Intellectual Freedom and Privacy Handout

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Supporting Intellectual Freedom

In this lesson, we reviewed many of the legal and professional foundations that help support intellectual freedom. The American Library Association actually created an Office of Intellectual Freedom to help support to school libraries and their librarians. Explore several resources from the Office of Intellectual Freedom's website, including School and Minors Rights and the Interpretations of the Library Bill of Rights. What items do you already practice in your library? Identify some parts that resonate strongly with you.

Resource	How Do You / Might You Use To Support Intellectual Freedom at Your School?

Creating and Revisiting Your Selection Policy

One of the pillars of intellectual freedom is providing access to all types of resources to students and staff. Having a strong selection policy in place helps guide your decisions in what is appropriate to purchase. Utilize the resources provided to learn more about selection policies and then reflect on the reasons why libraries need a selection policy. After reviewing the resources, craft a selection policy for your library or review the selection policy you already have.

Element of Selection Policy	Your Policy
Library Mission	
Responsibility for Selection	
Position on Intellectual Freedom	
Methods for Selection	
Selection Criteria for Print Materials	
Selection Criteria for Nonprint Materials	
Selection Tools	
Challenge Materials Procedures	

Censorship in the School Library

When we think of censorship, the first thing to come to mind is often the banning of books. However, as you look around your library, are there other areas where things are being censored? Explore the two articles in the resources section. Consider any instances that you or a teacher may have unintentionally censored something in your library (a display, event, etc.). Then, reflect: how would you respond if activities like the ones mentioned in the articles occurred in your library or school?

Censored Activity	Response

Challenge-Proofing Your Library Checklist

Having a plan in place is an important step in being prepared to protect your library against a challenge. After reviewing Helen R. Adam's checklist found in the resources (included in this handout as well), reflect on what will be the easiest elements to implement into your plan? Which will need more in-depth attention? Prepare to discuss with your administrator the top three items that highlight the strength of your program and the top three items that need to be implemented to help protect your library.

Next Step	Easy to Implement	Requires Additional Planning

Challenge-Proofing Your School Library Checklist

I have…	Met	Not Yet or District Level Action	Next Steps
Personal Knowledge			
✓ Educated myself about the First Amendment and court decisions affecting minors' right to receive information in schools and libraries.	☐	☐	
✓ Reviewed ALA policy statements related to intellectual freedom and resisting censorship including, the Library Bill of Rights and its interpretations and the Code of Ethics for the American Library Association.	☐	☐	
✓ Become a member of a state school library organization and participated in state conferences, workshops, and other professional development opportunities.	☐	☐	
The Materials Selection Policy			
✓ Created a materials selection policy that includes a process for reconsideration of school library resources and requested that it be officially approved by the institution's governing body.	☐	☐	
✓ Posted the materials selection policy on the school's and the library's webpages to inform educators, patrons, and the community how school library resources are chosen.	☐	☐	
✓ Reviewed the reconsideration process and am familiar with the steps and persons involved.	☐	☐	
✓ Worked with principal and other administrators to clarify any steps or responsibilities in the reconsideration process that are not clear.	☐	☐	
✓ Arranged with administrators for opportunities to educate teachers, students, and parents/the community about the selection and reconsideration of school library resources.	☐	☐	
✓ Considered how to proceed if the principal directs me as the school librarian to remove a library resource without following the reconsideration process.	☐	☐	
Educating the Principal and Teachers			
✓ Proactively instructed administrators and teachers about materials selection, reconsideration of library materials, and how to respond to a complaint by a parent or other individual about a library resource.	☐	☐	
✓ Explained to new staff the school's library policies related to materials selection, reconsideration of a resource, circulation of resources, privacy of library records, interlibrary loan, Internet use, and others.	☐	☐	
✓ Reviewed with the principal *annually* the materials selection policy, how materials are selected, and district reconsideration procedures.	☐	☐	

I have…	Met	Not Yet or District Level Action	Next Steps
Educating the Principal and Teachers (cont.)			
✓ Shared with the principal and staff articles websites and other resources related to intellectual freedom in the school library and classrooms.	☐	☐	
✓ Selected professional materials related to censorship and made them available to staff.	☐	☐	
✓ Planned collaboratively with teachers and students to create learning experiences incorporating minors' First Amendment speech rights.	☐	☐	
Selection of Materials			
✓ Modeled best practices in selection of library resources by resisting outside pressures (or personal fear) to avoid selecting materials considered by some to be controversial.	☐	☐	
✓ Not permitted personal beliefs or values to interfere with selection of library resources.	☐	☐	
Teaching Students about Intellectual Freedom			
✓ Incorporated into formal and informal student instruction Responsibilities 3.3.7: "Respect the principles of intellectual freedom from Standard 3 of AASL's *Standards for the 21st-Century Learner.*	☐	☐	
✓ Taught students about their First Amendment right to receive information in the school library.	☐	☐	
Educating Parents and the Community			
✓ Described to parents and community members the process used to select library materials.	☐	☐	
✓ Explained the reconsideration process for review of library resources about which a concern has been expressed.	☐	☐	
✓ Practiced positive communication strategies with persons who express concern about a school library resource.	☐	☐	
General Advocacy for the Library Program			
✓ Built positive relationships with the principal, school staff, students, parents, and community members.	☐	☐	
✓ Became knowledgeable about local media and provide positive information and photos about the school library program.	☐	☐	
✓ Contacted legislators regarding the impact of proposed legislation on school libraries and patrons (Adams chapters 2, 3, 6, 9)	☐	☐	

American Association of School Librarians. *Standards for the 21st-Century Learner.* 2007. http://www.ala.org/aasl/standards-guidelines/learning-standards.

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program.* Libraries Unlimited, 2008.

Digital Citizenship in the Real Library—Part I

In a time when students and staff are using the internet to read, research, and learn, librarians are given the task of keeping our students safe online while also advocating for freedom to read and learn online. Explore ISTE's Digital Citizenship page found in the resources and identify an article to share with your administrator or staff. How can the articles on this website enhance the digital citizenship lessons you already teach?

Article	Reason for Sharing
Ideas to Enhance Digital Citizenship Lessons	

Digital Citizenship in the Real Library—Part II

The International Society for Technology in Education (ISTE) is a valuable resource in helping educate students about digital citizenship. Review Nicole Krueger's blog post found in the Resources section and reflect on it. What parts of this blog post challenge your thinking? Identify a component that you can modify and implement in your library.

What Challenged Your Thinking?
What Could You Implement In Your Library?

Library Privacy Records

It is part of a librarian's role to protect students' privacy and that includes keeping their records confidential. It is important to know that each state has their own privacy laws. Explore the privacy laws in your state and reflect. How do they translate to the school library? Look at 3-4 surrounding states and their laws on student privacy. How are they similar or different from your state?

My State	
Summary	
Uses in School Library	

State	Similarities	Differences

Creating a Library Privacy Policy

As your students enter the library, they need to know that you will keep their information safe. It is important for the privacy policy of your school and/or district to be stated clearly and shared openly. After reviewing the American Library Association's privacy checklist, reflect on items that you already have in place and any you think need to be added to your library privacy policy. Create a simple to understand policy to be displayed in your library and on your website.

Actions Currently in Place	Actions Needing Work

Library Privacy Policy