

## **Policy Committee**

Monday, December 19, 2022 5:00 PM

Waconia High School - Room B107, 1650 Community Drive, Waconia, MN 55387

### **1. Series 600 Education Programs**

**Presenter:** Sarah Klitzke, Interim Director of Teaching & Learning

#### 1.A. 606 Textbooks and Instructional Materials

Adopted: \_\_\_\_\_

Revised: \_\_\_\_\_

MSBA/MASA Model Policy 606  
Orig. 1995  
Rev. 202205

## 606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

### I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

### III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the ~~Director of Teaching and Learning~~ superintendent **[or designee]** the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials ~~which~~that:
1. support the goals and objectives of the education programs;
  2. consider the needs, age, and maturity of students;
  3. foster respect and appreciation for cultural diversity and varied opinion;
  4. fit within the constraints of the school district budget;
  5. are in the English language. Another language may be used, pursuant to [Minnesota Statutes section Minn. Stat. § 124D.61](#);
  6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
  7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The ~~Director of Teaching and Learning~~ superintendent **[or designee]** shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall be coordinated with the school district's curriculum development effort and may utilize the Teaching and Learning Advisory Council for input and consideration. ~~provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's~~

~~curriculum development effort and may utilize advisory committees.~~

#### IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The ~~Director of Teaching and Learning~~ superintendent [or designee] shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The ~~Director of Teaching and Learning~~ superintendent [or designee] shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

#### V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. ~~The school district shall provide a process for members of the school district community to seek reconsideration of the use of select textbooks or instructional materials. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.~~
- B. The ~~Director of Teaching and Learning~~ superintendent [or designee] shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. **The superintendent [or designee] shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.**

**Commented [1]:** This is part of original MSBA policy but not included in ours. Here's the procedures: <https://isd110.org/district-departments/teaching-learning/reconsideration-instructional-materials>

**Commented [2]:** This is part of original MSBA policy but not included in ours. Here's the procedures: <https://isd110.org/district-departments/teaching-learning/reconsideration-instructional-materials>

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction ~~—Curriculum~~)  
Minn. Stat. § 120B.235 (American Heritage Education)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)  
Minn. Stat. § 124D.59-124D.61 (~~Limited English Proficiency Education for English Learners Act~~)  
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)  
*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, ~~108 S.Ct. 562, 98 L.Ed.2d 592~~ (1988)  
*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

## **RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

### District 110 Guidelines and Procedures

#### **References:**

ISD 110 School Board Policy #606 Textbook and Instructional Materials

ISD 110 School Board Policy #625 Media and Book Selection

#### **Background:**

The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the [Library Bill of Rights of the American Library Association](#), [its interpretation for minors](#), and the [Students' Right to Read of the National Council of Teachers of English](#).

Occasional objections to instructional materials may be made, despite the quality of the selection process. Persons who wish to challenge the inclusion of specific items in school collections of materials will follow the procedure outlined below. These steps are to assure that a process is followed and that all parties have an equal chance to be heard.

#### **Process for Review:**

A resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a classroom or library resource. Simply because there is a complaint about a material is not sufficient reason to withdraw access to it by all students. Each parent/guardian has the right to determine the appropriateness of classroom and library resources for their children and should accord the same right to other families. No library or classroom resources will be removed or restricted from use during the reconsideration process.

#### **Step 1:**

An attempt will be made to resolve the matter informally at the building level. Persons with a complaint about print or digital resources should contact the classroom teacher, librarian, or principal to state their concerns. The school employees will listen attentively to the concerns and attempt to resolve the issue informally.

## **Step 2:**

If the complaint is not resolved in Step 1, the building principal or Director of Teaching & Learning will explain the process for reconsideration of materials. This will include the option to submit a [Request for Reconsideration of Instructional Materials](#) form. This form can be obtained on the District 110 Teaching & Learning website. If there is concern about multiple items, a separate form must be completed for each item. If the form has not been received by the Director of Teaching & Learning within two weeks, the matter shall be considered closed.

## **Step 3:**

If a request form is received, the Director of Teaching & Learning shall be responsible for the development and leadership of a Instructional Materials Review Committee. This Committee shall include at least one of each of the following representatives: building administrator, school media specialist, classroom teacher, member of the Teaching and Learning Advisory Council, and student (if appropriate). The faculty member(s) and complainant(s) directly involved in the complaint shall not be members of this Committee.

The Director of Teaching & Learning and the Instructional Materials Review Committee will review the material within 30 working days. The Committee will take the following steps after receiving the request:

- The faculty member(s) most involved will be invited to present their points of view.
- The Committee will read, listen, or view the material in its entirety. The Committee shall form opinions based on the material as a whole (not on passages pulled out of context).
- The Committee will research general acceptance of the material by reading reviews and consulting recommended lists.
- The Committee will consider the extent to which the material supports the curriculum.
- The Committee will discuss the following possible courses of action for the resource in question:

- a. Retain the resource for unrestricted use by students
  - b. Move the resource to a different grade level or course
  - c. Remove the resource entirely
- The Committee will reach consensus on the matter by a simple majority vote. Voting will be by anonymous ballot.

If the Committee selects "a", the school district will make reasonable arrangements to provide alternative resources or instruction upon request of the complainant. The school district is not required to pay for alternative instruction provided by the complainant.

The school district may not impose academic or other penalties on a student merely for arranging alternative instruction. The school district, however, may evaluate and assess the quality of the student's work.

The Materials Review Committee will present a written recommendation to the Superintendent and the school board. The complainant and faculty member(s) will be notified of the Committee's decision.

# ISD 110 Reconsideration of Instructional Materials Request

[ISD 110 Reconsideration of Instructional Materials Guidelines](#)

Email:

1. As a first step, have you contacted the classroom teacher, librarian, or principal to state your concerns?

If you answer “no” to this question, please exit this form and carefully review the steps outlined in Guidelines and Procedures

2. Your Name:
3. What is the best way to contact you?:
4. Please include information regarding the resource under reconsideration (i.e. type of resource, title, author, and/or publisher):
5. In which class or course is this material being assigned or made available?
6. To what in the material do you object? Please be specific.
7. What do you feel might be the result of the students’ continued exposure to this material?
8. What are the acceptable portions of this material?
9. Did you read, view, or listen to this resource in its entirety?
10. Have you read reviews or considered other opinions of this resource?
11. If you answered “yes” to the previous question, please summarize your findings.
12. Additional Comments (optional)

1.B. 625 Media and Book Selection

## 625 MEDIA AND BOOK SELECTION

### I. OBJECTIVE OF SCHOOL EDUCATION MEDIA CENTER

The primary objective of the school and educational media center is to enrich and support the educational program of the school. It is the policy of the school district to provide a wide range of media materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. The media staff is responsible for organizing and arranging materials to provide easy access, and for a continual evaluation of the collection to keep it relevant.

#### A. Selection of Material for the Media Center Collections

While selection of media materials may involve many people, ~~the responsibility of coordinating the selection of most media materials and making recommendations to Principals for acquisition rests with licensed media personnel,~~ the responsibility of coordinating and recommending the selection of most media materials rests with the licensed media professionals. Final recommendations will be made to the principal for purchase. Critical reviews, recommended lists, publishers' announcements, reading and previewing are all to be used to varying degrees in the selection process.

Since the primary objective of the media center is to enrich and support the educational program of the school, criteria for media materials selections should reflect this objective. Materials ~~for purchase~~ are considered on the basis of ~~the following criteria~~ as they apply:

- ~~1. Overall purpose~~
- ~~2. Authenticity~~
- ~~3. Timeliness~~
- ~~4. Degree of permanency~~
- ~~5. Importance of the subject matter~~
- ~~6. Quality of the writing/production~~
- ~~7. Readability and popular appeal~~
- ~~8. Authoritativeness~~
- ~~9. Reputation of the publisher/producer~~
- ~~10. Format and price~~
- ~~11. School board values~~

1. Support, and be consistent with, the educational goals of the district.
2. Be selected to enrich and support the curriculum and to meet the individual needs and interests of users.
3. Be appropriate for the age, social development, and maturity of the users.
4. Provide a global perspective and foster respect and appreciation for cultural diversity by including materials by authors and illustrators of all cultures.
5. Be selected in a variety of formats most suitable for intended use.
6. Represent differing viewpoints on controversial topics.
7. Exhibit a high degree of potential user appeal and interest.

~~Suggestion from faculty, students and citizens are given consideration.~~

The school may accept gift materials and integrate them into the general collection if they meet selection criteria.

The media center is to contain collections of materials that support the current school curriculum. ~~The center is not designed to become an archive or storehouse of all recorded wisdom.~~ Frequent weeding of materials is necessary to keep the collections current and provide shelf space for more useful materials. ~~The media center materials that are no longer in use will be repurposed or disposed of. Materials that are no longer suitable for media collections will be offered to teachers for classroom use or disposed of.~~

~~No child will be prevented from reading or viewing any school materials in which he/she has an interest. However, reasonable efforts will be made to comply with requests from parents that certain materials be withheld from their children. On the other hand, no child shall be forced to read or view any materials to which he/she objects based on a genuinely held belief.~~

## B. Teacher Selected Materials

Materials selected for classroom use may include both print and non-print formats as well as fiction and nonfiction. Classroom materials have ~~as~~ their primary justification ~~the~~ to support ~~of~~ the curriculum. Although a textbook may contain the entire curriculum content of a course of study, more commonly, a variety of materials are used. Assumptions underlying the latter practice include the following:

1. People ~~usually~~ often are better informed for having considered a subject from various points of view.
2. Students in any subject at any given grade level have a wide range of skills and abilities. An equally wide range of materials is needed to match these individual differences.
3. Access to adequate collections of materials is essential to programs that provide students with independent study time.
4. Because the curriculum may not include items of personal relevance of students, access to a wide range of materials is essential.
5. Teachers can be more flexible and creative if a wide variety of materials are available.

## ~~C. Philosophy of Selection~~

~~Materials are selected to support curriculum. Every effort is made to select the best from all the materials that are available. Works chosen on the basis of their strengths rather than rejected on the basis of their weaknesses. Most materials are biased to some extent. Young people must learn how to deal with this situation.~~

~~If a controversial issue is covered at all in the curriculum or in the media center materials representing all sides of that issue are to be included. Since controversy is a major component of modern life, an enlightened citizenry learns to cope with it. Untested beliefs, dogma, and value structures are likely neither to be as valid nor as durable as those which have been challenged by conflicting ideas.~~

~~A mission of the school is to expose children to ideas—not restrict them; to encourage the study of problems—not to hide them. If an increasing portion of the curriculum is to be devoted to issues of real importance to students, many controversial materials will~~

~~have to be provided. These are the issues about which students seem most to need and want information.~~

~~No child will be prevented from reading or viewing any school materials in which he/she has an interest. However, reasonable efforts will be made to comply with requests from parents that certain materials be withheld from their children. On the other hand, no child shall be forced to read or view any materials to which he/she objects based on a genuinely held belief.~~

## **II. RECONSIDERATION OF MEDIA AND BOOK SELECTIONS**

- A. Occasional objections to materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Association of School librarians, the Library Bill of Rights of the American Association, and the Students' Right to Read of the National Council of Teachers of English.
- B. The school district shall provide a process for members of the school district community to seek reconsideration of the use of media and book selections.
- C. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of the use of media and book selections.

Policy Adopted: June 10, 2002

Revised: December 2020

Independent School District No. 110

Waconia, MN 55387

Cross References: District 110 Policy #606 Textbook and Instructional Materials  
District 110 Policy # xxx Teaching about Controversial Topics

~~CITIZENS REQUEST FOR RECONSIDERATION OF MATERIALS  
INDEPENDENT SCHOOL DISTRICT #110~~

~~Creator/Author \_\_\_\_\_ Type of  
Material \_\_\_\_\_~~

~~Title \_\_\_\_\_  
\_\_\_\_\_~~

~~Publisher/Producer, Source \_\_\_\_\_  
\_\_\_\_\_~~

~~Request initiated  
by \_\_\_\_\_ Phone \_\_\_\_\_~~

~~Complainant represents himself/herself \_\_\_\_\_~~

~~And/or (organization or other individuals)  
\_\_\_\_\_  
\_\_\_\_\_~~

~~1. \_\_\_\_\_ In which class(es) is this material being assigned?  
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\_\_\_\_\_~~

2. ~~To what in the material do you object? (Please be specific; cite portions)~~

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3. ~~What do you feel might be the result of the students' continued exposure to this material?~~

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4. ~~For what are the good portions of this material?~~

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5. ~~What are the good portions of this material?~~

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6. ~~Did you read, view, listen to, or observe the entire material? Yes \_\_\_\_\_  
No \_\_\_\_\_~~

~~If not, what parts? \_\_\_\_\_~~

1.C. 698 Teaching about Controversial Issues

# Teaching about Controversial Issues

## I. PURPOSE

The development of critical thinking and preparation for citizenship are among the educational goals of the school district. As a result, the school district has a responsibility to include content dealing with current critical issues in various curriculum areas at all grade levels. Some of these issues may be controversial. The purpose of this policy is to recognize the benefit to students of the appropriate study of controversial issues within reasonable parameters. The school board has the final authority to give or withhold consent for any school activity or program.

## II. GENERAL STATEMENT OF POLICY

A. The school district and the individual classroom teachers have a responsibility to give students an opportunity to study controversial issues which have political, economic, or social significance. The course of this study should include access to appropriate, relevant information, including materials that circulate freely in the community, and competent instruction balancing the various points of view in an atmosphere free from bias, prejudice, discrimination, and harassment.

B. In fulfilling this responsibility, the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the viewpoints and information to which students are exposed.

C. Students and parents may express opinions on controversial issues without jeopardizing relations with school staff.

D. In selecting controversial issues to be included in the instructional program, the staff shall use the following guidelines:

1. The issue should contribute toward helping students develop techniques for examining other controversial issues.
2. The issue should be suitable for students of the maturity and background represented in the class.
3. The issue should be related to the course content and help achieve course objectives.

E. If a controversial issue that is neither directly related to the course content nor specified as a part of the curriculum unexpectedly arises during a class discussion, for example as the result of a student's questions or comments or in the coverage of current events, the teacher may deal with student interest in the issue by devoting sufficient time to the issue to assure balanced, impartial coverage.

## III. COMPLAINTS

A. The administration ~~shall establish~~ will follow procedures for challenges relative to the study of controversial issues as stated in the cross references of this policy, ~~subject to school board approval, for handling any complaints relative to the study of controversial issues.~~

~~B. Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the school board places trust and confidence in~~

~~its employees and will support their actions insofar as possible, from anonymous, unreasonable, or ill-considered complaints.~~

#### **IV. TRAINING**

A. Principals and secondary area leaders shall be responsible for informing all staff members of the policy on coverage of controversial issues in the curriculum. In doing so, they shall emphasize the basic assumption that the school is providing an opportunity for students to study controversial issues, not teaching a viewpoint on controversial issues.

B. A teacher who is in doubt concerning the advisability of discussing certain issues and materials in the classroom shall confer with his/her principal as to the appropriateness of doing so. If the teacher and principal are unable to agree, the issue shall be referred to the superintendent or superintendent's designee.

Cross References: District 110 Policy #604 Instructional Curriculum  
District 110 Policy #606 Textbook and Instructional Materials  
District 110 Policy #625 Media and Book Selection