



# Request for Reconsideration of a Media Center Material Form

The FWCS Board of School Trustees will be legally responsible for the selection of the instructional materials: however, the Board has delegated the operational authority and responsibility for selection and evaluation of media center materials to the Media Services Coordinator and school media center staff. Reconsideration procedures have been established to address concerns regarding such materials. Completion of this form is the first step in the request for reconsideration process. If you wish to request reconsideration of media center materials, please return the completed form to the school principal.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Person making request (Name) \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Organization or group represented, if any: \_\_\_\_\_

Please check type of materials:

- Book (eBook)     Audio Recording/Book     Database
- Periodical     Video (Movie)     DVD
- Pamphlet     Video Streaming Content     App
- Kit (Game)     Textbook     Internet Site/Electronic Information
- Other

1. Title: \_\_\_\_\_

2. Author/Producer: \_\_\_\_\_

3. Is this resource part of the curriculum, library collection, or other? \_\_\_\_\_

2. Have you examined the entire item resource? ( YES ) or ( NO )

If not, what parts sections did you review? \_\_\_\_\_

3. To what in this item do you object? (Please be specific: cite pages, frames, etc.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What are its good qualities? Please comment. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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5. What do you believe is the theme or purpose of this material? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What do you feel might be the result of reading, viewing, and/or listening to this item? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. For what age group would you recommend its use? \_\_\_\_\_

8. In what publication (s) have you read a critical review of this item? Please include dates. \_\_\_\_\_

\_\_\_\_\_

9. Check any one of the following statements that express your feeling concerning this item:

Please do not allow my child to check out this item.

It is my considered judgment that this item should be moved to a different level: MS or HS

It is my considered judgment that this item should be withdrawn from the media center.

I have reconsidered this item and believe it should remain in the media center collection.

I do not want my child to access the Internet.

I do not want my child to view this video streaming site.

10. What material, in your opinion, would be of better literary and/or educational quality and would convey a more valuable perspective of the concept under consideration? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Please use the back side of this form to write your additional comments.)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

See following pages for Library Bill of Rights and Access to Resources and Services in the School Library: as Interpretation of the Library Bill of Rights.

### **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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

(Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.)

(Inclusion of "age" reaffirmed January 23, 1996.)

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### **Access to Resources and Services in the School Library: as Interpretation of the Library Bill of Rights**

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians 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 librarians 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. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that 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 have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited to: imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission 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.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

(Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014)