

# ~~Library Collection Development Policy #4310~~

~~Browning Public Schools  
P.O. Box 610  
Browning, Montana 59417~~

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## **Browning Public Schools**

Policy #4310

Policy Name: *Library Collection Development*

Regulation: -----

### **A. Introduction:**

- I. Mission Statement:** The mission of the Browning School District Library Media Program is: to prepare students to access, evaluate, and use resources effectively and efficiently to meet their information needs; to provide materials in varied formats which support the district curriculum, independent learning, and personal enjoyment; and to encourage collaboration with other educators to develop strategies that meet the needs of students and the Montana Library Media Content Standards.
- II. Purpose of Policy:** The purposes of the collection development policy are the following:
  - a. provide educationally sound guidelines for selecting materials for each library media center in the District which will insure that materials selected provide users with a wide range of educational materials on all levels of difficulty, in a variety of formats, with diversity of appeal, and allow for the presentation of varied points of view;
  - b. ensure that collections enrich and support the curriculum;
  - c. ensure that the selection of materials meets the individual needs, abilities and learning styles of the students;
  - d. ensure selection of a broad range of materials on controversial issues to support student development of critical analytical skills; and
  - e. to a limited extent, provide community members with access to culturally relevant materials for in-library use;
  - f. to provide at least a minimum number of books to support each individual school's curriculum.
- III. Community and User Groups Defined:** School District #9 is located in Glacier County on the Blackfeet Indian Reservation. The school system encompasses the communities of Browning, Babb, East Glacier, Starr School and two Hutterite Colonies. The K-12 student population is approximately 1800, of which a majority is Native American. The number of staff is approximately 400.
- IV. Patron Needs and Services/Programs Defined**

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view. The district meets the educational, recreational, and/or research needs of this community by providing access to our collections to all community members, developing unique outreach activities that support literacy.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

**Public Access to Library Materials:**

School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal or their designee is responsible for assessing fines for damaged or unreturned books.

District residents, non-parents, or parents/guardians of non-resident students attending Browning Public Schools may be allowed use of library books at the discretion of the Superintendent or their designee. Permission to check out materials shall be obtained from the Superintendent or their designee. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries. Any individual may challenge the selection of materials for the library media center.

**Cross-Reference:—**

~~—#3535 Student Fees, Fines, and Charges~~

**Legal Reference:—**

~~—First Amendment of the United States Library Bill of Rights~~

~~20-7-203, MCA Trustees' policies for school library~~

~~20-7-204, MCA School library book selection~~

~~20-4-402 (5), MCA Duties of district superintendent or high school principal~~

**V. Cooperative Collection Development & Interlibrary Loan:**

The High School Library subscribes to OCLC (Online Computer Library Center) for collection development assistance and interlibrary loan. The High School maintains and updates their collection through the OCLC. The other district libraries provide interlibrary loans from the district collection only through the Destiny program.

**B. General Priorities, Limitations and Policies:**

- I. Chronological Coverage:** The School District maintains the library collections using the Destiny (Follett) program. The librarians utilize the report feature of Destiny for a detailed report of the age of the collection. The librarian is responsible for evaluating the collection for currency, appropriateness and usefulness, within the budget constraints. Standard checklists, catalogs, bibliographies are used to measure the existing collection against authoritative recommendations. To the extent possible, currency or accuracy of content, use, patron requests, appearance, and subject coverage related to curriculum are taken into consideration in the decision to retain an item. In the case of Native American materials, primarily Blackfeet, every attempt is made to collect whatever is available on the subject, disregarding traditional collection management guidelines.
- II. Formats:** To meet the guidelines established by the Montana Content Standards and Benchmarks, the District libraries purchase and provide access to materials in a wide variety of formats, including but not limited to books, audio books, E-books, videos, DVDs, computer software, maps, periodicals, CDs, and a variety of online subject databases.

**III. Multiple Copies:** In general, the libraries do not purchase multiple copies of materials unless it has been determined that multiple copies are necessary to support a particular curricular area. Exceptions are made in the case of some popular fiction where patron demand is high.

**IV. Languages:** The libraries collect materials primarily in the English language. At the High School, some materials are purchased in either French or Spanish, depending on the current course offerings, and in Blackfeet where appropriate and available.

**V. Funding Considerations:** The School District allocates funds at the building level. Grants to purchase special materials have been made available to the library on an irregular basis. Although the libraries have not received memorial donations, they would be open to the possibility. Money from lost or damaged materials is deposited with the District Business Office to be used for replacement purchases. Library clubs raise money and maintain accounts for various activities (book purchases, craft projects, etc.).

**VI. Collection Responsibilities and Selection Procedures:** Selection and approval of materials for the libraries remains the legal responsibility of the Browning School District Board of Trustees and Superintendent consistent with Section 20-7-204, MCA. The responsibility for the selection of materials for the individual school libraries has been delegated to the individual library media specialists with faculty consultation.

Professional reviewing sources as well as recommended lists are consulted in the selection of materials. Materials shall support and be consistent with the general educational goals of the State and District, as well as, support the aims and objectives of individual schools and specific courses. The following criteria are taken into consideration in the selection of materials:

- Educational significance
- Contribution the subject matter makes to the curriculum and to the interests of the students
- Validity, currency, and appropriateness of the material
- Reputation and significance of the author, producer, and publisher
- Contribution the material makes to the breadth of representative viewpoints on controversial issues
- Quality and variety of format
- Value commensurate with cost and/or need
- Artistic quality and/or literary style
- Timeliness or permanence

**VII. Gifts Policy:** Gifts of books or money are accepted by the school libraries when appropriate consistent with Policy 7260. The criteria for accepting books or other materials are the same as that outlined in the Collection Responsibilities and Selection Procedures. Materials deemed unsuitable for the library will not be accepted. Some donated items may be distributed to students, staff or local community. The libraries will make the potential donor aware of this policy.

**VIII. Collection Maintenance:** Collection development includes the de-selection or weeding of library materials. The library media specialist is responsible for collection maintenance weeding, with the consultation of other faculty members as needed. Generally, the BPS librarians utilize the CREW Method (Continuous Review, Evaluation, and Weeding) to manage the health of the library collection. The library media specialist is responsible for continually weeding and maintaining the building specific collections throughout the year. The decision to deselect materials is guided by the following considerations:

- Items worn or damaged beyond repair
- Duplicate copies of seldom used titles

- Materials unused over a period of five to seven years
- Materials which contain outdated or inaccurate information
- Materials no longer of relevance to the curriculum or interests of the students
- Materials that no longer meet the current selection standards

When possible, any discarded materials that have academic merit will be made available to district teachers. Rare, cultural or historic texts may be kept in local archives. Some discarded materials may become available to students or local “Little Free Library” programs. Finally, district librarians will make every effort to recycle unwanted materials, or dispose of materials in a proper way.

- IX. ~~Complaints and~~ Censorship:** The School Board of District #9 supports and adopts the statements of policy as expressed in the American Library Association Library Bill of Rights, Freedom to Read Statement, Confidentiality of Library Records, and the Library Code of Ethics, copies of which are appended to and made a part of this policy.
- X. Requests for Reconsideration or Complaints:** No duly selected materials whose appropriateness is challenged shall be removed from the school except upon formal action of the Board of Trustees to adopt of the recommendation of a reconsideration committee as provided below. ~~upon a recommendation of the reconsideration committee or upon the decision of the County Superintendent on appeal.~~
- A. All complaints to staff members shall be reported to the building principal and Superintendent. Complainants shall be residents of the School District or a parent/guardian of a student enrolled in the School District.
  - B. The teacher or media specialist involved shall make every effort to resolve the complaint informally by explaining the philosophy and goals of the school district and/or the library media center, the selection procedure, criteria, and the qualifications of those responsible for selecting the materials.
  - C. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the District’s Library Collection Development at Policy #4310 which contains the procedure for handling objections. The packet will also include a standard printed Request for Reconsideration form, which shall be completed and returned before consideration will be given to the complaint.
  - D. If the principal has not received the formal request for reconsideration within two weeks, it shall be considered closed.
  - E. In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision.
  - F. Upon receipt of a completed Request for Reconsideration form, the building principal involved will call together a committee of five to consider the complaint. This committee shall consist of the Curriculum Director from the school involved, the Principal, the Library Media Specialist, a teacher, and a parent representative also from the school involved who is not associated with the submitted complaint.
  - G. The committee known as the Reconsideration Committee shall meet to discuss the material following the guidelines set forth herein and shall prepare a report on the materials containing their recommendations on the disposition of the matter. The report will be given to the building principal and the Superintendent.
  - H. The Reconsideration Committee shall:
    - Examine the challenged material in its entirety
    - Determine professional acceptance by reading critical reviews of the challenged material
    - Weight values and faults and form opinions based on the material as a whole rather than on selections taken out of context
    - Consider the value of the challenged material in the context of the educational program

- Discuss the challenged material with the individual bringing the challenge when appropriate
  - Prepare a written report outlining the findings of the committee
  - Submit their report to the Board of Trustees for acceptance consideration at their next regular meeting. The Board may adopt the recommendation or reject the recommendation. If the recommendation is rejected, the matter may be referred back to the committee for further review consistent with the Board's directives.
- I. The Superintendent shall notify the complainant of the Board's decision. In answering the complainant, the Superintendent shall explain the book selection process, provide the guidelines used for selection, and cite authorities used in reaching the decision. If the ~~committee~~ Board decides to adopt a recommendation to keep the material that is the subject of the complaint, the complainant shall be given an explanation. If the Board adopts a recommendation removing or otherwise limiting access to material, ~~complaint is upheld~~, the Superintendent will acknowledge and honor the directive by making recommended changes.
  - J. If the complainant is still not satisfied, the complainant may seek to appeal the decision of the Board in accordance with law. they may ask the Superintendent to present an appeal to the County Superintendent which shall make a final determination of the issue.
  - K. The Board of Trustees may seek assistance from outside entities and organizations such as District legal counsel, the Montana Library Association, the American Library Association, the Association for Supervision and Curriculum Development or other appropriate organization in making its determination.

#### **XI. Policy Implementation, Evaluation, and Revision:**

This Collection Development Policy will be reviewed by the Library Media Specialists every three years and as changes are necessary, the Board of Trustees will review and adopt.

#### **Cross Reference:**

3535 Student Fees, Fines, and Charges  
7260 Gifts and Endowments

#### **Legal Reference:**

First Amendment of the United States Constitution  
Library Bill of Rights  
20-7-203, MCA Trustees' policies for school library  
20-7-204, MCA School library book selection  
20-4-402 (5), MCA Duties of district superintendent or high school principal

Appendix will include: Sample Letter to Complainant; Instructions to Reconsideration Committee; Library Bill of Rights; Freedom to Read; American Library Association Code of Ethics; Request for Reconsideration Form; Request for Reconsideration of Library Media Materials School District 9; Policy on Confidentiality of Library Records.

## APPENDIX

Sample Letter to Complainant	Appendix 1
Instructions to Reconsideration Committee	Appendix 2
American Library Association Bill of Rights	Appendix 3
American Library Association Code of Ethics	Appendix 4
The Freedom to Read	Appendix 5
Request for Reconsideration of Library Media Materials School District 9	Appendix 6
Policy on Confidentiality of Library Records	Appendix 7

## **Browning Public Schools**

Policy #4310-F1

Policy Name: *Library Collection Development – Sample Letter to Reconsideration Request*

Regulation: -----

### Sample Letter

Date:

Dear:

We appreciate your concern over the inclusion of (Book Name/Material Description) in the (School Name Library). We have developed procedures for selecting materials but realize that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of our:

1. Instructional goals and objectives
2. Browning Public Schools Library Collection Development Policy #4310
3. Request for Reconsideration of Library Media Materials Form

If you are still concerned after you review this material, please complete and return the Request for Reconsideration to me. You may be assured of prompt attention to your request. If I do not hear from you within two weeks from the date of this letter, I will assume you no longer wish to file a formal complaint.

Sincerely,  
Principal



## **Browning Public Schools**

Policy #4310 – F2

Policy Name: *Library Collection Development – Instructions to Reconsideration Committee*

Regulation: -----

### **Instructions to Reconsideration Committee**

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is an essential ingredient of education in a democracy and part of the Browning Public Schools philosophy.

Read thoroughly all materials referred to you, including available reviews and the full text of the challenged material. The general acceptance of the material could be checked by consulting standard evaluation sources and local holdings in other schools.

The challenged material will be considered in its entirety. 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 material as a whole, just as learning resources have been initially selected for their strengths rather than rejected for their weaknesses.

Complete the evaluation form for the particular type of material under consideration.

Prepare a report based on the guidelines as found in the District Collection Development Policy.

The Superintendent will present the committee's report to the complainant at the conclusion of the discussion of the questioned material.

Further, the report and recommendation of the committee will be presented to the Board of Trustees for final review and a decision.

## **Browning Public Schools**

Policy #4310-F3

Policy Name: *Library Collection Development – Library Bill of Rights*

Regulation: -----

### **ALA - 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 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. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all libraries use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.  
Inclusion of "age" reaffirmed January 23, 1996.

"Library Bill of Rights", American Library Association, June 30, 2006.

<http://www.ala.org/advocacy/intfreedom/librarybill> (Accessed October 11, 2022)

Document ID: 669fd6a3-8939-3e54-7577-996a0a3f8952

## **Browning Public Schools**

Policy #4310-F4

Policy Name: *Library Collection Development – Freedom to Read Statement*

Regulation: -----

### **ALA – 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 arise 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 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:

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.

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.

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.

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.

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.

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.

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 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 for Free Expression  
The Association of American University Presses  
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

"The Freedom to Read Statement", American Library Association, July 26, 2006.

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement> (Accessed October 11, 2022)  
Document ID: aaac95d4-2988-0024-6573-10a5ce6b21b2

## **Browning Public Schools**

### **Policy #4310-F5**

Policy Name: *Library Collection Development – Confidentiality of Library Records*

Regulation: -----

### **ALA Policy on Confidentiality of Library Records**

The Council of the American Library Association strongly recommends that the responsible officers of each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy that specifically recognizes its circulation records and other records identifying the names of library users to be confidential. (See also ALA Code of Ethics, Article III, "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" and Privacy: An Interpretation of the Library Bill of Rights.)
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.
3. Resist the issuance of enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

Note: Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

Adopted January 20, 1971, by the ALA Council; amended July 4, 1975; July 2, 1986.

"Policy on Confidentiality of Library Records", American Library Association, July 7, 2006.

<http://www.ala.org/advocacy/intfreedom/statementspols/otherpolicies/policyconfidentiality> (Accessed October 11, 2022) Document ID: 134b167a-db04-9d94-a1fb-d37d81394d75

## **Browning Public Schools**

Policy #4310-F6

Policy Name: *Library Collection Development – Code of Ethics*

Regulation: -----

### **American Library Association Code of Ethics**

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 staff.

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.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.



## **Browning Public Schools**

Policy #4310-F7

Policy Name: *Library Collection Development – Request for Reconsideration Form*

Regulation: -----

### **Request for Reconsideration of Library Media Materials School District #9**

Type of Material:

☐ Book

☐ CD

☐ Video

☐ Periodical

☐ DVD

☐ Audiobook

☐ Pamphlet

☐ Computer Software/App

☐ E-Book

☐ Other

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher or Producer: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

Request Initiated by: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

1. Have you read/listened/viewed the entire material?    Yes    No
2. Please comment on the resource as a whole and specify what material you object to. (Be specific, cite pages, sections, etc.)
3. State why you believe the material is not appropriate for the level of students.
4. State why in your opinion it does not contribute to the school curriculum.
5. Indicate what action you would like the school to take in regards to this material.
6. What other material(s) do you recommend on the same subject and in the same format?
7. Are you a resident of the Browning School District?    Yes    No
8. Do you have a student enrolled in Browning School District?    Yes    No
9. If yes, which school is your student enrolled? \_\_\_\_\_ -