



# COLLECTION DEVELOPMENT PLAN

## GREENFIELD-CENTRAL SCHOOL LIBRARIES

Eden Elementary School  
8185 North State Road 9, Greenfield  
317.326.3117

Harris Elementary School  
200 West Park Avenue, Greenfield  
317.467.6731

J.B. Stephens Elementary School  
1331 North Blue Road, Greenfield  
317.467.4491

Weston Elementary School  
140 Polk Street, Greenfield  
317.462.1492

Greenfield Intermediate School  
204 West Park Avenue, Greenfield  
317.462.6827

Maxwell Intermediate School  
102 North Main Street, Maxwell  
317.326.3121

Greenfield Central Junior High School  
1440 North Franklin Street, Greenfield  
317.477.4616

Greenfield-Central High School  
810 North Broadway Street, Greenfield  
317.462.9211

Updated June 2018  
Lucy Gellert, Director of Library Services  
lrgellert@gcsc.k12.in.us  
1440 North Franklin Street  
Greenfield, Indiana 46140  
317.477.4108

### **Mission**

The mission of the Greenfield-Central Community School Corporation libraries (GCSC) is to acquire, promote, and maintain materials to support the personal, educational, and professional growth of its students and staff. The GCSC library staff will support the GCSC mission and create lifelong readers and learners - every student, every day.

### **Purpose**

The purpose of the collection development plan (CDP) is to demonstrate to the library staff and School Corporation the selection of new material and deselection of unused/outdated material. The CDP will provide a standard for which all items are selected in accordance with the school's curriculum and libraries' mission.

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# Description of Community

## Demographics

Greenfield-Central Community School Corporation is located in the central and north central portions of Hancock County and in the city of Greenfield, Indiana. This suburban-rural community includes the townships of Center and Green and the towns of Greenfield, Eden, and Maxwell. As of 2011, Greenfield had a population of 20,602 residents. Hancock County has a median income of \$62,195. Hancock County abuts Hamilton County to the north and is surrounded by three additional county school corporations: Southern Hancock, Mt. Vernon, and Eastern Hancock. The global pharmaceutical companies, Elanco and Covance Laboratories have locations in Greenfield, as well as the automotive manufacturing company, Keihin IPT. Greenfield has a close relationship with their Sister City located in Kakuda, Japan. Greenfield also has a local hospital, Hancock Health.

GCSC consists of eight schools: Eden Elementary, Harris Elementary, J.B. Stephens Elementary, Weston Elementary, Greenfield Intermediate School, Maxwell Intermediate School, Greenfield Central Junior High School and Greenfield-Central High School. These eight buildings serve a school population of approximately 4,600 students. There are 290 certified teachers and 15 administrative personnel. Thirty-four percent of the students have free or reduced lunch, and just under seven percent of the students are from minority families and over thirteen languages are spoken.

# Description of GCSC Libraries

## **Structure**

The Director of Library Services oversees the eight K-12 building libraries and is the licensed media specialist for the GCSC district. The Director of Library Services oversees all purchasing, collection management, and curriculum development in the libraries, provides professional development opportunities for library staff as well as teachers, is the corporation copyright specialist and serves as the district liaison to the Hancock County Public Library. Each building has one classified staff member in the library who serves as the library assistant.

The administrative structure overseeing the library is as follows. Each building library assistant reports to and is evaluated by the Director of Library Services. The Director of Library Services includes input from the building principals and assistant principals in the final evaluation. The Director of Library Services is evaluated by the Associate Superintendent; above that is the Superintendent who reports to the school board. The school board is made up of five elected members from the community.

## **Funding**

Funding for the GCSC libraries come from a mixture of sources on different levels. State funding for the library is derived from the general fund, with the administration and school board allocating those funds annually. Local support comes from parent organizations, such as PTO (Parent Teacher Organization), Scholastic Book Fairs, the district's Education Foundation, as well as additional building fundraisers.

# Policies and Guidelines

The policies and guidelines contained within this manual were formally adopted by the Greenfield-Central Community School Corporation School Board on June 11, 2018.

## **Responsibility for Selection of Library Materials**

As delegated by the superintendent, the responsibility for selecting school library materials shall rest with the certified librarian and library assistants. These professionals will work cooperatively with staff members and administrators to interpret and guide the application of the policy in making day-to-day selections, including decisions to remove outdated or worn items from the library collections. The library staff works within the framework provided by the *Greenfield-Central Community School Corporation Bylaws & Policies* (GC Policy 2520).

## **Selection Objectives**

The primary objective of the GCSC library program is to implement, enrich, and support the educational programs and general philosophies of the schools. It is the responsibility of the library staff to provide a wide range of materials on various levels of difficulty, with diversity of appeal, and the presentation of different points of view. At all times the intellectual, social, physical, and ethical needs of the students are kept in mind so that total growth of each student is encouraged.

The following general selection criteria apply to all materials, including electronic, print, and nonprint resources:

1. Select library materials that support and are consistent with the general educational standards of the state of Indiana and GCSC, and the curriculum, aims, and objectives of the individual schools.
2. Select library materials that meet high standards of quality in factual content, artistic and literary value, and presentation.
3. Select library materials that are appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom the materials are chosen.
4. Select library materials that meet the needs and interests of students and faculty.
5. Select library materials whose physical format and appearance are suitable for their intended use.
6. Select library materials that are current and up-to-date.
7. Select library materials that help students gain an awareness of our diverse society.
8. Select library materials primarily because of their overall strengths and sometimes despite minor weaknesses.
9. When selecting library materials on controversial issues, the library staff selects those materials that represent opposing viewpoints and which treat their subject matter in a way appropriate for the students for whom the materials are chosen.

When selecting materials for purchase, the library staff evaluates the existing collection and consults some of the following guides:

1. Reputable, unbiased, professionally prepared selection aids, such as *School Library Journal*, *Booklist*, *Kirkus Reviews*, and *Horn Book*.
2. Resources and suggestions from the Association of Indiana School Library Educators (AISLE) and the American Library Association (ALA), including the American Association

of School Librarians (AASL), the Young Adults Library Services Association (YALSA), and the Association for Library Service to Children (ALSC).

3. State and national professional organizations for educators, such as the National Science Teachers Association, the National Council for Teachers of English, National Council for the Social Studies, etc.

Additionally, the library staff selects materials from the following lists:

1. Young Hoosier Book Award
2. Eliot Rosewater Indiana High School Book Award
3. Caldecott Medal winner and honor books
4. Newbery Medal
5. Theodore Seuss Geisel winner and honor books
6. Robert F. Sibert Informational Book winner and honor books
7. Michael L. Printz Award for Excellence in Young Adult Literature winner and honor books
8. The Alex Awards

### **Responsibility for Deselection of Library Materials**

The deselection of materials, also called “weeding,” is an ongoing process directly related to collection development. Weeding is important to keep order in the library by making room for new materials, and getting rid of materials that are outdated or worn so that a collection stays current. The professional staff of the library, under the general direction and supervision of the certified librarian, will be responsible for the weeding of the collection. When deselecting materials from the library collections, we consider the following general guidelines:

1. **Use:** If something has not circulated in four years, consider removing it from the collection.
2. **Duplication:** If multiple copies are no longer needed, consider keeping the best/most recent copy and removing others. If titles for particular areas are rarely used, then consider eliminating them if the information can be readily obtained elsewhere. Offer removed copies with current information and good physical condition to staff.
3. **Physical Condition:** Items in poor physical condition should be removed from the collection and replaced with new copies as needed.
4. **Curricular Integration:** The library collection should change to reflect current curriculum and teaching, responding to changes in course offerings or in the content of individual courses.
5. **Collection Appropriateness:** The collection should meet the needs of all users, including struggling readers, non-English speaking students, et al. As user demographics change, so should the collection.
6. **Bias:** Eliminate items that portray bias on a topic unless there is a counterpoint title.
7. **Obsolete Formats:** Remove anything in a format no longer usable.

### **Policy on Retrospective Acquisitions**

Retrospective collecting of library materials occurs selectively for the following cases:

1. To support a new course offering
2. To support new directions in GCSC curriculum or the state’s academic standards
3. To replace damaged items still relevant to the collection
4. To fill gaps in the collection determined by the library staff

**Policy on Gifts**

All library materials must meet the selection criteria established in the collection development guidelines, regardless of how the materials are acquired. Gifts that are inappropriate or do not meet the selection criteria are respectfully declined or donated to another organization. Gifts made to a GCSC Library become the sole property of the library.

**Intellectual Freedom**

The Greenfield-Central Community School Corporation Libraries support and are in agreement with the [Library Bill of Rights](#), [Freedom to Read Statement](#), and [Freedom to View Statement](#) by the American Library Association. We support the principles of intellectual freedom, which are inherent in the [First Amendment of the United States Constitution](#) and believe these principles must be protected and preserved. These principles work in tandem with the GCSC selection objectives listed above and shall not be interpreted as independent guidelines. See appendix for detailed descriptions of intellectual freedom.

The GCSC Libraries support our students' and staffs' rights to freedom of choice and assures their privacy. The GCSC Library staff hopes to encourage the intellectual growth of the students and faculty through the selection of materials and careful collection development.

# Reconsideration Policy

1. Persons concerned with an item in the library must contact the Director of Library Services to set up a meeting with him or her. At the time of the meeting, the item will be discussed and the Request for Reconsideration of Materials Form (Form A, Appendix) will be dated and handed over to the concerned citizen.
2. The concerned person must return the reconsideration paperwork to the Director of Library Services.
3. A committee will meet within two weeks of receiving the completed paperwork. The Director of Library Services, with the aid of a building administrator, will form a reconsideration committee made up of:
  - Two parents
  - Two teachers (appointed by building administrator)
  - Director of Library Services
  - Building Library Assistant
  - Principal/Assistant Principal
4. The material to be reconsidered will be reviewed in full by all of the members before the arranged meeting.
5. Within 30 days of receiving the form, the Material Advisory Committee shall:
  - a. Select a chair and a recorder.
  - b. Read and examine challenged material in relation to the district materials selection guidelines in its entirety.
  - c. Check general acceptance of the materials by reading reviews.
  - d. Weigh values and faults and form opinions based on the materials as a whole.
  - e. Meet, discuss, and prepare the Material Advisory Committee Report (Form B, Appendix) for the Director of Library Services. Report will be given to Associate Superintendent for review.
  - f. File a copy of the report with the administration office.
  - g. Mail a copy of the report to the complainant.
6. After the final decision, a certified letter from the Director of Library Services will be sent to the concerned person.
7. The committee's decision will be registered with the American Library Association Intellectual Freedom office and the Superintendent's office.
8. Any appeal made for the final decision will be addressed and handled by the Superintendent.
9. The item will be kept on the shelf until a final decision has been made regarding its status.



# Evaluation

GCSC Libraries will evaluate its collection by using Follett Destiny's Titlewave Analysis, collection mapping, and inventory guidelines. Full inventories will be completed on odd years. The Director of Library Services will develop goals in which to strengthen areas not at satisfactory levels and also maintain the areas which are considered strong.

The collection map below shows the average of the district's collections by building as of June 2018. The current goal is to work toward acceptable age levels through weeding and purchasing efforts. Library Assistants will work in conjunction with the Director of Library Services to set quarterly goals. New analyses will be run each semester.

Building	Number of Holdings	Items per Student 13	Avg Age of Nonfiction 2011	Avg Age of Fiction 2001	Avg Age of Collection 2005
Eden	9,385	49.1	2002	1995	1998
Harris	9,665	31.6	1999	2003	2000
JB Stephens	17,150	34.3	2001	1999	1999
Weston	13,328	39.1	1996	2000	1997
GIS	13,010	21.7	2006	2009	2008
MIS	10,398	20.8	1994	2001	1998
GCJHS	11,448	15.5	2007	2007	2007
GCHS	6,822	4.7	1998	2008	2004

Red shows a deviation from the ideal number

Minimum of 13 books per student

Average age of NONFICTION should be no more than 7 years from current date (2011)

Average age of FICTION should be no more than 17 years from current date (2001)

Average age of TOTAL COLLECTION should be no more than 13 years from current date (2005)

# Appendix

## 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.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## Code of Ethics

### American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

## **The Freedom to Read Statement**

**American Library Association  
Association of American Publishers**

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to

establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and

creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a “bad” book is a good one, the answer to a “bad” idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader’s purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

## **Freedom to View Statement**

### **American Library Association**

The freedom to view, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979.

This statement was updated and approved by the AFVA Board of Directors in 1989.  
Endorsed January 10, 1990, by the ALA Council

## **First Amendment of the United States Constitution**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

# Request for Reconsideration of Materials

Greenfield-Central Community School Corporation Libraries

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

Request initiated by: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

\_\_\_\_\_

Complainant represents:

\_\_\_\_\_ him/herself

\_\_\_\_\_ organization

Have you read the Library Bill of Rights and the Greenfield-Central Community School Corporation Library Collection Development Policy? \_\_\_\_\_ YES \_\_\_\_\_ NO

Title:

Author/Artist/Director:

Publisher/Producer:

FORMAT: \_\_\_\_\_ Book \_\_\_\_\_ Video \_\_\_\_\_ Audio cassette \_\_\_\_\_ Compact disc  
\_\_\_\_\_ Audio Book \_\_\_\_\_ DVD \_\_\_\_\_ eBook  
\_\_\_\_\_ other (specify) \_\_\_\_\_

1. What brought this title to your attention?

2. Did you read/view/listen to the entire item? \_\_\_\_\_ YES \_\_\_\_\_ NO

3. To what do you object: (Cite pages, scenes, etc. Attach additional pages if necessary.)



4. What do you believe is the theme of this book/video/audio recording?

5. What do you feel might be the result of reading/viewing/hearing this material?

6. Are you aware of the judgment of this material by critics?      \_\_\_\_\_ YES      \_\_\_\_\_ NO

7. What would you like the library to do about this item?

8. What alternative book/video/audio recording of equal quality do you recommend that will convey a similar perspective?

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Material Advisory Committee Report

Greenfield-Central Community School Corporation Libraries

Attach extra pages if necessary.

Date:

Committee Members:

Physical Description of Challenged Material (title, author, publisher, etc.):

Justification for Inclusion of Material:

Critics' Judgment of Materials (attach reviews, etc.):

Committee's Decision and Remarks:

Signatures of Committee Members:

# Collection Development Sources

American Library Association (2017). Code of ethics. Retrieved October 31, 2017, from <http://www.ala.org/tools/ethics>.

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