



HIES School Philosophy:

Holy Innocents' Episcopal School offers an educational program encompassing academics, arts, athletics, and spiritual formation. Through opportunities to grow intellectually, spiritually, physically, and emotionally, students develop their individual worth and dignity. The challenging academic program prepares students for higher education and emphasizes learning as a pathway toward ethical leadership and a commitment to the common good.

The school provides a welcoming and supportive environment, embraces the differences inherent in a diverse community, and embodies the inclusive Episcopal tradition of respect for the beliefs of others. Holy Innocents' is an active community of faith engaged in local, national and international service to others.

The Hardwick Family Media Center Purpose Statement

The primary purpose of The Hardwick Family Media Center is to foster a love of stories and respect for self and others. We work to support, enrich, and extend the curriculum of HIES. The Library seeks to provide authentic learning experiences through research instruction, individualized reader's advisory services, dynamic programming, and customized assistance for students, classes, faculty, staff, and parents. The Library supports the curriculum by laying the foundation for information literacy skills, collaboration and critical thinking skills.

The Hardwick Family Media Center Vision Statement

The Hardwick Family Media Center will be a welcoming and happy place for the young learners of HIES. We strive to:

- Inspire and support a love of exploring life through stories and characters near and far, fact and fiction, new and old...
- Spark a healthy curiosity and empower learners to explore information critically and ethically in a safe and encouraging environment...
- Collaborate with educators across disciplines and divisions to elevate the educational experience, foster teamwork skills, and promote concept cohesiveness...
- Become an integral part of the learning community by supporting classroom teachers' efforts to engage students with the curriculum and beyond...

- Build empathy, inclusion and compassion in our school community through exposure to diverse stories, cultures, backgrounds, characters, experiences, religions and perspectives...
- Instill an appreciation for the freedoms we find in reading whether it be for research, learning or pleasure...

The Role of School Librarians: The American Association of School Libraries (AASL) defines a librarian's roles as Leader, Instructional Partner, Teacher, Information Specialist and Program Coordinator. A Librarian's roles also include...

- Advocating for all students, the collection and the value the Library provides to the school, educators and learners.
- Inspiring learners to explore and grow.
- Establishing the foundation for lifelong information literacy skills.
- Positively influencing a school culture of reading, collaboration, inclusion and diversity of thought.
- Facilitating the idea that the Library can be more than the sum of its parts.
- Developing dynamic programming to promote connections across disciplines, divisions and people.

The Hardwick Family Media Center should be...

- The epicenter of the school, the hub of learning, creativity and collaboration.
- A safe haven for both personal and collaborative exploration.
- Current, relevant, representative, dynamic and diverse.
- A place where students are taught HOW to think, not WHAT to think.

Operating Procedures and Systems Overview

- Hours of Operation
 - 8:05 AM - 2:55 PM (Closed to students 11:00-11:45 AM)
 - Only students working in a volunteer capacity are allowed in the Library before or after carpool.
 - The Library is not to serve as a location for campus childcare during In-Service days unless specifically coordinated.
- Visitation Guidelines: Guidelines are designed to ensure the Library's ability to provide quality instruction and dedicated attention to scheduled classes/students.
 - Students should not independently visit the Library or AR Lab on the same day their homeroom has Library Class.
 - Student visits are limited to one Library visit per day, including the AR Lab, unless returning books.
 - Students should be limited to 2 at a time per class for independent visits.
 - If students need to use the library in groups of five or more, a time should be scheduled and a teacher must stay to supervise unless otherwise coordinated.
 - Students should not be sent for assistance with research during other homerooms' Library Class times without prior coordination.
 - Teachers who would like to use the Library space to work with their own small group, please confirm a time to ensure there are no scheduling or space conflicts.
 - Students will be asked to return to class if they visit outside these parameters.
- Circulation Parameters
 - *Check-Out Limits:* The maximum number of books students are allowed to check out will be one more than their grade. Example: 3rd graders can check out up to 4 books at a time.
 - *Check-Out Period:* The checkout period is two weeks but can be renewed up to two more times (this does not include new books). If a book is damaged or cannot be located before the end of the school year, students will be assessed for the existing value of the book in order to purchase a replacement.
 - If a teacher would like to check out a book from another HIES Library, a manual checkout system will be used and the item will be tracked by the LS Librarian. Students are only allowed to check out books from the Lower School Library.
 - Books/series can be removed from circulation for use in classroom based projects.
 - *NEW Books: Books are considered "New" for the first six weeks in circulation*
 - NEW books will be displayed in a dedicated section and will be made available immediately for checkout upon processing.
 - While a book series is still considered new, students are limited to checking out one in that series at a time.
- Book Selection and Readers' Advisory

- Although we encourage “just right” books, students are allowed to choose books at *any reading level*, regardless of their own reading level.
- Professional organizations like the School Library Journal provide suggested grades related to content. The range of what is appropriate is wide in an elementary setting and the Library staff works diligently to guide students to read stories with characters and stories they can relate to.
- Class Rotation
 - The Library is integrated into the co-curricular schedule to ensure all classes (1st-5th grades) have dedicated Library time every rotation. Library time will include one lesson, access to the AR Lab, readers’ advisory and check-out.
 - If a class misses Library time because of a school-related scheduling or event conflict, that teacher may independently schedule a make-up period of 20 minutes for AR Lab and checkout but the missed lesson will either be skipped or shifted. A full library class cannot be made up with the existing time constraints.
- AR Lab Guidelines
 - One visit to the AR Lab is allowed per day as part of the Library visit as a whole.
 - AR Points for each school year begin to accumulate at the onset of summer and count towards the upcoming school year.
 - Students may choose a treat from the cart for *passing an AR test (70% or above)* and may not assist each other with answering questions. Student volunteers can help students read the question but not provide answers.
 - If a student fails a test they can initiate a retake process directly with the AR Coordinator but the make-up test cannot be taken until the following day.
 - AR tests can be taken at home but students are not eligible to choose a treat for any tests taken over the weekend. .
 - Students can earn a maximum of one treat per day, regardless of the number of tests passed on any given day.
 - Candy treats are not to be eaten during the school day or in the Library itself.
- Social Media
 - Instagram:
 - The Librarian will share content twice a week to showcase student activities, programming, collection highlights, events, reading incentives, etc.
 - To protect the privacy of our students, approved followers are limited to individuals associated with HIES and not outside individuals with no direct link to our school community or student body. The librarian and Communications staff reserve the right to remove followers for questionable connections or negative online behavior.

- Newsletter: A monthly newsletter will be created to share Library statistics and update families on all Library happenings.
- Parent Volunteers
 - Parent Volunteers will be asked to assist in shelving and other special projects like cataloging, genrefying the collection, check-out assistance and other administrative tasks.
 - Parent Volunteers will NOT serve in a readers' advisory capacity and are asked not to make book recommendations to students.
 - One 2-hour training must be completed before volunteering begins and parents are asked to commit to one 2-hour shift per week for the duration of the school year.
- Student Leadership: 4th Grade Library Leaders & 5th Grade Library Ambassadors
 - 4th and 5th graders have the opportunity to apply for volunteer positions and be chosen based on teacher recommendations, the quality of the application, and individual historical Library behaviors.
 - Ambassadors and Leaders must complete a full training before volunteering begins.
 - *4th Grade Library Leaders* will complete one 15 minute shift per week. Duties will be taking care of the Library pets, assisting young readers in the AR Lab and other administrative tasks as needed.
 - *5th Grade Ambassador* will complete one 30 minute shift per week. Duties will be shelving, shelf-checking, assisting young readers in the AR Lab and other administrative tasks as needed.
- Behavioral Expectations
 - Students are expected to treat the Library space, furniture, computers, books, story characters, staff and peers with respect. Food or drinks should be consumed outside. If a student's behavior does not meet the expectations of the staff or is detracting from the Library experiences of others they will be asked to return to class.
 - If a student is asked to leave Library class more than twice in a semester, their opportunities to visit and utilize the Library and AR Lab will be relinquished. Students are asked to engage in our lessons, research, and the stories they read.
 - Students are not allowed in the Library Office/Workroom.

Collection Development

Purpose

This document outlines the Library's policies and procedures for collection development and maintenance. This policy communicates our goals for the collection as a tool to support the school curriculum goals, the Library mission, the Holy Innocents' Episcopal School philosophy and the four pillars of the Episcopalian identity: community life, commitment to social justice, school worship, and religious formation. The collection should also strive to reflect the Episcopalian legacy of inclusion, leadership and love. In addition to supporting teachers' classroom efforts, the collection serves to support students' personal interests, stimulate curiosity around diverse topics and foster a love of reading. Resources are also intended to support students and faculty in developing a foundation for research strategies, information literacy skills and a respect for intellectual property across various types of materials and platforms.

Current Collection Overview

The Library currently utilizes a combination of the Dewey Decimal System and various genre and subject-based systems to organize the collection. The Librarian reserves the right to change the organization to best fit current student needs and to maximize independent search and utilization.

- 2022-2023 School Year: The Fiction section (~3500 books) will be re-cataloged and reorganized by genre to enhance the search process for students.
- 2023-2024 School Year: The non-fiction section will be dismantled and re-organized using the Metis Classification System. This structure uses a subject-based system versus decimals and will improve discovery and search efficiency.
- The Library offers a diverse collection to include title and series in the following categories, genres and sub-genres:
 - Biographies and Picture Book Biographies
 - Digital Databases and online encyclopedias
 - Dive Books and Early Chapter Books
 - Fiction: Classics, Fantasy, Humor, Scary Stories, Mystery, Adventure, Sports Stories and Historical Fiction
 - Graphic Novels and Junior Graphic Novels
 - Magazines
 - Non-Fiction
 - Picture Books
 - Poetry

Guiding ALA and AASL Legislations and Positions

The American Library Association's *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, age, background, or views of those contributing to their creation.

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

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

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

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

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

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their Library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all Library use data, including personally identifiable information.

The American Library Association's: The Freedom to Read Statement

- 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.*
- 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.*
- 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.*
- 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.*
- 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.*
- 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. formation 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.*

Selection Plan and Processes

- **SELECTION PHILOSOPHY:** The Hardwick Family Media Center strives to be a bright spot in every student and educator's day. Our collection should reflect the diverse nature of our city, history, student body and world. Our stories should represent cultures from near and far, old and new, rooted both in reality and in the fantastical. The collection should be current and include both critically-acclaimed and popular items while always maintaining a space for well-loved classics. Out-dated or damaged materials should be constantly replaced by exciting and new works with a focus on including a variety of authors, stories, writing styles, formats, cultures, experiences, and perspectives. This collection will allow all students to explore new worlds and ideas or dive deeper into their own. The collection is not intended to promote any political or religious ideologies but instead provides a place where students can explore and develop their own opinions based on *their* changing perceptions of the world around them.
 - We select and explore stories using the Mirrors, Windows and Sliding Doors philosophy: stories can be a reflection of a student's own experiences, a window into the lives of others or a world they can step into.
 - Our Library supports the intellectual freedom of all students and creates a safe environment for them to explore age-appropriate, relevant and thought-provoking content. This Library ensures students, regardless of their abilities or backgrounds, have equal access to the information they seek and the opportunity to see themselves and their lives in the pages of our books.

This philosophy is informed by *Ranganathan's Five Laws of Library Science*:

1. Books are for use.
 2. Every reader his book.
 3. Every book its reader.
 4. Save the time of the reader.
 5. A Library is a growing organism.
- **SELECTION RESPONSIBILITY:** Selections for the Hardwick Family Media Center will be made by the Head Librarian. Input for these selections will come from Library, education and publishing organizations with special consideration for supporting curriculum needs and specific projects planned by lower school educators. Systems will also be in place to solicit feedback from teachers, students and parents regarding books and series.
 - **SELECTION TOOLS:** The following tools will be Both Fiction and Non-Fiction purchases. Based on our annual budget, funds will be allocated annually to the purchase of books, audio books, DVDs, series, databases and eBooks.

- AWARD WINNERS: Each year, we typically purchase a minimum of one copy of each book (both finalists and winners) for the following awards in the categories of picture books or middle grade novels.
 - American Indian Youth Literature Award
 - Asian Pacific American Literature Award
 - Bank Street Book Awards
 - Caldecott Medal and Honor Books
 - Coretta Scott King Awards
 - Geisel Award
 - Georgia Children's Book Awards
 - Jane Addams Book Awards
 - Newbery Medal and Honor Books
 - Pura Belpre Award
 - Scott O'Dell Awards for Historical Fiction
- ORGANIZATIONS, BLOGS and BOOKLISTS: These notable book lists, bloggers, and organizations will provide reviews and recommendations for additional book purchases. Best sellers on major platforms are also always assessed for inclusion.
 - BookList for Librarians
 - Common Sense Media for Educators
 - Follett Tidal Wave
 - GoodReads
 - MrSchu Reads
 - New York Times Book Review for Children's Books
 - Over the Rainbow Booklist
 - School Library Journal
 - We Need Diverse Books
- SELECTION SCHEDULE:
 - One major purchase will be made each summer for introduction the following fall. Additional purchases will be made quarterly at the discretion of the librarian, budgets withstanding to support specific initiatives or gaps in the collection.

- **CRITERIA FOR SELECTION**
 1. Does it support the curriculum?
 2. Does it support the teachers' specific lesson plans and projects?
 3. Does it support the interests and tastes of students?
 4. Is the book inviting and attractive?
 5. Is it widely recognized as a quality work?
 6. Is the copyright within the last ten years?
 7. Is the book age-appropriate in terms of content and complexity?
 8. Is the content accurate?
 9. Does the story accurately reflect cultures, religions, historical events, time periods or the experiences of groups of people?
 10. Is the content free from the promotion of negative stereotypes, calls to violence or the encouragement of damaging behaviors/treatment of others?

- **NEW AND EMERGING FORMATS**
 - The librarian will consider new formats based on:
 - Budget Considerations
 - Specific uses to meet teacher or curriculum needs
 - Ease of use for students and teachers
 - Level of interest or demand
 - Compatibility with existing technology or platforms
 - Durability
 - Alignment to goals for current school year

- **RECONSIDERATION**
 - If there is an interest in re-introducing a material that has been removed from the Library (content dispute, physical condition, out-dated material, etc) the Library will accept reconsideration requests with this [FORM](#). If the item under consideration meets the criteria for selection, there is a demand for the item and the budget allows, the librarian will make a purchase decision within 30 days of receipt of the reconsideration request. The requestor will receive a written response outlining the decision to either accept or reject the request.

- **GIFTS and DONATIONS**
 - The Hardwick Family Media Center may accept donated books/items if they:
 - Are new and undamaged.
 - Meet at least four of our selection criteria bullets,
 - Support the interests/needs of our teachers or students.

- The librarian has the authority to reject donated items if they do not meet the above criteria.
 - Special consideration will be given to local authors. Additional space will be given to donated items in this area, not to exceed 4 of each item.
- **COLLECTION MANAGEMENT GOALS**
 - The goal is for every book to circulate regularly. Books that go two or more years without circulation will be removed from the Library’s collection.
 - Goals for Item Age and Percentage (Source: Kerby, 2019). These quantitative measurements are assessed annually.

| Category | GOAL % of Collection | Average GOAL Age |
|---------------|-------------------------|---------------------|
| 000 | 0.5-1% | 5 Years |
| 100 | 0.5-1% | 11 Years |
| 200 | 0.5% | 11 Years |
| 300 | 6-10% | 11 Years |
| 400 | 0.5% | 12 Years |
| 500 | 12.5% | 8 Years |
| 600 | 5-7% | 9 Years |
| 700 | 5.5-8% | 9 Years |
| 800 | 2-2.5% | 11 Years |
| 900 | 6.5-8% | 8 Years |
| Biographies | 5.5% | 10 Years |
| Picture Books | 28% | 11 Years |
| Fiction | 22% | 12 Years |

- **PRIVACY and ACCESS POLICY**
 - The Hardwick Family Media Center strives to maintain the privacy of its students while also teaching and modeling safe online practices as outlined by the American Library Association.

- WEEDING: Removing books and items that do not support current needs, are not highly circulated, or that are outdated/damaged is imperative in maintaining the size and age of the collection. Every book on the shelf should be one that is highly recommended and provides value to multiple teachers and students each year. Having a focused collection allows the materials we have to shine and ensures students are more easily able to access their favorite titles.
 - Timeline: Weeding will happen continuously with two major annual purges.
 - C.R.E.W. - A Weeding Manual for Modern Libraries, UT Austin (2012) will be used to evaluate books, ebooks and multi-media. These criteria will be used to determine if an item needs to be removed from the collection.
 - Continuous Review, Evaluation, Weeding
 - Age, Years Since Circulation, and MUSTIE:
 - Misleading and/or factual inaccuracies
 - Ugly - worn out beyond mending or rebinding
 - Superseded by a new edition or better source
 - Trivial - No discernible literary or scientific value
 - Irrelevant to the needs and interests of our community
 - Elsewhere - Easily obtained from another source
- CHALLENGED CONTENT
 - The Hardwick Family Media Center supports the right of all students to choose their own reading material. Supported by the American Library Association, the Hardwick Family Media Center opposes all attempts to restrict access to Library services, materials, and facilities based on the age of Library users.
 - Intellectual Freedom Q&A
 - The Library Bill of Rights: An Interpretation for Minors
 - The Freedom to Read Statement
 - ALA Equity, Diversity and Inclusion Statements
 - Any parent, teacher or administrator who would like to challenge an item should complete the attached FORM (Source: American Library Association). All requests will be addressed in writing within 30 days of receipt with a decision.
 - Guidelines for the age-appropriateness of content are taken from professional library organizations like School Library Journal.
 - Students are not prevented from checking out books outside their reading level. Reading for pleasure should not be held to constraints and is considered a different type of reading than classroom literacy instruction.
 - Students are actively encouraged to seek trusted adults at home when material is encountered that makes them uncomfortable or challenges their current view of

the world or body of experiences. If a student is seeking explanations, we believe the system is working. This gives parents the opportunity to frame conversations within the context of their own family values and experiences. We encourage these dialogues and are honored to support the emotional and intellectual growth of our students.

- DISCARDED MATERIALS

- *“If they are not good enough for our students, then they’re not good enough for others.” - Barabara Braxton*
 - This philosophy guides the decision to recycle weeded items. Each semester, items slated for weeding, will be made available to the student body for one week. Any items that are not taken home will be promptly recycled or discarded.
- Methods for Evaluation of Existing Items (Mardis) to be completed annually
 - Collection-Centered:
 - Checking Lists, Catalogs and Bibliographies
 - Direct physical examination
 - Comparative Statistics, Age Analysis & Collection Mapping
 - Application of the AASL Collection Standards
 - Collection Mapping
 - User-Centered:
 - Circulation Studies, In-House Studies, Shelf-Availability Analysis
 - User-Opinion Surveys

- NEW MATERIAL INTRODUCTION

- New Materials will be introduced each fall with engaging introductory initiatives like book-tastings, tour-of-homes/books, pairings, displays, etc. It is imperative students and teachers alike are exposed to the new materials to ensure all items in our Library are being used and enjoyed.
- Each Fall an Awards Book Club will be established to track and reward students who read medal winning and honor books. Induction into the club will be based on specific reading benchmarks.

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