LIBRARY MEDIA PROGRAM

PHILOSOPHY

The role of the library media program is to ensure that students and staff are effective users of ideas and information. The library media program supports the curriculum by providing adequate resources, personnel, and training so that both students and teachers become independent users of information.

The library media specialist plays a critical role in a school's instructional program. To foster information literacy, the information specialist, as a teacher and consultant:

- Works with the classroom teacher as a partner to plan, design, deliver, and evaluate instruction using a variety of resources and information problem-solving skills

- Provides leadership, expertise and advocacy in the use of technology and resources.

- Partners with teachers to empower students to accept responsibility for their own learning, thereby becoming capable of learning over a lifetime.

- Manages a program (personnel, resources, facility, and services) in which students receive instruction and practice in the use of information. Guidance is given for reading, viewing, and listening so that students can locate resources for both personal enrichment as well as for information problem solving.

A school library media program that is truly integrated into the school's curriculum is central to helping students master information literacy skills.

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning because they can always find the information needed for any task or decision at hand.

(ALA Presidential Committee on Information Literacy)
LIBRARY SELECTION POLICY OF THE
BRISTOL WARREN REGIONAL SCHOOL DISTRICT

I. Statement of Policy

It is the policy of the Bristol Warren Regional School District to select library materials that support the educational goals and objectives of the district. These materials are provided in order to implement, enrich, and support the educational program for the student. It is the policy of the district to provide a wide range of library materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view, and to allow for the reconsideration of allegedly inappropriate library materials through established procedures.

II. Selection Objectives

School library materials will be selected by the district to support and enrich the educational program. Materials will serve both the breadth of the curriculum and the needs and interests of the faculty and students. Library materials are defined as all electronic, print, and nonprint resources, excluding textbooks, used by students and teachers for the district’s educational program. In order to assure that the school library media program is an integral part of the educational program of the school it is the responsibility of the professional staff:

-to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;

-to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;

-to provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives;

-to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;

-to place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

III. Responsibility for Selection

Although the Bristol Warren Regional School Committee is legally responsible for the operation of the schools, the responsibility for the selection of library materials is delegated to the certified library personnel. While selection of materials involves many people, including library media specialists, teachers, students, supervisors,
administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of library materials rests with the certified library personnel.

IV. Criteria for Selection

The following general selection criteria will apply to all library materials:

- Library materials shall support and be consistent with the general educational goals of the state and district, and the aims and objectives of the individual schools and specific courses.

- Library materials shall meet high standards of quality in factual content, artistic and literary value, and presentation.

- Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.

- Library materials shall meet the needs and interests of students and faculty.

- Library materials shall be suitable in both physical format and appearance for their intended use.

- Library materials shall be current and up to date.

- Library materials shall be selected to help students gain an awareness of our diverse society.

- Library materials on controversial issues will be directed towards maintaining a diverse collection representing various views.

In selecting materials, the library media specialist should evaluate the existing collection and should consult reputable, unbiased, professionally prepared selection aids. The following recommended sources, as well as other professionally developed lists will be consulted in the selection of materials but selection is not limited to their listings.

Standard Bibliographies

- Children’s Catalog
- Junior High School Catalog
- Senior High School Catalog
- Fiction Catalog
- Elementary School Library Collection
Current Reviewing Media

- Booklist
- School Library Journal
- Horn Book Magazine
- Bulletin of the Center for Children’s Books
- Voice of Youth Advocates
- Wilson Library Bulletin
- Other current standard reviewing periodicals

Gift Books and Materials

Gift books, materials and equipment are accepted with the understanding that they must meet the same selection criteria as materials purchased with the district funds. Donated items, once accepted, become the property of the Bristol Warren Regional School District.

Weeding

Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items in poor physical condition containing obsolete subject matter, materials no longer needed to support the curriculum or student/faculty interests, or materials superseded by more current information.

V. Position on Intellectual Freedom

The Bristol Warren Regional School Committee subscribes in principle to the statements of policy on library philosophy as expressed in the School Library Bill of Rights, a copy of which is appended to this policy statement (Appendix A). The principles of intellectual freedom expressed in the School Library Bill of Rights are inherent in the First Amendment of the Constitution of the United States. In the event library materials are questioned, the principles of intellectual freedom shall be defended.

VI. Library Procedures for Dealing with Challenged Materials

I. Statement of Policy

Any resident or employee of the school district may formally challenge library resources used in the district’s educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and community who are not directly involved in the selection process. Citizens objecting to specific materials used in the media center are encouraged to discuss their concerns with the principal prior to pursuing a formal complaint.
II. Procedure for handling challenged materials

1. The principal or other appropriate staff shall explain to the questioner the school’s selection procedure, criteria, and qualifications of those persons selecting the resource (Appendix B).

2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.

3. If the questioner wishes to file a formal challenge, a copy of the selection policy of the Bristol Warren Regional School District and a Request for Reconsideration Form (Appendix C) will be handed or mailed to the party concerned by the principal. The challenged materials remain on the shelves during the review process. If the Reconsideration Form has not been received by the principal within two weeks, it shall be considered closed.

III. Request for Formal Reconsideration

A. Preliminary Procedures

1. Each school shall keep on hand and make available Request for Reconsideration of Library Material Forms. All formal objections to library materials must be made on these forms.

2. The Request for Reconsideration of Library Material Form shall be signed by the questioner and filed with the principal or someone so designated by the principal.

3. The superintendent shall be informed of the formal complaint.

4. The request for reconsideration shall be referred to a review committee at the school level for reevaluation of the library material.
B. Review Committee

1. Upon receipt of a completed objection form the principal shall appoint a review committee to consider the complaint. The committee shall include at least one administrator, teacher, library media specialist, and parent.

2. The committee shall meet to discuss the material, following the guidelines set forth in the selection policy and shall prepare a report on the material containing their recommendations on disposition of the matter. (Appendix D & E)

3. The principal shall notify complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the principal shall explain the book selection system, and cite the authorities used in reaching decisions. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the principal will acknowledge it and make recommended changes.

4. If the complainant is still not satisfied, he/she may ask the Superintendent to present an appeal to the School Committee which shall make a final determination of the issue. The School committee may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.
OVERDUE BOOKS – K-12

Books lost during the school year in which they are purchased should be paid in full.

Other books lost should have a nominal ten-dollar ($10) fee.

All fees will be returned if the books are found in that particular year.

Money collected should be returned to the library for book replacement.
THE SCHOOL LIBRARY BILL OF RIGHTS
FOR SCHOOL LIBRARY MEDIA PROGRAMS

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual’s needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural, and aesthetic appreciation and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Adopted by the American Association of School Librarians Board of Directors, Atlantic City, 1969.
Appendix B

Sample letter to Complainant

January 15, 2001

Dear __________,

We appreciate your concern over the use of ___________________________ in our school district. The district has developed procedures for selecting materials, but realize that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district’s

1. Instructional goals and objectives
2. Selection Policy statement
3. Procedure for Handling Objections

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

Sincerely,

Principal
APPENDIX C

REQUEST FOR RECONSIDERATION OF MATERIALS

Title ______________________________________ □ Book □ Periodical □ Other __________

Author ____________________________________________

Publisher __________________________________________

Request initiated by __________________________________________

Address ____________________________________________

City __________ State __________ Zip __________ Telephone ______

Do you represent:
□ Yourself
□ An organization (name) ________________________________
□ Other group (name) _________________________________

1. To what in the work do you object? (Please be specific. Cite pages or sections). ____________________________

2. Did you read, view, or hear the entire work? __________________
   What parts? ____________________________________________

3. What do you feel might be the result of exposure to this work? ________________________________

4. For what age group would you recommend this work? ______________

5. What do you believe is the theme of this work? ________________________________

6. Are you aware of judgments of this work by literary or other critics? ________________________________

7. What would you like your library/school to do about this work?
   □ Do not assign/lend it to my child.
   □ Return it to the staff selection committee/department for re-evaluation.
   □ Other. Explain ________________________________________________

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

Signature ____________________________________________

Date ____________________________________________
APPENDIX D

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction (Sample)

Title

Author

A. Purpose
1. What is the overall purpose of the material?

2. Is the purpose accomplished? Yes No.

B. Authenticity
1. Is the author competent and qualified in the field? Yes No.
2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material up-to-date? Yes No.
4. Are information sources well documented? Yes No.
5. Are translations and retellings faithful to the original? Yes No.

C. Appropriateness
1. Does the material promote the educational goals and objectives of the curriculum of District Schools? Yes No.
2. Is it appropriate to the level of instruction intended? Yes No.
3. Are the illustrations appropriate to the subject and age levels? Yes No.

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


Recommendation by School Media Advisory Committee for Treatment of Challenged Materials


Signature of Media Advisory Review Committee

Date
APPENDIX E

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Fiction and Other Literary Forms (Sample)

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; for young adults? Yes No; for older 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? Yes No; young adults? Yes No.

9. If there is use of offensive language, is it appropriate to the purpose of the text for children? Yes No; for young adults? Yes No.

10. Is the material free from derogatory 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.
LIBRARY SELECTION POLICY OF THE
BRISTOL WARREN REGIONAL SCHOOL DISTRICT

SCHOOL LIBRARY BILL OF RIGHTS for School Library Media Center
Programs
(Approved by the American Association of School Librarians (AASL)
Board of Directors, 1969:

"The American Association of School Librarians reaffirms its belief
in the Library Bill of Rights of the American Library Association.
Media personnel are concerned with generating understanding of
American freedoms through the development of informed and
responsible citizens. To this end the American Association of School
Librarians asserts that the responsibility of the school library
media center is:

To provide a comprehensive collection of instructional materials
selected in compliance with basic written selection principles, and
to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into
consideration the individual's needs, and the varied interests,
abilities, socioeconomic backgrounds, and maturity levels of the
students served.

To provide materials for teachers and students that will encourage
growth in knowledge, and that will develop literary, cultural and
aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of
religious, social, political, historical, and ethnic groups and
their contribution to the American and world heritage and culture,
thereby enabling students to develop an intellectual integrity in
forming judgments.

To provide a written statement, approved by the local Board of
Education, of the procedures for meeting the challenge of censorship
of materials in school library media centers.

To provide qualified professional personnel to serve teachers and
students."

A. Policy for Selection of Instructional Materials -- The Bristol
Warren Regional School hereby declares it is the policy of the
District to provide a wide range of instructional materials on all
levels of difficulty, with diversity of appeal and the presentation
of
different points of view, and to allow for the reconsideration of allegedly inappropriate instructional materials through established procedures.

B. Objectives of Selection -- In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

+ To provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles;
+ 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 lives;
+ To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;
+ To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage;
+ To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

C. Responsibility for Selection -- Although the Bristol School Board is legally responsible for the operation of the school, the responsibility for the selection of instructional materials is delegated to the certified library/media personnel.

While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the certified library/media personnel.

D. Criteria for Selection -- Educational goals of the local school district, individual student learning modes, teaching styles, curricula needs, faculty and student needs, existing materials and networking arrangements should be considered in developing the media collection. Guidelines for the evaluation and selection of curricula resources follow.

Curricula materials should:
+ Be relevant to today's world;
+ Represent artistic, historic, and literary qualities;
+ Reflect problems, aspirations, attitudes and ideals of a society;
+ Contribute to the objectives of the instructional program;
+ Be appropriate to the level of the user;
+ Represent differing viewpoints on controversial subjects;
+ Provide a stimulus to creativity.

These criteria apply to all forms of information: books, pamphlets, periodicals, microforms, databases, computer discs, laser discs, videos, films, and other mediated presentations.
E. Procedures for Selection -- In selecting materials for school
media programs, the certified library/media personnel in
consultation with the selection committee will: evaluate the
existing collection; assess curricula needs; examine materials when
possible and consult reputable, professionally prepared selection
aids. Recommendations for acquisition will be solicited from
faculty and students.

Gift materials should be judged by the criteria listed in the
preceding section and should be accepted or rejected on the basis of
those criteria.

It should be understood that selection is an ongoing process
which should include the removal of material no longer appropriate
and the replacement of lost and worn materials still of educational
value.

F. Evaluation of Collection -- Evaluation of collection plans, of
the collection as a whole, and of individual items must be ongoing.
Evaluation of the collection relates what exists in the collection
to what is needed, and provides guidance for making decisions about
the collection. Library media specialists use accepted techniques
of measurement and evaluation in order to obtain the information
required for collection development. One system is
"Collection Analysis" by Donna Gilliland, South Dakota State Library
& Archives, Pierre, So Dakota.

G. Procedures for Reconsideration of Materials -- Occasional
objections to instructional materials will be made, despite the
quality of the selection process. The Bristol School Board supports
principles of intellectual freedom inherent in the First Amendment
of the Constitution of the United States and expressed in the
"Library Bill of Rights" of the American Library Association and
"Students Right to Read" of the National Council of Teachers of
English. In the event that materials are questioned, the principles
of intellectual freedom, the right to access of materials and the
integrity of the certified library/media personnel must be defended
rather than the materials.

If a complaint is made, the following procedures should be
followed:

1. Inform the complainant of the selection procedures and make
   no commitments.
2. Request the complainant to submit a formal "Request for
   Reconsideration of Instructional Materials" (see Appendix A).
3. Inform the superintendent and other appropriate personnel.
4. Keep challenged materials on the shelves during the
   reconsideration process.
5. Upon receipt of the completed form, the principal requests
   review of the challenged material by an ad hoc materials review
   committee within fifteen working days, and notifies the district
   media director and superintendent that such review is being done.
   The review committee is appointed by the principal, with the
   concurrence and assistance of the certified library/media personnel,
   and includes media professionals, representatives from the classroom
   teachers, one or more parents, and one or more students.
   6. The review committee takes the following steps after
      receiving the challenged materials:
a. reads, views, or listens to the material in its entirety;
b. checks general acceptance of the material by reading
reviews and consulting recommended lists (such as School Library
for Students and Teachers);
c. determines the extent to which the material supports the
curriculum;
d. completes the appropriate "Checklist for School Media
Advisory Committee's Reconsideration of Instructional Material"
(see Appendix B and C), judging the material for its strength and
value as a whole and not in part.
7. Present written recommendation of review committee to the
superintendent and the school board.
8. Retain or withdraw challenged materials as mandated by the
decision of the school board.
CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Author: ___________________________ Hardcover__ Paperback__ Other__

Title: ________________________________

Publisher (if known) ____________________________

Request initiated by: ________________________________

Address: _______________________________________

City: ___________ State: __________ Zip: ________ Telephone: ________

Complainant represents:

______Himself

______(Name of Organization)

______(Identify other group)

(If objection is to material other than a book, change wording of the following questions so that they apply.)

1. To what in the book do you object? (Please be specific; cite pages.) ________________________________________

2. What do you feel might be the result of reading this book? _____________________________________________

3. For what age group would you recommend this book? ________________________________________________

4. Is there anything good about the book? __________________________________________________________

5. Did you read the entire book? ______ What parts? _________________________________________________

6. Are you aware of the judgment of this book by literary critics? ______________________________________

7. What do you believe is the theme of this book? ___________________________________________________

8. What would you like your library/school to do about this book?

_____ Do not assign/lend it to my child

_____ Withdraw it from all readers/students as well as my child

_____ Send it back to the staff selection official/English department office for reevaluation.

9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of the subject treated? ________________________________

Signature of Complainant: ____________________________

(Adapted from a form developed by the National Council of Teachers of English.)
IV. APPENDIX A

Request for Reconsideration of Instructional Materials (Sample)

School ____________________________

Please check type of material:
( ) Book
( ) Periodical
( ) Pamphlet
( ) Film
( ) Filmstrip
( ) Cassette
( ) Record
( ) Kit
( ) Other

Title ____________________________

Author ____________________________

Publisher or Producer ____________________________

Request initiated by ____________________________

Telephone ____________________________ Address ____________________________

City ____________________________ State ____________________________ Zip ____________________________

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, et cetera.)

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

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

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

3. What do you feel might be the result of a student using this material?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

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

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

5. Is there anything good in this material? Please comment.

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

6. Would you care to recommend other school library material of the same subject and format?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

Signature of Complainant ____________________________ Date ____________________________

Please return completed form to the school principal.
V. APPENDIX B

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction (Sample)

Title
Author

A. Purpose
1. What is the overall purpose of the material? __________________________________________________________________________

2. Is the purpose accomplished? __ Yes __ No.

B. Authenticity
1. Is the author competent and qualified in the field? __ Yes __ No.
2. What is the reputation and significance of the author and publisher/producer in the field? __________________________________________________________________________

3. Is the material up-to-date? __ Yes __ No.
4. Are information sources well documented? __ Yes __ No.
5. Are translations and retellings faithful to the original? __ Yes __ No.

C. Appropriateness
1. Does the material promote the educational goals and objectives of the curriculum of District Schools? __ Yes __ No.
2. Is it appropriate to the level of instruction intended? __ Yes __ No.
3. Are the illustrations appropriate to the subject and age levels? __ Yes __ No.

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
__________________________________________________________________________
__________________________________________________________________________

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials
__________________________________________________________________________
__________________________________________________________________________

Signature of Media Advisory Review Committee
__________________________________________________________________________
__________________________________________________________________________

Date
VI. APPENDIX C

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Fiction and Other Literary Forms (Sample)

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; for 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 there 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? Yes ___ No; young adults? Yes ___ No.

9. If there is use of offensive language, is it appropriate to the purpose of the text for children? Yes ___ No; for 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


Recommendation by School Media Advisory Committee for Treatment of Challenged Materials


Signature of Media Advisory Review Committee


Date
VIDEO/TELEVISION POLICY

Teachers will restrict their use of videos and television programming to productions that have been listed within their written course curriculum. If a teacher wants to use a film or program that is germane to a particular class's course of study but is not specifically designated in the curriculum, he or she must notify the subject department chair in writing prior to the students' viewing. This notification must include a brief statement on the relevancy of the video or program to the curriculum.

Department members should conduct a yearly review of the curriculum to add or delete films as necessary. Department chairpeople should exchange lists of selected videos and programs at the beginning of each school year to avoid duplication of materials.

Any student who finds a specific film objectionable should be given an alternative assignment of equal academic weight.

Teachers are reminded that videos are only one of several educational tools. Excessive use of videos or television is counterproductive to the educational goals of the Warren School District.

Approved
10-9-90

Amended
2-12-91