

# APPENDIX

---

## N

### CLAY COMMUNITY SCHOOLS MATERIALS SELECTION POLICY

# CLAY COMMUNITY SCHOOLS CORPORATION

JANUARY 1994

## MATERIALS SELECTION POLICY

### PHILOSOPHY

1. The school library/media center implements classroom activity and is an integral part of the curriculum; paralleling it at all points in all departments. The center exists primarily for educational purposes. It offers enrichment for the students and resource material for the faculty. Its materials are selected from all forms of media available for interest, vocabulary, maturity, and ability levels of all students within the school served.
2. The school library/media center provides additional materials to attract students to reading, viewing, and listening as sources of pleasure and recreation over and above needed subject content.
3. It attempts to foster reading as a lifelong activity through pleasurable exposure to printed material.

### GENERAL POLICY

1. The legal responsibility for materials in the school library/media center rests with the school district governing board. Responsibility for the final selection shall be delegated to professionally trained personnel who know the course of study, the methods of teaching, and the individual differences of the pupils in the schools for which the materials are provided, such selection to be in accordance with the statement of specific policy given below.
2. The selection of school resource materials shall be in accordance with the following objectives: (a) To enrich the curriculum; (b) To further the development of youth intellectually, emotionally, and culturally.
3. The school board subscribes in principle to the statements of policy on library philosophy as expressed in the American Association of School Librarians' "Access to Resources and Services in the School Library Media Program", a copy of which is appended to and made a part of this policy.

## ADMINISTRATIVE PROCEDURE FOR SELECTION AND EVALUATION OF MATERIALS

### LIBRARY/MEDIA CENTER MATERIALS

1. The word, materials, as used in this policy statement, includes: books, periodicals, pamphlets, pictures, maps, films, filmstrips, recordings, audiotapes, video tapes, compact discs, laser discs, computer software, and all other materials which are used by the students and faculty in fulfilling the curricular requirements of the school in which the library/media center is located.
2. The selection of materials is a continuous process due to changing curriculum content and the publishing of new materials.
3. Students learn in many different ways: some by seeing, some by reading, some by hearing, and some by handling. The collection should be carefully chosen so as to complement the needs of each student and to offer each student an opportunity to extend boundaries of knowledge and to explore and satisfy interests beyond classroom assignments.
4. In order to make wise selections, library/media personnel must have a thorough knowledge of all kinds of materials and should understand the growth and development patterns as well as the needs and interests of children and youth.
5. First consideration will be given to the needs of the individual school and community, based on knowledge of the curriculum, methods and philosophies of its teachers and administrators, and of the existing

collection.

## CRITERIA FOR SELECTION OF LIBRARY/MEDIA MATERIALS

Materials selection shall be a cooperative, continuing process in which administrators, teachers, media specialists, coordinators, and students should participate.

Educational suitability is the major criterion for the selection of materials.

Materials shall:

1. be consistent with the educational goals of the school district and the objectives of individual schools and specific courses.
2. be appropriate for the age, social development, and maturity of the users.
3. meet the interests, abilities, learning styles, and information needs of the users.
4. represent the diversity of religious, ethnic, political, and cultural values held in a pluralistic society.
5. illustrate the contributions made by various groups in our national heritage and the world.
6. illustrate historical and contemporary forces in society.
7. provide various points of view, including those considered by some to be controversial.
8. represent various theories about the physical environment and the universe.
9. be selected for the atypical student as well as the average student.
10. be selected for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.

The media specialists, teachers, and administrators shall be aided in their selections by, but not restricted to, the various standard lists and book catalogs approved by the American Library Association and the State Department of Education. (An approved list is appended to this policy statement for reference.) If these are not available in the school district, they may be borrowed from Stone Hills Library Services Authority. Those most frequently used should be included in each school's collection.

Community members are encouraged to utilize the services of the library/media centers. Upon request, a list of new acquisitions will be available for review at any time.

## CLASSROOM AND SUPPLEMENTARY MATERIALS

1. Principals, consultants (eg. media specialists), and grade level or course level teachers may initiate a list of materials for specific classes.
2. After the review of materials and the ensuing discussion at the grade and course level, the entire department and principal evaluates the appropriateness of the selections.
3. Final decision is made by the Director of Curriculum in consultation with the building principal and department chairman.

## GIFTS

Gifts from individuals and/or organizations will be acceptable when they meet the same standards as original purchases, require no special conditions, and may be disposed of when warranted.

## RECONSIDERATION PROCEDURES

The Clay Community Schools' Board of Trustees supports the principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States and expressed in the "Library Bill of Rights" of the American Library Association, "The Right to Read" published by the National Council of Teachers of English, and

"The Freedom to View" written by the American Film and Video Association. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials, and the integrity of the certified staff must be upheld while reevaluating the material in question.

It is recommended that a student or his/her parent should have the right to reject the use of library/media center materials which seem incompatible with his/her values and beliefs. It is further recommended that classroom assignments involving library/media center materials provide for alternate choices. This procedure is consistent with the principles expressed in the above listed documents. However, no parent has the right to determine the reading matter for students other than his/her own children.

The review of materials questioned will be treated objectively as an important routine action. Every effort will be made to consider the objections, keeping in mind the best interests of the students, the school, the curriculum, and the community.

### **GUIDELINES FOR RECONSIDERATION OF LIBRARY/MEDIA MATERIALS**

1. Citizens of the school community may register criticism of library/media materials with the school principal, corporation media supervisor or superintendent.

2. The criticism must be submitted in writing. The complainant shall provide complete information on the approved form. (See Appendix F)

3. The Committee for Reconsideration of Materials shall be made up annually, prior to September 10, of fourteen (14) members.

4. The corporation media supervisor shall be a permanent member. Members from categories 1 through 11 listed below, shall each serve two-year terms. The odd numbered categories shall be selected in the fall of the odd numbered years; the even numbered categories shall be selected in the fall of the even numbered years.

1. One elementary teacher selected by the Clay Community Classroom Teachers' Association.

2. One middle/junior high school teacher selected by the Clay Community Classroom Teachers' Association.

3. One secondary teacher selected by the Clay Community Classroom Teachers' Association.

4. One building principal or assistant principal selected by the superintendent.

5. One nurse or guidance counselor selected by the superintendent.

6. One professional media person selected by the K-12 media staff.

7. One student from Clay City Junior Senior High School selected by the student council.

8. One student from Northview High School selected by the student council.

9. Two residents of the school district to be selected by the school board members.

10. Two additional residents of the school district to be selected by the school board members.

11. One non-voting representative of the school board to be selected by the president of the school board.

5. When a vacancy occurs on the committee, the corporation media supervisor shall meet with the individual (s) responsible for the category in which the vacancy has occurred and obtain a replacement to complete the term.

6. By May 5 of every year, the superintendent shall instruct the corporation media supervisor to:

a. Notify in writing prior to May 15 those groups who must select a representative for the following school year.

b. Send a reminder in writing between August 25 and September 5 to those groups who have not responded to the first notice.

c. Arrange and convene an organizational meeting no later than September 22 for the members of the Committee for Reconsideration of Materials.

7. At their organizational meeting, the members shall elect a chair and a recording secretary.

8. Should a reconsideration committee member be involved in a questioned material, a temporary replacement from that category shall be appointed by the original appointing body. Once a decision on the questioned material has been made by the committee, the member shall return as a participating member of the committee.

9. Upon receipt of the completed form requesting reconsideration of library/media materials, the chair of

the Committee for Reconsideration of Materials shall:

- a. Notify committee members of the objection and set a meeting date within ten days.
- b. Distribute a copy of the completed Request for Reconsideration to each committee member.
- c. Distribute the appropriate Checklist for Reconsideration to each committee member.
- d. Obtain and arrange for reading/viewing/listening to the questioned material by the committee as soon as practical.
- e. Obtain review of the questioned material and send them to each committee member at least three (3) regular school days prior to the reconsideration committee meeting.
- f. Hold a reconsideration committee meeting to discuss the questioned material and reach a decision.

10. The Committee for Reconsideration of Materials shall:

- a. Examine the questioned material in its entirety.
- b. Determine professional acceptance of the material by reading critical reviews.
- c. Weigh values and faults and form opinions on the material as a whole rather than on passages or sections taken out of context.
- d. Discuss the material in the context of the educational program.
- e. Vote by a show of hands. A quorum of nine (9) is required to conduct a meeting. Nine (9) votes are needed for the motion to carry.
- f. Prepare a written report using the Report of Reconsideration Committee form.

11. The recording secretary shall:

- a. Record attendance.
- b. Take notes and complete the Report of Reconsideration Committee form.
- c. Obtain signatures from committee members on the Report of Reconsideration Committee form.
- d. Be responsible for filing all required reports within five (5) regular school days after the vote.
- e. Send copies of the completed Report of Reconsideration Committee form to the objector, the building principal, the superintendent, and the professional media person or teacher involved.

12. Resolution:

- a. The written report, signed by all members of the committee and accompanied by all materials used during the proceedings, shall be filed with the superintendent. This shall be the official record of the case.
- b. The decision shall be binding for the individual school or as specified in the report by the reconsideration committee.

13. If the complainant, the certified staff, or the administrator is not satisfied with this decision, a written appeal may be made directly to the Superintendent and School Board.

14. Challenged materials shall be retained in the collection until the complaint has been resolved. The removal of an item before its review is complete might jeopardize others who are using the item successfully.

## **CLASSROOM AND SUPPLEMENTARY MATERIALS**

1. If a citizen of the district questions any material, he/she is requested to file a complaint on the appropriate form, in duplicate, with the building principal. (See Appendix F).

2. Review of the material in terms of the citizen's specific objection is made by the department chairman or other faculty representative, the teacher using the material, and two other teachers in the department or building. Consultation is held between the building principal and the department chairman or designated representative. Their recommendation is forwarded to the Director of Curriculum for approval or rejection.

## OTHER CONSIDERATIONS

### 1. Weeding and discarding materials:

Because judicious discarding is as important as book selection in assuring accuracy of information, continuous and systematic weeding of obsolete material is encouraged. Media specialists are urged especially to discard instead of rebinding unless they deem the potential use of the book to be at least equal to past use.

Criteria for discarding materials includes the following:

- a. out-of-date information
- b. has not circulated for the previous five years
- c. is unattractive and not worthy of being rebound
- d. does not have historical value (out of print materials having no historical information)

Discarded materials may be disposed of by one of the following methods:

- a. destroyed
- b. distributed to classrooms
- c. used book sales by the school corporation
- d. donated to public institutions through established procedures
- e. listed with Stone Hills Library Services Authority

### 2. Replacement and duplication:

Worn-out editions are replaced with new ones, but no attempt is made to supplant usable old editions unless the amount of new material justifies it. No more than six copies for library use will be purchased at one time.

### 3. Textbooks:

Basic texts are never added to the school library/media centers. Supplementary texts are used somewhat more extensively in the high school than in elementary school library media centers.

## ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

### An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

American Association of School Librarian  
Adopted July 2, 1986; amended January 10, 1990, by the ALA Council



## 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.

1. 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.

2. 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.

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

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

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

6. 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.

Adopted June 18, 1948

Amended February 2, 1969, June 27, 1967, and January 23, 1980  
by the ALA Council

American Library Association

## THE RIGHT TO READ

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, 1952.

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 wonderous 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.

### 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.

### 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.

## FREEDOM TO VIEW

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest possible access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, and other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

American Film and Video Association  
Adopted 1979  
Updated and approved, 1989

## APPROVED SELECTION AIDES

The media specialists, teachers, and administrators shall be aided in their selections by, but not restricted to, standard lists and book catalogs approved by the American Library Association and the State Department of Education.

### **Bibliographies:** (latest edition available including supplements)

- Audio-visual Equipment Directory
- Basic Book Collection for Elementary Grades
- Basic Book Collection for High Schools
- Basic Book Collection for Junior high School
- Children's Catalog
- Educational Film Guide
- Educational Media Index
- Elementary School Library Collection.
- Filmstrip Guide
- Junior High School Catalog
- Katz Magazines for Libraries
- National Council of Teachers of English
- National Tape Recording Catalog
- Standard Catalog for high School Libraries
- Vertical File Index

Other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

### **Correct Reviewing Media:**

- The Booklist and Subscription Books Bulletin
- Bulletin of the Center for Children's Books
- Educational Screen and Audiovisual Guide
- Horn Book
- School Library Journal
- Wilson Library Bulletin

## REQUEST FOR RECONSIDERATION OF MATERIALS

Author \_\_\_\_\_ Book: H/C \_\_\_\_\_ Pap. \_\_\_\_\_

Title \_\_\_\_\_ Periodical \_\_\_\_\_

Publisher \_\_\_\_\_ A/V Material \_\_\_\_\_

Request Initiated by \_\_\_\_\_ Computer Software \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

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

Complainant represents:

\_\_\_\_\_ Himself/Herself

\_\_\_\_\_ An Organization (name) \_\_\_\_\_

\_\_\_\_\_ Other Group (name) \_\_\_\_\_

1. Did you read, view, or hear the entire work? \_\_\_yes \_\_\_no
2. To what in the work do you object? Please be specific. Cite pages or sections. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you have negative reviews of the book? \_\_\_yes \_\_\_no. If so, where were they published? \_\_\_\_\_  
\_\_\_\_\_
4. Are you aware of the judgment of this work by critics? \_\_\_\_\_  
\_\_\_\_\_
5. Have you been able to discuss this work with the librarian or teacher who used it?  
\_\_\_yes \_\_\_no

6. What do you understand to be the general purpose for using this work?

a. Provide support for a unit in the curriculum?

\_\_\_yes \_\_\_no

b. Provide a learning experience for the reader in one kind of literature?

\_\_\_yes \_\_\_no

c. Other \_\_\_\_\_

7. In what ways do you think a work of this nature is not suitable for the use the teacher or librarian wishes to carry out? \_\_\_\_\_

\_\_\_\_\_

8. What do you believe is the theme or purpose of this work? \_\_\_\_\_

\_\_\_\_\_

9. For what age group would you recommend this work? \_\_\_\_\_

\_\_\_\_\_

10. What would you like your library/school to do about this work?

\_\_\_ Do not assign/lend it to my child.

\_\_\_ Have it reevaluated by the reconsideration committee.

\_\_\_ Other Explain: \_\_\_\_\_

11. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated? \_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_





**D. Content:**

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?       Yes       No

2. Does this material present information not otherwise available?       Yes       No

3. Does this material give a new dimension or direction to its subject?       Yes       No

**E. Reviews:**

1. Source of Review: \_\_\_\_\_

Favorably Reviewed \_\_\_\_\_ Unfavorably Reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids?

Yes       No      If answer is

yes, please list titles of selection aids. \_\_\_\_\_

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

**Additional Comments:**

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

CHECKLIST FOR RECONSIDERATION COMMITTEE

FICTION AND OTHER LITERARY FORMS

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

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

**A. Purpose:**

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? \_\_\_\_\_Yes \_\_\_\_\_No  
Young Adults? \_\_\_\_\_Yes \_\_\_\_\_No If both are marked no, for what age group would you recommend? \_\_\_\_\_

3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? \_\_\_\_\_Yes \_\_\_\_\_No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?  
\_\_\_\_\_Yes \_\_\_\_\_No

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? \_\_\_\_\_Yes \_\_\_\_\_No

**B. Content:**

1. Does a story about modern times give a realistic picture of life as it is now?  Yes  No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?  Yes  No
3. When factual information is part of the story, is it presented accurately?  Yes  No
4. Is prejudicial appeal readily identifiable by the potential reader?  Yes  No
5. Are concepts presented appropriate to the ability and maturity of the potential readers?  Yes  No
6. Do characters speak in a language true to the period and section of the country in which they live?  Yes  No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?  Yes  No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?  
Young Adults?  Yes  No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?  
Young Adults?  Yes  No

10. Is the material free from derisive names and epithets that would offend minority groups?                    \_\_\_Yes     \_\_\_No

Children?                                \_\_\_Yes     \_\_\_No

Young Adults?                        \_\_\_Yes     \_\_\_No

11. Is the material well written or produced?            \_\_\_Yes     \_\_\_No

12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?                    \_\_\_Yes     \_\_\_No

13. Does the material make a significant contribution to the history of literature or ideas?                    \_\_\_Yes     \_\_\_No

14. Are the illustrations appropriate and in good taste?    \_\_\_Yes     \_\_\_No

15. Are the illustrations realistic in relation to the story?                    \_\_\_Yes     \_\_\_No

**Additional Comments:**

---

---

---

---

---

---

---

---

REPORT OF RECONSIDERATION COMMITTEE

Author: \_\_\_\_\_ Type of Resource: \_\_\_\_\_

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

This decision was made on the \_\_\_\_\_ day of \_\_\_\_\_,

FINDINGS OF FACT: \_\_\_\_\_

\_\_\_\_\_

DECISION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following committee members are in agreement with the above decision:

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

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

The following committee members are not in agreement with the above decision:

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

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