Request for Reconsideration of Media Center Materials

All Boys Aren't Blue by George M. Johnson
Book has been checked out 0 times in the high school library.

Upon reviewing the reconsideration appeal information for the books listed above, the board will choose one of the following options.

(a) to retain the challenged instructional material in whole or in part;

(b) to limit the availability of the challenged material;

(c) to remove the challenged instructional materials from the public school.

The Board votes to:

A motion was made by board member Mark Vaughn to (b) limit the availability of the challenged material (a student must be 17 years of age or older to check the material out from the library). The motion was seconded by board president Travis Warren.

Motion carried.
Request for Reconsideration
Appendix A

Author, Compose, Producer, Artists, etc: George M. Johnson
Title: All Boys Aren't Blue
Publisher & Copyright Date: Farrar Straus Giroux, 2020
Request Initiated by: Atina King
Telephone: Address: Farmington, AR 72730

1. Did you read, view, or listen to the entire work? No
   If not, what pages or sections did you review? 1-11, 13, 20, 22, 23, 28, 31, 47, 49, 50, 57, 58, 63, 71, 75, 83-88, 90, 91, 95-101, 103, 115, 118, 125-127, 133, 140, etc.

2. Have you discussed this work with the librarian or teacher who used it? Yes

3. What do you understand to be the general purpose for including this work in the library collection or for using it in the classroom?
   I cannot see a purpose for including this work in the library.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. Did the general purpose for the use of this work, as described by the librarian or teacher, seem suitable one to you? No
   If not, please explain
   Sexually explicit materials are never needed to teach minors.
   Any subjects taught in this book could be taught using alternative texts.
5. To what in the work do you object? Please be specific and cite exact parts.

Profanity, sexual nudity, sexual assault, derogatory racial terms, sexual activities with minors, alcohol and drug use by minors, and alternate gender ideologies. Specific citations and profanity cannot attached.

6. What reviews have you read about this work? BookLook.org & Ratedbooks.org

7. Would you like to be provided with copies of reviews? No

8. What would you like for the library/school to do about this work?

_____ Remove material from curriculum

_____ Remove from library

_____ Other (specify): ____________________________

Signature: ____________________________

Date: 11/31/2023
Checklist for Reconsideration Committee
Appendix B

Name of Individual Requesting Reconsideration: Atina King

Name of Challenged Material: All Boys Aren't Blue

Author: George M. Johnson

Date Request Received: February 13, 2023

Initial Request for Reconsideration

✓ Determine timeline for challenge

✓ See that Reconsideration Committee is Appointed

✓ Prepare and distribute Reconsideration Committee Packet

✓ Accept Reconsideration Committee Report

✓ Determine whether policy and procedures were followed

✓ Archive material and notify all affected parties of report

Implement findings of Reconsideration Committee

Upon Request for Appeal

✓ Notify Superintendent

✓ Prepare School Board Review Packet

✓ Designate person(s) to attend board meeting to answer any questions that board members may have

Implement the decision of the school board

Notify all affected parties of the decision

Archive all materials and paperwork concerning this challenge
Rubric for Reconsideration Committee

Appendix C

Source of material: X Library ☐ Classroom ☐ Online ☐

1. Purpose
   a. What is the overall purpose of the material?
      i. The material is an autobiographical memoir that shares the life experiences of a queer Black man growing up in the US. It is a piece of work that is relatable to a diverse group of students from different cultural backgrounds. The purpose of the work is to provide a safe place for minority students who may be experiencing the same confusion, loneliness, and growth.

   b. Is the purpose accomplished? X Yes ☐ No ☐

   c. Additional Comments:
      i. The author explains in the beginning of the memoir that the purpose is to give marginalized teens information, expectations, and representation of themselves.

2. Authenticity
   a. What is the reputation and significance of the author and publisher/producer in the field?
      i. George M. Johnson has won several awards for highlighting, exposing, and celebrating the experiences of the LGBTQ+ community. Specifically, this work received the 2021 Rainbow Book List Top 10 for Young Readers and the GoodReads Nominee for Best Memoir & Autobiography (2020).

   b. Is the material up-to-date? X Yes ☐ No ☐

   c. Are translations and retelling faithful to the original? ☐ Yes ☐ No ☐
      i. Not applicable

   d. Are information sources well documented? ☐ Yes ☐ No ☐
      i. Not applicable

   e. Additional Comments:
      i. It is an authentic look at the real experiences of a man from a minority community.
3. Appropriateness
   a. Does the material promote the education goals and objectives of the curriculum?
      i. As this book is not taught in a curriculum nor specifically highlighted through other means (social media, book talks, etc), it does not affect the curriculum of the school. It does, however, reflect the diversity, minority representation, and student interest of the school.
   
   b. Is it appropriate to the level of instruction intended? X Yes □□ No
   
   c. Are the illustrations appropriate to the subject and age levels? □□ Yes □□ No
      i. Not applicable

4. Content
   a. Is the content of this material well presented by providing adequate scope, range, depth and continuity? X Yes □□ No
   
   b. Does this material present information not otherwise available? X Yes □□ No
   
   c. Does this material give a new dimension or direction to its subject? X Yes □□ No
   
   d. Does the material give a realistic picture of life? X Yes □□ No
   
   e. Is factual information presented accurately? X Yes □□ No
   
   f. Are concepts presented appropriate to the ability and maturity of the intended audience? X Yes □□ No
   
   g. Do characters speak in a language true to the geographic location or the time period in which they live? X Yes □□ No
   
   h. Is there a preoccupation with sex, violence, cruelty, brutality or aberrant behavior that would make this material inappropriate for the intended audience? X Yes □□ No
   
   i. If there is use of offensive language, is it appropriate to the purpose of the text for the intended audience? X Yes □□ No
   
   j. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for the intended audience? □□ Yes □□ No
      i. Not applicable
k. Does the material give a broader understanding of human behavior without stressing the differences of class, race, color, sex education, religion or philosophy in any unfavorable way? X Yes ☒ No

l. Is the material well written or produced? X Yes ☒ No

m. Does the material make a significant contribution to the history of literature or ideas? X Yes ☒ No
Reconsideration Committee Report
Appendix D

Description of challenged material: (author, title, publisher, copyright, producer, etc.)

Title: All Boys Aren't Blue: A Memoir-Manifesto
Author: George M. Johnson
Publisher: Farrar Straus Giroux
Copyright year: 2020
Producer: Macmillan Special Markets

Justification for inclusion of material:

As an autobiographical work, All Boys Aren't Blue provides an opportunity for a marginalized group of students to be seen and heard within its pages. It is relatable to the intended audience. The context of the work as a whole is very clear-cut; it does not glamorize the harsh realities of growing up Black and queer. Rather, it provides a raw and realistic overview of the experiences of a real person without using vulgar or erotic language. It is a story of triumph - showing young readers they can rise up after being victimized by those around them. This book is also described as young adult - appropriate for grades 10-12 by Mackin, Common Sense Media, and AdLit.

Review committee's decision and comments: (include statement from majority position)

The committee's unanimous decision is to retain All Boys Aren't Blue in the Farmington High School library. FHS has students who have the choice to read this material and find comfort in not being alone in their life experiences - an important awareness for a population that sees nearly 4 times higher attempted suicide rates. It helps the collection maintain an appropriate level of diversity for sexual orientation and race while providing an authentic view of life.

__X__ Recommend retention of material

___ Recommend limited removal of material

___ Recommend removal of material from the public school
Date of Decision: 2/17/2023

Signatures of Committee Members:

[Signatures]

[Signatures]
Summary of Reconsideration Process  
Appendix E

1. If a parent, legal guardian, person having lawful control of an affected student, or person standing in loco parentis has a concern:
   a. School Library Media Specialist or teacher shares rationale for selection of the material and notifies the building principal of the concern.
   b. If the concerned individual is not satisfied with the selection criteria, the School Library Media Specialist or teacher shares a copy of Policy 5.7 and notifies the building principal of the individual's concern.
   c. If the individual wishes to request reconsideration of the material in the classroom or library, the Assistant Superintendent will be notified and begin the process for reconsideration.

2. If a parent, legal guardian, person having lawful control of an affected student, or person standing in loco parentis files a Request for Reconsideration:
   a. The Building Principal forms the Reconsideration Committee.
   b. The Reconsideration Committee completes work and the Assistant Superintendent advises parents of the outcome.

3. If a parent, legal guardian, person having lawful control of an affected student, or person standing in loco parentis is not satisfied, the individual may appeal to the Board through the Superintendent.
   a. The Board may accept or reject the appeal. If rejected, no further action is necessary.
   b. If the Board accepts the appeal, they will review the decision of the committee and will make a decision regarding reconsideration of the work and notify the Superintendent who will notify the individual who filed for reconsideration.
   c. The individual is notified of the Board decision.
Request for Reconsideration of Media Center Materials

Tricks by Ellen Hopkins

Book has been checked out 27 times, most recently in 2019.

Upon reviewing the reconsideration appeal information for the books listed above, the board will choose one of the following options.

(a) to retain the challenged instructional material in whole or in part;
(b) to limit the availability of the challenged material;
(c) to remove the challenged instructional materials from the public school.

The Board votes to:

A motion was made by board president Travis Warren to (b) limit the availability of the challenged material (a student must be 17 years of age or older to check the material out from the library). The motion was seconded by board secretary Lori Blew.

Motion carried.
Request for Reconsideration
Appendix A

Author, Compose, Producer, Artists, etc: Ellen Hopkins

Title: Tricks

Publisher & Copyright Date: Margaret K. McElderry Books

Request Initiated by: Atina King

Telephone: [ ] Address: Farmington, MI 48270

1. Did you read, view, or listen to the entire work? Yes, as much as I could stomach.

If not, what pages or sections did you review?

2. Have you discussed this work with the librarian or teacher who used it? Yes

3. What do you understand to be the general purpose for including this work in the library collection or for using it in the classroom?

I don't see any purpose, or any educational use.

4. Did the general purpose for the use of this work, as described by the librarian or teacher, seem suitable one to you? No

If not, please explain

Sexually explicit and graphic materials should not be made readily available to minor children. Alternate texts could be used to convey any message this text conveys.
5. To what in the work do you object? Please be specific and cite exact parts.


6. What reviews have you read about this work? ratedbooks.org and BookLook.org

7. Would you like to be provided with copies of reviews? No

8. What would you like for the library/school to do about this work?

☐ Remove material from curriculum

☒ Remove from library

☐ Other (specify):

Signature

Date

*[This particular Author has multiple books found in the High School library that are similar to this and sexually graphic as well as extremely violent. The books glamorize drug use and sexual deviancy in minors. Titles not suitable for minors include "Crank" and titles deemed "minor restricted" are "Burned", "Glass", "Impulse" and "Smoke".*]
Checklist for Reconsideration Committee
Appendix B

Name of Individual Requesting Reconsideration: Atina King

Name of Challenged Material: Tricks

Author: Ellen Hopkins

Date Request Received: February 13, 2023

Initial Request for Reconsideration

✓ Determine timeline for challenge
✓ See that Reconsideration Committee is Appointed
✓ Prepare and distribute Reconsideration Committee Packet
✓ Accept Reconsideration Committee Report
✓ Determine whether policy and procedures were followed
✓ Archive material and notify all affected parties of report
✓ Implement findings of Reconsideration Committee

Upon Request for Appeal

✓ Notify Superintendent
✓ Prepare School Board Review Packet
✓ Designate person(s) to attend board meeting to answer any questions that board members may have

✓ Implement the decision of the school board
✓ Notify all affected parties of the decision
✓ Archive all materials and paperwork concerning this challenge
Rubric for Reconsideration Committee

Appendix C

Source of material: X Library  Classroom  Online

1. Purpose
   a. What is the overall purpose of the material?
      i. Fictional work meant to provide literature which supports children who need help and have nowhere else to go. It follows 5 teens from different cultural, ethnic, and religious backgrounds as they navigate circumstances they find themselves in due to personal decisions or the influence of malicious adults.
   
   b. Is the purpose accomplished? X Yes  No
   
   c. Additional Comments:
      i. This book specifically addresses kids who end up in human trafficking, sexual abuse, and drug abuse situations. Regardless of what we would like to believe happens within the safety of our community, our students have experienced or could experience the terror with which the 5 teens in this story find themselves.

2. Authenticity
   a. What is the reputation and significance of the author and publisher/producer in the field?
      i. Ellen Hopkins is an award winning author whose work and accolades span more than a decade. Aside from her prolific career writing novels, nonfiction, and novels-in-verse, her life experiences provide authenticity to her writing.
   
   b. Is the material up-to-date? X Yes  No
   
   c. Are translations and retelling faithful to the original? Yes  No
      i. Not applicable
   
   d. Are information sources well documented? Yes  No
      i. Not applicable
   
   e. Additional Comments:
      i. The author provides a statistic as the basis of her work. In 2009, the average age of prostitution was 12. As of 2019, the average age was 14.
3. Appropriateness
   a. Does the material promote the education goals and objectives of the curriculum?
      i. As this book is not taught in a curriculum nor specifically highlighted through other means (social media, book talks, etc), it does not affect the curriculum of the school. It does, however, reflect the diversity, minority representation, and student interest of the school.
   
   b. Is it appropriate to the level of instruction intended? X Yes  No
   
   c. Are the illustrations appropriate to the subject and age levels?  Yes  No
      i. Not Applicable

4. Content
   a. Is the content of this material well presented by providing adequate scope, range, depth and continuity? X Yes  No
   
   b. Does this material present information not otherwise available?
      X Yes  No
   
   c. Does this material give a new dimension or direction to its subject?
      X Yes  No
   
   d. Does the material give a realistic picture of life?
      X Yes  No
   
   e. Is factual information presented accurately?
      X Yes  No
   
   f. Are concepts presented appropriate to the ability and maturity of the intended audience? X Yes  No
   
   g. Do characters speak in a language true to the geographic location or the time period in which they live? X Yes  No
   
   h. Is there a preoccupation with sex, violence, cruelty, brutality or aberrant behavior that would make this material inappropriate for the intended audience?  Yes X No
   
   i. If there is use of offensive language, is it appropriate to the purpose of the text for the intended audience? X Yes  No
   
   j. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for the intended audience?  Yes  No
i. Not applicable

k. Does the material give a broader understanding of human behavior without stressing the differences of class, race, color, sex, education, religion or philosophy in any unfavorable way? X Yes ☒ No

l. Is the material well written or produced? X Yes ☒ No

m. Does the material make a significant contribution to the history of literature or ideas? X Yes ☒ No
Reconsideration Committee Report
Appendix D

Description of challenged material: (author, title, publisher, copyright, producer, etc.)

Title: Tricks
Author: Ellen Hopkins
Publisher: Margaret K.McElderry Books
Copyright year: 2009
Producer: Simon & Schuster

Justification for inclusion of material:

This novel-in-verse is a cautionary tale about the ever-growing danger of human trafficking as well as the danger young adults can find themselves in due to adult manipulation. It does not glamorize the harrowing experiences of these young people but rather provides a realistic, gritty, and uncomfortable portrayal of a dangerous society. Human trafficking, prostitution, drug abuse, and sexual abuse are real concerns, and the contents within this book hit home the severity of these situations to students. This book is also described as young adult - appropriate for grades 11-12 by Mackin, Common Sense Media, and GoodReads. Its novel-in-verse format provides variety and low-level, high-interest content which is important for access by older high school readers with low skills.

Review committee's decision and comments: (include statement from majority position)

The committee’s unanimous decision is to retain Tricks in the Farmington High School library. Given statistics of human trafficking and drug abuse, this work will help reach students in compromising situations that are unsure of where they can turn for help - a fact highlighted by Hopkins’ inclusion of the “Children of the Night” hotline number that will help get young adults off the street and get a fresh start. It presents relevant cultural issues without glamorizing the very real issues some of our students may be experiencing. Many of our students will eventually leave the relative safety and comfort of Farmington, and this work powerfully demonstrates what our students need to be aware of so they don’t find themselves in compromising situations.

__X__ Recommend retention of material

_____ Recommend limited removal of material

_____ Recommend removal of material from the public school
Date of Decision: 2/17/2023

Signatures of Committee Members:

[Handwritten signatures]

[Handwritten signatures]
Summary of Reconsideration Process
Appendix E

1. If a parent, legal guardian, person having lawful control of an affected student, or person standing in loco parentis has a concern:
   a. School Library Media Specialist or teacher shares rationale for selection of the material and notifies the building principal of the concern.
   b. If the concerned individual is not satisfied with the selection criteria, the School Library Media Specialist or teacher shares a copy of Policy 5.7 and notifies the building principal of the individual's concern.
   c. If the individual wishes to request reconsideration of the material in the classroom or library, the Assistant Superintendent will be notified and begin the process for reconsideration.

2. If a parent, legal guardian, person having lawful control of an affected student, or person standing in loco parentis files a Request for Reconsideration:
   a. The Building Principal forms the Reconsideration Committee.
   b. The Reconsideration Committee completes work and the Assistant Superintendent advises parents of the outcome.

3. If a parent, legal guardian, person having lawful control of an affected student, or person standing in loco parentis is not satisfied, the individual may appeal to the Board through the Superintendent.
   a. The Board may accept or reject the appeal. If rejected, no further action is necessary.
   b. If the Board accepts the appeal, they will review the decision of the committee and will make a decision regarding reconsideration of the work and notify the Superintendent who will notify the individual who filed for reconsideration.
   c. The individual is notified of the Board decision.
Request for Reconsideration of Media Center Materials

Slaughterhouse-Five by Kurt Vonnegut

Upon reviewing the reconsideration appeal information for the books listed above, the board will choose one of the following options.

(a) to retain the challenged instructional material in whole or in part;

(b) to limit the availability of the challenged material;

(c) to remove the challenged instructional materials from the public school.

The Board votes to:

A motion was made by board member Mark Vaughn to (a) retain the challenged instructional material in whole or in part. The motion was seconded by board secretary Lori Blew.

Motion carried.
Request for Reconsideration
Appendix A

Author, Compose, Producer, Artists, etc: Kurt Vonnegut

Title: Slaughterhouse - Five

Publisher & Copyright Date: Random House January 12, 1999

Request Initiated by: Atina King

Telephone: Address: Farmington, AR 72730

1. Did you read, view, or listen to the entire work? No - too disturbing

   If not, what pages or sections did you review? 15, 52, 53, 59, 111, 125, 139, 144, 150, 151, 153, 154, 156, 159, 163, 166, 168, 173, 175, 179, 191, 210, 544, 249-251

2. Have you discussed this work with the librarian or teacher who used it? Yes

3. What do you understand to be the general purpose for including this work in the library collection or for using it in the classroom?

   It is on the A.P. suggested reading list.

4. Did the general purpose for the use of this work, as described by the librarian or teacher, seem suitable one to you? No

   If not, please explain

   Ms. Busch said it is a classic written by an award-winning author, and it is on the A.P reading list of suggested reading, however, it is very graphic and sexually explicit. The movie based on the book is rated "R", and not suitable for minors.
5. To what in the work do you object? Please be specific and cite exact parts.

Violence including animal cruelty, sexual activities including bestiality and nudity, profanity, and inflammatory religious comments. Specifics including profanity count are attached.

6. What reviews have you read about this work? ratedbooks.org + Booklogs.org

7. Would you like to be provided with copies of reviews? No

8. What would you like for the library/school to do about this work?

- [ ] Remove material from curriculum
- [x] Remove from library
- [ ] Other (specify): ________________________________

_________________________  ________________________________
Signature                      Date

11/31/2023
Checklist for Reconsideration Committee
Appendix B

Name of Individual Requesting Reconsideration: Atina King

Name of Challenged Material: Slaughterhouse-Five

Author: Kurt Vonnegut

Date Request Received: Submitted March 3, eligible for review March 28

Initial Request for Reconsideration

✓ Determine timeline for challenge

✓ See that Reconsideration Committee is Appointed

✓ Prepare and distribute Reconsideration Committee Packet

✓ Accept Reconsideration Committee Report

✓ Determine whether policy and procedures were followed

✓ Archive material and notify all affected parties of report

✓ Implement findings of Reconsideration Committee

Upon Request for Appeal

✓ Notify Superintendent

✓ Prepare School Board Review Packet

✓ Designate person(s) to attend board meeting to answer any questions that board members may have

✓ Implement the decision of the school board

✓ Notify all affected parties of the decision

✓ Archive all materials and paperwork concerning this challenge
SLAUGHTERHOUSE-FIVE

Summary of Concerns:
This book contains explicit violence including animal cruelty; inexplicit sexual activities including bestiality; sexual nudity; profanity; and inflammatory religious commentary.

By Kurt Vonnegut
ISBN: 9780440339069

You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

4/5 Not For Minors
BookLook Review Rating
We asked him how it was to live under Communism, and he said that it was terrible at first, because everybody had to work so hard, and because there wasn't much shelter or food or clothing. But things were much better now. He had a pleasant little apartment, and his daughter was getting an excellent education.

"Ge out of the road, you dumb motherfucker."
The last word was still a novelty in the speech of white people in 1944. It was fresh and astonishing to Billy, who had never fucked anybody- and it did its job.

Weary to Billy about neat tortures he'd read about or seen in the movies or heard on the radio- about other neat tortures he himself had invented. One of the inventions was sticking a dentist's drill into a guy's ear.
...The correct answer turned out to be this: "You stake a guy out on an anthill in the desert- see? He's facing upward, and you put honey all over his balls and pecker, and you cut off his eyelids so he has to stare at the sun till he dies."

He had a dirty picture of a woman attempting sexual intercourse with a Shetland pony. He had made Billy Pilgrim admire that picture several times. The woman and the pony were posed before velvet draperies which were fringed with deedleballs. They were flanked by Doric columns. In front of one column was a potted palm. The picture that Weary had was a print of the first dirty photograph in history.

Their penises were shriveled, and their balls were retracted.

The British had no way of knowing it, but the candles and the soap were made from the fat of rendered Jews and Gypsies and fairies and communists, and other enemies of the State.

The visitor from outer space made a serious study of Christianity, to learn, if he could, why Christians found it so easy to be cruel. He concluded that at least part of the trouble was slipshod storytelling in the New Testament. He supposed that the intent of the Gospels was to teach people, among other things, to be merciful, even to the lowest of the low.
But the Gospels actually taught this:
Before you kill somebody, make absolutely sure he isn't well connected. So it goes.
The flaw in the Christ stories, said the visitor from outer space, was that Christ, who didn't look like much, was actually the Son of the Most Powerful Being in the Universe. Readers understood that, so, when they came to the crucifixion, they naturally thought, and Rosewater read out loud again:
Oh, boy— they sure picked the wrong guy to lynch that time!
And that thought had a brother: "There are right people to lynch." Who? People not well connected. So it goes.
The visitor from outer space made a gift to Earth of a new Gospel. In it, Jesus really was a nobody, and a pain in the neck to a lot of people with better connections than he had. He still got to say all the lovely and puzzling things he said in the other Gospels.
So the people amused themselves one day by nailing him to a cross and planting the cross in the ground. There couldn't possibly be any repercussions, the lynchers thought. The reader would have to think that, too, since the new Gospel
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
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<tbody>
<tr>
<td>144</td>
<td>One of the biggest moral bombshells handed to Billy by the Tralfamadorians, incidentally had to do with sex on Earth. They said their flying-saucer crews had identified no fewer than seven sexes on Earth, each essential to reproduction. Again: Billy couldn't possibly imagine what five of those seven sexes had to do with the making of a baby, since they were sexually active only in the fourth dimension. They told him there could be no Earthling babies without male homosexuals. There could be no babies without female homosexuals.</td>
</tr>
<tr>
<td>150</td>
<td>Billy was on top of Valenica, making love to her. While Billy was making love to her,...</td>
</tr>
<tr>
<td>151</td>
<td>Billy made a noise like a small, rusty hinge. He had just emptied his seminal vesicles into Valenica, had contributed his share of the Green Beret.</td>
</tr>
<tr>
<td>153</td>
<td>It was a simple-minded thing for a female Earthling to do, to associate sex and glamour with war.</td>
</tr>
<tr>
<td>154</td>
<td>&quot;I heard you tell Father one time about a German firing squad.&quot; She was referring to the execution of poor old Edgar Derby. &quot;Urm.&quot; &quot;You had to bury him?&quot; &quot;Yes.&quot; &quot;Did he see you with your shovels before he was shot?&quot; &quot;Yes.&quot; &quot;Did he say anything?&quot; &quot;No.&quot; &quot;Was he scared?&quot; &quot;They had him doped up. He was sort of glassy-eyed.&quot; &quot;And they pinned a target to him?&quot; &quot;A piece of paper,...</td>
</tr>
<tr>
<td>156</td>
<td>Billy took his pecker out, there in the prison night, and peed and peed on the ground.</td>
</tr>
<tr>
<td>159</td>
<td>&quot;Man,&quot; said the porter, &quot;you sure had a hard-on.&quot;</td>
</tr>
<tr>
<td>163</td>
<td>Their most destructive untruth is that it is very easy for any American to make money. They will not acknowledge how in fact hard money is to come by, and, therefore, those who have no money blame and blame themselves. This inward blame has been a treasure for the rich and powerful, who have had to do less for their poor, publicly and privately, than any other ruling class since, say, Napoleonic times. Many novelties have come from America. The most startling of these, a thing without precedent, is a mass of undignified poor.</td>
</tr>
<tr>
<td>Page</td>
<td>Content</td>
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<tr>
<td>166</td>
<td>Montana was naked, and so was Billy, of course. He had a tremendous wan, incidentally.</td>
</tr>
<tr>
<td>168</td>
<td>After she had been on Tralfamadore for what would have been an Earthling week, she asked him shyly if he wouldn't sleep with her. Which he did. It was heavenly. ...Billy sniffed. His hot bed smelled like a mushroom cellar. He had had a wet dream about Montana Wildhack.</td>
</tr>
<tr>
<td>173</td>
<td>You should have seen what I did to a dog one time.&quot; &quot;A dog?&quot; said Billy.  &quot;Son of a bitch bit me. So I got me some steak, and I got me the spring out of a clock. I cut that spring up in little pieces. I put points on the ends of the pieces. They were sharp as razor blades. I stuck 'em into the steak—way inside. And I went past where they had the dog tied up. He wanted to bite me again. I said to him, 'Come on, doggie—let's be friends. Let's not be enemies any more. I'm not mad.' He believed me.&quot;  &quot;He did?&quot;  &quot;I threw him the steak. He swallowed it down in one big gulp. I waited around for ten minutes.&quot; Now Lazzaro's eyes twinkled. &quot;Blood started coming out of his mouth. He started crying, and he rolled on the ground, as though the knives were on the outside of him instead of on the inside of him. Then he tried to bite out his own insides. I laughed, and I said to him, 'You got the right idea now. Tear your own guts out, boy. That's me in there with all those knives.'&quot;</td>
</tr>
<tr>
<td>175</td>
<td>&quot;...And he'll pull out a gun and shoot his pecker off. The stranger'll let him think a couple of seconds about who Paul Lazzaro is and what life's gonna be like without a pecker.</td>
</tr>
<tr>
<td>179</td>
<td>Lazzaro was talking to himself about people he was going to have killed after the war, and rackets he was going to work, and women he was going to make fuck him, whether they wanted to or not.</td>
</tr>
<tr>
<td>191</td>
<td>Billy Pilgrim accidentally saw a Pole hanged in public, about three days after Billy got to Dresden. Billy just happened to be walking to work with some others shortly after sunrise, and they came to a gallows and a small crowd in front of a soccer stadium. The Pole was a farm laborer who was being hanged for having had sexual intercourse with a German woman.</td>
</tr>
<tr>
<td>191</td>
<td>In my prison cell I sit,  With my britches full of shit,  And my ball are bouncing gently on the floor.  And I see the bloody snag  When she bit me in the bag.  Oh, I'll never fuck a Polack any more.</td>
</tr>
<tr>
<td>210</td>
<td>She was a dull person, but a sensational invitation to make babies. Men looked at her and wanted to fill her up with babies right away. She hadn't had even one baby yet. She used birth control.</td>
</tr>
<tr>
<td>244</td>
<td>A sign in there said that adults only were allowed in the back. There were peep shows in the back that showed movies of young women and men with no clothes on. It cost a quarter to into a machine for one minute. There were still photographs of naked young people for sale back there, too. You could take those home. The stills were a lot more Tralfamadorian than the movies, since you could</td>
</tr>
</tbody>
</table>
look at them whenever you wanted to, and they wouldn't change. Twenty years
in the future, those girls would still be young, would still be smiling or smoldering
or simply looking stupid, with their legs wide open. Some of them were eating
lollipops or bananas. They would still be eating those. And the peckers of the
young men would still be semierect, and their muscles would be bulging like
cannonballs.

249 The magazine, which was published for lonesome men to jerk off to, ...

250 The clerk leered and showed him. It was a photograph of a woman and a Shetland
pony. They were attempting to have sexual intercourse between two Doric
columns, in front of velvet draperies which were fringed with deadlee-balls.

251 "To provide touches of color in rooms with all-white wall." Another one said, "To
describe blow-jobs artistically."

254 The illustration on this page depicts two naked breasts in frontal view with a heart
necklace hanging between them.

<table>
<thead>
<tr>
<th>Profanity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bitch</td>
<td>1</td>
</tr>
<tr>
<td>Cock sucker</td>
<td>2</td>
</tr>
<tr>
<td>Fuck</td>
<td>10</td>
</tr>
<tr>
<td>Piss</td>
<td>1</td>
</tr>
<tr>
<td>Shit</td>
<td>7</td>
</tr>
</tbody>
</table>
Rubric for Reconsideration Committee

Appendix C

Source of material: X Library ❇️ Classroom ❇️ Online

1. Purpose
   a. What is the overall purpose of the material?
      i. The overall purpose of the novel is to give brutal and honest insight into
         the horrors of war and the consequences of war on humans. It highlights
         the strife of those suffering from PTSD as well as the coping mechanisms
         they turn to - in this case, apathy and dissociation. Vonnegut does not
         temper the trauma of war but rather encourages the reader to face the
         terrible realities of war in the hopes of not repeating history.
   b. Is the purpose accomplished? X Yes ❇️ No
   c. Additional Comments:
      i. Vonnegut critiques American society and humanity while still encouraging
         the reader to develop their own opinions about historical events and the
         reality of war. Vonnegut does not whitewash the experiences of those who
         suffered during and after the bombing of Dresden in WWII.

2. Authenticity
   a. What is the reputation and significance of the author and publisher/producer in the
      field?
      i. Vonnegut was a witness to the bombing of Dresden as an American POW
         in Germany. He uses his personal experiences and firsthand account of the
         complete decimation of Dresden in *Slaughterhouse-Five* to criticize the
         choices governments, societies, and humans make during war.
   b. Is the material up-to-date? X Yes ❇️ No
   c. Are translations and retelling faithful to the original? ❇️ Yes ❇️ No
      i. Not applicable
   d. Are information sources well documented? ❇️ Yes ❇️ No
      i. Not applicable
   e. Additional Comments:
3. Appropriateness
   a. Does the material promote the education goals and objectives of the curriculum?
      i. Yes as this work touches on events and concepts that are covered in Psychology, US History, World History, and English curriculums.
   b. Is it appropriate to the level of instruction intended? X Yes ☒ No
   c. Are the illustrations appropriate to the subject and age levels? X Yes ☒ No

4. Content
   a. Is the content of this material well presented by providing adequate scope, range, depth and continuity? X Yes ☒ No
   b. Does this material present information not otherwise available? X Yes ☒ No
   c. Does this material give a new dimension or direction to its subject? X Yes ☒ No
   d. Does the material give a realistic picture of life? X Yes ☒ No
   e. Is factual information presented accurately? X Yes ☒ No
   f. Are concepts presented appropriate to the ability and maturity of the intended audience? X Yes ☒ No
   g. Do characters speak in a language true to the geographic location or the time period in which they live? X Yes ☒ No
   h. Is there a preoccupation with sex, violence, cruelty, brutality or aberrant behavior that would make this material inappropriate for the intended audience? ☒ Yes X No
      i. Even though this novel does highlight the atrocities of war and life afterwards, there is no preoccupation with sex, violence, cruelty, brutality, or aberrant behavior. The main character takes an apathetic stance toward such things, becoming so detached from himself that he glosses over things that should otherwise elicit a reaction of some sort. Vonnegut’s goal is for the reader to see for themselves the atrocities and cruelty human beings have participated in throughout history.
   i. If there is use of offensive language, is it appropriate to the purpose of the text for the intended audience? X Yes ☒ No
j. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for the intended audience? X Yes ☐ No

k. Does the material give a broader understanding of human behavior without stressing the differences of class, race, color, sex education, religion or philosophy in any unfavorable way? X Yes ☐ No

l. Is the material well written or produced? X Yes ☐ No

m. Does the material make a significant contribution to the history of literature or ideas? X Yes ☐ No
Reconsideration Committee Report
Appendix D

Description of challenged material: (author, title, publisher, copyright, producer, etc.)

Author: Kurt Vonnegut
Title: Slaughterhouse-Five
Publisher: Delacorte Press
Copyright year: 1994

Justification for inclusion of material:

Slaughterhouse-Five is necessary for a well-rounded collection of classical literature. Students enrolled in Advanced Placement English courses need the availability of this work to study in preparation for the AP Exams in May as Slaughterhouse-Five is a work listed on the College Board Advanced Placement reading list. Aside from this work being necessary for curriculum purposes, it is an important commentary on human nature, war, and society’s reaction to both.

Review committee’s decision and comments: (include statement from majority position)

The Review Committee recommends the work be retained on the shelf for unrestricted check-out. Slaughterhouse-Five promotes critical thinking in students, encouraging them to deliberate through world problems and develop an opinion for themselves on issues in our society. This work raises several questions on the humanity of people, the actions taken during war, and the trauma people experience postwar. Kurt Vonnegut’s moral statement on humanity is not an innocent read because WWII is not an innocent time period.

__X__ Recommend retention of material

___ Recommend limited removal of material

___ Recommend removal of material from the public school
Date of Decision: 4/15/23

Signatures of Committee Members:

[Signatures]
Request for Reconsideration
Appendix A

Author, Compose, Producer, Artists, etc: Margaret Atwood
Title: The Handmaid's Tale
Publisher & Copyright Date: Anchor Books, 1998
Request Initiated by: Atina King

Telephone: Address: Farmington, AR 71930

1. Did you read, view, or listen to the entire work? Yes

If not, what pages or sections did you review?

2. Have you discussed this work with the librarian or teacher who used it? Yes

3. What do you understand to be the general purpose for including this work in the library collection or for using it in the classroom?

Points 1, 2, 3, 4, 6, 7, 8 were given as an excuse by Mrs. Bush. However, I fully disagree. The show on Hulu cannot show all the scenes from the book due to FCC regulations, and it is still rated TV MA. (TVMA is a rating that falls between R an NC-17, and not suitable for children under 18.)

4. Did the general purpose for the use of this work, as described by the librarian or teacher, seem suitable one to you? No

If not, please explain

It is not age appropriate. I also fail to
see how it "supports and enhances the curricular and educational goals of the district." I hope the district's goal is not to create a dystopian society centered around raping and breeding women.

5. To what in the work do you object? Please be specific and cite exact parts.
   Extreme profanity & violence.
   Sexually explicit and violent rape depictions in graphic detail. "Women kneeling, sucking penises or guns. Women tied up or chained or with dog collars around their necks, women hanging from trees, or upside down, with their hold apart. Women being raped, beaten up, killed." Also:

6. What reviews have you read about this work? 
   "IMDB.com, popsugar.com"

7. Would you like to be provided with copies of reviews? No

8. What would you like for the library/school to do about this work?
   
   Remove material from curriculum
   
   Remove from library
   
   Other (specify): 

   

Signature: [Signature]

Date: 9/11/2023

Checklist for Reconsideration Committee
Appendix B

Name of Individual Requesting Reconsideration: ________________________________

Name of Challenged Material: ______________________________________________
Reconsideration Committee Report
Appendix D

Description of challenged material: (author, title, publisher, copyright, producer, etc.)

Margaret Atwood, *The Handmaid's Tale*, McClelland & Stewart, 1985. The novel is dystopian and illustrates a patriarchal, totalitarian, theocratic state which has taken over the U.S. People are assigned to certain roles in society, and Offred, the protagonist, is assigned to provide children for the commander.

Justification for inclusion of material: This novel is important because its purpose is to act as a warning, to remind us that our rights are to be protected so those who have been taken advantage of historically—like women—won't.

The sexual content is not glorified and is appropriate for high school.

Review committee's decision and comments: (include statement from majority position)

We unanimously vote to keep the novel in the library as it is in the literary canon, relevant, appropriate for high school, and a choice to read or not.

✓ Recommend retention of material

____ Recommend limited removal of material