



HANDLING OF CHALLENGED MATERIAL

8. What would you like the school to do about this material?

Withdraw it from all students.

Do not assign it to my child.

Use under teacher direction only (on reserve).

Other action.

9. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of the subject treated?

\_\_\_\_\_

Faith Casale  
Signature of Citizen

9/26/22  
Date



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**ADMINISTRATIVE REGULATION 105.4**

**HANDLING OF CHALLENGED MATERIAL**

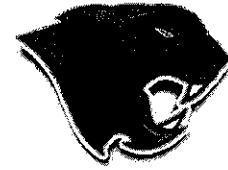
Despite the care exercised in selecting materials, occasional objections to items may be made. When an objection does occur, the approved procedures for processing the objection will be followed. Challenged materials shall not be restricted during the reconsideration process but parents/guardians may request alternate materials for their child.

In the event that a selection meets with objection by the public the procedures shall be:

- A. The complainant will file his or her objection in writing using the Citizen's Request for Reconsideration of Material form.
- B. The written complaint shall be submitted to the building Principal and the Assistant Superintendent, who in turn will give duplicate copies to the teacher responsible for the material, the department head or committee chairperson, and the Superintendent.
- C. A meeting with the complainant, the Assistant Superintendent, the principal, the teacher, and the department or committee chairperson will then be held for the purpose of reviewing the materials in question and attempting to justify their use. Within five school days of this meeting, the complainant will notify the appropriate administrator as to his/her intentions, by letter or telephone. If the complainant is satisfied with the responses given by the school officials, he/she may decide to drop the matter. If he/she intends to pursue the matter, the letter or telephone call will trigger the next step in the process.
- D. If the challenge to the materials is not satisfied by Step C, the notification within five school days of the conference by the complainant will ensure the formation of a Special Review Committee by the Superintendent. This Committee shall be made up of administrators and faculty members whose areas of expertise would have a direct bearing on the issue. This Committee will reevaluate the material in question in an objective manner by reading existing reviews, weighing values and faults against each other, and forming opinions based on the materials as a whole and not on passages taken out of context. The best interest of the student, the school and the curriculum shall be given utmost consideration. A report of the findings shall be submitted in writing to the Superintendent by the appropriate administrator within five school days of the adjournment of the Special Review Committee meeting. This report shall consist of the Guide For Material Review by the Special Review Committee and a letter from the chairperson of the Review Committee indicating the findings and recommendations.
- E. If the citizen or group remains dissatisfied, the person or persons may request a conference with the District Superintendent.
- F. Final appeal may be made to the Board of School Directors.

**Updating of the Collection Development Procedure**

This procedure will be reviewed and revised as necessary.



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**ADMINISTRATIVE REGULATION 105.4**

**HANDLING OF CHALLENGED MATERIAL**

**Citizen's Request For Reconsideration of Material**

To be submitted by all citizens requesting reexamination of library/instructional materials - print or non-print.

Author \_\_\_\_\_ Type of Material \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

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

Telephone \_\_\_\_\_

Address \_\_\_\_\_

Citizen represents:      Self \_\_\_\_\_      Organization \_\_\_\_\_

1. To what material do you object? (Please be specific: cite pages, etc.)

\_\_\_\_\_  
\_\_\_\_\_

2. Why do you find this material objectionable?

\_\_\_\_\_  
\_\_\_\_\_

3. Did you examine all the material? \_\_\_\_\_

4. Could you recommend this material for any age group? \_\_\_\_\_

5. Is there anything in the content of this material that you do like?

\_\_\_\_\_  
\_\_\_\_\_

6. Are you aware of the judgment of this material by literary critics?

\_\_\_\_\_

7. What do you believe is the theme of this material?

\_\_\_\_\_  
\_\_\_\_\_



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**ADMINISTRATIVE REGULATION 105.4**

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8. What would you like the school to do about this material?

\_\_\_\_\_ Withdraw it from all students.

\_\_\_\_\_ Do not assign it to my child.

\_\_\_\_\_ Use under teacher direction only (on reserve).

\_\_\_\_\_ Other action.

9. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of the subject treated?

\_\_\_\_\_

\_\_\_\_\_  
Signature of Citizen

\_\_\_\_\_  
Date



ADMINISTRATIVE REGULATION 105.4

HANDLING OF CHALLENGED MATERIAL

Guide for Material Review by the Special Review Committee

A letter from the Chairman of the Review Committee, including the findings and recommendations, shall be attached to this Guide and sent to the complainant and the Superintendent.

TYPE OF MATERIAL IN QUESTION: Textbook \_\_\_ Library Book \_\_\_ X \_\_\_

A-V Material \_\_\_\_\_ Curriculum Program/System \_\_\_\_\_

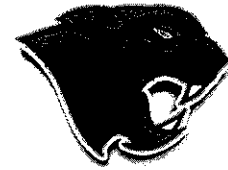
Other ( \_\_\_\_\_ )

TITLE \_\_\_ Sold

AUTHOR \_\_\_ Patricia McCormick\_ PUBLISHER \_\_\_ Hyperion Paperbacks \_\_\_\_\_

Questions 1 -11 are to be completed by appropriate School Official(s).

1. Please provide a brief descriptive synopsis of questioned material. \_\_\_ Lakishma, a 13 year old girl, living in in the rural mountains of Nepal. When Lakishma’s family suffers financial loss during the monsson season, her step-father tells her she must leave home to work and support her family. Little does she know, her step-father has sold her into child sex-trafficking work. Lakishma struggles with the reality of her new existence and the trauma’s she endures as result the illicit activies that surround her. Until, at last, she meets an undercover foreigner who seeks to rescue her from a life of sex trafficking.
2. Intended grade level of material \_\_\_ ages 14+. At what grade level is material actually being used or taught locally? \_\_\_ 9-10<sup>th</sup> grade as part of English II \_\_\_\_\_
3. Name of school(s) using (or intending to use) questionable. \_ Central York High School \_\_\_\_\_
4. Name and title of person(s) responsible for selection of material. \_\_\_ English II Curriculum Team \_\_\_\_\_
5. Who was involved in the review and selection of this material? \_\_\_ English II teachers \_\_\_\_\_



- 
6. Were the teachers using this material given ample opportunity and time to review and evaluate entire material before approval or adoption for local classroom use?  
(Yes or No) \_\_ Yes \_\_\_\_\_  
If so, please list all teachers who review materials. \_\_ Tara Goodrich, Mary Carbaugh, Rachel Grove, Shanna White \_\_\_\_\_

**ADMINISTRATIVE REGULATION 105.4**

**HANDLING OF CHALLENGED MATERIAL**

7. Content

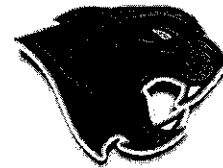
- A. Is the basic purpose of this material academic or sociological? (Circle the appropriate designation.)
- B. What are the positive aspects of this material? (Please attach to this form: citations - page, paragraph, lines, and/or other references.)- See Attached
- C. What are the negative aspects of this material that are critical of (1) Individuals? (2) Ethnic, racial, or religious groups? (3) Institutions? (4) Cultural, social, political, and/or economic beliefs, practices, or traditions? (5) Our own American national heritage? (Please attach to this form citations - page, paragraph, lines and/or other references.)- See Attached
- D. Academic skills
1. How specifically does this material improve students' basic academic skills? (Please attach to this form a detailed explanation of how this material will improve students' skills.)- See Attached
  2. Is this particular material superior to other available material in teaching basic academic skills? (Yes or No) \_\_ Yes \_\_\_\_\_

If so, according to what authorities? \_\_\_\_\_

\_\_\_\_\_

If not, why was this material selected for use in this school district?

\_\_\_\_\_



E. Violence

1. Please list instances where violence is included in the material. (Please attach to this form detailed citations - page, paragraph, line, and/or other references.)- See attached

2. Is violence treated in the context of cause and consequence? (Yes or No) \_\_\_ Yes \_\_\_

If so, please specify page, paragraph, lines and/or other references to document that this is the case on the attached listing.

ADMINISTRATIVE REGULATION 105.4

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F. Profanity and Immoral Conduct

1. Please list instances where profanity and immoral conduct are included in the material. (Please attach to this form detailed citations - page, paragraph, lines, and/or other references.)- See attached

2. Are profanity and immoral conduct treated in the context of cause and consequence? (Yes or No)\_\_\_ Yes \_\_\_

If so, please cite examples in context on the attached listing to document that this is the case.

8. Teaching Methods and Outcomes

A. Could any content, exercise, questions or other aspect of the material in question be used to change attitudes, values, or religious or political beliefs of students? (Yes or No)\_\_\_ No \_\_\_

B. Are psychological techniques such as personality or attitude profiles, questions or interviews in areas of social, emotional, mental, or personal problems used in connection with this questioned material? (Yes or No)\_\_\_ No \_\_\_

9. What specific action does the school take to protect students from feeling odd, peculiar, or isolated from their peers when a parent or guardian refuses to allow a student to participate in programs using material they feel is objectionable?

\_\_This book is part of a list of choices presented in literature circles. The book is listed as containing sexual content and is chosen by the student and signed off on by the family prior to the student beginning. The book is not a forced choice during classroom instruction.



CENTRAL YORK  
SCHOOL DISTRICT  
Educational Service Center



ADMINISTRATIVE REGULATION 105.4

HANDLING OF CHALLENGED MATERIAL

Ken Youcheff  
(Special Review Committee Member)

Asst. Supt.  
Title

12-20-22  
Date

R. J. Gensler  
(Special Review Committee Member)

Library media Specialist  
Title

12/20/22  
Date

Lara Hoodrich  
(Special Review Committee Member)

Teacher  
Title

12/20/22  
Date

Laurie Brady  
(Special Review Committee Member)

Teacher  
Title

12/20/22  
Date

D. J. Caurochi  
(Special Review Committee Member)

HS Principal  
Title

12/20/22  
Date

\_\_\_\_\_  
(Special Review Committee Member)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Superintendent)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

CREATED 12/11; modified 8/2017 (moved under Policy 105)

Sold

By Patricia McCormick

7B-

Pg. 180-181: "Understanding Monica"- Enduring hardships and trauma in support of family.

Pg. 182-183: "A Gfit"- Simple kindness strangers can show us.

Pg. 21- "Making Do"- Represents a prevailing theme of doing with what you are given. Learning about culture

Authors Note- Speaks to number of people, women, girls, who are exposed to these acts specifically, 12,000 in Nepal which shares a data driven world view. This story represents a person's resiliency and what some of these victims have done to bring awareness and protection to others.

Pg. 174- "A Strange Vocabulary"- Even in the midst of trauma a friendship develops between Lakishma and Harish and they learn from one another.

7C

In the text, the author brings awareness to the practice of sex trafficking in Nepal. Throughout the text, Lakishma is taught to be wary of outsiders and Americans. This is taught to her to keep her in her place. However, in the final scenes, it is indeed an American who is her rescuer.

7D

1. This text is good for reluctant readers, because it allows them access to a more difficult text that is conducive to lower level readers. During the reading of this text, students are also tasked with looking into additional social issues (poverty, food insecurity, meeting basic needs, mortality rates). During discussions within the literature circles, students respond to prompts about the text with different literary elements. This task is indicative of testable material associated with the Keystone assessment.
2. Yes. This is supported by the American Library Association and is has been recognized as a National Book Award finalists. It has also been recognized as a Publisher's Book Award winner in 2006.

7E

There are instances of rape on pages 103, 121, 123-129, and 218. On page 257, chili's are used as punishment for the girls. On page 143, a child's suicide is referenced. The author also references forced abortion on pages 10-11.

7F

The books reference of immorality and corruption associated with sex trade is portrayed in the text. The book references, kidnapping, sex-trafficking, illegal and corrupt behavior by officials. These consistently are displayed throughout the text.



December 20, 2022

Dear Dr. Aiken,

The purpose of this communication is to inform you of the decision of the Selection Review Committee established under Board Policy 105.1 pertaining to the request for removal of a text from the Central York High School Library and the English II curriculum. Under this policy, the committee is responsible to inform you in writing within five days of our decision pertaining to instructional material that has been challenged.

In regard to the matter submitted for the text Sold by Patricia McCormick, it is the decision of this committee that this text remain as part of the current literature circle offering and in the Central York High School library. Through the evaluation of the text, it is the opinion of this committee that the above text holds strong literary merit and can serve as an instructional tool in the classroom. While the text contains elements of violence and sex trafficking, and acts associated thereof, these elements are essential to the telling of the story. In addition, the descriptions of these elements were not deemed to be explicit by this committee when viewed in the totality and context of the story. The committee evaluated the academic merits of both the genre, structure, and text level of the book as part of the evaluation process and deemed the text to contain elements aligned to the teaching of skills and structures associated with those outlined in the English II curriculum. It is further noted this text is a choice by students in the classroom, with families asked to sign off permission to read, as part of literature circles while also being labeled as having sexual abuse. Thus, this text is not a required read of the course, but rather a choice.

At this time, the committee recommends the continued use of this text as part of the English II literature circle choices, as well as, recommending Sold's continued availability in the Central York High School library. If you have additional questions regarding this decision, please feel free to contact me.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'K. Youcheff'. The signature is stylized and cursive.

Kevin Youcheff, Ed.D.  
Assistant Superintendent