

SCHOOL BOARD POLICY
School District of Holmen
Holmen WI 54636

FILE: 361
SECTION: 300
INSTRUCTION

INSTRUCTIONAL AND MEDIA RESOURCES SELECTION, RECONSIDERATION, AND WITHDRAWAL

The School District of Holmen will provide a wide range of instructional resources in its classrooms, library media centers, and resource areas on all levels of difficulty, with diversity of appeal, and different points of view, in accordance with Section 121.02(b) of the Wisconsin State Statutes. All resources, both print and non-print, will be selected in support of the District and program goals. Allegedly inappropriate instructional resources will be reviewed through established procedures.

The School District of Holmen does not discriminate in the selection and evaluation of instructional and library resources on the basis of age, race, creed, color disability, pregnancy, marital or parental status, religion, sex, citizenship, national origin, ancestry, socioeconomic status, sexual orientation, gender identity, gender expression, or gender nonconformity.

The purpose of this Board-approved resource selection and reconsideration policy is to:

- Clarify the philosophy, procedures, and criteria used in evaluation and selection of resources.
- Define the role of those who share in the responsibility for the selection of resources.
- Provide a procedure for the consideration of objections to the use of particular resources in the educational program.
- Provide a procedure for the withdrawal of resources.

For the purpose of this policy, the following terms shall be used:

- Education Materials - Media Center resources, textbooks and/or instructional resources, and instructional materials purchased by the School District of Holmen.
- Electronic Resources – print and non-print materials accessed through the use of technology.
- Library Media Director - the professional personnel responsible for all library services.
- Library Media Center (LMC) - an area or areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students and school personnel.
- Library Media Program – facilitates the teaching-learning process; ensures access to adequate resources and services; provides a current balanced collection; teaches organization and location of materials in the LMC; assists learners to grow in their ability to find, generate, evaluate, and apply information; prepares students for the work force and lifelong learning.
- Media Center Resources - both print and non-print materials purchased by or housed in the Library Media Centers
- Selection - the decision which must be made to add or withdraw resources to support curriculum and to meet student needs.
- Textbooks and/or Instructional Resources - any materials, print or non-print, that are used to deliver curriculum.

Legal Ref: Wisconsin State Statutes
 121.02(b) School district standards
 121.02 (h) School district standards

Cross Ref: 690, School Property Disposal
 771.1, Use of Copyrighted Materials
 363.2, Acceptable Use Policy
 187, Public Participation at Board and Committee Meetings

Approved: April 1997
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SCHOOL BOARD POLICY GUIDELINES
School District of Holmen
Holmen WI 54636

FILE: 361
SECTION: 300
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GUIDELINES FOR RESOURCE SELECTION

I. RESPONSIBILITY FOR SELECTION OF RESOURCES

- A. While the Holmen School Board of Education is legally responsible for all matters relating to the operation of the School District, it delegates the responsibility for selection of Media Center resources to the certified Media Center personnel employed by the School District. The Library Media Directors encourage and coordinate the recommendations for selection of Media Center resources from a variety of sources including teachers and students. The final responsibility of the selection decision will rest with the Library Media Director.
- B. The responsibility for the selection of textbooks and classroom instructional resources rests with the certified teaching personnel on the related curriculum committees and the Instructional Services Director.

II. CRITERIA FOR SELECTION

- A. The School District of Holmen will comply with the DPI administrative rule P18.01(2)(h) for Wisconsin State Statute 121.02 (h) which in part states: "All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society."
- B. Print and non-print materials, as well as those in an electronic format, will be evaluated by the following criteria as they apply. Resources shall:
 - 1. Support and be consistent with the general educational goals of the district.
 - 2. Support and be consistent with the objectives of the curricula.
 - 3. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
 - 4. Provide for a balanced collection relevant to today's world.
 - 5. Be appropriate for the subject area and for the age, emotional development, ability level, and social development for whom the materials are selected.
 - 6. Provide a fair representation of the many religious, ethnic, and cultural groups and their contributions to our civilization.
 - 7. Avoid gender role and ethnic bias, and stereotyping.
 - 8. Represent differing viewpoints on controversial subjects with the goal of providing a balanced collection.
 - 9. Have aesthetic, literary, or social value.
 - 10. Be created by competent and qualified authors and producers.
 - 11. Provide stimulus to creativity.
 - 12. Have a physical format and appearance suitable for their intended use.
 - 13. Be of acceptable technical quality with adequate documentation.
- C. Although the Board of Education recognizes that any item may offend some patrons, selection of resources will not be made on the basis of anticipated approval or disapproval, but rather on the merits of the resource and its value to the collection and patrons.
- D. The criteria for selection of electronic resources are the same as for print materials.

III. PROCEDURES FOR SELECTION OF RESOURCES

- A. During the selection process, the Library Media Director will evaluate the existing collection and assess curricular and recreational needs. Reputable, professionally prepared selection tools and other appropriate sources will be consulted. In an attempt to build a balanced collection which achieves cultural diversity, the Library Media Director will use a variety of means to select and evaluate resources including bibliographies, reviews, and checklists.
- B. All materials, print and non-print, as well as those in electronic format, to be used in the School District of Holmen to support and implement the written curriculum, will be selected by professional personnel

through reading, listening, viewing, careful examination, the use of reputable, unbiased professionally prepared selection aids and/or selection checklist/guidelines available to the district. All materials, whether purchased or rented, etc. shall be previewed prior to use. Any questionable or controversial material should be cleared with the building principal.

- C. Recommendations for purchase will be solicited from school personnel and students.
- D. The School Media Program accepts gifts with the understanding that only those which meet regular selection criteria will be added to the collection. (Appendix I)

IV. PROCEDURE FOR THE WITHDRAWAL OF INSTRUCTIONAL AND MEDIA CENTER RESOURCES

- A. Selection is an on-going responsibility of the Library Media Director and district staff. This includes the removal of materials no longer deemed appropriate or accurate and the replacement of lost and worn materials which are still of educational value.
 - 1. Criteria for the withdrawal of resources may include:
 - Having inaccurate and outdated information
 - Depicting stereotypes
 - No longer useful for curricular support or recreational reading
 - Not circulated for a number of years
 - In poor physical condition
 - Released (educational materials in good condition but not needed, given to another library or other agency, or sold through book sales)
 - 2. When the decision is made to withdraw a book from the library, the library records must clearly indicate that the book is removed from the library collection.
 - 3. When the decision is made to withdraw other instructional materials, the school records must indicate that the materials have been removed from the inventory.
 - 4. The educational material will be clearly identified as discarded from the library.

V. DISPOSAL OF TEXTBOOKS AND/OR INSTRUCTIONAL RESOURCES

As per School Property Disposal Policy, 690

VI. INTERLIBRARY LOAN

- A. Resource sharing is defined as lending school library media center material for a specified period of time to another library or patron of another library. The purpose of resource sharing is to obtain materials not available in one's local library media center.
- B. The Board of Education (Board) recognizes three facts in the area of resource sharing:
 - 1. No single school library media center can provide for the information needs of all its patrons.
 - 2. School library media centers can provide materials, services, and human resources of value to other libraries.
 - 3. Interlibrary borrowing does not relieve any library of the responsibility for developing its own collection. Therefore, the School District of Holmen shall participate in mutual resource sharing with the Winding Rivers Library System and WISCAT. As a member of the Winding Rivers Library System and WISCAT, we are obligated to comply with established procedures and policies.
- C. Interlibrary Loan Procedures
 - 1. All requests for materials must be submitted to the building library media specialists.
 - 2. Delivery of interlibrary loan materials is provided at charge to the district by the Winding Rivers Library System and WISCAT. A van comes to the school district at a central location (the high school) twice a week.

VII. OBJECTION TO MEDIA CENTER RESOURCES AND OTHER INSTRUCTIONAL MATERIALS

- A. Media Center resources, instructional materials, or information obtained through electronic resources including the Internet, which may be deemed as objectionable by some, may be considered by others as having sound educational value or worth. Any concerned district resident or employee of the district may request the reconsideration of such resources. However, the challenged material will not be removed from

circulation while the district's reconsideration process occurs, nor will use of electronic resources be suspended during the reconsideration process.

1. If, after discussing the matter with the complainant informally, no resolution to the problem of the challenged material has been made, the Library Media Director or building principal will ask the complainant to fill out the Materials Reconsideration Form (see Appendix E) which is based on the form in "The Student's Right to Read" published by the National Council of Teachers of English. For challenges to information found via Networks/Internet Information/Site(s) Form (see Appendix F) will be used. The forms are available from either the principal or the Library Media Director, and completed forms should be returned to the principal of the building in which the material is housed or received.
2. The Library Media Director shall inform the principal of any informal written or oral challenge to Media Center resources within two business days the complaint is made. The Library Media Director shall keep a written record of the complaint, title of the resource, and a synopsis of the event.
3. Formal challenges brought forward by minors must have signed parental/guardian consent. Minors must be accompanied by a parent/guardian at the Resource Reconsideration Committee meeting and any subsequent meetings.

B. Reconsideration of Challenged Resources

1. The Resource Reconsideration Committee shall be composed of people who are selected by the Director of Instructional Services from a standing list of individuals who have agreed to serve on the committee. The Library Media Director or teacher in the building where the formal Request for Reconsideration was accepted will be allowed to sit on the committee in an advisory position. The committee will consist of:
 - A building administrator
 - A teacher from the level at which the complaint was received
 - A member of the Board of Education
 - A Library Media Director from the level at which the complaint was received, if possible
 - A student from the level at which the complaint was received
 - A community member
2. Organization of the Resource Reconsideration Committee
 - The committee will have its first meeting no later than fifteen working days after the Reconsideration Form reaches the chairperson.
 - Before their first meeting, the committee will read and examine the challenged resources, copies of professionally prepared reviews, and a copy of the completed Reconsideration Form. These materials shall be gathered and disseminated by the District Library Media Director.
 - To ensure that any press coverage is accurate, the administrative representative on the committee will provide information from the school perspective.
 - These procedures will be followed during the initial committee meeting:
 - (1) The meeting is a public meeting and may be attended by other observers as well as the complainant and committee members.
 - (2) During this meeting and subsequent meetings, the Director of Instructional Services shall act as the chairperson and facilitate the proceedings. The Director of Instructional Services is a non-voting member of the committee.
 - (3) During this meeting and subsequent meetings, the secretary to the Director of Instructional Services shall act as recording secretary and minutes shall be filed with the District Administrator. All meetings' records shall be open to the public.
 - (4) The complainant may make an initial verbal presentation regarding the materials under consideration. Time shall be limited to five minutes.
 - (5) Observers who meet the requirements of public participation under School District of Holmen policy may now be invited to voice their views under the same five-minute time limit; however, after those opportunities, neither the complainant nor other observers may participate in the committee's deliberations unless later requested to do so by the chairperson.
 - (6) The Resource Reconsideration Committee shall take the following steps in reviewing the challenged resources:
 - Discuss general acceptance of the material as reflected in reviews, and consult recommended lists as provided by the Library Media Director.

- Determine the extent to which the material supports the curriculum.
 - Complete the appropriate “Checklist for Reconsideration of Educational Materials” (see Appendix G, H)
- (7) During this meeting or a subsequent one, the committee shall make its decision to remove or retain the resource. The vote, by show of hands, shall require a simple majority.
- (8) The committee reserves the right to use outside expertise, if necessary, to help in its decision-making process.
- The committee’s written decision shall be presented within fifteen working days to the District Administrator. The District Administrator will notify the complainant in writing of the committee’s decision.
 - An appeal of the decision of the committee may be made by the complainant within five working days to the District Administrator and Board of Education. The School Board and District Administrator will make the final decision on the complaint. The decision will be made at the next regular meeting of the board or at a special meeting within ten working days of the second complaint. The chairperson will represent the Resource Reconsideration Committee at this meeting. The decision of the Board of Education shall be binding.
 - The District Administrator shall be responsible for the implementation of the decision.
 - A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the resources.
 - A request to reconsider a resource which has previously been before the committee must receive approval of the majority of the committee members before the resource will again be reconsidered.
- (9) A request to reconsider a resource which has been removed from the educational system must receive approval of the majority of the reconsideration committee members before the resource will be reviewed. There must be a time period of at least five years between reconsideration procedures.

If the committee approves the reviewing of the resource, the following will occur:

- The student on the committee must have written approval from a parent or guardian to stand on the committee.
- The committee will meet and complete the appropriate checklist (see appendices G, H) the committee will then follow the guidelines for reconsideration.

Appendix A

LIBRARY BILL OF RIGHTS

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 representing all points of view on current 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 view.
6. Libraries which make exhibit spaces and meetings 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, 1949.

Amended February 2, 1961 and January 23, 1980

Include of "age" reaffirmed January 23, 1996 by the ALA Council

American Library Association

Note: Persons writing policies should be sure that professional association documents attached to the policy are the latest revisions. Notice that this statement from the American Library Association has been revised several times. As newer revisions are adopted, they should be used.

Appendix B

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

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 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 the 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 loans 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 equally to all expressions of concern. School library media professionals implement district policies and procedures. (American Association of School Librarians, Adopted July 2, 1986, Amended January 10, 1990 by the ALA Council.)

Note: Persons writing policies should be sure that the statements from professional organizations included in the policy are the currently endorsed statements. For example, many selection policies still include the School Library Bill of Rights. The School Library Bill of Rights is no longer an endorsed American Association of School Librarians document. It was rescinded in 1976 and replaced in 1986 with this interpretation of the Library Bill of Rights.

Appendix C**WEEDING LIBRARY COLLECTIONS****A. Rationale**

Did you ever hear of a library with too many books? It can happen. A school library media center has a responsibility to build large collections of printed and audiovisual materials that cover a wide range of subject areas, reading levels, and types of approach. Generally speaking, the larger the collection the more materials available, the better the chance that students will find what they need.

However, good teachers and library media specialists realize that selectivity is just as important as abundance. Students are not well served if they have to sort through dozens of books to find one or two that present accurate information in usable form. Library collections and textbooks must occasionally be examined to weed out materials that might get in the way of a student's search for information.

What causes books or other media to become outdated? Sometimes the information they contain is no longer true, as in a film or book on the nations of Africa produced five years ago, or a science textbook that takes no account of the new information gathered by satellites.

Sometimes the approach is no longer appropriate. The word choice and style of authors who wrote a generation or two ago can sometimes leave youngsters of today guessing instead of helping them to understand complex concepts or processes. For example, a biology textbook that is heavy on words should be replaced by newer materials that make use of the life-like photographs and drawings.

As time goes on, the book that was the best available when it was written may be superseded by a much-improved learning tool. Not realizing that a better medium is available, the student may select the older item and lose precious learning time.

So, numbers aren't everything. A collection of books or audiovisual materials is only as good as its content. Good school library media specialists are aware of new learning materials in every field, and they conduct a continuous re-examination of the existing collection to assure that students have the best tools to work within the very important job of learning.

Richard J. Sorenson, Supervisor Instructional Media Program Bureau of Instructional Media and Technology
Division of Library Services, Wisconsin Department of Public Instruction

Appendix D

Date _____

Dear _____,

We appreciate your concern over the use of: _____

The School District of Holmen has developed procedures for selecting materials but realizes that not everyone will agree with every selection made.

To help you understand the process, we are sending copies of the School District of Holmen's Resource Selection Policy.

If you are still concerned after you review this material, please complete the Citizen Request for Reconsideration of Education Material form (Appendix E) and return it to me. You may be assured of prompt attention to your request. Please note that if you are a minor, you will need parental/guardian consent to file your request for review, and a parent/guardian will be required to attend the Resource Reconsideration Committee meeting and any subsequent meetings with you. If we have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

Enclosed: School District of Holmen's Instructional and Media Resources Selection Policy Citizen Request for Reconsideration of Education Material Form

Appendix E - EXHIBIT

**SCHOOL DISTRICT OF HOLMEN
CITIZEN'S REQUEST FOR RECONSIDERATION OF EDUCATIONAL MATERIAL**

Title _____ Author _____

Select One:

_____ Hardcover _____ Paperback _____ Other

Title Publisher (if known) _____

Request initiated by _____ Telephone _____

Address _____ City _____

Are you making the request on behalf of yourself? _____ Yes _____ No

An organization or group? _____ Yes _____ No If Yes, Please name: _____

Contact person for organization or group _____ Phone _____

Names of other individuals that will present with you _____

1. To what in the material do you object? Please specify: cite pages, tracks, screens, etc.
2. What brought this resource to your attention?
3. What do you feel might be the result of reading/viewing this resource?
4. For what age group would you recommend this resource?
5. Is there anything good about this resource?
6. Did you read/view the entire resource? _____ Yes _____ No If No, What parts did you read?
7. Are you aware of the judgment of this resource by literary/other critics?
8. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?
9. What do you believe is the theme of this resource?
10. What would you like your school to do about this resource?

_____ Do not assign it to my child.

_____ Withdraw its use from all students as well as my child.

Signature of Complainant _____ **Date** _____

Signature of Parent/Guardian _____ **Date** _____

if Complainant is a Minor I will attend the Resource Reconsideration Committee meeting with my child.

Appendix F-EXHIBIT

CITIZEN’S REQUEST FOR RECONSIDERATION OF NETWORKS/INTERNET INFORMATION/SITE(S)

Please check source of information: Internet Other network

Internet Address: _____

Resource title at address: _____

Date of access: _____

Attach a copy of the information on which you are requesting reconsideration. Note: Due to the unique nature of the Internet and other electronic networks, the Reconsideration Committee must have the Electronic Resource/Internet address to enable it to view the resource/site and proceed with and complete the reconsideration process.

Request initiated by: _____ Phone: _____

Address _____ City _____ Zip code _____

Complainant Represents: Self
 Organization or group? *Please name Organization or Group:* _____

1. To what in the resource do you object?
2. What brought this resource to your attention? _____
3. What do you feel might be the intent/purpose of this site/page? _____
4. For what age group would you recommend this site/page?

5. Is there anything good about this site/page? If yes, please describe
6. Did you read/view the entire resource? Yes No If No, What parts did you read?_
7. Who is the authority of this site? (i.e., author, editor, organization)
8. What was the purpose of the assignment for which this site was viewed?
9. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?
10. Are you aware of the judgment of this resource by educational and electronic resource experts?
11. What would you like your school to do about this resource/site?

Do not assign it to my child. Withdraw its use from all students as well as my child.

Signature of Complainant _____ **Date** _____

Signature of Parent/Guardian _____ **Date** _____

if Complainant is a Minor I will attend the Resource Reconsideration Committee meeting with my child

Appendix G

EXHIBIT RESOURCE RECONSIDERATION COMMITTEE CHECKLIST FOR NONFICTION MATERIALS

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 tools? _____ yes _____ no
If answer is yes, please list titles of selection tools: _____

Additional Comments: _____

Signature of Resource Reconsideration Committee: _____ Date: _____

Recommendation: _____

Appendix H
EXHIBIT RESOURCE RECONSIDERATION COMMITTEE
CHECKLIST FOR FICTION MATERIALS AND OTHER LIBRARY FORMS

Title: _____

Author: _____

A. Purpose

1. What is the purpose, theme or message of the material? _____
 Is the purpose accomplished? _____ yes _____ no
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 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 ways it presents either the chief character or any of the minor characters? _____ yes _____ no
8. Is their preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ yes _____ no
 For young adults? _____ yes _____ no
9. If there is use of offensive language is it appropriate to the purpose of the text? _____ 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

C. Reviews

1. Source of review _____
 ___ Favorably reviewed? ___ Unfavorably reviewed?
2. Does this title appear in one or more reputable selection tools? ___ yes ___ no

If answer is yes, please list titles of selection tools: _____

Additional Comments: _____

Signature of Resource Reconsideration Committee: _____ **Date:** _____

Recommendation: _____

Appendix I

GIFTS TO THE SCHOOL DISTRICT OF HOLMEN LIBRARIES

The Holmen School District Library Media Centers welcome donations and gifts. The School District of Holmen Resource Selection Policy grants the Library Media Directors the authority to accept, distribute or dispose of donations of media, money, or other items, as they deem advisable.

Gifts made to the Holmen School District Library Media Centers are acceptable with the understanding that criteria related to needs, space, accuracy, condition, and appropriateness would be considered by the Library Media Directors so that wise use will be made of the donations. Some donations will be added to library collections, but others may be sold through book sales or other means in order that the money can be used for library purposes.