



Central Bucks Reconsideration Committee Report

Per Board Policy and Administrative Regulation 109.2, the Reconsideration Committee met to discuss a challenged library work. All committee members read the work in its entirety, as well as the policy and administrative regulation prior to reconsideration, as delineated below.

Role	Read Book in Entirety	Read Policy and AR 109.2	Read Submitted Challenge Form
Library Coordinator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Administrator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Administrator	Not in Attendance	Not in Attendance	Not in Attendance
Professional Educator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Educator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Challenged Material:

The Reconsideration Committee reviewed the request for reconsideration of the following library material:

Title: Me and Earl and the Dying Girl

Author: Jesse Andrews

Summary of Concerns: The ‘Request to Reconsider Library Materials’ form was not available for review. Administration verbally expressed a concern regarding sexually explicit content.

Literary Merit:

The Reconsideration Committee evaluated the literary merit of the challenged work. The findings regarding the work's literary merit are below:

☑ Literary Awards and Honors:

- **Time Magazine's 100 Best YA Books of All Time**
- **2012 Voice of Youth Advocates (VOYA) Starred**
- **2012 Junior Library Guild's High Interest Selection**
- **2012 Children's and Young Adult Bloggers' (CYBIL) Award for Young Adult Fiction**
- **2013 Young Adult Library Services Association's (YALSA) Best Fiction for Young Adults**
- **2013 Cooperative Children's Book Center's Choices Selection**

☑ Professional Literary Reviews:

Kirkus Reviews starred (February 15, 2012)

A frequently hysterical confessional from a teen narrator who won't be able to convince readers he's as unlikable as he wants them to believe. "I have no idea how to write this stupid book," narrator Greg begins. Without answering the obvious question--just why is he writing "this stupid book"?--Greg lets readers in on plenty else. His filmmaking ambitions. His unlikely friendship with the unfortunately short, foulmouthed, African American Earl of the title. And his unlikelier friendship with Rachel, the titular "dying girl." Punctuating his aggressively self-hating account with film scripts and digressions, he chronicles his senior year, in which his mother guilt-trips him into hanging out with Rachel, who has acute myelogenous leukemia. Almost professionally socially awkward, Greg navigates his unwanted relationship with Rachel by showing her the films he's made with Earl, an oeuvre begun in fifth grade with their remake of Aguirre, Wrath of God. Greg's uber-snarky narration is self-conscious in the extreme, resulting in lines like, "This entire paragraph is a moron." Debut novelist Andrews succeeds brilliantly in painting a portrait of a kid whose responses to emotional duress are entirely believable and sympathetic, however fiercely he professes his essential crappiness as a human being. Though this novel begs inevitable thematic comparisons to John Green's *The Fault in Our Stars* (2011), it stands on its own in inventiveness, humor and heart. (Fiction. 14 & up)

Literary Merit:

The Reconsideration Committee evaluated the literary merit of the challenged work. The findings regarding the work's literary merit are below:

☑ Professional Literary Reviews:

School Library Journal (July 1, 2012)

Gr 9 Up-This debut novel is told from the point of view of intensely self-critical Greg S. Gaines, an aspiring filmmaker. A self-described pasty-faced failure with girls, the 17-year-old spends most of his time with his friend Earl, a foul-mouthed kid from the wrong side of town, watching classic movies and attempting to create their own cinematic masterpieces. When Greg's mother learns that Rachel, one of his classmates, has been diagnosed with leukemia, she encourages him to rekindle the friendship that started and ended in Hebrew school. While Greg promises that his story will contain "zero Important Life Lessons," his involvement with Rachel as her condition worsens nonetheless has an impact. In a moment of profundity, however, Greg also argues, "things are in no way more meaningful because I got to know Rachel before she died. If anything, things are less meaningful." Andrews makes use of a variety of narrative techniques to relate the story: scenes are presented in screenplay format and facts are related as numbered and elaborated-upon lists that are tied together by a first-person narrative divided into chapters indicated with self-deprecating titles.

Policy and Administrative Regulation 109.2

In accordance with Policy 109.2, the reconsideration committee evaluated whether any excerpts within the work included prohibited content, as delineated by the policy.

Elementary School Library Materials: N/A

- Do any excerpts contain visual or visually implied depictions of sexual acts or simulations of such acts?
 Yes No
- Do any excerpts contain explicit or implied written descriptions of sexual acts?
 Yes No
- Do any excerpts contain visual depictions of nudity or implied nudity?
 Yes No

Middle School Library Materials:

- Do any excerpts contain visual or visually implied depictions of sexual acts or simulations of such acts?
 Yes No
- Do any excerpts contain explicit written descriptions of sexual acts?
 Yes No
- Do any excerpts contain visual depictions of nudity - not including materials with diagrams about anatomy for science or content relating to classical works of art?
 Yes No

High School Library Materials:

- Do any excerpts contain visual or visually implied depictions of sexual acts or simulations of such acts?
 Yes No
- Do any excerpts contain explicit written descriptions of sexual acts?
 Yes No

Reconsideration Committee Decision:

Based on the reconsideration of the literary work as outlined in this report, the Reconsideration Committee has rendered the following decision:

Reconsideration Outcome:

- The literary work will remain on the library shelves and no change to its inclusion in any library will be made.
- The literary work will be moved to another level (elementary, middle, or high school) as checked below:
 - Elementary School
 - Middle School
 - High School
- The literary work will be removed from all school libraries in the Central Bucks School District. Per Policy 109.2, a book of the same genre will be purchased for the collection as a result of the removal of this literary work.

Reconsideration Vote:

- All members of the Reconsideration Committee contributed input pertaining to the reconsideration of the literary work in this report.
- All members of the Reconsideration Committee voted on the outcome of the decision based on the findings of the report. The decision is unanimous.