

REPORT ON THE RECONSIDERATION OF INSTRUCTIONAL/LIBRARY RESOURCES

Cooperative Middle School  
Kensington Elementary  
Newfields Elementary

East Kingston Elementary  
Lincoln Street School  
Stratham Memorial

Exeter High School  
Main Street School  
Swasey Central School

Report on the Reconsideration of Instructional/Library Resources

Review requested by: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: \_\_\_\_\_

Reconsideration Committee members

Chairperson: \_\_\_\_\_  
Building level administrator: \_\_\_\_\_  
Teaching representative: \_\_\_\_\_  
Certified librarian: \_\_\_\_\_  
Community representative: \_\_\_\_\_  
Student representative: \_\_\_\_\_  
Other representative: \_\_\_\_\_

Meeting dates: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

Please bear in mind the principles of *Access to Resources and Services in the School Library Media Program*, and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study all materials referred to you, and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts of the resource should not be considered out of context. Virtues and faults should be weighed against each other, and your opinions should be based on the material as a whole.

Bear in mind that your report, containing both majority and minority opinions as applicable, will be presented to the complainant by the principal at the conclusion of your work.

ITEM FOR REVIEW

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

Author/Producer: \_\_\_\_\_ Copyright date: \_\_\_\_\_

Format of resource:

- book
- magazine
- newspaper

- video / DVD
- cassette / CD
- other: \_\_\_\_\_

1. Please list any reviews the committee consulted, and attach copies.

2. Does this resource support or enrich the curriculum? (State why, or why not.)

3. Does it stimulate growth in factual knowledge, literary appreciation, aesthetic values, or societal standards? (State why, or why not.)

4. Does it provide information or insight on one or more aspects of a controversial issue? (State why, or why not.)

5. Is it representative of one or more religious, ethnic, or cultural groups? (State why, or why not.)

6. Does it accommodate one or more of the interest levels, abilities, learning styles, or maturity levels found in our school population? (State why, or why not.)

7. What additional factors has the committee considered in making its recommendation?

Law Reference:

Appendix Reference:

Date Adopted: October 5, 2009

Revision Dates:

Last Review Date: October 5, 2009