library Board Policies\Materials Selection Policy

importance and/or scarcity of material, price, format, and availability of the material elsewhere in the area.

Suggestions of authors, titles or subjects are welcome and considered by staff selectors. Contact any staff member to offer a suggestion or utilize the library's *Requesting Additional Books* feature on our website.

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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 that 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.

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

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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

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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

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

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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 guarantee 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.

Endorsed January 10, 1990, by the ALA Council



A Kansas school district won't remove the Bible despite a challenge over its mature themes

KMUW | By Suzanne Perez

Published March 29, 2022 at 9:49 AM CDT



KCUR 89.3 /

WICHITA, Kansas — A Derby school district committee decided not to remove the Bible

KCUR
All Things Considered



Cheryl Bannon, a former member of the Derby City Council, asked the district's library committee to review the Bible after the group decided to [remove an award-winning young-adult novel](#) from its list of approved classroom materials.

Bannon said she filed her challenge to illustrate the consequences of censorship. The Bible is used as a textbook in Derby High School's "Bible as Literature" course, a one-semester elective.

Pointing to verses about murder, masturbation, genocide, incest and other mature topics, Bannon argued that the religious text is just as provocative as some contemporary works.

Derby's library committee removed Sherman Alexie's ["The Absolutely True Diary of a Part-Time Indian"](#) from classrooms and middle-school libraries in February, citing profanity, sexual themes and slurs related to mental disabilities.

The 12-member [library committee](#) met for nearly two hours last week and opted not to remove the Biblical literature elective or its materials. Officials said various editions of the Bible also have been donated to school libraries and remain on shelves.

Ed Belsan, who teaches the Bible course and serves on the library committee, said the class focuses on the influence of the Bible as one of the foundational writings of Western literature. Similarly, students in other courses learn about Greek and Roman mythology.

"If nothing else, they get exposed to a great book that far too many people have very strong opinions about and have never read," Belsan said. "That's true of so many banned books."

Belsan said his students are assigned to read only 149 of the Bible's more than 1,100 chapters. The course includes some violent passages, such as the story of Cain and Abel. He said the majority of verses cited in Bannon's challenge aren't covered in the course.

"I don't want to give the impression that there's nothing controversial in there. That would be a misrepresentation," he said.

"Even 'Romeo and Juliet' is controversial because of the suicide. But what I tell the kids on Day One is, 'Don't follow these guys. They're a terrible example.' The story is about families and conflict."

Committee member Kristin Sen said removing the Alexie novel may have been a mistake because lots of books have mature content



“It seems like one person initiated this whole process, and now here we are,” she said. “And ... it’s a slidey slope. Where does it end?”

Sen, who also serves on the Derby Public Library’s board of trustees, said the committee should be consistent when reviewing books and should keep the whole district in mind.

“We’re kind of heavily leaning on the parent that’s objecting, but we’re not thinking about the group of parents that are saying, ‘No. ... This is a good book and needs to be taught in a classroom setting,’” she said. “There are parents who want their child to go out in the world with this experience and this education.”

Holly Putnam-Jackson, assistant superintendent of curriculum, told the committee that the district’s legal team had cautioned against labeling books as explicit or asking parents to pre-approve them.

District policy allows parents to opt their child out of any book or lesson they find objectionable. In such cases, students are given an alternate assignment.

Bannon, who submitted the challenge, said she doesn’t plan to appeal the decision.

“I just wanted the parents and board members and faculty who make these decisions to see that mature themes run through lots of books, including the Bible,” she said.

Suzanne Perez reports on education for KMUW in Wichita and the Kansas News Service. You can follow her on Twitter @SuzPerezICT.

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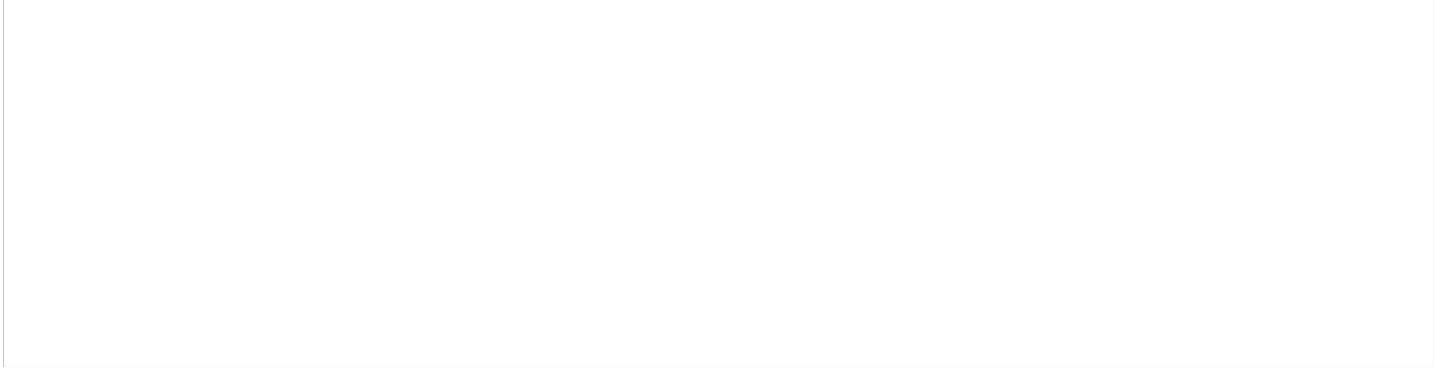
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BOOKS

In Burbank schools, a book-banning debate over how to teach antiracism



The Burbank Unified School District has removed five books from instruction: "The Adventures of Huckleberry Finn," "Roll of Thunder, Hear My Cry," "To Kill a Mockingbird," "The Cay" and "Of Mice and Men." (Allen J. Schaben / Los Angeles Times)

BY DORANY PINEDA | STAFF WRITER

NOV. 12, 2020 8 AM PT



During a virtual meeting on Sept. 9, middle and high school English teachers in the [Burbank Unified](#) School District received a bit of surprising news: Until further notice, they would not be allowed to teach some of the books on their curriculum.

Five novels had been challenged in Burbank: Harper Lee’s “[To Kill a Mockingbird](#),” Mark Twain’s “The Adventures of Huckleberry Finn,” John Steinbeck’s “[Of Mice and Men](#),” Theodore Taylor’s “[The Cay](#)” and Mildred D. Taylor’s Newbery Medal-winning young-adult classic “Roll of Thunder, Hear My Cry.”

The challenges came from four parents (three of them Black) for alleged potential harm to the public-school district’s roughly 400 Black students. All but “Huckleberry Finn” have been required reading in the BUSD.

The ongoing case has drawn the attention of free-speech organizations across the country, which are decrying it as the latest act of school censorship. The charge against these books — racism — has been invoked in the past, but in contrast to earlier fights across the country, this one is heavily inflected by an atmosphere of urgent reckoning, as both opponents and defenders of the novels claim the mantle of antiracism.

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The debate within the district comes after a summer of mass protests calling for an end to the unjust treatment of Black people. As a result, many institutions and school districts like BUSD are taking a hard look at themselves, their policies, curriculums and practices, in many cases publishing antiracist statements. And while book banning has a long history in America, the situation in Burbank — once a [sundown town](#) that practiced racial segregation — is freshly complicated.

In the abstract, it’s a dispute about the meaning of free speech and who gets heard. More specifically, it’s about what should be taught to the district’s roughly 15,200 enrolled students — who are 47.2% white, 34.5% Latino, 9.2% Asian and 2.6% Black — and how Burbank can move forward on race boldly but sensitively.



BOOKS

Conservative youth group will offer Burbank students free copies of sidelined books

Dec. 9, 2020

And at its root, it stems from a painful personal story. Destiny Helligar, now 15 and in high school, recently told her

mom about an incident that took place when she was a student at [David Starr Jordan Middle School](#). According to Destiny’s mother, Carmenita Helligar, a white student approached Destiny in math class using a racial taunt including the N-word, which he’d learned from reading “Roll of Thunder, Hear My Cry.”



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Another time, Helligar added, a different boy went up to Destiny and other students and said: “My family used to own your family and now I want a dollar from each of you for the week.” When the principal was notified, the boy’s excuse was that he had read it in class — also in “Roll of Thunder, Hear My Cry.” Helligar believed the principal was dismissive of the incident.

“My daughter was literally traumatized,” said Helligar. “These books are problematic ... you feel helpless because you can’t even protect your child from the hurt that she’s going through.”

Helligar is one of the parents who filed complaints. But as the books were put on hold and the review process inched forward, a diverse group of teachers and students came out against the novels’ removal, arguing that their teaching was essential. A report to the superintendent is due from a 15-member review committee on Nov. 13, but that will only be the beginning of a long debate — in Burbank and beyond.







Destiny Helligar, right, and her mother, Carmenita Helligar. An incident at school prompted the mom to take action. (Brian van der Brug / Los Angeles Times)

Essential history or outdated fictions?

A week after teachers learned of the removal, the National Coalition Against Censorship (NCAC) [sent a letter](#) to BUSD urging the district to allow teaching of the books while the challenges are under review. On Oct. 14, PEN America [released a petition](#) calling for the same.


“[W]e believe that the books ... have a great pedagogical value and should be retained in the curriculum,” read letter from the NCAC.




Books written by or featuring people of color are “disproportionately likely to be banned,” said James Tager, PEN’s deputy director of free expression research and policy. “That is a decades-long trend that advocates and observers have seen.”

PEN America 
@PENamerica 

NEW: PEN America calls upon the Burbank Unified School district to lift the temporary ban on several books dealing with the subject of race in America and allow these books to be taught in Burbank classrooms. Sign our petition today: bit.ly/3nQnvvC.

pen.org
SIGN NOW: Demand Burbank Schools Reinstate Banned Books
We object to the news that several books dealing with the subject of race in America have been temporarily banned within Burbank public school ...

7:24 AM · Oct 14, 2020 

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Book-banning has a long history in America. Such challenges have sometimes been rooted in bigotry. Harriet Beecher Stowe's "[Uncle Tom's Cabin](#)" is cited by many historians as the first book to be banned on a national scale. Published in 1852, it was barred by the Confederacy for its abolitionist agenda.

A century and a half later, Khaled Hosseini's bestseller "The Kite Runner" [was challenged](#) for, among other reasons, allegedly promoting Islam and inspiring terrorism.



BOOKS

How does L.A.'s racial past resonate now? #BlackLivesMatter's originator and 5 writers discuss

June 8, 2020

"Typically these book bans come down from people who are concerned about the books' challenge to established order," said Alaina Morgan, assistant professor of history at USC. It's what makes the situation at BUSD "novel," she said.

"I think that for Black parents in these districts, there is a very long history of them dealing with microaggressions ... and now they're seeing their children go through the same things in an allegedly more racially just society," Morgan said.

Although she believes cancel culture plays a role in the debate, "I think there's a difference between the gut reaction that cancel culture is — which is people saying, 'Oh they said something racist they're [canceled] now' — and what's happening here," she said.

None of the five novels in dispute is openly supportive of segregation or bigotry. All were flagged for words we now find offensive. But the parents' objections are not merely over language. They also worry about the way these books portray Black history and the lessons they might impart to modern readers.

"The Cay" and "Huckleberry Finn" feature white children learning from the suffering and wisdom of older Black men. "To Kill a Mockingbird" stars Atticus Finch, a white lawyer who defends a Black man accused of raping a white woman. Its white-savior story line reads much differently nearly 60 years after its publication.

"Roll of Thunder, Hear My Cry" may have instigated Helligar's complaint, but it is something of an outlier. Narrated by a young Black girl growing up in the South during the Great Depression and Jim Crow era, it's the only novel on the list by a Black author.

Notably, the BUSD's reading list hasn't been revised in three decades. "For over 30 years," said Helligar, "these books have been on this list. The true ban is that there aren't other books of other voices that could ever be on there."

Nadra Ostrom, another Black parent who filed a complaint, agrees that the perspectives are badly in need of an update. "The portrayal of Black people is mostly from the white perspective," said Ostrom. "There's no counter-narrative to this Black person dealing with racism and a white person saving them."

And that, she said, is doing more harm than good. “The education that students are basically getting is that racism is something in the past,” she added. “And that’s not the conversation that we should be having in 2020. ... Unless teachers have been specifically trained to teach these texts through an antiracist lens, they are probably reinforcing racism rather than dismantling it.”

Others believe that changed lens is not only feasible but necessary — that the books remain essential to helping frame in-class discussions about contemporary racism. Rather than ban the books, they argue, the district should reevaluate how they’re being taught.

For one Burbank High School teacher who also asked to remain anonymous for fear of retaliation, the Black Lives Matter protests only amplify these books’ relevance.

“‘To Kill a Mockingbird’ was written 60 years ago, and we read it with horror at the unfairness and terrors of a segregated society,” she said. “It’s set in the 1930s, and we look at how things were then and how we feel like we’ve come a long way, but we can note the serious inequities that still exist.”

Plenty of district students agree. On Oct. 22, Sungjoo Yoon, a sophomore at Burbank High School, [launched a petition](#) to stop what he called a “ban on antiracist books.” As of Nov. 11, more than 2,600 people had signed it. Some 80 students also sent personal statements of protest to district officials.

Yoon, 15, started the petition because he remembered the impact the books had on him. “I didn’t know much about race relations or anything regarding critical race theory when I was younger,” he said, “and when I read ‘Roll of Thunder, Hear My Cry,’ that was my first glimpse, and it really did touch me.” He hopes students can continue to have the “breakthrough moment” he did.



BOOKS

‘American Dirt’ and the tradition of the moral parable

Jan. 30, 2020

“There are people who have actively been harmed by some of these books in the past,” Yoon acknowledges. “I’ve been in classrooms where teachers, white teachers specifically, unconditionally say the N-word without anybody’s concern or single out a single African American student to become the spokesperson for the entire class. I think that’s where the harm is coming from.”

Chloe Bauer remembers being in tears when she first read “Roll of Thunder, Hear My Cry” in her seventh grade English class at John Muir Middle School.

Bauer, now 14, called the novel her first lesson in America’s “bloody and gruesome” past. When she heard that teachers were told to pause instruction of the book, she felt “confused,” “frustrated” and “saddened.” She thought of her sister, a sixth-grader at John Muir.



Chloe Bauer and Sungjoo Yoon have defended the books being considered for removal, saying they learned valuable lessons from them about racism. (Allen J. Schaben / Los Angeles Times)

So Bauer wrote an email to Sharon Cuseo, Burbank’s assistant superintendent of instructional services, describing her experience. She felt Cuseo’s response was dismissive, so she went to the board of education.

During a Sept. 17 school board meeting, Bauer spoke up: She said the novel had taught her and her peers how “disgusting” the slurs were. “This is an incredibly important lesson to learn at age 13, when seventh-graders are being exposed to music, TV, films and pop culture with conflicting messages about using offensive language, specifically the N-word.”

Helligar doesn’t buy that. She believes the core message being taught is that racism is an artifact of history. “They get to read about racism whereas my children have to experience it. That is the privilege that they get to walk around in.”

She told the review committee that the incidents she reported were themselves proof the books had failed in their mission: “You’re not doing well as an education system if the people you have educated still haven’t learned empathy.”

Some Black parents in the district see both sides of the argument.

Dawn Parker, a Black mother of fourth- and seventh-grade students, empathizes with the parents who’ve complained. “But I think our kids now don’t know how the [N-word] came about, how it was used, the history of it. They hear it in rap music and they think it’s OK to say, and it’s not. They need to know why and where it came from,” she said. They

need to learn it in a “safe environment.”

BOOKS

13 great books about the Black experience in America

June 4, 2020

A controversial process

The question of what exactly to do with the challenged books in Burbank has not only divided the community but caused frustration over the district’s procedures for handling complaints.

The process in Burbank can be long and complicated, involving five stages consisting of complaints (formal and informal), an ad hoc committee and multiple appeals. Although it seems to be designed to ensure that parents are heard, the rulebook doesn’t address the core issue of how to improve teaching practices.

Some parents and teachers were initially troubled by the superintendent’s decision to pause instruction of the books before a formal, written complaint was even made. Four official complaints have since been filed. Under [district policy AR 1312.2](#), “challenged material may remain in use until a final decision has been reached,” with children given the chance to opt out from the reading.

Asked why the district removed the books right away, BUSD Superintendent Matt Hill told The Times: “Given the nature of the complaint, the fact that we would have to ask for Black children to opt out of their class and receive an alternative assignment — I did not think that was the most prudent approach. I thought it would be better for us to work together and see if we can get to a resolution.”

BOOKS

Karen Finley, Banned Books Week and the responsibilities of art

Sept. 29, 2015

The five books in question are currently at step four of the district’s process. The review committee has until Nov. 13 to make a recommendation to Hill, who will make a decision that can then be appealed to the board of education. Its last meeting was Nov. 4, but no consensus was reached.

“We are not removing books from our classrooms or schools,” Hill said; they’ll remain in libraries and on optional reading lists. “What we are doing is looking at our reading list and our core novels to identify: Are there concerns with these books? Are these the best books?”

While some teachers and parents believe the superintendent is acting in good faith, they are troubled by the process.

“It seems to have gone directly from an experiences at one of the schools to becoming a district-wide prohibition,”

said a Burbank middle school teacher who asked to remain anonymous. He and several colleagues felt excluded from the review. “A lot of teachers were unaware of these concerns and didn’t get the ability to address their practices or ... respond until the decision was made,” he said. He believes the superintendent “did not take steps to include a broader net of parents, students and community members in making this decision.”

It certainly is easier to make top-down, yes-or-no decisions than engage a sprawling school district in the difficult business of how to teach old books in new times. If “Roll of Thunder, Hear My Cry” and the other novels make their way back to the curriculum, the most difficult challenge might be to ensure that students of all backgrounds can find in these books what Bauer and Yoon did.

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CITY OF ONTARIO COMMUNITY LIFE & CULTURE

Agenda Report
April 12, 2022

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Department: Lewis Family Branch
Prepared By: Heather Witherow
Staff Member Presenting:
Heather Witherow
Approved By:
Shawn Thrasher

Action: Choose an item.

SUBJECT **Ontario Learns**

Ontario Learns is a series of programs for adults and is one of the Library's Agency's Strategic Objectives.

AGENDA REPORT SUMMARY

Ontario Learns will teach library patrons information, financial and technological literacies, as well as basic life and health skills.

Spring 2022 will begin a six-month focus on a skill. Each quarter, a new skill will be introduced, and the former will continue through the quarter, then drop off at the end to be replaced by another skill the following quarter, while the prior remains. This allows for two different topics per quarter; each quarter will have a different pairing. The goal is to make contacts to host programs across a six-

month period and allow for a deeper saturation of material and repeatable programs, while providing new content each quarter.

Spring 2022	Summer 2022	Fall 2022	Winter 2023	Spring 2023	Summer 2023	Fall 2023	Winter 2023
Finance	Finance	Health	Health	Info	Info	Tech	Tech
--	Tech	Tech	Home	Home	Finance	Finance	Health

Ontario Learns is for adults of any age. For example, a series of financial programs might have one for emerging adults in their twenties thinking about moving out of their parents' home and don't know about renter's insurance, another for middle-aged couples who want to purchase their first home but don't know how to start the process of looking for a good realtor, and a third for older active adults who are retiring and need to learn how to adjust their spending and learn how to live on a new budget.

Topics are chosen based on looking at a combination of information: circulation statistics, currently popular and trending subjects, and what staff are talking about with patrons at the various library desks.

A few examples of classes that have already been held are: 1) DIY Envelope Budget Tracker that helped participants with their personal budgets 2) Save Money Like a Boss taught participants about saving, budgeting and investing for a secure future, and 3) Home Buying Basics taught participants how to be prepared for today's home buying market, from escrow to closing on a home.

Citizens Business Bank made a \$20,000 donation for Ontario Learns which will be used for marketing, purchasing supplies for both the program and for attendees, and to pay presenters.

Ontario Learns

Presented By:
Heather Witherow
Supervising Branch Librarian
Tuesday, April 12, 2022

What is Ontario Learns?

- Ontario Learns invests in our community by providing Information, Financial, and Technological literacies, as well as basic Life and Health skills valued by an ever-changing and fast-paced world.
- Ontario Learns helps our patrons make more informed decisions.

Timeline

Spring 2022	Summer 2022	Fall 2022	Winter 2023	Spring 2023	Summer 2023	Fall 2023	Winter 2023
Finance	Finance	Health	Health	Info	Info	Tech	Tech
--	Tech	Tech	Home	Home	Finance	Finance	Health

Who is our focus?

- Emerging Adults
- Middle Aged Adults
- Older Active Adults

How Subjects are Chosen

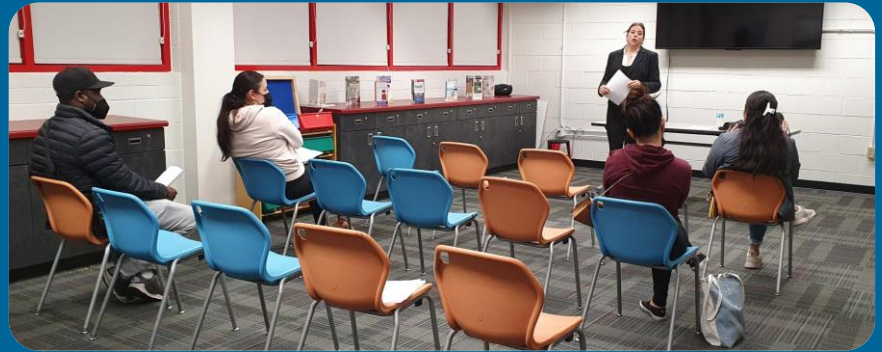
- Topic
- Definition
- Class examples

Why Ontario Learns?

- How the customer benefits
- Added bonus to the larger community



Ontario Learns: HOME BUYING BASICS



Upcoming Programs in 2022

- Social Media for Small Businesses
- Smart Composting
- What is that Beeping Noise?

Citizens Business Donation

Marketing

- Instagram Campaign
- FaceBook Campaign
- Internet Search Optimization

Questions?

Thank you for your time!



**CITY OF ONTARIO
COMMUNITY LIFE & CULTURE**

Agenda Report
April 12, 2022

SECTION: STAFF REPORT

Department: Library
Prepared By: Danielle Sanchez
Staff Member Presenting:
Danielle Sanchez
Approved By:

Action: Choose an item.

SUBJECT

OCL Author Events

AGENDA REPORT SUMMARY

Why and How

The Ontario City Library (OCL) hosts authors events for community enrichment that includes learning about writing and illustration processes, exposure to professionals who are successful in the arts, and launching platforms for new and little-known artists and their audience who are also interested in similar careers. OCL chooses authors based on relevance, proximity, cost, and target audiences.

Past Events

Past author events at OCL include Teen Book Fest (TBF) that ran from 2010 to 2020 featuring dozens of authors over its run. Ontario Reads has included many author appearances as well.

Panels in Action

Panels in Action's (PIA) debut was Saturday, November 6, 2021, showcasing four author/illustrators of comic books, manga, and graphic novels in a half day event free to all ages. A future program is planned for November 2022.

Bookishly Yours 2022

Bookishly Yours (BY) debuted on Saturday, March 12, 2022 as a half day event with five authors.

Judy-Campbell-Smith

On Thursday, March 29, Youth Services (YS) hosted Judy Campbell-Smith, author of, *AJ's Neighborhood*. Judy is from Ontario and *AJ's Neighborhood* is about a little boy who moves to Ontario, California, and explores his neighborhood. This was a one-hour event where Judy read passages aloud to children and there were activities for children.

Juanita E. Mantz

Model Colony hosted author and lawyer, Juanita E. Mantz (JEM) on Thursday, March 31, 2022. JEM grew up in Ontario and authored a Young Adult memoir titled, *Tales of an Inland Empire Girl*. This was a free one and half hour event where JEM read excerpts and provided book signing.

Juneteenth 2022

Coming Thursday, June 16, 2022 the library will be hosting two authors/artists. Jina Imani is a mixed media artist that includes photography and the written word. Jina also orchestrates and curates for art shows and galleries. Jasmine Elizabeth Smith is a poet and English teacher. Jasmine's poetry collection, *South*

Flight, has recently been published by University of Georgia Press and is inspired by the Tulsa Race Massacre of 1921. Both Jina and Jasmine will discuss their art and what Juneteenth means to them.

Staff Report

OCCL Author Events

Presented By:
Danielle Sanchez, Librarian
April 12, 2022

Why & How

- Community enrichment
 - Learning & enjoyment
 - Exposure, connection, access
 - Launching
- Relevance
- Proximity
- Targeting
- Cost

Past Events

- TBF, 2010 - 2020
- Ontario Reads
 - Lori Gottlieb
 - Luis Alberto Urrea
 - Gabrielle Zevin
 - Dave Pelzer
 - JR Martinez
 - Les Klinger



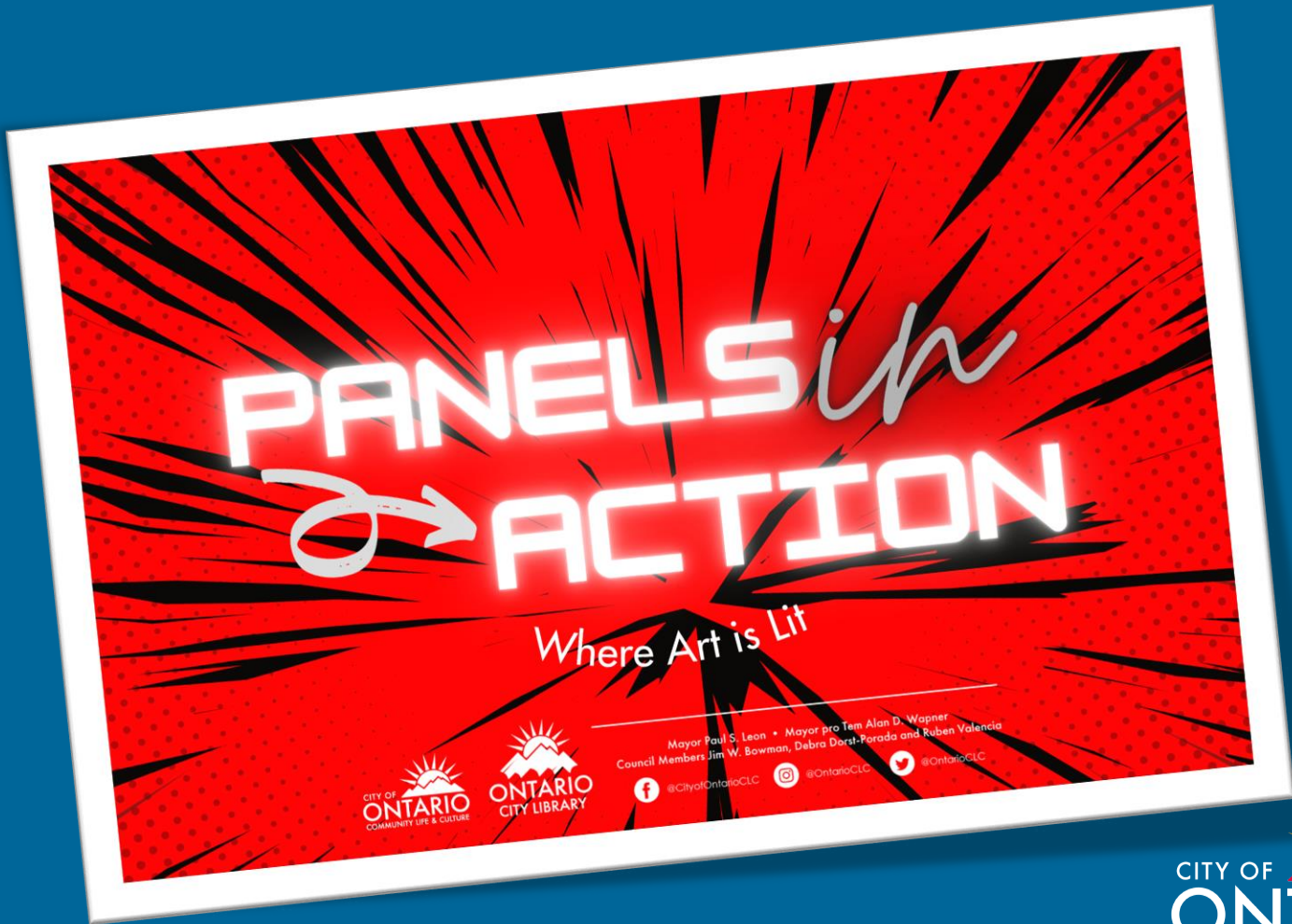


PANELS *in* ACTION

Where Art is Lit.

A FREE GRAPHIC NOVEL, COMIC AND MANGA EVENT FOR ALL AGES.

<p>SATURDAY, NOVEMBER 6TH 10 AM TO 2 PM</p> <p>LEWIS FAMILY BRANCH 3850 E. RIVERSIDE DR. ONTARIO, CA 91761</p>	<p>FOR MORE INFORMATION PLEASE CALL (909) 395-2256 OR VISIT WWW.ONTARIOCA.GOV/LIBRARYEVENTS</p>
<div style="background-color: #4b0082; color: white; padding: 10px; text-align: center;"> <p>JULES RIVERA, AUTHOR OF <i>VALKYRIE SQUADRON</i></p> </div>	<div style="background-color: #000000; color: white; padding: 10px; text-align: center;"> <p>AC ESGUERRA, AUTHOR OF <i>EIGHTY DAYS</i></p> </div>
<div style="background-color: #008000; color: white; padding: 10px; text-align: center;"> <p>EA DENICH, AUTHOR OF <i>THE LONG CON</i></p> </div>	<div style="background-color: #000080; color: white; padding: 10px; text-align: center;"> <p>JENNIFER BRODY, AUTHOR OF <i>200</i></p> </div>
<p>OFFICIAL BOOKSELLER FOR PANELS IN ACTION 2021</p> <p>BARNES & NOBLE</p>	

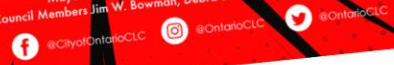


PANELS *in* ACTION

Where Art is Lit



Mayor Paul S. Leon • Mayor pro Tem Alan D. Wapner
Council Members Jim W. Bowman, Debra Dorst-Parada and Ruben Valencia





Bookishly Yours

SATURDAY MARCH 12, 2022

10:30 AM - 2:30 PM

Ovitt Family Community Library | 215 E. C St.



Nicole Maggi



Jeff Garvin



Cindy Pon

Connect with five young adult authors for panels, break-out sessions and an author signing at this free half-day event.



CB Lee



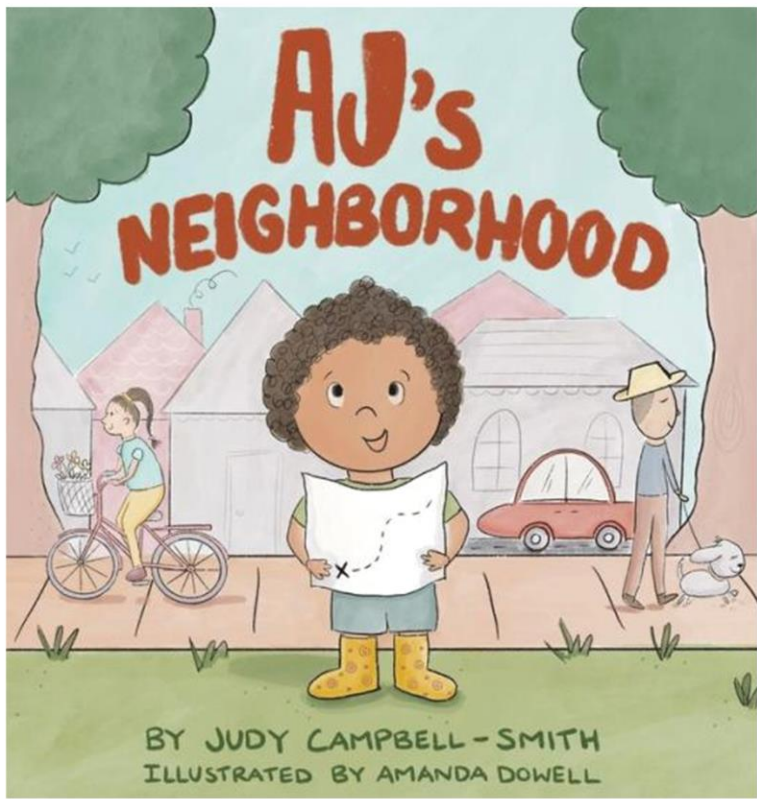
Sara Santana



For more information, please call (909) 395-2207.



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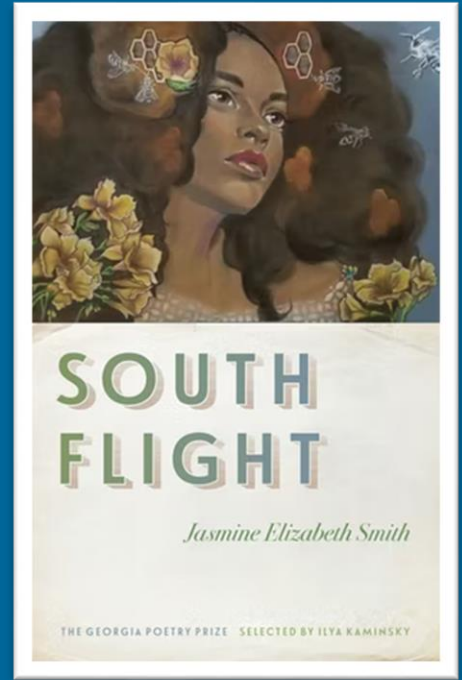
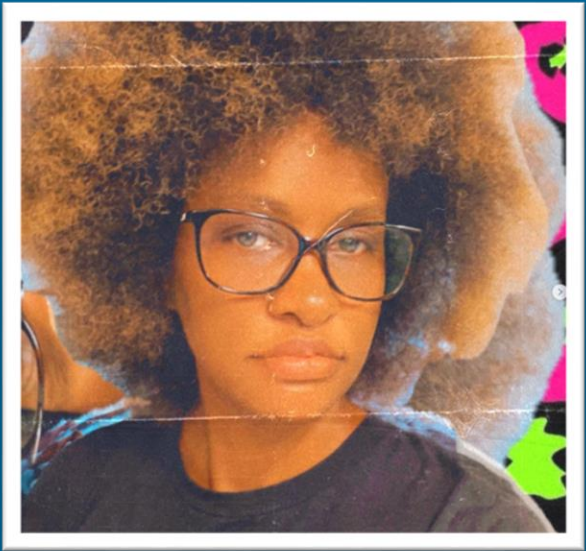


Tales of an Inland Empire Girl



Juanita E. Mantz





Questions?