

School Library Policies & Procedures Handbook
for Fictional Middle School (FMS)
In Invisible Texas School District (ITSD)
Adopted August 2020

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Kolb, A. (1992). *Alaska School Library Handbook: Procedures Manuals*.

Aklibraryhandbook.Pbworks.com; PBWorks.

<http://aklibraryhandbook.pbworks.com/w/page/1659521/Procedures%20Manuals>

Policy Statements

A. Intellectual Freedom statement

The ITSD Libraries support the intellectual freedom of members of the learning community in the following ways:

1. All members have the right to equal access to information, privacy protection, and representation of diverse perspectives.
2. The selection and curation of resources is based upon the academic, personal, and informational needs of members.
3. The library environment will be respectful, inclusive, and hospitable for all members.

American Library Association. (2010, August 4). *Policy manual: Intellectual freedom*.
<http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section2/53intellfreedom#B.2.1>

B. Acceptable Use policy

The district provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right. With access to many different technology resources and people from all over the world, there comes the potential availability of material that may not be considered to be of educational value in the context of the school setting. We believe that the value of information, interaction, and research capabilities available (including, but not limited to, e-mail, the Internet, and social media) outweighs the possibility that users may obtain material that is not consistent with the educational goals of the district. Access to the electronic communication and data management systems, including without limit its telephone system, software, hardware, technology resources, computer networks, electronic mail systems, video conferencing systems, and its Internet and Intranet access capabilities (collectively referred to herein as the “System”) shall be made available to students for education and administrative purposes that are consistent with the goals and mission of the district. All users are expected to use the System in a responsible, ethical, and polite manner.

Northside Independent School District. (2020b). *STUDENT GUIDELINES FOR ACCEPTABLE USE OF TECHNOLOGY RESOURCES*.

[https://www.nisdx.org/UserFiles/Servers/Server_232117/File/Departments/Technology%20Division/Instructional%20Technology/Acceptable%20Use%20Policy%20for%20Technology%20\(AUP\)/Acceptable_Use_Policy.pdf](https://www.nisdx.org/UserFiles/Servers/Server_232117/File/Departments/Technology%20Division/Instructional%20Technology/Acceptable%20Use%20Policy%20for%20Technology%20(AUP)/Acceptable_Use_Policy.pdf)

C. Privacy statement

We recognize the right to privacy of library users and believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and are not to be used for purposes other than routine record keeping: to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. Students have the same rights to privacy as employees. The library will not violate the confidentiality of library record laws in the state of Texas by revealing the names of users. The school library media specialist will seek the advice of counsel if in doubt about whether their record keeping systems fulfill this mandate.

Waynesville R-VI School District. (2015). *Policies and Procedures Handbook For Library Media Centers And Technology Services*.

https://www.waynesville.k12.mo.us/site/handlers/filedownload.ashx?moduleinstanceid=7572&dataid=9907&FileName=Media_Handbook_Final_2015.pdf

D. Emergency and Disaster plan

In order to protect resources from natural disasters or other threats, the district has created a Pocket Response Plan which provides a checklist of important contacts and response steps for collections recovery. The certified librarian at each school is responsible for the preparation, collaboration, and communication of information. The Pocket Response Plan template is available in Appendix A.

Council of State Archivists. (2020). *Pocket Response Plan™ PReP™ Templates* | CoSA.
Www.Statearchivists.org.
<https://www.statearchivists.org/programs/emergency-preparedness/emergency-preparedness-resources/pocket-response-plan™-prep-™-english-template/>

E. ADA Compliance statement

According to the American Library Association (2010), providing equitable access for persons with disabilities to library facilities and services is required by Section 504 of the Rehabilitation Act of 1973, applicable state and local statutes, and the Americans with Disabilities Act of 1990 (ADA). The school libraries in the district will not discriminate against individuals with disabilities and shall ensure that individuals with disabilities have equal access to library resources. The ADA requires that both architectural barriers in existing facilities and communication barriers that are structural in nature be removed as long as such removal is “readily achievable.” (i.e., easily accomplished and able to be carried out without much difficulty or expense.) Library materials must be accessible to all patrons including people with disabilities. Materials must be available to individuals with disabilities in a variety of formats and with accommodations, as long as the modified formats and accommodations are “reasonable,” do not “fundamentally alter” the library’s services, and do not place an “undue burden” on the library. Within the framework of the library’s mission and collection policies, the school library collections should include materials with accurate and up-to-date information on the spectrum of disabilities, disability issues, and services for people with disabilities, their families, and other concerned persons. Well-planned technological solutions and access points, based on the concepts of universal design, are essential for effective use of information and other library services by all people. Libraries should work with people with disabilities, agencies, organizations and vendors to integrate assistive technology into their facilities and services to meet the needs of people with a broad range of disabilities, including learning, mobility, sensory and developmental disabilities. Library staff will undergo professional development in order to be aware of how available technologies address disabilities and know how to assist all users with library technology.

American Library Association. (2010a, August 4). *B.9 Library Personnel Practices (Old Number 54)*. ALA American Library Association.
<http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section2/54libpersonnel#B.9.3.2>

F. Collection Development Policies

1. The library offers resources in the following formats:
 - Print Books (fiction and nonfiction)
 - Ebooks (fiction and nonfiction)
 - Audiobooks/CD
 - Periodicals
 - Online databases
 - Reference books
 - Professional development titles
2. Each school year, an allocated amount of money is generated by the school district for each library based on student enrollment. This amount varies from year to year based on available funding and enrollment numbers. The certified librarian determines how these funds are allocated into each budget string. All receipts and records will be saved from each purchase. The librarian may only purchase material for the benefit and improvement of the library. The librarian will also develop a proposed budget based on the needs of the learning community. These needs will be determined by the advocacy committee recommendations, student and staff needs assessments, observations, collection development policy, and automated reports. The librarian will submit the proposed budget to the school principal for approval.
3. Collection evaluation and maintenance is the highest priority. The library collection will undergo continuous evaluation in order to keep on target with its mission to ensure students and faculty are effective users of information by providing diverse cultural opportunities for reading and learning to all of its patrons. Circulation reports will be used to determine how the collection is being used and how it should change for patron needs. The materials will be assessed for their physical condition and their use. Through these ongoing methods the librarians will monitor the collection to see that is serving its patrons.
4. The librarian will select resources in all formats for the library, utilizing but not limited to, the following criteria:
 - a. Integral to the instructional goals, curricular, extracurricular programs of the school
 - b. Appropriate for the reading level, understanding, access abilities of students
 - c. Reflect the creative interests and relevant needs of the students and faculty

- d. Warrant inclusion in the collection because of literacy, historical and/or artistic value and merit
 - e. Present information with the greatest degree of currency, accuracy and clarity possible
 - f. Represent a fair and unbiased presentation of information while also representing as many shades of opinion as possible in order that varying viewpoints are available to students.
 - g. Extend the walls of the library into the classrooms and outside of school to students, staff, and parents
5. The librarian consults reputable, unbiased, professionally prepared review sources such as The School Library Journal, Horn Book, and Booklist.
6. The library's collection will continually be evaluated in accordance with curriculum changes, new material formats, interests and needs of users, and changing instructional methods. Weeding is essential to maintain a relevant and attractive collection. Appropriate measures will be taken to dispose of discarded materials. Materials will be removed from the collection when items are in poor physical condition; have low circulation statistics; contain inaccurate information; contain obsolete subject matter; are superseded by more current information; are no longer needed to support the curriculum or student or faculty interests.
7. Any resident or employee of the school district may formally challenge library materials used in the district's school's library 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. Challenged materials should be brought to the attention of school personnel and tried to be resolved informally. If the complainant wishes to file a formal challenge, a copy of the district Selection of Library Material Policy and request for Reconsideration of Library Materials form should be handled and mailed to the party concerned by the librarian or building administrator. Upon receipt of a request for formal reconsideration of library material, the administrator will appoint a reconsideration committee. The committee shall review the challenged material and judge whether it conforms to the principles of selection outlined in the district's Selection of Materials policy. See Appendix B..

Barr Elementary School. (2018). *Library Media Center Collection Development Plan*.

<https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/Domain/1558/Collection%20Development%20Plan%202018.pdf>

Procedure Documents

A. Philosophy

“To ensure that students and staff are effective users of information. The Library seeks to provide a safe and innovative learning environment in which students can develop a life-long love of reading and can develop the information literacy skills needed to succeed in an information-rich world” (Orozco, 2019).

B. Goals & Objectives

1. Providing intellectual and physical access to materials in all available and accessible formats.
 - a. Library collection is current, inclusive, diverse, and supports curriculum needs.
 - b. Resources are organized and accessible in user-friendly ways.
2. Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
 - a. Promote reading literacy through instruction and thematic programming.
 - b. Advocate for a diversity of literature through curation.
 - c. Support opportunities for inquiry research, communication, and innovation.
3. Working with other educators to design learning strategies to meet the needs of individual students.
 - a. Facilitate professional development that addresses best practices and current trends.
 - b. Collaborate and support faculty in order to impact instruction and assessment.

C. Information Resources

The library will be open and accessible from 7:30 until 4:30. The circulation period for books is three weeks. Titles may be immediately renewed once for an additional three weeks if another student has not made a reservation. No overdue fines will be charged. Students may check out three books at a time, while employees may check out twenty books at a time. All members will be given an ID number that will enable self check-out. Unused makerspace supplies, magazines and reference books may not be removed from the library. Professional and instructional resources for employees may be checked out for a limited time depending upon the individual needs. The full price of a lost or damaged resource is the responsibility of the borrower. If missing items are eventually found, a refund will be returned. Five or less pages a day may be printed without cost.

Online resources such as the library website, catalog, databases, and Sora Overdrive will be available at all times. Students will use their ID number to access information. Each student may check out two titles from Sora's ebooks and audiobooks for three weeks at a time. The number of online titles to check out may change depending upon demand.

D. Personnel

1. Certified Librarian

This salaried employee is highly qualified and equipped with the skills to direct the library programming and services. They are responsible for the collection, management of the facilities, co-teacher of literacy skills, professional development opportunities, and leadership in the school community. Collaboration with employees is essential in order for the librarian to be effective.

2. Paid staff

Paid staff may include clerical staff, library aides or assistants and substitutes in the library. Duties may include assistance with check-outs, shelving resources, preparation of seasonal decorations, supervision of students and customer service. A monthly professional development workshop will be provided.

3. Student volunteers

Eighth grade students are eligible to serve as student volunteers during their advisory period. Duties may include message deliveries, assistance with check-outs, and shelving resources. Training sessions will be provided as needed.

4. Community volunteers

Unpaid individuals may be PTA members or adult family members of students who donate their time to support the librarian. Duties may include preparation of seasonal decorations and special events. Volunteers must pass a background check with the school district.

5. Library Advocacy Committee

Collaborative team of individuals that represent the stakeholders in the school community including students, parents, faculty, staff, administration, and organizations from the local community (business, public library, higher education, public service). The committee will meet monthly to assess, research, communicate, and advocate for the library. The certified librarian is responsible for all final decisions.

E. Facilities

Current trends and research show that school libraries are evolving. School libraries have long ago ceased to be merely a warehouse of books. They are a vibrant, essential instructional component of a school and must reflect the increasing importance and need for library and information skills and resources for students and staff in the 21st century. However, budget constraints, building limitations, usage by small groups, classes, individuals, etc. all affect configuring the LMC space to the best advantage. The facility offers a variety of spaces suited to individual, small group and large class groups. The library space is managed by the priorities of security, hospitality, accessibility, and marketing.

1. Security

Visibility ensures that there is a clear line of sight to all parts of the room so that staff can supervise. All entrances and exits are appropriately marked and unblocked. Students who are visiting the library during school hours must sign in electronically. They must bring a library pass that will be signed by the classroom teacher and library personnel.

2. Hospitality

Customer service is important for engaging stakeholders and communicating respect and appreciation for their participation in the library space. All personnel are expected to acknowledge visitors and inquire as to their information needs. The certified librarian and paid staff have the responsibility of supervision and redirection of off-task behavior in a professional manner.

3. Accessibility

Flexible scheduling includes both flexible and open access to ensure that students, teachers and administration all have the ability to access materials in a timely manner. Teachers do not have a set time each week to come to the library. Instead, they schedule themselves to visit the library with their classes when they are working on a particular project or unit with their students. The classroom teacher and the media specialist often work together to determine the best time for instruction. Students are also able to come to the library whenever there is a need whether it is for research, Internet use, or personal reading.

4. Marketing

Seasonal decorations, user-friendly signage, and book displays will be kept current. A large monitor with desktop computer will be displayed with a rotation of announcements and upcoming events.

F. Library Program

Library programming is driven by the instructional needs of stakeholders and the roles of the certified librarian who is a teacher, information specialist, program administrator, and instructional partner.

1. Collaboration

The development of strong cooperative partnerships is essential for the effectiveness of the school's mission and goals. Therefore, the certified librarian will proactively seek opportunities to collaborate with employees in the following ways:

- Faculty meetings
- Professional development workshops
- Grade-level or department meetings
- Weekly newsletters
- Informal conversations
- Individual appointments
- School committees
- Classroom visits
- Curation tools and tutorials

2. Instruction

Faculty may reserve library time for instructional classes that focus on the literacies of reading, research, technology, and inquiry. These may include co-teaching a lesson. Instructional classes will usually be conducted during a 50-minute session and may integrate technology and literature.

3. Technology

The certified library is available to assist with assignments that require the use of technology. This may involve navigating desktop computers, mobile devices, or 3-d printers. Students will also have the opportunity to learn how to use Web 2.0 tools to demonstrate their learning. Digital citizenship will be addressed whenever applicable.

4. Inquiry learning

Faculty may collaborate with the librarian to give students opportunities to engage in inquiry learning. This framework may require recurring lessons that would result in an individually fixed schedule. The month or semester-long event will be the result of strategic planning between a teacher and the librarian.

Appendix A

Template for Pocket Response Plan for Collections **SIDE A (Communications)**. Use this side to collect phone numbers for the individuals and organizations you are most likely to need to talk to in the first minutes and hours after an emergency occurs: staff, emergency responders, facility managers, utilities, vendors, and assistance organizations.

<p>[Name] Library/Archive</p> <p>Pocket Response Plan for Collections</p> <p>Date revised:</p> <hr/> <p>INSTITUTIONAL CONTACTS</p> <p>Director [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Assistant Director [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Emergency Manager [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Financial Services / Accountant [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Facilities / Building Manager [name] [office phone] / [home phone] / [cell]</p> <p>Security [name] [office phone] / [home phone] / [cell]</p> <p>Environmental Health & Safety [name] [office phone] / [home phone] / [cell]</p> <p>Janitorial Services [name] [office phone] / [home phone] / [cell]</p>	<p>INSTITUTIONAL CONTACTS (cont.)</p> <p>Risk Manager [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Insurance Contact / Agent [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Public Relations Officer [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Information Technology Officer / IT [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Special Collections / Archives [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>DISASTER TEAM</p> <p>Team Leader [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Member 1 [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Member 2 [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p> <p>Member 3 [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p>	<p>BUILDING UTILITIES</p> <p>Water – Fire Sprinklers [phone]</p> <p>Water – Potable [phone]</p> <p>Plumber [phone]</p> <p>Electricity [phone]</p> <p>Gas [phone]</p> <p>Telephone [phone]</p> <p>Elevators [phone]</p> <p>Security System [phone]</p> <p>Fire Suppression (other) [phone]</p>	<p>FIRST RESPONDERS</p> <p>Fire Department [phone]</p> <p>Emergency Medical / Ambulance [phone]</p> <p>Police Department / Law Enforcement [phone]</p> <p>City Emergency Management [phone]</p> <p>County Emergency Management [phone]</p> <p>State Office of Emergency Services [phone]</p> <p>Health Department [phone]</p> <p>Red Cross [phone]</p> <p>FEMA</p> <ul style="list-style-type: none"> Disaster Assistance 800-621-FEMA Environment & Historic Preservation-Region [6], [phone] 	<p>EMERGENCY RECOVERY SERVICES</p> <p>WESTPAS-Western States & Territories Preservation Assist. Service 888-905-7737 (24/7 emergency #) info@westpas.org www.westpas.org</p> <p>American Institute for Conservation AIC-CERT-202-661-8068 24hr AIC "Find a Conservator" http://www.conservation-us.org "Resource Center" 202-452-9545</p> <p>Coprocessor-1 (specialization) [name] [phone]</p> <p>Coprocessor-2 (specialization) [name] [phone]</p> <p>Refrigerated Trucking Service [name] [phone]</p> <p>Freezer Storage [name] [phone]</p> <p>Commercial Recovery Service (dehumidification, freeze drying, A/V...) [name] [phone]</p> <p>Data Recovery Service [name] [phone]</p> <p>Industrial Hygienist / Mold Testing Lab [name] [phone]</p> <p>Exterminator / Furnigation Service [name] [phone]</p> <p>Structural Architect [name] [phone]</p>	<p>REGIONAL CONTACTS</p> <p>Trainer [phone] [WESTPAS email]</p> <p>[state] Office of Historic Preservation [phone]</p> <p>[state] State Library [phone]</p> <p>[state] State Archives [phone]</p> <p>STAFF PHONE TREE</p> <p>Human Resources [name] [office phone] / [home phone] / [cell] / [email] / [home email]</p>
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Print on 8 1/2" x 14" paper. Trim on outside lines to 12 1/2" x 6 1/2", fold on vertical lines like an accordion, then fold in half (bringing short sides together) so that final folded document measures 2 1/2" x 3 1/2". Insert in PRReP™ Tyvek® envelope for protection, available from CoSA, http://www.statearchivists.org/prepare © 2006 Council of State Archivists (CoSA). Adapted by WESTPAS.

SIDE B (Actions). Use this side to provide step-by-step instructions for library and affiliated personnel who will respond to a disaster affecting your own institution. Ideally, steps should already be defined in the library disaster plan. This document is NOT intended to be a substitute for a comprehensive emergency plan. Instead, it should distill the most important tasks to be taken in the first minutes and hours after an event occurs that affects collections, especially those that occur when staff members are away from their offices.

<p>Immediate Response and Checklist for Collections Recovery</p> <hr/> <p>IMMEDIATE RESPONSE</p> <p>Notification (as appropriate):</p> <ul style="list-style-type: none"> First Responders Ensure that all staff and visitors are safe and accounted for Maintain security of building and collections Institutional Contacts Building Utilities Activate the Disaster [page] emergency response actions Activate the Disaster Team if collection damage Follow other Communication steps <p>WATER RESPONSE</p> <ul style="list-style-type: none"> Stop the source, remove standing water Cover collections with plastic sheeting Remove materials from water path. Move books higher on shelves or onto book trucks 	<p>ASSESSMENT</p> <p>Ensure through proper authorities that all hazards are cleared before entering building</p> <ul style="list-style-type: none"> Health & safety first; protect staff Document with photos, videos, notes Assess damage to collections, building, information systems <ul style="list-style-type: none"> What type of an emergency was it (fire, smoke, chemical, clean water, dirty water, heat, humidity)? What areas are affected? How much of the collection is damaged? What types of materials are damaged? Are critical information systems functional / safe? <p>WATER RESPONSE</p> <ul style="list-style-type: none"> Identify materials needing immediate salvage action (coated paper, leather bindings, unstable inks, film, etc.) Stabilize the environment (cool, dry, circulating air optimal) 	<p>COMMUNICATION</p> <p>Establish and maintain channels of communication</p> <ul style="list-style-type: none"> Establish communication with appropriate local & regional emergency management Communicate with staff using the Phone Tree Contact risk manager and insurance agent Contact the public relations officer Contact WESTPAS, Regional Contacts, conservators Contact outside Emergency Recovery Services Confirm funding sources for emergency services as needed Contact regional libraries to ensure continued services to constituents Report status to administration and public Post emergency information and instructions on the institutional website Obtain appropriate permissions to begin salvage (public safety, public health, structural engineer) <p>WATER RESPONSE</p> <ul style="list-style-type: none"> Quick response is essential to prevent mold growth and irreversible damage to materials Obtain refrigerated trucks, freezer storage 	<p>COLLECTION SALVAGE</p> <p>Salvage collections using pre-established Collection Priorities, taking into account access & extent of damage</p> <ul style="list-style-type: none"> Identify and gather emergency supplies Identify secure, dry location for pack-out and air-drying Recruit staff / volunteers Wear appropriate safety protection Start collection salvage guided by Disaster Plan and collection response protocols, including Collection Priorities <p>WATER RESPONSE</p> <ul style="list-style-type: none"> Quick response is essential to prevent mold growth and irreversible damage to materials Organize staff / volunteers to load priority materials into freezer based on material type Organize staff / volunteers to air-dry materials that should not be frozen 	<p>COLLECTION PRIORITIES</p> <p>First Priority Collections:</p> <ul style="list-style-type: none"> Incident Commander: Responsible for overall management of the incident Public Information Officer: Responsible for communication with media/public Safety Officer: Monitors safety of the incident in regards to both the facility and the responders Liaison Officer: Coordinates with representatives of cooperating agencies Planning Section Chief: Prepares Incident Action Plan (IAP) to respond to the event Operations Section Chief: Ensures that the IAP is enacted Logistics Section Chief: Responsible for all support needs to enact the IAP Finance/Administration Section Chief: Manages all financial aspects of the incident <p>Second Priority Collections:</p>	<p>MAJOR DISASTERS: INCIDENT COMMAND SYSTEM</p> <p>ICS authority structure:</p> <ul style="list-style-type: none"> Incident Commander: Responsible for overall management of the incident Public Information Officer: Responsible for communication with media/public Safety Officer: Monitors safety of the incident in regards to both the facility and the responders Liaison Officer: Coordinates with representatives of cooperating agencies Planning Section Chief: Prepares Incident Action Plan (IAP) to respond to the event Operations Section Chief: Ensures that the IAP is enacted Logistics Section Chief: Responsible for all support needs to enact the IAP Finance/Administration Section Chief: Manages all financial aspects of the incident
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Print on 8 1/2" x 14" paper. Trim on outside lines to 12 1/2" x 6 1/2", fold on vertical lines like an accordion, then fold in half (bringing short sides together) so that final folded document measures 2 1/2" x 3 1/2". Insert in PRReP™ Tyvek® envelope for protection, available from CoSA, http://www.statearchivists.org/prepare © 2006 Council of State Archivists (CoSA). Adapted by WESTPAS.

Appendix B



Policies 10

REQUEST FOR REVIEW OF LIBRARY MATERIALS (sample)

Author: _____

Title: _____

Publisher (if known): _____

Request initiated by _____

Telephone: _____ Address: _____

Street or Box # _____

City or Town _____ Zip Code _____

Complainant represents: Self Organization or other group

Name of Organization or Group: _____

1. To what in the material do you object? (Please be specific; cite pages.)
2. What do you feel might be the result of using this material?
3. For what age group would you recommend this material?
4. Is there anything good about this material?
5. Did you read the entire material?
If not, what parts?
6. Are you aware of the judgment of this material by critics?
7. What do you believe is the theme of this material?
8. What would you like the library to do about this material?
9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Date: _____ Signature of Complainant: _____