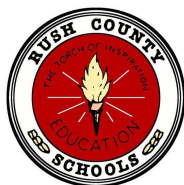


# COLLECTION DEVELOPMENT PLAN

## RUSH COUNTY SCHOOLS



Arlington Elementary School  
2533 N 700 W, Arlington, IN 46104  
765.663.2416

Benjamin Rush Middle School  
1601 N. Sexton St., Rushville, IN 46173  
765.932.2968

Milroy Elementary School  
300 N. Walnut St., Milroy, IN 46156  
765.629.2323

Rushville Consolidated High School  
1201 Lions Path, Rushville, IN 46173  
765.932.3901

Rushville Elementary School  
400 W. 16th St., Rushville IN 46173  
765.938.1616

Rush County Schools Administrative Offices  
330 W. 8th St., Rushville IN 46173  
765.932.4186

Approved September 5, 2023  
Rachel Monk, Media Specialist  
monkr@rushville.k12.in.us  
1201 Lions Path  
Rushville, IN 46173  
765.932.3901

### **Mission**

The mission of the Rush County School Media Program (RCS) is to acquire, maintain, and cultivate materials to support the educational, personal, and professional growth of its students, staff, and learning community. The RCS library staff will support the students and staff to read, learn, and grow to develop lifelong readers and learners.

### **Purpose**

The purpose of the collection development plan is to provide a consistent standard for the selection of new materials, the maintenance of current materials, and the deselection of materials. All items are selected to enrich and support the curriculum and meet the needs of the students and staff served.

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# Rush County Schools

## Community Demographics

Rush County Schools serves all twelve townships found in Rush County in South Eastern Indiana. Rush County is a rural community with a population of 16,641 as of 2019. The median household income for Rush County is \$54,346 with a poverty rate of 14.5%. Rush County includes the towns of Rushville, Arlington, Milroy, Carthage, Mays, New Salem, and Homer. The most common employment industries found in Rush County are manufacturing, health care and social services, and retail trade.

Rush County Schools is surrounded by Fayette County School Corporation, Decatur County Community Schools, and Shelby Eastern Schools. RCS consists of five schools: Arlington Elementary, Milroy Elementary, Rushville Elementary, Benjamin Rush Middle School, and Rushville Consolidated High School. These five schools serve a population of approximately 1,850 students. There are 161 certified teachers and 10 administrative personnel. Fifty-six percent of the students have free or reduced lunch and seventeen percent are students with disabilities.

## Rush County School Media Program

### Structure

The Rush County School Media Specialist manages the five K-12 building libraries and is the licensed media specialist for the district. According to Indiana Administrative Code, “all schools” shall have a “media program that is an integral part of the educational program,” supervised by a “licensed media specialist” and spend “at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program”.

The RCS Media Specialist oversees all purchasing, collection development, and curriculum development for the RCS Media Program. The media specialist provides professional development for staff, teaches in collaboration with classroom teachers, and supports the fostering of literacy and inquiry skills to encourage lifelong learning.

Each school library has one classified staff member who serves as the library assistant. The library assistants report to the building principal and the media specialist. The media specialist provides input to the building administrators to assist in hiring and evaluating library staff.

### Funding

Funding for the RCS Media Program is derived from a variety of sources. State funding is allocated annually by administrative and school board approval. Local building funds come from parent organizations, monetary donations, book fairs, and additional building fundraisers.

# Policies and Guidelines

## Intellectual Freedom

Rush County Schools Media Program supports and is in agreement with the Library Bill of Rights, Freedom to Read, Freedom to View, and Access to Resources and Services in the School Library from the American Library Association. The RCS Media Program is also aligned with the National Council of Teachers of English position statement, The Students' Right to Read. We support the principles of intellectual freedom, which are inherent in the First Amendment of the United States Constitution. We believe these principles must be protected and preserved. These principles and the following RCS selection policies work in unison and shall not be interpreted as separate guidelines. See appendix for detailed descriptions of the principles listed above.

The RCS Media Program supports our students' and staffs' rights to freedom of choice and equitable access to information. The RCS Media Program also assures the privacy of all students and staff.

## Responsibility for Selection of Library Materials

As delegated by the superintendent, the certified media specialist will be responsible for selecting school library materials. This position will work collaboratively with library aides, school staff members, and administrators to interpret and guide the application of the policy in making day-to-day selections. This also includes decisions to remove outdated or worn items from the library collections. The media specialist works within the framework provided by the *Rush County School Bylaws & Policies* (RCS Policy AG2520A).

## School Library Selection Objective

The primary objective of the RCS Media Program is to implement, enrich, and support the educational programs and meet the needs of the students and staff served. It is the responsibility of the library staff to provide a wide range of materials on all levels of difficulty, in a variety of formats, with diversity of appeal, and the presentation of different points of view. At all times the intellectual, social, emotional, and physical needs of the students are kept in mind to foster and encourage the growth of each student.

## School Library Selection Criteria

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

1. Select library materials that support the general educational standards of Rush County Schools and the state of Indiana and the curriculum, aims, and objectives of each school.
2. Select library materials that meet high standards of quality in literary and artistic value, factual content, and both physical and technical aspects.
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, interests, and personal learning of students and staff.

5. Select library materials that incorporate accurate and authentic factual content from authoritative sources.
6. Select library materials that are current and up-to-date.
7. Select library materials that provide a global perspective and promote diversity.
8. Select library materials that reflect the lives and address the challenges of the students and staff served.
9. Select library materials that include a variety of resources in physical and visual formats including print and non-print such as electronic and multimedia.
10. Select library materials whose physical format, appearance, and durability are suitable to their intended use.
11. When selecting library materials on controversial issues, the media specialist 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.

## School Library Acquisition Procedures

When selecting materials for purchase, the actual resource will be examined whenever possible. The media specialist evaluates the existing collections and uses the following resources to select materials for purchase:

1. Reputable professionally prepared selection aids. This can include, but is not limited to *School Library Journal*, *Booklist*, *Kirkus Reviews*, *Horn Book*, Perma-Bound, Follett Titlewave, and Scholastic.
2. Resources and suggestions from the Indiana Library Federation (ILF) including the Association of Indiana School Library Educators (AISLE).
3. Resources and suggestions from the American Library Association (ALA), including the American Association of School Librarians (AASL), the Young Adult Library Services Association (YALSA), and the Association for Library Service to Children (ALSC).
4. Nominated and award-winning titles from book awards including but not limited to Young Hoosier Book Award, Eliot Rosewater Indiana High School Book Award, Caldecott Medal, Newbery Medal, and Sibert Medal.

## Responsibility for Deselection of Library Materials

The deselection of materials, also called “weeding”, is an ongoing process within 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. Weeding should not be used as a deselection tool for controversial materials. The certified media specialist will be responsible for the weeding of the collection. When deselecting materials from the library collections, the following general guidelines are considered:

1. **Use:** If something has not circulated in five 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 a specific section are rarely used, consider eliminating them if the information can be readily obtained elsewhere.
3. **Physical Condition:** Items in poor physical condition that cannot be repaired 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 the content of offered courses.

5. **Collection Appropriateness:** The collection should meet the needs of all users, including struggling readers, non-English speakers, et al. Materials are age appropriate for the student population of each school. As user demographics change, so should the collection.
6. **Obsolete Formats:** Remove anything in a format no longer usable.

Weeded materials will be offered to staff before disposal. Remaining materials will be recycled or disposed of responsibly.

## Inventory

Inventory should be performed annually at the end of every school year. Each item in the library collection should be scanned and accounted for. The media specialist can have assistance from others to help scan the materials. This gives library staff an opportunity to find damaged, outdated, or missing items. Inventory is also necessary to ensure that each library collection is in the best condition possible.

## Policy on Gifts & Donations

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

## Reconsideration Policy

Libraries have diverse materials reflecting differing points of view, and a library's mission is to provide access to information to all users. Any parent/guardian of a student and/or community member within the school district has the right to express concerns about library resources and expect to have the objection taken seriously. A complaint can be submitted concerning a library resource when they are considered to be obscene or harmful to minors under Indiana law.

In accordance with Indiana Code, "obscene" and "material harmful to minors" are defined as the following.

**Per IC 35-49-2-1 Obscene matter or performance. Sec. 1. A matter or performance is obscene for purposes of this article if:**

- (1) the average person, applying contemporary community standards, finds that the dominant theme of the matter or performance, taken as a whole, appeals to the prurient interest in sex;
- (2) the matter or performance depicts or describes, in a patently offensive way, sexual conduct; and
- (3) the matter or performance, taken as a whole, lacks serious literary, artistic, political, or scientific value.

The material must meet all three criteria above to be considered obscene. If the content fails to satisfy all three elements of the 3-part test, the matter would not legally be considered obscene.

**Per IC 35-49-2-2, Matter or performance harmful to minors. A matter or performance is harmful to minors for purposes of this article if:**

- (1) it describes or represents, in any form, nudity, sexual conduct, sexual excitement, or sado-masochistic abuse;
- (2) considered as a whole, it appeals to the prurient interest in sex of minors;
- (3) it is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable matter for or performance before minors; and
- (4) considered as a whole, it lacks serious literary, artistic, political, or scientific value for minors.

The material must meet all four of the above criteria in order to be considered material harmful to minors. If the content fails to satisfy all four elements of the 4-part test, the matter would not legally be considered material harmful to minors.

When library resources are reconsidered, the principles of freedom to read, listen, and view are defended rather than specific materials. A questioned item will be considered in its entirety, not judged solely on portions taken out of context. Questioned items also will remain in circulation during the reconsideration process.

No materials should be removed upon the authority of a single staff member or administrator. No materials should be removed without following the full reconsideration policy.

## **Informal Complaint Procedure**

1. Any parent/guardian or community member within the school district with a complaint about a print or digital resource should state their concern to the media specialist or principal. This discussion can take place in person or via email. Any school employee that receives a complaint, the complainant should be directed to the media specialist or principal.
2. The discussion with the complainant will explain the library's selection policy, selection criteria, diverse representation of many points of view in the library collection, and the selection process. Each parent/guardian has the right to determine the appropriateness of library resources for their children and should accord the same right to other families.
3. No library resource will be removed from the collection as a result of an informal complaint. A parent/guardian can request for their child(ren) to not be given access to a material and that request will be honored. These requests will be recorded on their child(ren)'s library account so that library staff can follow parent/guardian wishes.
4. If the complaint is not resolved informally, the complainant will be redirected to the reconsideration resources found on the district website.
5. If there are multiple resources that the complainant wants to be reviewed, the request for reconsideration of materials form will be filled out individually for each title.

## Formal Complaint Procedure

1. The Request for Reconsideration of Materials form (Form A, Appendix) must be turned in to the affected school. The principal should notify the Superintendent and the media specialist.
2. A reconsideration committee will meet within two weeks of receiving the completed paperwork. The media specialist, with the aid of a building administrator, will form a committee made up of:
  - Two parents
  - Two teachers (appointed by building administrator)
  - Media specialist
  - Building library aide
  - Principal/Assistant Principal
3. The school board is required to review the reconsideration request at the next public meeting.
4. The material to be reconsidered will be reviewed in full by all of the committee members before the arranged meeting.
5. Within 30 days of receiving the reconsideration form, the Reconsideration Committee will:
  - Select a chair and a recorder.
  - Read and examine the challenged material in relation to the district selection and acquisition policy in its entirety.
  - Review general acceptance of the material by reading reviews.
  - Weigh values and faults and form opinions based on the material as a whole.
  - Meet, discuss, and prepare the Material Advisory Committee Report (Form B, Appendix) for the media specialist.
  - File a copy of the report with the district office.
  - Mail a copy of the report to the complainant.
6. After the final decision, the media specialist will send a certified letter to the complainant.
7. The committee's decision will be registered with the American Library Association Intellectual Freedom office and the Superintendent's office. This will be completed by the media specialist.
8. Any appeal made for the final decision will be addressed and handled by the Superintendent.
9. The challenged material will be kept on the shelf until a final decision has been made regarding its status.



# Appendix

## 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.”

## 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.

## The Freedom to Read Statement

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:

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.

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.

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.

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.

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.

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.

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.

A Joint Statement by:

American Library Association  
Association of American Publishers

Subsequently endorsed by:

American Booksellers for Free Expression  
The Association of American University Presses  
The Children's Book Council  
Freedom to Read Foundation  
National Association of College Stores  
National Coalition Against Censorship  
National Council of Teachers of English  
The Thomas Jefferson Center for the Protection of Free Expression

## **The Freedom to View Statement**

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

**FORM A**

**Request for Reconsideration of Materials**

Rush County Schools Libraries

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

Request Initiated by: \_\_\_\_\_

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

\_\_\_\_\_ Email: \_\_\_\_\_

Complainant represents:

- Yourself
- Group/Organization (please identify): \_\_\_\_\_
- Student (please give name and grade level): \_\_\_\_\_

Have you read the district's collection development policy?

- Yes
- No

Resource being challenged:

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

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

1. What brought this resource to your attention?
  
  
  
  
  
  
  
  
  
  
2. Did you read/view/listen to the entire resource being challenged?
  
  
  
  
  
  
  
  
  
  
3. How does this resource meet the criteria listed in the collection development policy of being either obscene or harmful to minors?

4. List specific examples with page numbers of passages that demonstrate how this resource is either obscene or harmful to minors. Attach additional pages if necessary.
  
5. What do you believe is the theme of this resource?
  
6. What do you think the outcome of using this resource could be?
  
7. Have you found any resources that support your complaint? Please share them.
  
8. What would you like the library to do about this resource?
  
9. What alternative title of equal quality would you recommend that will convey a similar perspective?
  
10. Please share any additional information about this resource:

---

Printed Name

---

Signature

---

Date

**FORM B**

**Material Reconsideration Committee Report**

Rush County Schools Libraries

Attach extra pages if necessary.

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

Committee Members:

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

Justification for Inclusion of Material:

Critics' Judgement of Materials (reviews, awards, etc.):

Committee's Decision and Remarks:

Signatures of Committee Members:



## Collection Development Sources

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American Library Association (2023). *Library Bill of Rights*. Retrieved January 31, 2023, from <https://www.ala.org/advocacy/intfreedom/librarybill>

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Data USA (2023). *Rushville, IN*. Retrieved January 31, 2023, from <https://datausa.io/profile/geo/rushville-in>.

Greenfield-Central School Corporation. *Collection Development Plan*. Retrieved August 8, 2022, from <https://gis.gcsc.k12.in.us/wp-content/uploads/2018/12/GCSC-Collection-Development-Plan.pdf>.

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