

MATERIALS CHALLENGES AND CENSORSHIP

- Top 10 Most Challenged Books 2011
<http://www.ala.org/advocacy/top-ten-most-frequently-challenged-books-2011>
Each spring, ALA releases its list of most frequently challenged books that have been reported in the previous year.
- Banned Books Week
<http://www.ala.org/advocacy/banned/bannedbooksweek>
In late September, ALA and partner organizations sponsor a week-long observance of our freedom to read and the threat of censorship.
- Banned Websites Awareness Day
<http://www.ala.org/aasl/advocacy/bwad>
Censorship extends beyond our print collections and AASL is working to increase awareness of restrictions to websites.
- Reporting a Challenge
<http://www.ala.org/advocacy/banned/challengeslibrarymaterials/challengereporting>
Support for challenges—and even possible challenges—is available confidentially from ALA. Even if you do not require support, *please report your challenge*. Contact information and support materials are available here.
- Pass It On! [pdf file available on ISLMA website]
ISLMA's IF Task Force encourages members to reach out to other school librarians and share information about ALA's "It's Everybody's Job" campaign, using the attached brochure to start the conversation.
- Be Prepared!
<http://www.ala.org/advocacy/banned/challengeslibrarymaterials/essentialpreparation>
Don't be caught by surprise. Have your collection development policy and reconsideration request (i.e., challenge form) available to share.
- What If Forum at University of Wisconsin's Cooperative Children's Book Center
<http://www.education.wisc.edu/ccbc/freedom/whatif/default.asp>
The scenarios presented here will help librarians anticipate and address common intellectual freedom concerns.

LESSON PLANS ABOUT CENSORSHIP

- *A Case for Reading: Examining Challenged and Banned Books*—Grades 3-8
<http://www.readwritethink.org/classroom-resources/lesson-plans/case-reading-examining-challenged-410.html>
- *Censorship in the Classroom: Understanding Controversial Issues*—Grades 9-12
<http://www.readwritethink.org/classroom-resources/lesson-plans/case-reading-examining-challenged-410.html>
- Also see *ReadWriteThink* for lessons on specific authors, including Laurie Anderson and JK Rowling.

LMC 2.0

- "How to Create Social Media Guidelines for Your School"
<http://www.edutopia.org/pdfs/edutopia-anderson-social-media-guidelines.pdf>
Steven Anderson, a technology instructor and consultant, collaborated with Facebook on these clearly explained guidelines. He also shares bookmarks on social media in education:
<http://www.diigo.com/user/stevenanderson/socialmedia>
- Social Media Guidelines for Schools (a wiki)
<http://socialmediaguidelines.pbworks.com>
This wiki offers a glimpse at an early effort to collaboratively develop guidelines for social media use in schools.
- Social Media Guidelines for Schools (a conference presentation by Karen Montgomery and Wesley Fryer)
<http://thinkingmachine.pbworks.com/w/page/22187719/Think%20Social%20Media%20Guidelines>
Karen Montgomery and Wesley Fryer presented these recommendations at the 2011 Teaching the 21st Century Student conference.
- AASL White Paper on Educational Technology in Schools
<http://www.ala.org/aasl/aaslissues/positionstatements/tech-white-paper>
This newly released position statement from AASL challenges schools to enact policies that will allow to access a full range of technology tools.

ACCESS AND DIVERSITY

- ASCLA Library Accessibility--What You Need to Know:
<http://www.ala.org/ascla/asclaprotocols/accessibilitytipsheets/>
This website offers tipsheets for assisting patrons with disabilities or special needs.
- Universal Design for Learning Guidelines for Libraries
<http://www.udlcenter.org/aboutudl/udlguidelines/downloads>
This website offers a framework for creating learning environments that accommodate all learning styles.
- “Restricted Access to Library Materials: An Interpretation of the Library Bill of Rights”
<http://ifmanual.org/restrictedaccess>
This excerpt from ALA’s Intellectual Freedom Manual offers a useful consideration of the various ways in which materials are restricted, sometimes unconsciously.
- *Everyone's Special: Equal Opportunities for all Students to Learn*
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KQ_30_3_JanFeb11_WEB.pdf
This excellent issue of AASL's *Knowledge Quest* contains articles and resources to support a wide range of special needs.
- Information for Libraries and Librarians Serving Latinos & Spanish-Speaking Communities:
<http://reforma.membershipsoftware.org/content.asp?pl=9&sl=59&contentid=59>
For more than 40 years, Reforma has been instrumental in the development of library programs that support Spanish language readers and speakers.
- Professional Development Tools/Multicultural Resources (ALA):
<http://www.ala.org/Template.cfm?Section=diversitytools&template=/ContentManagement/ContentDisplay.cfm&ContentID=109562>
ALA provides a listing of professional organizations, online and print resources to support diverse library constituents.

We value our nation's diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve...
American Library Association, *Libraries: An American Value*

ACCESS AND DIVERSITY Position Statements:

- “Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights” (ALA)
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>
How does the school setting impact the rights of library users?
- “Access to Library Resources and Services Regardless of Sex, Gender Identity, or Sexual Orientation: An Interpretation of the Library Bill of Rights” (ALA)
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesslibrary>
 - “Confidentiality of Library Records” (AASL)
<http://www.ala.org/aasl/aaslissues/positionstatements/conflibrecds>
Do you use open holds or send open library notices through a third party? It may be time to reconsider patron privacy.
- “Labeling in School Libraries” (AASL)
<http://www.ala.org/aasl/aaslissues/positionstatements/labeling>
With increased focus on standardized testing and reading by level, this statement is a useful reminder of the essence of library organization.
- “Language Rights in the 21st Century” (Reforma)
<http://reforma.membershipsoftware.org/content.asp?pl=51&sl=8&contentid=65>
Reforma is a strong voice for the rights of Spanish language readers and speakers.
- “Position Statement on Flexible Scheduling” (AASL)
<http://www.ala.org/aasl/aaslissues/positionstatements/flexsched>
Every librarian should have this statement ready to share with administrators and decision makers within their schools.