**Policies & Procedures for Library Media Program**

**Ireland Elementary**

**2016 - 2017**

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Purpose and Mission Statements

**Purpose**

The purpose of this guidelines, policy, and procedures manual is to provide a guide for the operations of the Ireland Elementary Library Media Center. This manual will be amended throughout the year as changes are made to the LMC.

**Mission statement of the ECISD**

**The mission** of the **ECISD** community, a passionate, unified, world class leader in education, is to develop world ready, lifelong learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence; serving as advocate and steward for all students; ensuring relevant teaching, engaged learning and dynamic innovation; and maximizing all available resources.

**Mission statement of Ireland Elementary**

Ireland educators are dedicated to developing lifelong learners.

**Vision statement of Ireland Elementary**

Our vision at Ireland is to be successful in all we do, say and endeavor.

AASL Standards for the 21st Century

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

http://www.ala.org/aasl/standards-guidelines/learning-standards

Selection Policy for School Library Materials

**Selection Objectives**

Ireland Elementary through its professional LMC staff is committed to facilitating teaching and learning by providing:

* To maintain a well-balanced, up to date library collection that meet both the curricular needs and personal needs of students
* To provide a wide range of the best materials available on various different levels of difficulty
* To teach students to access, evaluate, and use information.
* To assist students, teachers, and parents in locating and using materials.
* To promote and provide instruction in information literacy to students and faculty.
* To manage a planned program and a welcoming environment.
* To provide materials that will stimulate students development of critical thinking skills, literary appreciation, aesthetic values, and societal standards
* To provide materials in a variety of formats, including both print and electronic formats, to support the students’ learning needs.

**Responsibility for Selection**

Recommendations from faculty, students, and community members are considered. However, the responsibility for the selection of library materials is assigned to the library media specialist and the campus principal.

**Selection Criteria**

The following criteria will be used when considering all new materials in the LMC, including gifts and loans.

* Materials are selected to support educational and curricular goals of the school, district, and state.
* Library materials are selected to reflect the diversity of the student body and the wide variety of interests they hold.
* Materials will be considered based upon the literary /artistic value, quality and variety of format, and will be selected for their strengths rather than rejected for their weaknesses.
* Library materials will be appropriate for the age, ability level, learning style, and social and emotional development of the intended users.
* Materials will be selected based on the reputation of author, publisher, illustrator, and/or producer.
* Library materials will be selected based upon the authenticity, validity, and integrity of the material.
* Both print and non-print materials will have at least two favorable reviews found in standard selection sources (such as *School Library Journal, Booklist, VOYA [Voices of Youth Advocates], BookHorn,* Book Award lists etc…).
* Materialsmay contain controversial topics, but the collection will represent various viewpoints on those topics.

**Gifts and Donations**

The library media specialist will follow all ECISD policies on gifts and donations. All materials given as gifts or donations will only be added to the collection if they meet the selection policy. If they are not acceptable, they will be given away or discarded by the library media specialist.

\*See ECISD policy EFA (LOCAL)

**Intellectual Freedom**

In order to serve everyone at Ireland, the LMC will maintain a collection that represents many different viewpoints, opinions, ideas, and beliefs on various subjects. The Ireland Elementary LMC follows the American Library Association’s policies on Intellectual Freedom using the “Library Bill of Rights”, “the Freedom to Read Statement”, and the First Amendment to the United States Constitution. See appendices for more information.

Reconsideration Policy

Occasionally, some library / instructional materials will be challenged despite the quality of the selection process. The internet is excluded from reconsideration due to the Internet Acceptable Use policy. The entire selection policy is based on the principals of Intellectual Freedom inherent to the First Amendment of the Constitution of the United States. These rights are expressed in the “Library Bill of Rights” of the AASL, and the “Students’ Right to Read” of the National Council of Teachers of English. A parent/guardian, any employee, or any district resident may formally challenge materials used in the library on the basis of appropriateness.

**Procedures for Reconsideration of Materials**

1. All concerns should be addressed with the library media specialist first.
2. The selection policy will be explained and a copy will be provided along with a copy of the district policy EFA (LOCAL).
3. The librarian or principal shall explain the role the questionable material plays in the district’s education program, its usefulness, and any other relevant information regarding its use.
4. The librarian or principal may offer alternate materials for that parent’s child to read.
5. If a resolution cannot be found, the “Request for Reconsideration of Instructional Materials” form must be filled out and turned into the school principal. EFA (EXHIBIT) (see the appendix)
6. The form will be submitted to the principal who will appoint a reconsideration committee.
7. All members of the committee will review the challenged material in its entirety.
8. The committee will do the following:
   * 1. Read, view, or listen to the challenged material in its entirety (If the work is lengthy, this should be done before this meeting).
     2. Using the selection policy, gauge the relevance and general acceptance of the challenged material.
     3. Complete the appropriate checklist (see appendix) and include the judgement of the challenged materials as a whole (not just the challenged section) for its value to the educational program of the school.
     4. A written recommendation will be presented to all parties involved and the materials will either be removed from circulation or remain a permanent part of the collection.
     5. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

Weeding Policy

“Weeding” is the process where certain items are deemed no longer current, useful, or in good condition and are no longer needed in the collection. This is an ongoing process through the year. It is imperative to weed the collection to keep it up to date and accurate. Materials will be weeded or replaced based on the following criteria:

* Materials are out of date, inaccurate, or misleading.
* Materials are no longer of interest to the present generation (pop culture, hobbies, jobs, etc…)
* The material is in poor condition and can no longer be repaired (missing pages, worn out, written on, has food/drink spilled on it, etc…)
* Materials are scientifically incorrect.
* Material is no longer being checked out/circulated. The item is no long needed for current curriculum.
* Material is beyond the comprehension level of readers.
* Material is mediocre in its presentation or by literary standards.

Once the decision has been made to weed an item from the collection, the following will occur:

* Item will be removed from the catalog
* Barcode and all labels will be removed or marked out.
* All school stamping will be marked over
* Stamp or write “withdrawn” or “removed” and the date inside the cover.
* These items will be either:
  + Thrown away
  + Given away to students, staff, daycares, etc…
  + Recycled or reused in another format

Circulation Policy

Students will be allowed to start checking out books from the library after the rules and procedures are learned, usually two-three after school has started.

Kindergarten students will start checking out one book and work their way up to two books.

1st and 2nd grade students may check out two books at a time.

3rd, 4th, and 5th students may check out 3 books at a time.

Books will be checked out for two weeks at a time. If a student would like to keep the checked out materials longer, then they must recheck out the material.

Teachers must sign out or check out books that leave the library. This includes books in the lending library. They may keep them as long as needed, but the material must be turned in at the end of the year when inventory is being held. A check out report will be printed at the end of each month.

All library materials must be returned to the library no later than two weeks before the last day of the school year for inventory.

By checking out materials from the LMS, library patrons accept all responsibility for the checked out materials. Any lost or damaged materials will be paid for by the patron who checked out the material. No cash will be accepted. Payment must be made before the last day of school and by money order or check only (per ECISD policy).

Privacy Policy

Students’ confidentiality in school libraries is protected by the Texas Open Records Act. The Ireland library also follows all student confidentiality guidelines set forth by state and local governments including ECISD.

Under the Texas Open Records Act, the library records of students or information that student seek, cannot be disclosed to anyone except:

* As necessary for the operation of the library
* Persons authorized in writing, by the student
* By court order

Due to this, all student records will be sealed when sent with the student. The library media specialist cannot send a list of overdue books to teachers.

Internet & Technology Policy

All students will have equal access to the computer in the library media center. Students must follow all ECISD polices on acceptable computer and internet use (CQ local / CQ legal). ECISD does have Internet filtering in place to prevent students from gaining access to harmful and inappropriate online materials. Internet access will be monitored by the librarian. The same rules and expectations for ipads and mobile devices apply.

Guidelines for Internet Acceptable use in the library

* Internet access will be used for research or information gathering.
* Students my search eFollet for collection searching or information on specific books.
* Students may use the computers with permission for educational games or websites (when assigned).
* Computers are available for Accelerated Reading (AR) test.
* Ipads must be checked out before being removed from the library.

Guidelines for use of computers and mobile devices in the library

* Students will use all electronic devices with proper care.
* Students must place headphones and the computer mouse neatly next to the computer after use.
* Students should return the computer to the original page or website that they started on.
* Not following the directions of the librarian (being on the incorrect sights or misuse of computers) will cause the student to lose the use of the computer in the library.

**Appendix**

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 service.

# Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves.

# 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.

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

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

# A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

# 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 individual or groups requesting their use.

\*Adopted June 19, 1939, by the ALA Council, amended October 14, 1944; June 18, 1948; February 2, 1961; January 23, 1980; inclusion of “age” reaffirmed January 23, 1996.

<http://www.ala.org/advocacy/intfreedom/librarybill>

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 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.

1. *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.

1. *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.

1. *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.

1. *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.

1. *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 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.

1. *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](http://www.ala.org/)   
[Association of American Publishers](http://www.publishers.org/)

*Subsequently endorsed by:* [American Booksellers Foundation for Free Expression](http://www.abffe.com/)   
[The Association of American University Presses, Inc.](http://www.aaupnet.org/)   
[The Children's Book Council](http://www.cbcbooks.org/)   
[Freedom to Read Foundation](http://www.ala.org/groups/affiliates/relatedgroups/freedomtoreadfoundation)   
[National Association of College Stores](http://www.nacs.org/)   
[National Coalition Against Censorship](http://www.ncac.org/)   
[National Council of Teachers of English](http://www.ncte.org/)   
[The Thomas Jefferson Center for the Protection of Free Expression](http://www.tjcenter.org/)

<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>

THE STUDENTS’ RIGHT TO READ http://www.ncte.org/positions/statements/righttoreadguideline

An open letter to the citizens of our country from the National Council of Teachers of English:

*Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect. . . . A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.*

Justice William O. Douglas, United States Supreme Court: Adler v. Board of Education, 1951.

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups.

For example, a teacher might select John Knowles' *A Separate Peace* for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slow readers, and partly because it has proved popular with many students of widely differing abilities. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne's *The Scarlet Letter*, Jack Schaefer's *Shane*, Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovitch*, Pierre Boulle's *The Bridge over the River Kwai*, Charles Dickens' *Great Expectations*, or Paul Zindel's *The Pigman*, depending upon the abilities and interests of the students in each group.

And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. But the teacher selects, not censors, books. Selection implies that a teacher is free to choose this or that work, depending upon the purpose to be achieved and the student or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add, provided life is the better part of literature." Students and parents have the right to demand that education today keep students in touch with the reality of the world outside the classroom. Much of classic literature asks questions as valid and significant today as when the literature first appeared, questions like "What is the nature of humanity?" "Why do people praise individuality and practice conformity?" "What do people need for a good life?" and "What is the nature of the good person?" But youth is the age of revolt. To pretend otherwise is to ignore a reality made clear to young people and adults alike on television and radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous but wondrous times we live in, books which talk of the fears, hopes, joys, and frustrations people experience, books about people not only as they are but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of mankind.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. Literature classes should reflect the cultural contributions of many minority groups in the United States, just as they should acquaint students with contributions from the peoples of Asia, Africa, and Latin America.

1. **The Threat to Education**

Censorship leaves students with an inadequate and distorted picture of the ideals, values, and problems of their culture. Writers may often represent their culture, or they may stand to the side and describe and evaluate that culture. Yet partly because of censorship or the fear of censorship, many writers are ignored or inadequately represented in the public schools, and many are represented in anthologies not by their best work but by their "safest" or "least offensive" work.

The censorship pressures receiving the greatest publicity are those of small groups who protest the use of a limited number of books with some "objectionable" realistic elements, such as *Brave New World*, *Lord of the Flies*, *Catcher in the Rye*, *Johnny Got His Gun*, *Catch-22*, *Soul on Ice*, or *A Day No Pigs Would Die*. The most obvious and immediate victims are often found among our best and most creative English teachers, those who have ventured outside the narrow boundaries of conventional texts. Ultimately, however, the real victims are the students, denied the freedom to explore ideas and pursue truth wherever and however they wish.

Great damage may be done by book committees appointed by national or local organizations to pore over anthologies, texts, library books, and paperbacks to find passages which advocate, or seem to advocate, causes or concepts or practices these organizations condemn. As a result, some publishers, sensitive to possible objections, carefully exclude sentences or selections that might conceivably offend some group, somehow, sometime, somewhere.

1. **The Community's Responsibility**

American citizens who care about the improvement of education are urged to join students, teachers, librarians, administrators, boards of education, and professional and scholarly organizations in support of the students' right to read. Only widespread and informed support in every community can assure that

* enough citizens are interested in the development and maintenance of a superior school system to guarantee its achievement;
* malicious gossip, ignorant rumors, and deceptive letters to the editor will not be circulated without challenge and correction;
* newspapers will be convinced that the public sincerely desires objective school news reporting, free from slanting or editorial comment which destroys confidence in and support for schools;
* the community will not permit its resources and energies to be dissipated in conflicts created by special interest groups striving to advance their ideologies or biases; and
* faith in democratic traditions and processes will be maintained.

1. **A Program of Action**

Censorship in schools is a widespread problem. Teachers of English, librarians, and school administrators can best serve students, literature, and the profession today if they prepare now to face pressures sensibly, demonstrating on the one hand a willingness to consider the merits of any complaint and on the other the courage to defend their literature program with intelligence and vigor. The Council therefore recommends that every school undertake the following two-step program to protect the students' right to read:

the establishment of a representative committee to consider book selection procedures and to screen complaints; and

a vigorous campaign to establish a community atmosphere in which local citizens may be enlisted to support the freedom to read.

# Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.   
  
This page has long held the **incorrect amendment date of June 28, 1997**; the [Office for Intellectual Freedom](mailto:oif@ala.org) regrets and apologizes for the error.

<http://www.ala.org/advocacy/proethics/codeofethics/codeethics>

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| Ector County ISD |  |
| 068901 |  |
|  |  |
| INSTRUCTIONAL RESOURCES | EFA |
| INSTRUCTIONAL MATERIALS | (EXHIBIT) |

EXHIBIT A

# REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_\_\_ Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you represent yourself? \_\_\_\_\_ an organization? \_\_\_\_\_ (If an organization, please identify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

Resource on which you are commenting:

\_\_\_\_ Book \_\_\_\_ Magazine \_\_\_\_ Audio Recording

\_\_\_\_ Textbook \_\_\_\_ Library Program \_\_\_\_ Newspaper

\_\_\_\_ Video/DVD \_\_\_\_ Electronic information/network (please specify)

\_\_\_\_ Display \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author/Producer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.
2. To what in the material do you object? (Please be specific: cite pages, and the like)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you believe might be the result of using this material?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For what age group would you recommend this material?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In its place, what material of equal quality would you recommend that could be used to teach similar subject matter?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you believe should be done with the material in question?
   * Remove it from the curriculum.
   * Do not allow my child to use this material.
   * Use it as resource material or a choice selection.

Complainant signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Ector County ISD | | |  |
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| INSTRUCTIONAL RESOURCES | | | EFA |
| INSTRUCTIONAL MATERIALS | | | (EXHIBIT) |

EXHIBIT B

# CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Type of resource \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author/Producer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Purpose
   1. What is the overall purpose of the material or resource?
   2. Is the purpose accomplished? 🞎 Yes 🞎 No
2. Authenticity
   1. Is the author or presenter competent and qualified in the field?   
      🞎 Yes 🞎 No
   2. What is the reputation and significance of the author or publisher/producer in the field? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Is the material or resource up-to-date? 🞎 Yes 🞎 No
   4. Are information sources well documented either in the resource or in guides?   
      🞎 Yes 🞎 No
   5. Are translations and interpretations faithful to the original?   
      🞎 Yes 🞎 No
3. Appropriateness
   1. Does the resource promote the educational goals and objectives of the curriculum of District schools? 🞎 Yes 🞎 No
   2. Is it appropriate for the level of instruction intended? 🞎 Yes 🞎 No
   3. Are the illustrations appropriate for the subjects and age levels?   
      🞎 Yes 🞎 No
4. Content
   1. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity? 🞎 Yes 🞎 No
   2. Does it present information not otherwise available? 🞎 Yes 🞎 No
   3. Does it give a dimension or direction that is new or different from others available for the subject? 🞎 Yes 🞎 No

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1. Review/Evaluations
   1. Source of review/evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      * Favorably reviewed
      * Unfavorably reviewed
   2. Does this title or resource appear in one or more reputable selection aids?   
      🞎 Yes 🞎 No

If answer is “yes,” please list titles of selection aids.

Additional Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Recommendations by review committee for treatment of questioned resource

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signatures of review committee:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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