

**LIBRARY/RESOURCE CENTERS****Guiding Principles**

1. Residents or employees of the school district may raise an objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the decision, followed that proper procedure, and observed the criteria for selecting learning resources.
2. The principal should review the selection and challenge procedures with the teaching staff annually. The staff should be reminded that the right to object to learning resources is one granted by policies adopted by the Board of Education.
3. No parent has the right to determine reading, viewing, or listening matter for students other than his/her own children.
4. When learning resources are challenged, the principles of freedom to read, listen and view must be defended.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

**Legal Reference:**

California Education Code 60003  
Instructional Materials  
School District Governing Board Powers

CHALLENGED MATERIAL GUIDELINES

CITIZENS REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Format of instructional material, i.e., textbook, movie, video, etc. \_\_\_\_\_

Author (if book) \_\_\_\_\_ Hardback \_\_\_\_\_ Paperback \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Complainant represents: \_\_\_\_\_ himself \_\_\_\_\_

\_\_\_\_\_ Name of organization \_\_\_\_\_

A. To what in the material do you object? (Please be specific; cite pages or scenes)

\_\_\_\_\_

B. What do you feel might be a result of reading this material?

\_\_\_\_\_

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

\_\_\_\_\_

D. What instructional value does this material contain?

\_\_\_\_\_

E. Did you see or read the entire material? \_\_\_\_\_ What parts? \_\_\_\_\_

F. Are you aware of the judgment of this material by literary entities? \_\_\_\_\_

G. What do you believe is the theme of this material?

\_\_\_\_\_

H. What would you like your school to do about this material?

\_\_\_\_\_ Do not assign it to my child \_\_\_\_\_ Withdraw it from all students

\_\_\_\_\_ Send it back to the Department for reevaluation.

I. In its place, what material of equal literary quality would you recommend that we convey as valuable a representation and perspective of our civilization?

\_\_\_\_\_

Signature of Complainant \_\_\_\_\_

Date \_\_\_\_\_

**CHALLENGED MATERIAL GUIDELINES**

**THE AMERICAN LIBRARY ASSOCIATION  
LIBRARY BILL OF RIGHTS**

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the practices of all libraries:

As a responsibility of library services, books and other matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality, or the political or religious views of the writer.

There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national and local; and books or other reading matter of sound factual authority should not be prescribed or removed from the library shelves because of partisan or doctrinal disapproval.

Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would established a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

As an institution of education for democratic living the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

**CHALLENGED MATERIAL GUIDELINES**

**AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS  
SCHOOL LIBRARY BILL OF RIGHTS**

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principal above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

**CHALLENGED MATERIAL GUIDELINES**

**NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
“FREEDOM TO READ” RESOLUTION**

**WHEREAS** many forms of censorship continue to remove from schools and colleges books which are an important part of our intellectual and literary heritage; and

**WHEREAS** the National Council of Teachers of English has reaffirmed the following positions of “Freedom to Read” by the Committee on Censorship and Controversy:

The freedom to read is essential to democracy.

Attempts at suppression of this freedom rest on a denial of the fundamental promise of democracy – that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad.

Americans are able to recognize propaganda and reject obscenity without the aid of censors.

Suppression of books leads to an ever larger curtailment of expression by those who seek to avoid controversy.

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 stress.

Books are among our greatest instruments of freedom.

Every American community must jealously guard the freedom to read.

Those with faith in free men will stand firm on our constitutional guarantees to freedom to read and will exercise the responsibilities that accompany this right.

**BE IT RESOLVED** that the National Council reaffirms its trust in the right of teachers to select books most appropriate to the purposes of their teaching without interference from either administrators or outside groups intent on any form of censorship; and be it further.

**RESOLVED** that teachers of English everywhere be alert to efforts of censorship, be informed about the issues involved in these efforts, and be prepared to defend the freedom to read as well as to give leadership to others who respect this freedom.

**CHALLENGED MATERIAL GUIDELINES**

**NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
“FREEDOM TO READ” RESOLUTION (Continued)**

**RESOLVED** that in the face of increasing censorship the members of the National Council of Teachers of English reaffirms the student's right to access to a wide range of books and other learning materials under the guidance of qualified teachers and librarians; and that all English teachers be urged to resist censorship by employing points of view and approaches recommended in The Student's Right To Read and other NCTE publications on censorship.

**CHALLENGED MATERIAL GUIDELINES****FREE ACCESS TO LIBRARIES FOR MINORS****An interpretation of the Library Bill of Rights**

Some library procedures and practices effectively deny minors access to certain services and materials available to adults. Such procedures and practices are not in accord with LIBRARY BILL OF RIGHTS and are opposed by the American Library Association.

Restrictions take a variety of forms, including, among others, restricted reading rooms for adult use only, library cards limiting circulation of some materials to adults only, closed collections for adult use only, collections limited to teacher use, or restricted according to a student's grade level, and interlibrary loan service for adult use only.

Article 5 of the LIBRARY BILL OF RIGHTS states that, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." All limitations on minors' access to library materials and services violate the Article. The right to use a library includes use of, and access to, all library materials and services. Thus, practices which allow adults to use some services and materials which are denied to minors abridge the use of libraries based on age.

Material selection decisions are often made and restrictions are often initiated under the assumption that certain materials may be "harmful" to minors, or in an effort to avoid controversy with parents. Libraries or library boards who would restrict the access of minors to materials and services because of actual or suspected parental objections should bear in mind that they do not serve in loco parentis. Varied levels of intellectual development among young people and differing family background and child-rearing philosophies are significant factors not accommodated by a uniform policy based upon age.

In today's world, children are exposed to adult life much earlier than in the past. They read materials and view a variety of media on the adult level at home and elsewhere. Current emphasis upon early childhood education has also increased opportunities for young people to learn and have access to materials, and has decreased the validity of using chronological age as an index to the use of libraries. The period of time during which children are interested in reading materials specifically designed for them grows steadily shorter, and librarians must recognize and adjust to this change if they wish to serve young people effectively. Librarians have a responsibility to ensure that young people have access to a wide range of informational and recreational materials and services that reflects sufficient diversity to meet the young person's needs.

**CHALLENGED MATERIAL GUIDELINES****FREE ACCESS TO LIBRARIES FOR MINORS  
An interpretation of the Library Bill of Rights (Continued)**

The American Library Association opposes libraries restricting access to library materials and services to minors and holds that it is the parents – and only parents – who may restrict their children – and only their children – from access to library materials and services. Parents who would rather their children did not have access to certain library materials should so advise their children. The library and its staff are responsible for providing equal access to library materials and services for all library users.

The word “age” was incorporated into Article 5 of the LIBRARY BILL OF RIGHTS because young people are entitled to the same access to libraries and to the materials in libraries as adults. Materials selected should not be diluted on that account.