



Grand Haven
Area Public Schools

Material Reconsideration Guide

Hello Parent, Guardian, Community Member,

Please review the GHAPS library mission statement, selection process, and the text in this document before completing the School Materials Reconsideration Form. This is consistent with Board Policy 9130. The GHAPS Policy for Selecting Controversial Materials, ALA Library Bill of Rights, and Freedom to Read Statements are in the addendum for optional reading. The Materials Reconsideration Committee will be asked to read these documents.

GHAPS Library Mission

The mission of the school library is to build a community of independent life-long readers and learners by fostering the spirit of curiosity and choice, by teaching the skills to think critically and creatively, and by providing access to a well-managed, high-quality, diverse collection of resources that meet academic and personal needs.

GHAPS Selection Objectives

Objectives are, of necessity, broad and should relate to the mission of the school and its instructional program. Instructional and library materials are selected by the school district to implement, enrich, and support the educational program and personal interests of each student.

GHAPS School Library Selection Objectives

- To provide faculty and students with age-appropriate materials that enrich and support the curriculum and meet the needs of the students and faculty served
- To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view
- To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions
- To select materials in all formats, including accurate, up-to-date, high quality, varied literature to develop and strengthen a love of reading

GHAPS School Library Responsibility for Selection

Although the Board of Education is legally responsible for the resources used in a school, it delegates the selection of the library's resources to its professional school library personnel. The Board of Education directs the library professional, as part of their professional duties, to seek recommendations, stay current with trends in the wider library/education community, and work collaboratively with others in the school community during the selection process. Teachers, students, administrators, and others participate by making recommendations; the final responsibility for the selection decisions rests with the school library professional

GHAPS School Library Selection Criteria

School library media specialists select materials for the library using a combination of criteria in order to establish a well-rounded, diverse collection. Maintaining a balanced collection requires an ongoing process of evaluation, acquisition, and weeding. Consideration and reconsideration is a part of that ongoing process.

Selection Criteria

Materials are selected to:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Fill gaps in the collection (topics or authors) to provide a more balanced and complete collection
- Be appropriate for the subject area and for the age, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Seek materials with favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a greater representation and broader perspectives by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia, including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need

Recommended School Library Reviewing Sources

Not all items purchased have a review, nor does a review determine the acquisition of an item.

- Association for Library Service to Children (ALSC) Notable Children's Books
- Booklist
- School Library Journal
- We Need Diverse Books website
- Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Common Sense Media
- Kirkus Reviews

GHAPS Acquisitions Procedures in School Libraries

The school librarian is responsible for creating a collection to support instruction, literacy, and students' recreational reading. The library professional will seek input from teachers, other professional staff, and students. School librarians are also responsible for weeding or de-selecting collection materials following policy guidelines as well as making a decision as to whether gift items will be accepted.

GHAPS School Library Acquisitions Procedures

- In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.
- Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.
- Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value.

GHAPS Procedures for Handling Formal Complaints

The following procedures should be followed if, after discussing the questioned material informally with appropriate school officials, no resolution is made.

1. The complaint should be referred and submitted to the principal of the school(s) in which the material is available to its students.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials that includes the library's mission statement, selection policy, request for reconsideration of instructional resources form, and the Library Bill of Rights.
3. The complainant is required to complete and submit the reconsideration form to the principal, who will notify the superintendent, the curriculum director, building media specialist, and the library department head.
4. The material in question will remain on library shelves and in circulation until a formal decision is made.
5. The committee will be appointed by the principal and consist of the curriculum director, at least one teacher representing grade level and content area, a school librarian, the library department chair, at least one parent, and a student when appropriate. It is suggested that a Board of Education trustee sit on the committee and an adult of the complainant's choice. There must be an odd number of committee members.
6. The district will provide copies of the questioned material for the committee.
7. The committee will be asked to review the mission, selection criteria, Library Bills of Rights, Freedom to Read Statement, the completed reconsideration form, the reviews, awards and honors if they exist. The committee will be asked to be neutral and set aside bias on controversial issues to objectively review the material. The committee will be asked to evaluate values, faults and form an opinion based on the material as a whole, not isolated passages.
8. The district goal is to schedule an initial meeting with the material reconsideration committee within 10 days of the submitted reconsideration form. If multiple requests are submitted, more days may be needed.

9. The committee should follow the procedures listed below:

- At the initial meeting, the committee will review reconsideration committee guidelines and procedures.
- A member of the committee should keep minutes.
- All committee members should fully review the resource (read or view the entire work) before voting.
- The committee reserves the right to use outside expertise if necessary to help in its decision-making process.
- Deliberations will only take place by committee members in committee meetings.
- During the initial or subsequent meetings, the committee will make its recommendation determined by the simple majority to retain, move the materials to a different level, or remove the material. This will be a vote tallied by the superintendent with committee members remaining anonymous and having their vote designated as Committee Member A, B, and so on. The aggregate tally will be shared.
- The committee's written recommendation (including a minority report if needed) shall be presented to the complainant, the superintendent of schools, and the Board of Education within five school days after the decision is made.
- The committee will make a recommendation to the superintendent and his/her decision will be final. The superintendent will notify the complainant and the Board of Education of the decision.
- Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.
- GHAPS School Materials Reconsideration Form is below.

[Materials Reconsideration Appendix](#)



Grand Haven Area Public Schools

GHAPS School Materials Reconsideration Form

The Board of Education of Grand Haven Area Public Schools has delegated the responsibility for selection and evaluation of library/educational resources to the school library professional staff/curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the Director of Instructional Services. If you need more space for your answers, you may attach additional pages as necessary.

Name _____

Address _____

City _____ State/Zip _____

Phone _____ Email _____

Do you represent yourself? _____ Or an organization? _____

Name of Organization _____

1. Title of Challenged Material: _____

Author/Producer _____

2. Is the resource part of the curriculum, library collection, or other? _____

3. What brought this resource to your attention?

4. Have you read the entire resource? If not, what sections did you read? Be specific.

5. What concerns you about the resource? (Please be specific, cite page numbers).

6. What value is there in this work?

7. What do you feel might be the result of reading, viewing, or listening to this work?

8. For what age group would you recommend this work? _____

9. Are you aware of the judgment of this work by critics? _____

10. What do you believe is the theme or purpose of this work? _____

11. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic? _____

12. What action are you requesting the committee consider?

13. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or set of values?

Signature of the complainant

Date