

Adopted: May 1984; Revised: Spring 2001

PROCEDURES FOR SELECTION AND RE-EVALUATION OF RESOURCES

PHILOSOPHY

The educational program of the Willmar Public Schools is designed to provide a framework within which students may attain their highest fulfillment as individuals and as responsible members of our society. Students must be prepared to encounter the daily challenge of the present environment and to resolve the constantly changing problems of the future.

Education is a continuous process that involves the acquisition and application of knowledge, skills, and attitudes. Since students vary in ability, aptitude, cultural background and motivation, the schools must provide varied and adaptable educational programs. The schools become partners with the home, the church, and other community forces in the educational development of all students.

The Willmar Public Schools should establish a climate of educational excellence that will provide the stimuli and challenge students need as they seek self-fulfillment and also provide a realization that school life is part of the never-ending process of individual growth and learning. The District is committed to selecting learning resources which will aid student development in three basic areas: a) critical thinking; b) objective evaluation; c) aesthetic appreciation.

In developing effective citizenship, it is frequently necessary for pupils to study issues that are controversial. In considering such issues, the following shall be pupils' rights:

1. To study any controversial issue which has political, economic, or social significance about which they should begin to have an opinion.
2. To have free access to all relevant information, including the materials that circulate freely in the community.
3. To study in an atmosphere as free as possible from bias and prejudice.
4. To form and express opinions on controversial issues without jeopardizing relationships with the teacher or the school.

SELECTION OF RESOURCES

I. Responsibility for Selection

The Willmar Board of Education is legally responsible for the operation of the schools. The responsibility for the selection of resources is delegated by the unit administrator to the professionally trained personnel employed by the school system.

II. Objectives of Selection

- A. It is the responsibility of school personnel who select resources to provide resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of students served.
- B. It is the responsibility of school personnel who select resources to provide resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, recognition of various societal values, and an awareness of membership in the world community.
- C. It is the responsibility of school personnel who select resources to place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

III. Criteria for Selection (To be used as they apply)

- A. Resources shall support and be consistent with the general educational goals of District 347 and the goals and objectives of individual schools and specific courses.
- B. Resources shall be chosen to support and enrich the individual school curriculum and to meet the personal needs of the students.
- C. Resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of students for whom the materials are selected.
- D. Resources shall provide a background of information which will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- E. Resources shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- F. Resources shall be selected for the atypical student as well as the average student.
- G. Resources shall be selected for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.

IV. Procedure for Selection

- A. In selecting resources, professional personnel shall evaluate available resources and curriculum needs and shall consult reputable, professionally prepared aides for selection and other appropriate sources. **When no professional reviews are available, a recommendation by a certified staff member for including an item in a collection after the certified staff member has examined the item is sufficient.**
- B. While selection of learning resources involves many people (administrators, teachers, students, community persons, resource center personnel) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal and professional personnel.
- C. Gift resources shall be judged by the criteria outlined in Section III, and shall be accepted or rejected by those criteria. **Gift resources are donated to the school with the understanding that there are no obligations for the use of such resources by the school.**
- D. Selection is an ongoing process which includes the removal of resources which are no longer appropriate and replacement of resources which are lost or damaged.

PROCEDURES FOR DEALING WITH AN OBJECTION TO A RESOURCE

I. Statements of policy

- A. Occasional objections to resources will be made despite the care and procedure followed in their selection. Therefore, school personnel should be prepared to uphold the freedom of access to information.
- B. Any resident or employee of the school district **who is at least 18 years of age** may object to the exclusion, inclusion, or restriction of resources in the district's educational program on the basis of appropriateness.
- C. Any objection is defined as written statement of opposition to a resource, requesting that it be excluded, included or restricted.
- D. The objector shall complete one Request for Reevaluation of a Resource form for each resource to which he/she objects (see pages 23-24).
- E. All residents and employees of the school district shall observe the Policy and Procedure for Selection and Reevaluation of Resources.

II. Step-by-Step Procedure When an Objection Occurs

- A. Treat each objector courteously and confidentially, but make no commitments now.
- B. Each objector shall be directed to the building principal or the designee.
- C. The media professional or teacher involved shall be promptly informed.
- D. Within five (5) regular school days of receiving the objection, the principal or designee shall contact the objector, providing him/her with a copy of *the Policy and Procedure for Selection and Reevaluation of Resources*, which includes a *Request for Reevaluation of a Resource* form on pages 23-24.
- E. After receipt of the completed form, the principal, the Committee for Reevaluation of Resources Chair, or their designees, and an appropriate staff member shall explain within five (5) regular school days to the objector the school's selection procedure, the selection criteria and the qualifications of those persons selecting the resources. The principal or other appropriate staff shall also explain the selection rationale for the resource, its intended educational use, and any additional information regarding its use.
- F. At this point, all parties involved may reach an accord based on voluntary exclusion, inclusion or restriction of the material(s) in question. If such an accord is reached, reevaluation procedures may cease.
- G. If the objector still wishes the exclusion, inclusion or restriction of the resource for anyone other than his/her child/ward, the principal and **the media specialist** on the Reevaluation of Resources Committee, shall explain the reevaluation procedure to the objector (see IV D). **The parties shall then compose a resolution expressing the intent of the objector.** A mutually agreeable date to hold a reevaluation committee meeting regarding the resolution will then be set. The meeting must occur within 20 regular school days. If a previous reevaluation is currently pending, however, the meeting date shall be set within 20 regular school days from the conclusion of the pending reevaluation. **The Reevaluation Committee may reschedule the mutually agreeable date set above if a change of resolution occurs prior to the meeting.**
- H. Use of the questioned resource shall not be restricted during the reevaluation process.

III. Committee for Reevaluation

- A. The Committee for Reevaluation of Resources shall be made up yearly, prior to May 15th of the previous school year, of **eleven (11)** members of ISD 347.
- B. Categories **1-4**, listed below, shall each be two-year terms. The odd numbered categories shall be appointed in the spring of the odd numbered years; the even numbered categories shall be appointed in the spring of the even numbered years. **Students selected in category five (5) shall serve a one-year term.** Residents appointed in **category six (6) and seven (7)** shall serve a one-year term. Should one or more personnel in categories **1-7** below be unable to fulfill their duties, a replacement will be appointed by and for the appropriate category.
 1. One building administrator selected by the administration.
 2. One secondary teacher selected by the district site council.
 3. One elementary teacher selected by the district site council.
 4. One media professional selected by the K-12 media staff.
 5. **Two students from Willmar High School. One selected by the Willmar Senior High Student Council, one selected by the senior high principal.**
 6. **Two community members selected by the PTSA.**
 7. **Three community members selected by community organizations.**
- C. The committee members' names are to be submitted at the first June meeting of the Board of Education for the Board's approval.

- D. By May 5th of each year, the superintendent shall:
 - 1. Contact those groups who must appoint a representative for the following year.
 - 2. Set an organizational meeting date no later than September 15 which must be attended by a quorum of committee members.
 - 3. Submit committee members' names to the Board of Education.
- E. The previous chair shall convene and chair the organizational meeting. The eleven (11) members shall select a chair by consensus from the group of community members. The media specialist on the committee shall be the recording secretary. The members shall review the procedures for reevaluation.

IV. Guidelines for the Reevaluation Committee

- A. **Six (6) members of the Committee for Reevaluation of Resources shall constitute a quorum.** A quorum is required at all meetings where a decision is to be made regarding a questioned resource.
- B. All current committee members are voting members. **However, if any reevaluation committee member has been involved in the selection process of the questioned resource, the District Curriculum Director or designee will then act as a temporary replacement for that member.**
- C. **Use of the questioned resource shall not be restricted during the reevaluation process.**
- D. The secretary of the Committee for Reevaluation of Resources shall:
 - 1. Notify committee members of the objection and meeting date.
 - 2. Distribute a copy of the completed Request for Reevaluation of a Resource form to each committee member **and a copy of the resolution.**
 - 3. Distribute the appropriate Checklist for Reevaluation Committee to each committee member.
 - 4. Obtain and arrange for reading/viewing/listening of the questioned resource by the committee.
 - 5. Obtain reviews of the questioned resource and send them to each committee member and objector at least three (3) regular school days prior to the reevaluation committee meeting.
 - 6. Notify the media professional, teacher or administrator involved of the committee meeting.
 - 7. Invite appropriate persons to provide testimony during the meeting. Notify the objector of his/her right to testify and solicit testimony.
- E. **One copy of all materials to be presented to the committee must be received by the chair/secretary five (5) school days prior to the meeting. Copies of the material will then be distributed to the committee members and complainant at least three (3) school days prior to the meeting.**
- F. The Committee for Reevaluation of a Resource shall:
 - 1. Examine the resource referred to in its entirety.
 - 2. Determine professional acceptance of the resource by reading critical reviews.
 - 3. Weigh values and faults and form opinions on the resource as a whole rather than on passages or sections taken out of context.
 - 4. Discuss the resource in the context of the educational program.
 - 5. Hear testimony.
 - 6. Make a decision by public vote. Simple majority will be used. In case of a tie vote, the objection shall be denied.
- G. The recording secretary shall:
 - 1. Record attendance and keep on file all relevant papers.
 - 2. Take notes and complete the Report of the Reevaluation Committee form.
 - 3. Obtain signatures from committee members in attendance on the Report of the Reevaluation Committee form.

4. Send copies of the completed Report of the Reevaluation Committee form to the objector, the building principal, the superintendent, and the media professional or teacher involved.
- H. Meeting Procedure
1. The Chair of the Reevaluation Committee shall call the meeting to order, then:
 - a. introduce the committee members.
 - b. state the purpose of the meeting.
 - c. state the resolution that the meeting will address.
 - d. summarize the request for reevaluation.
 - e. state the professional reviews of the resource.
 - f. explain the resource in the context of the educational program
 2. The Reevaluation Committee shall then
 - a. Discuss the resource.
 - b. Hear testimony and ask questions according to the guidelines (part G).
 - c. Recess if needed to evaluate information.
 - d. Reconvene if recessed and vote by individual committee member on the resolution.
 3. The Chair shall then adjourn the meeting.
- I. Guidelines for Public Testimony.
1. Public testimony shall concern the resource being reevaluated only.
 2. Public testimony shall require speakers to sign their names and addresses before the testimony begins.
 3. Public testimony shall be given in a 40 minute time period where the first 20 minutes will speak for the resolution and the last 20 minutes will speak against the resolution. Speakers for and against the resolution shall decide who will speak and for how long during their 20 minute allotted time. After each 20 minute period the committee shall ask for points of clarification if needed from the speakers.
- V. Resolution
- A. The written report, signed by all members of the committee who attended the meeting, 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 as specified in the report by the reevaluation committee.
 - C. The decision shall be communicated to all employees.
 - D. A decision to sustain an objection shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the selection and/or use of the resource.
 - E. **Once a resource has been reevaluated it cannot be reevaluated again for a period of five years.**
 - F. The committee's decision may be appealed to the District 347 Board of Education by notifying the superintendent of schools.

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.

Adopted: June 18, 1948

Amended: February 2, 1961, January 23, 1980 by the ALA Council

The 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 rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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 the 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:

1. *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 or unpopular with 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.
2. *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.
3. *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.
4. *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.
5. *It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it 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 the citizen. 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.

6. *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.*

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.

7. *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 the 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 citizens 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; Revised January 28, 1972, January 16, 1991, July 12, 2000,
by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by the : [American Library Association](#) and [Association of American Publishers](#)

Access for Children and Young People to Videotapes and Other Nonprint Formats: An Interpretation of the *Library Bill of Rights*

Library collections of videotapes, motion pictures, and other nonprint formats raise a number of intellectual freedom issues, especially regarding minors.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have a responsibility to ensure young people have access to materials and services that reflect diversity sufficient to meet their needs.

To guide librarians and others in resolving these issues, the American Library Association provides the following guidelines.

Article V of the [Library Bill of Rights](#) says, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.”

ALA’s [Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights](#) states:

The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, or legal emancipation of users violates Article V.

. . . Parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Policies which set minimum age limits for access to videotapes and/or other audiovisual materials and equipment, with or without parental permission, abridge library use for minors. Further, age limits based on the cost of the materials are unacceptable. Unless directly and specifically prohibited by law from circulating certain motion pictures and video productions to minors, librarians should apply the same standards to circulation of these materials as are applied to books and other materials.

Recognizing that libraries cannot act *in loco parentis*, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children’s reading and viewing. Published reviews of films and videotapes and/or reference works which provide information about the content, subject matter, and recommended audiences can be made available in conjunction with nonprint collections to assist parents in guiding their children without implicating the library in censorship. This material may include information provided by video producers and distributors, promotional material on videotape packaging, and Motion Picture Association of America (MPAA) ratings *if they are included on the tape or in the packaging by the original publisher* and/or if they appear in review sources or reference works included in the library’s collection. Marking out or removing ratings information from videotape packages constitutes expurgation or censorship.

MPAA and other rating services are private advisory codes and have no legal standing*. For the library to add such ratings to the materials if they are not already there, to post a list of such ratings with a collection, or to attempt to enforce such ratings through circulation policies or other procedures constitutes labeling, “an attempt to prejudice attitudes” about the material, and is unacceptable. The application of locally generated ratings schemes intended to provide content warnings to library users is also inconsistent with the *Library Bill of Rights*.

*For information on case law, please contact the [ALA Office for Intellectual Freedom](#).

See also: [Statement on Labeling](#) and [Expurgation of Library Materials](#), Interpretations of the *Library Bill of Rights*.

Adopted June 28, 1989, by the ALA Council; the quotation from Free Access to Libraries for Minors was changed after Council adopted the July 3, 1991, revision of that Interpretation.

REQUEST FOR REVALUATION OF A RESOURCE

School _____ Date Received _____

Please check type of materials:

_____ Book	_____ Film	_____ Record
_____ Periodical	_____ Filmstrip	_____ Kit
_____ Pamphlet	_____ Cassette	_____ Other

Title _____

Author _____

Publisher or Producer _____

Please answer the following questions. If sufficient space is not provided, attach additional sheet. (Please sign your name to each additional attachment.)

1. Did you read/view/listen to the material in its entirety? _____yes _____no
2. To what in the material do you object? (Please be specific. Indicate pages, frames in a filmstrip, film sequence, etc.) _____

3. What do you believe is the theme or purpose of this material? _____

4. Are you aware of the instructional purpose in using this work? _____yes _____no

5. What do you feel might be the result of a student's use of this material? _____

6. Please attach any items (published reviews/comments, etc.) specifically concerning the resource in question that you would like the Reevaluation Committee to consider.

Appendix A

DISTRICT REVIEW COMMITTEE’S RE-EVALUATION GUIDE

School: _____

Description of Challenged Material: _____

Title: _____

Author/creator: _____

Publisher/producer: _____

Type of material (book, filmstrip, etc.): _____

1. What are the strengths and weaknesses of this resource? (see appropriate checklist)_____

2. What do you think the author/producer/creator is trying to say; that is, what is the theme, or message?_____

3. Given the strengths and weaknesses of the material, does it meet the principles, objectives, and criteria outlined in the Policy and Procedure of Selection and Reevaluation of Resources?_____

4. Does the material meet the purpose for which it was chosen; that is, does the resource promote the educational goals and objectives of the curriculum? _____

Appendix B

CHECKLIST FOR REEVALUATION COMMITTEE: NONFICTION

Author: _____

Title: _____

CHECKLIST

- 1. Is the author competent and qualified in the field? ____yes ____no
 What is the reputation and significance of the author and publisher/producer in the field? ____

- 2. Is the resource up-to-date? ____yes ____no
- 3. Are the information sources well-documented? ____yes ____no
- 4. Is it appropriate to the level of instruction intended? ____yes ____no
- 5. Are the audio and/or visual aspects appropriate to the subject and age level?
 ____yes ____no
- 6. Does this resource present information not otherwise available?
 ____yes ____no
- 7. Does this resource give a new dimension or direction to its subject?
 ____yes ____no

REVIEWS

- 1. Source of review: _____
 Favorably review _____ Unfavorably reviewed _____
- 2. Does this title appear in one or more reputable selection aids? ____yes ____no
 If the answer is **yes**, please list title of section aids. _____

ADDITIONAL COMMENTS: _____

Appendix C

CHECKLIST FOR RE-EVALUATION COMMITTEE: FICTION

Author: _____

Title: _____

CHECKLIST

1. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of others and/or life? ____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, are the facts correct? ____yes ____no
3. Is prejudicial appeal readily identifiable by the potential reader/viewer/listener?
____yes ____no
5. Are concepts presented appropriate to the ability and maturity of the potential user?
____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 resource 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
7. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ____yes ____no
9. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this resource inappropriate? ____yes ____no
10. If there is use of offensive language, is it appropriate to the purpose of the text?
____yes ____no
11. Is the resource free from derisive names and epithets that would offend someone such as a minority group? ____yes ____no
12. Are the audio and/or visual aspects appropriate? ____yes ____no
13. Are the audio and/or visual aspects realistic and in relation to the story? ____yes ____no

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 title of selection aids. _____

Appendix D

REPORT OF RE-EVALUATION COMMITTEE

Author: _____ Type of Resource: _____

Title: _____

This decision was made on the _____ day of _____, 200____.

_____ Minority report is attached.

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: _____

