

encounter Internet filter blocks while trying to access resources, provide them with the opportunity to learn about Internet filters in schools (ALA 2010). Students can track which websites are blocked at school and discuss whether the blocks unnecessarily limit their access to information. Databases such as EBSCO have faced challenges to content (LaRue 2018). Students should learn how databases build resources for users to understand how they provide information access to users. Learners can also consider which online resources are provided to them by their local public library system and how those decisions are made. County commissioners in Citrus County, Florida, denied funding for a local public library digital subscription to the *New York Times*, describing it as “fake news” (“The State of America’s Libraries” 2020), even though it would have allowed for broader user access than the print subscription. Learners can participate in case studies, evaluating how their ability to find information can be denied in a multitude of ways and how a public library setting differs from that of a school library.



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Conclusion

Successful implementation of the *National School Library Standards* requires widespread application of principles of intellectual freedom. Equitable access to library resources, allowing for diverse viewpoints, and “teaching legal-, ethical-, and social-responsibility concepts” are

embedded in each of the Shared Foundations (AASL 2018, 113); they are not stand-alone topics. Therefore, school librarians need to engage students in diverse learning opportunities through accessible, diverse resources in ways that are immersive, iterative, and intentional.

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