

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - N10 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, March 12, 2024 4:30 PM
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*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

This regular meeting of the Osseo School Board is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/info-center/school-board](https://district279.org/info-center/school-board) (Watch Livestream). An archived recording will also be available on the district website.

### Agenda Items

1. Check in  
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5. Next Meeting: June 11, 2024
6. Adjournment

*To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and*

*download School Board meeting notices and regular meeting agendas and materials from the district website [www.district279.org](http://www.district279.org), under "Info Center > School Board."*

## PROCEDURE 312 - ASSIGNMENT AND TRANSFER OF PRINCIPALS

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### I. Definition of Terms

#### A. Transfer

For the purpose of this Procedure 312 - Assignment and Transfer of Principals, transfer will refer to the movement of a Principal or Assistant Principal to another building or assignment. Normally, this would be for one school year or more.

#### B. Classification

For purposes of this Procedure 312 - Assignment and Transfer of Principals, classification will be as stated in the applicable Terms and Conditions of Employment for the Licensed Principals.

1. The position of senior high Principal will be considered as a separate job classification.
2. The position of middle school Principal will be considered as a separate job classification.
3. The position of elementary Principal will be considered as a separate job classification.
4. The position of OALC [or 279 Online](#) Principal will be considered a separate job classification.
5. The position of high school Assistant Principal will be considered a separate job classification.
6. The position of middle school Assistant Principal will be considered a separate job classification.
7. The position of elementary Assistant Principal will be considered a separate job classification.
8. The position of OALC [or 279 Online](#) Assistant Principal will be considered a separate job classification.

### II. Voluntary Transfer

- A. A Principal or Assistant Principal may request a transfer to another building or Principal on Special Assignment position by submitting a request for transfer to the Director of Human Resources u Upon notification of available vacancies. Requests must be submitted in writing via email. The request will remain on file in the Human Resources office until the transfer is granted or denied.
- B. New and existing positions listed in Section 1.B., which become open, will normally be posted for ~~five (5)~~ [three \(3\)](#) working days. Principals or Assistant Principals who request to receive announcement of vacancies during the period when they are not on duty will be notified via email to their District email address.
- D. The Principal/Assistant Principal voluntary transfer process will occur in the following sequence:
  1. A Principal or Assistant Principal who has submitted a request for transfer will be given first consideration for the opening.
  2. If there is a Principal or Assistant Principal vacancy, all Principals in the job classification who have submitted a request for transfer will be granted an interview.
  3. The District reserves the right not to grant a transfer request. A Principal or Assistant Principal may request the reason(s) for the denial and the District will respond.
- F. Principals or Assistant Principals who are currently on an assistance plan [or who have received "Developing" or "Needs Development" on any of the domains in the](#)

previous year's performance evaluation under the District's evaluation program will not normally be eligible for a voluntary transfer.

### III. Involuntary Transfer

- A. Involuntary transfers will be made by the administration in order to best meet the needs of the District. An involuntary transfer may precede a voluntary transfer.
- B. Every attempt will be made to notify any Principal or Assistant Principal as soon as the need for transfer is realized.
- C. The Principal concerned has the right to respond in writing to the proposed transfer and all documents will be placed in the Principal's file.
- D. Involuntary Transfer for Non-Performance Reasons (pertains to only those circumstances where an involuntary transfer is not required as a result of elimination of position or Principals asserting their bumping rights as outlined in F below).
  - 1. An involuntary transfer under this category will occur at the current ~~rank and grade~~ classification of the impacted Principal.
  - 2. The salary of a Principal asked to accept an involuntary transfer to a lower classification on the Principal's salary schedule will be held harmless until the Principal is returned to a position within his/her prior classification or up to a maximum of five (5) years, whichever is sooner.
- E. Involuntary Transfer for Performance Reasons
  - 1. When a Principal or Assistant Principal who is on an assistance plan under the District's evaluation program is involuntarily transferred, specific reasons for the transfer will be given in writing to the individual. These reasons would have been a part of the assistance plan.
  - 2. The salary of a Principal asked to accept a change to a lower classification on the Principal's salary schedule due to performance reasons, will be frozen for one year.
- F. Involuntary Transfer Resulting from Elimination of Position or Bumping
  - 1. In the event of elimination of a position due to a budget adjustment process or program adjustments, Principals and Assistant Principals will have the transfer and bumping rights described in this section.
  - 2. Principals and Assistant Principals who occupy a position that is eliminated will have the right to the least senior position within the same classification. For the purposes of involuntary transfer, seniority is defined as the first day of consecutive employment in a position that requires a Principal license as defined under Minnesota Statute 122A.40.
  - 3. Principals and Assistant Principals who occupy a position in a classification in which they are least senior may bump the least senior person in the next lower classification provided that they possess the appropriate license.
  - 4. Principals and Assistant Principals who occupy a position in a classification in which they are the least senior in their classification and less senior than all other persons in the principals' classification for which they are licensed, may bump the least senior, highest ranked position equal to or lower than their present position in the employee classifications of Licensed Coordinators and Licensed Supervisors, provided the Principal or Assistant Principal possesses the appropriate license for such a position.
  - 5. Principals and Assistant Principals who occupy a position in a classification in which they are the least senior in their classification and less senior than all Principals, Licensed Coordinators for which they are licensed, may bump into a teaching assignment in a field for which they are licensed by way of the Teacher Involuntary Transfer Process, provided the Principal or Assistant Principal is more senior than the least senior teacher in a licensed field for which the District employs teachers.
  - 6. In the event that a position which has been eliminated is reinstated, or if a more senior Principal or Assistant Principal retires or resigns, thus creating a vacancy, such a vacancy will be filled by reversing the above process in seniority order. This procedure will be implemented for a period not to exceed five years from the

effective dates of the eliminated position, and maintains consistency with Minnesota Statute 122A.40, Subd. 11(b)(i) – Unrequested Leave of Absence.

- G. In the event of elimination of a position due to a budget adjustment process or program adjustments, licensed administrators with higher classifications, with the exception of the Superintendent, will have the right to bump the least senior highest ranked licensed Principal or Assistant Principal if the licensed administrator is more senior than the least senior highest ranked Principal or Assistant Principal. All procedures III.F.1-5. above shall apply when procedure III.G. is activated.

***Created/Revised***

Revised: 9/23/2014

Revised: 3/24/2014

Created: 1/5/99 (formerly Procedure 2213)

Revised: 2/17/98

Revised: 4/15/97

Created: 7/24/79

***Legal References***

M.S. 122A.40 - Employment, Contracts, Termination

M.S. 122A.40, Sub. II(b)(1) - Unrequested Leave of Absence

- G. In the event of elimination of a position due to a budget adjustment process or program adjustments, licensed administrators with higher classifications, with the exception of the Superintendent, will have the right to bump the least senior highest ranked licensed Principal or Assistant Principal if the licensed administrator is more senior than the least senior highest ranked Principal or Assistant Principal. All procedures III.F.1-5. above shall apply when procedure III.G. is activated.

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Revised: 9/23/2014

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Created: 7/24/79

***Legal References***

M.S. 122A.40 - Employment, Contracts, Termination

M.S. 122A.40, Sub. II(b)(1) - Unrequested Leave of Absence

## PROCEDURE 811 – NAMING SCHOOL DISTRICT FACILITIES

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### I. GENERAL PROCEDURE

#### A. Names for New Educational Facilities

##### 1. Management of the School Naming Process

The School Board will manage the process of naming school district facilities.

##### 2. Public Involvement

a. Community relations staff members will advise the community about the process and the timeline for naming the new school or repurposed facilities. Public notification will include, but not be limited to, online posts, emails ~~news releases and mailings to the~~ to PTAs/other, school councils, Chamber of Commerce, community organizations and civic clubs, and news releases.

b. The public may submit names for School Board consideration through the ~~U.S. mail, fax or email~~ or specified forms ~~to the Superintendent's designee~~. The names submitted must conform to Board Policy above.

c. A minimum six-week timeline will be established for the public to propose names. ~~The Superintendent's designee will send acknowledgement letters to those who offer names for consideration.~~

d. The Superintendent's or their designee will forward the names proposed and any supporting documentation to the School Board.

e. Community feedback will be solicited on up to three of the top proposed names. This will be shared with the Board before determining the final name.

~~ef.~~ Once the Board votes on a name, the Superintendent's designee is responsible for ~~advising~~ informing the public of the approved name.

#### B. Names for Areas within Educational Facilities

1. The administration in charge of the facility shall manage requests to name areas of school facilities and property. These requests shall be forwarded to the Superintendent or his their designee for notification to the School Board ~~of Education~~ prior to administrative approval. The Superintendent or his their designee will inform Board Members of the request in writing and will set a time period for the Board to comment. When the time period has expired, the Superintendent's or their designee will advise the local school administrator of the status of the request.

2. The areas of educational facilities that may be named are limited to: media centers, stadiums, auditoriums, gymnasiums, buildings detached from the main building of the facility (classrooms, administrative or athletic), playgrounds, athletic fields, gardens or nature areas containing a minimum of 300 square feet.

3. Schools and their communities may honor a living or deceased person or an entity, according to these provisions:

a. School district employees, living or deceased may be considered if they have distinguished themselves through work at the educational facility for a minimum of five (5) consecutive years or ten (10) cumulative years in the school district.

b. Living or deceased members of the community served by the educational facility may be eligible, if those individuals have distinguished themselves through ten (10) documented years of school-related service and have held membership in at least one school-related support organization (PTA, Booster

Clubs, Citizens' Advisory Council, School Council, etc.) during the years of their children's enrollment in Osseo Area Schools. Also, the person must have made a significant educational, historical or social contribution in the community.

4. Local School Administration shall confer with District Administration regarding guidelines and specifications for signs or markers to be placed on school facilities and campuses to honor persons for whom educational facilities are named.

C. Other Use of School Property for Commemorative Purposes

School administrators and faculties may, at their option, place pictures, plaques and other non-permanent commemorative objects on the internal walls of educational facilities in recognition of persons, organizations and events.

The use of school facilities and property for honoring or memorializing persons shall be limited to the provisions of this policy and regulations. However, if the naming of a facility for this purpose preceded the adoption of this policy, that name may remain in place.

***Created/REvised***

Created: 12/20/05

## **POLICY 613 – GRADUATION REQUIREMENTS**

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### I. PURPOSE

The purpose of this policy is to set forth academic and credit requirements necessary for students to graduate from the school district.

### II. GENERAL REQUIREMENTS FOR GRADUATION.

- A. All students must meet Minnesota Graduation Standards in accordance with the timeline established by the School Board and/or the State. Exemptions to this requirement will be granted in accordance with State Rule and Law.
- B. Students must successfully complete the following high school level or equivalent trimester credits for graduation:
  - 1. Twelve (12) credits of English;
  - 2. Nine (9) credits of mathematics, including non-linear algebra or algebra I, algebra II, geometry, statistics and probability sufficient to satisfy the standards;
  - 3. Nine (9) credits of science, including earth space science, biology, and chemistry or physics, or Career and Technical Education (CTE). The CTE credit must meet the standards underlying the chemistry or physics credit.
  - 4. Ten (10) credits of social studies, including U.S. history, geography, government and citizenship, world history and economics;
  - 5. One (1) credit in physical education, including the life fitness course designated by the district;
  - 6. One (1) credit in health; including the health course designated by the district;
  - 7. Three (3) credits in fine arts, including courses designated by the district in registration materials;
  - 7-8. One (1) credit in personal finance between grades 10-12, including courses designated by the district in the registration materials beginning with the class of 2028
  - 8-9. Nineteen-Eighteen (189) credits in electives.
- C. A student may be excused from a physical education class/credit requirement if:
  - 1. the student submits written information signed by a physician stating that physical activity will jeopardize the student's health;
  - 2. the student's IEP, Section 504 Plan or Individualized Health Plan excuse their participation based upon the student's unique and individualized needs; or
  - 3. the student's parent/guardian requests an exemption on religious grounds.
- D. Notwithstanding the requirements set forth in Paragraph B, upon completion of high school or the equivalent, a student with a disability who satisfactorily attains the objectives in the student's Individualized Education Program (IEP) will be granted a high school diploma that is identical to the diploma granted to students without a disability, as required by Minn. Stat. § 125A.

### III. EARLY COMPLETION OF GRADUATION REQUIREMENTS

In accordance with state law, students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07. Early graduation requires approval of the student; the student's parent/guardian; the high school principal (or their designee); and the student's counselor. Students who are candidates for early graduation must, at a minimum, meet all the following conditions:

- A. Complete an application for Early Graduation prior to the completion of their 11th grade
- B. Satisfactorily complete all course and credit requirements of the School District and State;
- C. Complete an interview with the high school principal (or their designee); their parent/guardian; and school counselor to determine if the student is an appropriate candidate for early graduation; and

D. Receipt of written approval from the high school principal authorizing the student's Early Graduation.

#### IV. REVIEW OF EARLY GRADUATION

Decisions on Early Graduation may be subject to review by the Superintendent or their designee. Students who are granted early graduation pursuant to this section will be granted a standard diploma from the District.

#### V. GRADUATION CEREMONY

The school district will not prohibit American Indian students from wearing American Indian regalia, tribal regalia, or objects of cultural significance at graduation ceremonies.

#### ***Legal References:***

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)

Minn. Stat. § 120B.07 (Early Graduation).

M.S. 125A.04 – High School Diploma

M.S. 120B.07 – Early Graduation

Minnesota Rules: Chapter 3501

#### **Revised:**

Revised: 4/27/21

Revised: 1/15/19

Revised: 12/16/03

Adopted: 10/3/00 (formerly Policy 5613)

Revised: 6/2/98

Revised: 5/21/96

Revised: 1/22/91

Revised: 5/5/87

Adopted: 2/19/74

## **POLICY 616 - WORLD'S BEST WORKFORCE**

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### **I. PURPOSE**

The school district will implement a system to review and improve curriculum, instruction, student achievement, and assessment to create the world's best workforce, consistent with state law and school district Policy 104, School District Mission statement.

### **II. GENERAL STATEMENT OF POLICY**

The school district system to review and improve curriculum, instruction, student achievement and assessment will include input by students, parents or guardians, and local community members provided primarily through established advisory committees. The school district will be accountable to the public and the state through annual reporting.

### **III. WORLD'S BEST WORKFORCE GOALS ROLES AND RESPONSIBILITIES**

#### **A. School Board**

The school board will adopt a comprehensive long-term strategic plan to support and improve teaching and learning. In adopting the long-term strategic plan, the school board will consider the superintendent's recommendation based on the input of the school district's strategic planning process, the District Planning Advisory Council (DPAC), and school site teams. The plan will be aligned with creating the world's best workforce and include performance measures designed to determine each school's progress in striving to create the world's best workforce.

#### **B. District Planning Advisory Council**

The school district will establish an advisory committee. The advisory committee will recommend to the school board rigorous academic standards, student achievement goals and measures designed to fulfill the school district's mission.

#### **C. Site Teams**

Each site will establish a site team to develop and implement strategies and effective practices to improve instruction, curriculum, cultural competencies, and student achievement at the school site. The site teams will create a school improvement plan for each team's site which will inform the district level strategic planning process.

#### **D. Superintendent**

The superintendent through his or her designees will:

1. Develop and implement curriculum, implement best practices for instruction and review student achievement and assessment with the purpose of achieving the state's World's Best Workforce goals; and
2. Ensure that school performance reports are available to parents, students and members of the community through publication on the school district's web site or other means calculated to make the information available.
3. Establish a cyclical Program Improvement Process that annually reviews and plans for improvement of curriculum, instruction, and assessment, including state academic standards.

#### **E. Principals**

Principals, under the supervision of the assistant superintendents for the Division of Leadership, Teaching and Learning, are responsible for monitoring implementation of the school district curriculum and achievement of the world's best workforce goals.

F. Teachers

Teachers, under the supervision of principals, are responsible for teaching the school district curriculum to students.

Revised: 1/17/17

Revised: 8/17/10

Revised: 12/4/07

Revised: 8/6/02

Revised: 10/3/00

Adopted: 6/2/98 (formerly Policies 6103, 6110, 6114)

**Cross Reference:**

Policy 652 - Instructional Materials, Selection and Production

**Legal Reference:**

M.S. 120B.11

M.S. 120B.10

## PROCEDURE 616 – WORLD’S BEST WORKFORCE

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### I. DEFINITIONS

- A. “Curriculum” means school district or school site adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.
- B. “District Advisory Committee” means the school District Planning Advisory Council (DPAC) which advises the school board in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. DPAC, to the extent possible, will reflect the diversity of the district and its school sites, including teachers, parents, support staff, students, and other community residents.
- C. “Instruction” means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements, including applied and experiential learning.
- D. “Performance Measures” are data used to determine school district and school site progress in striving to create the world’s best workforce and include but are not limited to the size of the achievement gap, rigorous course taking, and enrichment experiences by student subgroup; student performance on the Minnesota Comprehensive Assessments; high school graduation rates; and college and career readiness.
- E. “Program Improvement Process” or “PIP” means a process designed to periodically review educational programs. The PIP will be conducted by the Department of Leadership, Teaching, and Learning.
- F. “Site Team” means a team at a school site designed to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. A site team must include an equal number of teachers and administrators and at least one parent.
- G. “World’s Best Workforce” means striving to:
  - 1. ~~meet school readiness goals,~~ All children are ready for school.
  - 2. ~~have all third grade students achieve grade level literacy,~~ All racial and economic achievement gaps between students are closed.
  - 3. ~~have all students graduate from high school,~~ All students are ready for college and career.
  - 4. ~~close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty,~~ and All students graduate from high school.
  - 5. ~~have all students attain career and college readiness before graduating from high school.~~

### II. REQUIRED INSTRUCTIONAL PROGRAMS

- A. Required Instructional Programs will include only those educational opportunities that are explicitly sponsored, planned, and implemented by the school district.
- B. Each program will be developed in accordance with a program improvement process.
- C. The school district will, as a minimum, offer the following programs either in each school or available to students in another school as appropriate to the level (elementary or secondary):
  - 1. Reading/Language Arts

2. Mathematics
3. Science
4. Social Studies
5. Health
6. Physical Education
7. Art
8. Music
9. Career and Technical Education
10. World Languages
11. Media and Digital Education
12. Guidance and Counseling
13. Special Education
14. English Language Learning
15. Gifted and Talented Education

D. The school district may offer additional programs that are governed by state and/or federal law or rule, including, but not limited to:

1. Federal Title programs
2. American Indian Education

### III. SUPPLEMENTAL INSTRUCTIONAL PROGRAMS

Sites may develop and offer supplemental instructional programs that meet specific, identified needs of their student population. The Principal will submit a plan for such a program that identifies the need to be met, the manner of meeting the need, and how the effectiveness of the program will be evaluated. The Principal will submit the plan to the appropriate Assistant Superintendent for the Division of Leadership, Teaching, and Learning. The Assistant Superintendent will submit the plan to the Superintendent for approval.

### IV. PROGRAM IMPROVEMENT PROCESS

The Department of Leadership, Teaching and Learning will implement a periodic Program Improvement Process for review of all required instructional programs. The PIP utilizes a systematic process to ensure continual improvement in curriculum, assessment, and instruction. The goal of the PIP is to support high levels of student learning, through the development of comprehensive curricular programs. Each curricular and program area will be reviewed and changed, if necessary, using a process that includes research, data collection, and information and ideas contributed by multiple stakeholders. The PIP takes place over a period of several years and incorporates research on trends and best practices, evaluation of current programming and compliance with federal and Minnesota statutes, and planning for revision.

### V. PUBLIC INFORMATION

The following information will also be available to the public. If required, copies will be sent to the State.

- A. School district mission statement and strategic plan
- B. School district policies
- C. Annual summary reports of school district test results
- D. School site improvement plans

## VI. ANNUAL REPORT

The school district will adopt a comprehensive plan to support the world's best workforce and provide an annual school performance report on the school district website.

Revised: 1/17/17

Revised: 8/17/10

Revised: 12/4/07

Revised: 8/6/02

Revised: 10/3/00

Created: 6/2/98 (formerly Procedures 6103, 6110, 6114)

### **Cross Reference:**

Policy 654 - Instructional Materials Reevaluation

### **Legal Reference:**

M.S. 120B.10

M.S. 120B.11

## **POLICY 624 – ONLINE ~~LEARNING OPTIONS~~ INSTRUCTION**

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### I. Purpose

The purpose of this policy is to recognize and govern online ~~learning-instruction~~ options of students enrolled in the school district for purposes of compulsory attendance and to address enrollment of students with an online ~~learning-provider~~instruction site for supplemental or full-time online learning.

### II. General Statement of Policy

A. The school district will not prohibit an enrolled student from applying to enroll in online learning.

B. The school district will grant academic credit for completing the requirements of an online ~~learning-instruction~~ course or program.

~~C. The school will allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.~~

~~D. The school district will continue to provide non-academic services to online learning students.~~

~~E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.~~

~~F. Any online learning provider, providing services to a student enrolled in the school district, must assist any online learning student whose family qualifies for educational tax credit to acquire computer hardware and educational software for online learning purposes.~~

### ~~III. Academic Credit~~

~~A. The school district will apply the same graduation requirements to all students, including online learning students.~~

~~B. The school district will use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.~~

~~C. The school district will count secondary credits granted to an online learning student toward its graduation and credit requirements.~~

~~D. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.~~

Revised 11/17/15

Adopted 1/15/03

### **Legal References:**

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 123.B.42, Subd. 1 (Curriculum; Electronic Components)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. § 124D.095 (Online Learning Option Act)

## PROCEDURE 624 – ONLINE ~~LEARNING OPTIONS~~ INSTRUCTION

### I. Definitions

- A. “Blended ~~instruction learning~~” is a form of digital ~~learning instruction~~ that occurs when a student learns part time in a supervised physical setting and part time through ~~online instruction. digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~
- B. “Digital ~~learning instruction~~” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online ~~instruction learning~~.
- C. “Enrolling district” means the school district ~~or charter schools~~ in which a student is enrolled for purposes of compulsory education.
- ~~D. “Full-time online learning provider” means an enrolling school district authorized by the MDE to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.~~
- ~~E. “MDE” means Minnesota Department of Education.~~
- ~~F.D. “Online learning course syllabus” is a written document that identifies the state academic standards taught and assessed in a supplemental online course; course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district; and supports available to the student. An online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.~~
- ~~G.E. “Online learning instruction” is a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting. Learning delivered by an approved online learning provider.~~
- ~~H.F. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider. Instructional site” is a site that offers courses using online instruction and may enroll students receiving online instruction.~~
- ~~I.G. “Online learning provider teacher” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses is an employee of the enrolling district or the supplemental online course provider who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction.-~~
- ~~J.H. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota laws. in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.~~
- I. “Supplemental ~~online online course learning~~” means an online learning course taken in place of a course period at a local district school.
- ~~K. \_\_\_\_\_~~

“Supplemental online course provider” means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses.

J.

## II. ProceduresDigital Instruction

A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.

D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

### H.B.

#### A.—Dissemination and Receipt of Information

- 1.—The school district will make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
- 2.—The school district will receive and maintain information provided to it by online learning providers.
- 3.—All online learning providers must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent or guardian, and the enrolling district in a manner approved by the Commissioner.
- 4.—The enrolling district must designate a contact person to help facilitate and monitor any school district's student's academic progress and accumulated credits toward graduation.

#### B.—Student Enrollment

- 1.—A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
- 2.—The student and the student's parent or guardian must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten (10) days if the enrolling

~~district is not the online learning provider. The student and the student's parent or guardian must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent or guardian must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.~~

- ~~3.—The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.~~
- ~~4.—The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within fifteen (15) days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent or guardian, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.~~
- ~~5.—If the enrolling district does not agree that a course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent or guardian, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~
- ~~6.—An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.~~
- ~~7.—An online learning student may complete course work at a grade level that is different from the student's current grade level.~~
- ~~8.—An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.~~

#### ~~C.—Classroom Membership and Teacher Contract Time~~

- ~~1. The school district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.~~
- ~~2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.~~
- ~~3. A teacher with a Minnesota license must assemble and deliver instruction to school district students receiving online learning from school district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.~~
- ~~4. If the school district provides online learning services to students not enrolled in the school district, the school district will provide the following written assurances to the Minnesota Department of Education (MDE):
  - ~~a. All online learning courses meet state academic standards~~
  - ~~b. The online learning curriculum, instruction, and assessment; expectations for actual teacher contact time or other student to teacher communication; and academic support meet nationally recognized professional standards~~
  - ~~c. The learning curriculum, instruction, and assessment; expectations for actual teacher contact time or other student to teacher communication; and academic support are described in an online learning course syllabus that meets the requirements of MDE~~~~

### **III. SUPPLEMENTAL ONLINE COURSES**

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;
2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and

5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

#### **IV. ENROLLING DISTRICT**

A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;

2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and

3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the

same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

**V. REPORTING**

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Adopted 11/17/15

***Legal References:***

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 123.B.42, Subd. 1 (Curriculum; Electronic Components)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. § 124D.095 (Online Learning Option Act)

## **POLICY 641 – ALTERNATIVE INSTRUCTION**

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- I. In accordance with M.S. 120B.20, parents/guardians/adult students may review the content of instructional materials to be provided to their minor child or themselves as adult students.
- II. For purposes of this Policy 641 – Alternative Instruction, content of instructional materials means content included in District approved core and supplementary textbooks, ~~films, filmstrips, audio and video recordings, audio and video tapes, slides~~ **presentations**, and ~~electronic~~ digital media. Content of instructional material, as used in this Policy 641 – Alternative Instruction, does not include spontaneous classroom discussion, current event or other incidental materials, or the mode of delivery (i.e., by whom, when, or where instruction is provided).
- III. If the parents/guardians or /adult students object to the content of instructional materials, they may make reasonable arrangements with school personnel for alternative instruction that meets the outcomes.
  - A. Review
    1. Parents/guardians/adult students wishing to review instructional materials to be provided to their child or themselves as an adult student will present the request to the Principal or designee, being as specific as possible as to which materials they wish to review.
    2. The building Principal or designee will arrange an opportunity for review of the requested material.
    3. If the parents/guardians/adult students object to the content for the child or themselves, they are to notify the Principal or designee of the specific objection.
  - B. Alternative Instructional Plan
    1. School personnel will propose alternative instruction that is reasonable within available resources.
    2. Alternative instruction may be provided by the parents/guardians/adult students if the alternative instruction offered by school personnel does not meet the concerns of the parents/guardians/adult students. The District is not required to pay for the costs of alternative instruction provided by parents/guardians/adult students.
    3. School personnel may evaluate and assess the quality of the student’s work produced as part of alternative instruction.
    4. School personnel will not impose an academic or other penalty on a student merely for arranging alternative instruction under this policy.
    5. Neither objection to the content of instructional materials nor provision of alternative instruction for any one student is to interfere with the rights of others to receive the regular instructional content.

Policy 641 Adopted: 6/19/01  
(formerly Policy 6415)

Adopted: 4/20/93

Legal References

M.S. 120B.20 – Parental Curriculum Review

## **POLICY 643 – HUMAN SEXUALITY AND SEXUALLY TRANSMITTED INFECTIONS EDUCATION**

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- I. Human sexuality (HS) and sexually transmitted infections (STI) education, including HIV/AIDS and Human Papilloma Virus, will be included as a planned portion of the regular health education curriculum and will be included in the Program Improvement Process for health education.
- II. The District will maintain the following in developing and HS/STI education:
  - A. Parent Communication
    1. Detailed information letters will be sent to parents in a timely fashion, including information on the process for opting students out of HS/STI education.
    2. Opportunity for parents to preview print and media materials related to the HS/STI curriculum will be provided.
    3. If guest speakers are invited to speak in health classes on the topic of HS/STI, the teacher will send home an advance notice to parents of the speaker and the topic. The notice will include a process for opting students out of the speaker's presentation.
  - B. Design and Delivery
    1. Two-track system
      - a. The grade 8 and senior high health classes will be offered as a two-track system, a sexual abstinence-until-marriage track and a sexual abstinence-based track.
      - b. The sexual abstinence-until-marriage track will:
        - 1) Guide and empower students to remain sexually abstinent until marriage
        - 2) Encourage students to seek support and advice from their parents/guardians and their faith community, if any, rather than friends and community resources
        - 3) Discuss contraceptives only within the context of their failure rates.
      - c. The sexual abstinence-based track will:
        - 1) Encourage sexual abstinence as the best choice for teens
        - 2) Encourage students to seek support and advice from their family, and other community resources
        - 3) Define contraceptive methods and identify their effectiveness.
    2. Initial grade level
      - a. Human sexuality education will begin no earlier than grade 4.
      - b. HIV/AIDS/STI education will begin at grade 3 under Disease Prevention.
    3. Gender Separation  
Students will be separated by gender when dealing with information concerning private body parts or sexual and reproductive topics in grades 4, 5, 6, and in the grade 8 sexual abstinence-until-marriage track.
- III. A Human Sexuality Curriculum Advisory Committee will be charged to provide input into the Program Improvement Process for the HS/STI curriculum.

Adopted: 6/3/03 (formerly Policy 6511)

### ***Legal Reference***

M.S. 121A.23

## **POLICY 644 – COMMUNITY RESOURCE PERSONS**

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- I. Guest speakers will speak on topics consistent with the general educational goals of the District, the goals and purposes of the curriculum in general, and with the educational goals and objectives of the class(es) which the speaker will address.
- II. Guest speakers will be encouraged to provide information on different sides of issues. If a guest speaker represents or is expected to represent only one side of an issue which is clearly controversial, the teacher who has extended the invitation must provide evidence to the building Principal that other views of the issue will be adequately addressed or presented to the students. Such views may be presented through other speakers, materials, films, books, or other media. The ultimate goal is to enrich student exposure to ideas and issues in a fair and impartial fashion.

### ***Adopted/Revised***

Revised: 4/16/02 (formerly Policy 6318)

Adopted: 2/21/84

## **PROCEDURE 644 – COMMUNITY RESOURCE PERSONS**

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### I. Request Form

- A. The staff member planning to use a speaker as a resource will submit, in quadruplicate, a Guest Speaker Request Form (Appendix A) to the Principal at least five (5) school days prior to extending the invitation.
- B. In emergencies, or for good cause shown, a teacher may submit the Guest Speaker Request Form to the Principal with less than five (5) days notice.

### II. Denial Procedure

- A. The Principal may reject a guest speaker only upon a determination that:
  - 1. The presentation is not relevant to the subject matter of the course.
  - 2. The speaker is not qualified.
  - 3. The speaker's presentation would be logically impracticable for reasons such as cost and school calendar.
  - 4. The teacher has not followed the procedure of this Policy 644 – Community Resource Persons.
  - 5. If one side of a controversial issue, the teacher has failed to provide evidence that other views of the issue will be adequately addressed or presented to the students through other speakers, materials, films, books or other media.
  - 6. The speaker is inappropriate to the chronological, intellectual, or emotional development of the students.
- B. If the Principal denies the teacher's request, the Principal must immediately notify the respective Assistant Superintendent of the denial. If the denial is affirmed by the Assistant Superintendent, the Principal must notify the teacher of the denial within two days and indicate the reason for the denial on the "Guest Speaker Request Form".
- C. In the event the building Principal denies a request for a guest speaker, the speaker will not be invited to address the class(es) intended unless and until the Principal's denial is overturned by the Assistant Superintendent, or the Superintendent upon appeal.
- D. Appeal from denial of guest speaker invitations will be made in writing to the Superintendent of Schools within two (2) school days of the date of the denial by the Assistant Superintendent.

### III. Permissible Materials

Guest speakers will be permitted to hand out information or materials to students being addressed, subject to prior approval by the Principal. The Teacher extending the invitation is to acquire the materials and submit them to the Principal with the "Guest Speaker Request Form" (Appendix A). Teachers are accountable to the Principal to demonstrate that all written or printed materials or handouts provided to the students by guest speakers are related to the subject matter presented.

Revised: 4/16/02 (formerly Procedure 6318)

Adopted: 2/21/84

## **POLICY 652 - INSTRUCTIONAL AND LIBRARY MATERIALS SELECTION, ~~PRODUCTION~~ AND REEVALUATION**

### I. PURPOSE

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

### II. GENERAL STATEMENT

The School Board requires that instructional and library materials be selected/~~produced~~ in support of the district mission (Policy 104 – School District Mission Statement). The School Board recognizes that instructional and library materials serve a vital component of a student’s education. Instructional materials are critical to the school district’s curriculum. Library materials enrich the breadth of the curriculum as a whole and meet the needs and interests of individual students.

The School Board delegates the responsibility for developing and managing a process for selection/~~production~~ of instructional and library materials to the Superintendent and his/her designees.

### ~~III.~~ III. DEFINITION OF INSTRUCTIONAL and LIBRARY MATERIALS

a. —In general, “instructional materials” are defined as those items which are read, listened to, viewed, observed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they generate.

b. “Library collection” consists of the library materials made available to students.

c. “Library materials” periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.

### IV. PURPOSES FOR SELECTION ~~AND PRODUCTION~~ OF INSTRUCTIONAL MATERIALS

In reviewing ~~textbooks and~~ instructional materials during the selection process, the professional staff will select materials which:

- A. support the goals and objectives of the education programs;
- B. consider the needs, age, and maturity of students;
- C. foster recognition, respect or understanding of cultural diversity and varied opinion;
- D. fit within the constraints of the school district budget;
- E. are in the English language unless otherwise necessary to support goals and objectives of an educational program or as appropriate to support and instruct English Learners pursuant to Minn. Stat. §124D.58 to §124D.65;
- F. 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 as required by Minn. Stat. §120B.235; and
- G. 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 as required by Minn. Stat. §120B.235.

V. PURPOSES FOR SELECTION OF LIBRARY MATERIALS

The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

- A. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
- B. Library materials shall be chosen to enrich and support the curriculum as well as to promote ~~reading for pleasure~~ independent reading by responding to the personal needs and interests of student users;
- C. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
- D. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
- E. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
  - 1. Artistic quality and/or literary style;
  - 2. Authenticity;
  - 3. Critical thinking;
  - 4. Educational significance;
  - 5. Factual content;
  - 6. High interest for intended audience; and
  - 7. Readability.
- F. The selection of library materials shall conform to the constraints of the school district budget.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

- G. A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VI. RESPONSIBILITY OF PRINCIPAL TO ENSURE PROPER USE

The Principal is responsible to ensure that instructional and library materials are used at the building in concordance with curricular goals and, if selected at the site, are developmentally appropriate for the students. This responsibility applies regardless of whether the materials are presented by teachers, parents, students, community members, guest speakers, or other persons. (See also Policy 924 – School Volunteers and Policy 644 – Community Resource Persons.)

VII. REEVALUATION OF INSTRUCTIONAL MATERIALS

- A. District residents, students, or employees have the right to express concern or objection relative to the appropriateness or acceptability of instructional and library materials.
- B. Specific curricular outcomes or assessments developed by a formal building or District process, while not ordinarily considered instructional materials, would, if challenged,

be subject to the same reevaluation procedures as ~~core/supplementary~~ instructional materials.

- C. The School Board delegates the responsibility for developing and managing a process for reevaluation of instructional and library materials to the superintendent and his/her designees.

Revised 1/15/19  
Adopted 12/2/03 (formerly Policy 6410)

*Policy 6410*  
Revised 5/17/94  
Revised 10/15/85  
Adopted 9/1/81

**Legal References:**

Public Law 94-553 – copyright  
Minn. Stat. §120A.22, Subd. 9  
Minn. Stat. §20B.235  
Minn. Stat. §123B.02  
Minn. Stat. §124D.58 to 124D.65

**Cross References:**

Policy 104 – School District Mission Statement  
Policy 644 – Community Resource Persons  
Policy 924 – School Volunteers

## PROCEDURE 652A – INSTRUCTIONAL MATERIALS AND LIBRARY SELECTION ~~AND PRODUCTION~~

### I. GENERAL STATEMENT

The purpose of this procedure is to regulate the selection ~~and production~~ of instructional and library materials so that they conform to Policy 652 – Instructional Materials Selection ~~and Production~~.

- A. General criteria for the selection ~~and/or production~~ of any and all instructional and library materials.
  1. Instructional and library materials must be evaluated on the basis of the purposes for selection ~~and production~~ set forth in Policy 652 – Instructional Materials Selection ~~and Production~~, as well as the following criteria:
    - a. Instructional and library materials will have favorable recommendations based on examination by district instructional personnel, or
    - b. Instructional and library materials will have favorable reviews found in standard review sources.
    - c. Instructional and library materials will contain accurate information except in those cases when inaccuracy is needed because the purpose of the material is aimed at teaching critical thinking skills, teaching about propaganda, or developing an awareness of a factual, historical context.
    - d. Instructional and library materials will be of high technical quality, except in those cases when the material is of less technical quality because it is a primary resource material or a facsimile of the same.
    - e. Instructional and library materials will have a cost commensurate with their value and/or level of need.
    - f. Instructional and library materials will be judged on the basis of both strengths and weaknesses and the relative influences those strengths and weakness may have upon the development of knowledge, skills, and attitudes by students.
  2. Instructional and library materials offered as gifts will be considered using the same criteria as purchased materials.
  3. Instructional and library materials will conform to the provisions of current copyright law, Public Law 94-553.

### B. Distinction Between Two Classes of Instructional Materials

1. Core/supplementary ~~I~~instructional materials  
Core/supplementary ~~I~~instructional materials are defined as those instructional materials which are selected to:
  - a. Match a specific course of study and/or specific outcomes.
  - b. Be used as the main instructional materials for that course of study or outcomes.
2. ~~Library Media collection instructional~~ materials.  
~~Library Media collection instructional~~ materials are defined as those materials which:
  - a. Have content which falls within a general curricular topic, and/or
  - b. Offer a fictional or non-fictional source for reference, and
  - c. Are readily available to students and staff ~~through Instructional Media and Technology~~.

### C. Process and criteria for selecting core/supplementary instructional materials.

1. District-level Selection

- a. District-level core/supplementary instructional materials must be targeted for evaluation and selected as a result of the District's instructional program improvement process which includes recommendations by and approval by the Director of Curriculum, Instruction, and Educational Standards Learning and Achievement.
  - b. Prior to selecting core/supplementary instructional materials, a Materials Review Plan must be implemented in accordance with the District's Program Improvement Plan Process Guide. The Materials Review Plan is to include opportunity for review and input by teachers, Principals, and parents/community through the District Planning Advisory Council (DPAC), the Human Sexuality Advisory Committee (human sexuality and sexually transmitted infections education).
2. Building-level Selection
- Buildings and individual teachers may select supplementary materials for purposes such as motivating students or extending practice as long as those materials are consistent with the District's instructional goals and the District's scope and sequence for the subject area.

~~D. Process and criteria for producing core/supplementary instructional materials~~

~~1. District-level Production~~

- ~~a. Core/supplementary instructional materials may be targeted for production through the District's program improvement process which includes recommendations by various stakeholders and approval by the Director of Curriculum, Instruction, and Educational Standards~~
- ~~b. Core/supplementary instructional materials may be produced if the materials would be:~~
  - ~~1) Potentially more effective than commercially produced instructional materials and/or~~
  - ~~2) More efficient and financially viable than commercially produced materials, and/or~~
  - ~~3) More readily available because no such commercial materials are being produced or because of time constraints, and/or~~
  - ~~4) More accurate than currently available commercial materials, and/or~~
  - ~~5) More representative of the community.~~

~~2. Building-level Production~~

- ~~a. It is appropriate for supplementary materials to be produced at the building or teacher level for purposes such as:~~
  - ~~1) Special projects or units as long as those units are consistent with the District's instructional goals, and for purposes such as~~
  - ~~2) Motivating students or extending practice opportunities as long as those materials are consistent with the District's curriculum for the subject area.~~
- ~~b. If those materials would be:~~
  - ~~1) Potentially more effective than commercially produced materials, and/or~~
  - ~~2) More efficient and financially viable than commercially produced materials, and/or~~
  - ~~3) More readily available because no such commercial materials are being produced or because of time constraints, and/or~~
  - ~~4) More accurate than currently available commercial materials, and/or~~
  - ~~5) More representative of the community.~~

~~DE. Process and criteria for selecting library-media-collection-instructional materials.~~

1. Except in unusual circumstances, instructional materials must be recommended in standard review sources or previewed before purchase. Prior to purchase, Licensed Media Specialists will:
  - a. assess the completeness of the existing collection relative to curriculum topics and instructional needs;
  - b. assess curriculum and instructional needs as expressed by licensed instructional staff in the building;
  - c. consult with the Coordinator of Digital Learning and Instructional Media before selecting materials when they need advice relative to the purpose and/or appropriateness of the materials.

Revised 1/15/19

Adopted 12/2/03 (formerly Procedure 6410)

*Procedure 6410*

Revised 5/17/94

Revised 10/15/85

Adopted 9/1/81

***Legal References***

Public Law 94-553: copyright

***Cross References***

Policy 104-School District Mission Statement

Policy 644-Community Resource Persons

Policy 648-Instructional Programs

Policy 652-Instructional Materials Selection, Production and Reevaluation

Policy 924-School Volunteers

## Procedure 652B – INSTRUCTIONAL MATERIALS REEVALUATION

### I. GENERAL STATEMENT

~~A.~~ The purpose of this procedure is to provide a fair and reasonable system for reevaluating instructional and library materials which have been challenged by a student, a parent or guardian of a student, or a district employee. ~~District residents, students or employees.~~

#### A.

#### B. Distinction Between Two Classes of Instructional Materials

##### 1. Core/supplementary instructional materials

Core/supplementary instructional materials are defined as those instructional materials which are selected to:

- a) Match a specific course of study and/or specific outcomes, and
- b) Be used as the main instructional materials for that course of study or outcomes.

##### 2. ~~Media collection instructional~~Library materials

~~Media collection instructional~~Library materials are defined as those materials which:

- a) Have content which falls within a general curricular topic, and/or
- b) Offer a fictional or non-fictional source for reference, and
- c) Are readily available to students and staff ~~through Media and Technology Services.~~

### II. CRITERIA FOR WITHDRAWAL OF INSTRUCTIONAL MATERIALS

Instructional and library materials which have been selected, acquired, and used may be withdrawn from use because the materials are no longer consistent with Policy 652 – Instructional Materials Selection ~~and Production~~, have become outdated or inaccurate, have become worn or dangerous, have been replaced by a more recent selection, or have been challenged, reevaluated, and deemed inappropriate according to the reconsideration procedures.

### III. PROCESS AND CRITERIA FOR REEVALUATION OF INSTRUCTIONAL AND LIBRARY MATERIALS WHICH HAVE COME UNDER CHALLENGE

The following process for reevaluation of instructional and library materials is provided for use by students, a parent or guardian of a student, or a district employee. ~~District residents, students, and employees.~~

#### A. Informal Procedures

##### 1. Initiating the challenge

- a) When challenges are presented, the staff member receiving the challenge should first determine if Policy 641 - Alternative Instruction applies rather than Policy 654 – Instructional Materials Reevaluation.
- b) Challenges are initiated at the building level.

##### 2. Initiating the challenge at the building level.

- a) The person initiating the challenge should communicate with the teacher and/or Licensed Media Specialist, whichever is appropriate.
- b) Each challenge will be dealt with in a courteous and confidential manner.
- c) An informal resolution is defined as a condition in which:
  - 1) Both parties agree to accept the materials as currently used, or
  - 2) The person initiating the challenge does not accept the current use but chooses not to pursue the matter further, or
  - 3) Application of Policy 641 - Alternative Instruction-provides an appropriate remedy.
- d) If the challenge is not resolved informally with the teacher or Licensed Media Specialist, the person initiating the challenge will contact the building Principal. If the challenge still cannot be resolved informally, then the building Principal will invite the person who is initiating the challenge to complete and submit a Request for Reevaluation Form, (see Appendix A).
- e) Upon submission of the form to the Principal, the challenge will be defined as formal and the process for formal challenges will be initiated ~~at the appropriate level.~~ The

Principal will notify the Coordinator of Digital Learning and Instructional Media.

## B. Formal Procedures

### 1. Reevaluation committees

#### ~~a) Building level~~

~~1) Each building Principal will identify a building level reevaluation committee and a chairperson of that committee. That committee will address any formal building level challenges received that year.~~

#### ~~2) Committee composition~~

~~a) One parent/guardian appointed by the Principal to serve as chairperson.~~

~~b) One Licensed Media Specialist, not currently assigned to the building, appointed by the Principal with the assistance of the Coordinator of Digital Learning and Instructional Media.~~

~~c) Two teachers from the building appointed by the Principal.~~

~~d) Two parents/guardians appointed by the PTO/PTA/Site Council, or other formal parent committee.~~

#### ~~b) District level~~

~~1) The Coordinator of Digital Learning and Instructional Media will identify a District-level reevaluation committee and a chairperson of that committee. That committee will address any ~~any appeals of formal building level challenges as well as any formal District level core/supplementary~~ challenges received that year.~~

#### ~~2) Committee composition~~

~~a) One building Principal or Assistant Principal appointed by the representative principals' organization.~~

~~b) One elementary teacher/teacher at the level (elementary or secondary) the challenge was raised appointed by the representative teachers' organization.~~

~~c) One secondary teacher appointed by the representative teachers' organization.~~

~~d) One Coordinator appointed by the Director of Curriculum and Educational Standards.~~

~~e) One licensed Media Specialist appointed by the Coordinator of Digital Learning and Instructional Media.~~

~~f) One-Two students from different each high schools appointed by the student council or other organization as designated by the Principal.~~

~~g) Three-Four parents/guardians will be identified from among building-PTO/PTA/Site Council members or who are members of other formal parent-district committees. The Coordinator of Digital Learning and Instructional Media will appoint one of the three parent/guardian members to serve as chairperson of the district level reevaluation committee.~~

#### ~~e)b) Temporary Replacement of Reevaluation Committee Member~~

~~1) If a member of a reevaluation committee:~~

~~a) Is the initiator of the challenge being addressed, or~~

~~b) Was a presenter/participant in the deliberations of the building level committee that previously addressed the challenge, or~~

~~e)b) Is the Principal of the building where the challenge was previously heard by a building level committee is initiated from, or~~

~~d)c) Is the licensed teacher or Licensed Media Specialist, whichever applies, involved in the challenge in the building where the challenge was previously heard by a building level committee, or~~

~~e)d) Is the Coordinator for the area addressed in a challenge to District level core/supplementary instructional materials, or~~

~~f)e) Is unable to schedule attendance at the reevaluation both the initial and final meetings, then that member must be replaced on the reevaluation committee while the committee is addressing that challenge.~~

#### Replacement Procedure

If a committee member must be replaced in accordance with c.1, above, then the replacement procedure must be as neutral as possible, involving random drawing if

applicable.

d)c) Meeting structure

- 1) Reevaluation committees may set procedural rules such as a time limit on presentations, order of presentations, and number of presentations.
- 2) In the event a reevaluation committee receives multiple challenges, either simultaneously or overlapping, the Committee will determine the order in which they will be addressed. While the Committee needs to address the challenges in as timely a manner as possible, the committee may extend the ~~two-week-and-four-week~~ timeline requirements listed under the formal procedures of this Procedure 652 – Instructional Materials Reevaluation. Neither the District nor individual buildings will establish additional committees.

e)d) Level of authority

- ~~1) Building-level reevaluation committees make decisions in response to challenges to media collection instructional materials used in their buildings or to supplementary instructional materials identified by and used in their buildings. The decisions of a building-level committee may be communicated to but are not binding on other buildings in the District.~~
- ~~2)1) The District-level reevaluation committee:  
Makes decisions in response to appeals of building-level reevaluation committee decisions. These decisions are binding upon the building from which the challenge was generated and may be communicated to, but are not binding upon, other buildings in the District.  
a) Makes decisions in response to challenges to District-level supplementary instructional materials.  
a)b) The decisions of the reevaluation committee are binding on all other buildings in the district.~~
- ~~3)2) Reevaluation committee decisions are rendered by a majority vote. A tie vote maintains the status quo. Voting is by closed ballot.~~

f) Identification of type and level of instructional materials:

- ~~1) Upon receipt of the Request for Reevaluation Form (Appendix A), the Principal determines if the challenged materials are:  
a) Core/supplementary or media collection instructional materials.  
b) Building-level or District-level instructional materials.~~
- ~~2) All challenges to media collection materials are first addressed by the building-level reevaluation committee.~~
- ~~3) All challenges to building-level supplementary instructional materials are first addressed by the building-level reevaluation committee.~~
- ~~4) All challenges to district-level core/supplementary instructional materials are first addressed by the district-level reevaluation committee.~~

g) Building-level formal procedures

- ~~1) If the challenged materials have been identified as media collection or building-level core/supplementary instructional materials, within a period of one week (7 days) of the formal challenge, the Principal will distribute copies of the submitted Request for Reevaluation Form to:  
a) The chairperson of the building-level reevaluation committee,  
b) The licensed teacher or Licensed Media Specialist,  
c) The Coordinator of Digital Learning and Instructional Media, and  
d) The Assistant Superintendents of Leadership, Teaching, and Learning.~~
- ~~2) Use of challenged core/supplementary instructional materials must continue during the formal reevaluation process.~~
- ~~3) Availability of media collection instructional materials must continue during the formal reevaluation process.~~
- ~~4) The chairperson of the building-level reevaluation committee:  
a) Will notify committee members of the challenge and set up a meeting within two weeks of the formal challenge.~~

- b) ~~Will invite the teacher(s) and/or Licensed Media Specialist involved to the meeting.~~
- c) ~~Will invite the person initiating the challenge to the meeting.~~
- d) ~~Will provide an opportunity for the Committee to hear the views of the person bringing the challenge as well as the rationales for use from the Principal and licensed teacher(s) and/or Licensed Media Specialist.~~
- e) ~~May ask that reviews of the materials be provided by the licensed staff.~~
- f) ~~May arrange for testimony from experts/ authorities on the subject.~~
- 5) ~~The building level reevaluation committee:~~
  - a) ~~Will meet to review the challenge and receive the challenged materials for examination. Will review the purposes set in Policy 652 – Instructional Materials Selection and Production, and its accompanying procedures, identify the objection, and hear testimony, if necessary.~~
  - b) ~~Will examine the materials in their entirety.~~
  - c) ~~May check general acceptance of the materials.~~
  - d) ~~Will judge relative values and faults of the challenged materials and form opinions.~~
  - e) ~~Will make a decision within four weeks in an open meeting (a minimum of four members, including the chairperson, must be present for a final decision).~~
  - f) ~~Will prepare a report of the Committee's decision immediately upon a decision.~~
  - g) ~~Will send a copy of the report to the person initiating the challenge, including instructions as to how to proceed if the initiator is dissatisfied with the building level committee's decision.~~
  - h) ~~Will send a copy of the report to the Assistant Superintendents of Leadership, Teaching, and Learning, and the Coordinator.~~
  - i) ~~Will maintain a file including the Request for Reevaluation, any written documentation presented or examined, and the report of the Committee's decision.~~
  - j) ~~Will forward the file maintained to the chairperson of the district level committee if the decision of the building level committee is appealed.~~
- 6) ~~Instructional materials challenged at the building level for particular reasons may not be challenged on the basis of those same reasons for a period of one year in that building.~~
- 7) ~~If either the challenger or the person or committee that originally selected or locally produced the material is not satisfied with the decision of the building level committee, referral may be made to the district level reevaluation committee by submitting the Request for Reevaluation Form (Appendix A) to the Coordinator. The District level formal procedures for reevaluation are then applied.~~

~~h)e)~~ District level formal procedures

- 1) ~~If the challenged materials have been identified as district level core/supplementary instructional materials or if the decision of a building level reevaluation committee is being appealed, t~~The Coordinator, will distribute copies of the submitted Request for Reevaluation Form to:
  - a) The chairperson of the district level reevaluation committee,
  - b) The Assistant Superintendents of Leadership, Teaching, and Learning.
  - c) The Director of Learning and Achievement Curriculum and Educational Standards, and
  - d) The Coordinator of Digital Learning and Instructional Media.
- 2) Use of challenged core/supplementary instructional materials must continue during the formal reevaluation process.
- 3) Availability of library media collection instructional materials must continue during the formal reevaluation process.
- 4) The chairperson of the District level reevaluation committee:
  - a) Will notify committee members of the challenge and set up a meeting within two-four weeks of the formal challenge.
  - b) Will invite the building Principal, the teacher(s) and/or Licensed Media Specialist to the meeting.

- c) Will invite the person initiating the challenge to the meeting.
  - d) Will, in the case of district-level core/~~supplementary~~ instructional materials, invite the appropriate Curriculum Specialist or Program Coordinator to the meeting.
  - e) Will provide an opportunity for the committee to hear the views of the person bringing the challenge, as well as the rationale for use from the building Principal, licensed teacher(s) and/or Library Media Specialist, and/or Curriculum Specialist/ Program Coordinator. Each person will get ten (10) minutes to speak to the committee.
  - f) May ask that reviews of the materials be provided by the licensed staff.
  - g) May arrange for testimony from experts/ authorities on the subject.
- 5) The ~~District-level~~ reevaluation committee:
- a) Will meet to receive and review the challenged materials for examination.
  - b) Will review the purposes set in Policy 652 – Instructional Materials Selection ~~and Production~~, and its accompanying procedures, identify the objection, and hear testimony, if necessary.
  - ~~e) Will review the file of the building-level reevaluation committee, if the challenge is an appeal of a building level committee decision.~~
  - ~~d)c) \_\_\_\_\_~~ Will examine the materials in their entirety.
  - ~~e)d) \_\_\_\_\_~~ May check general acceptance of the materials. Will judge relative values and faults of the challenged materials and form opinions.
  - ~~f)e) \_\_\_\_\_~~ Will make a decision within four weeks in an open meeting (a minimum of seven members, including the chairperson, must be present for a final decision).
  - ~~g)f) \_\_\_\_\_~~ Will prepare a report of the committee's decision immediately upon a decision.
  - ~~h)g) \_\_\_\_\_~~ Will send a copy of the report to the person initiating the challenge, including instructions as to how to appeal if the initiator is dissatisfied with the district-level committee's decision.
  - ~~i) Will send a copy of the report to the principal of the building from which a decision has been appealed to the District committee.~~
  - ~~j)h) \_\_\_\_\_~~ Will send a copy of the report to the Assistant Superintendents of Leadership, Teaching, and Learning, the Coordinator, and the Director of Curriculum and Educational Standards, Learning and Achievement,
  - ~~k)i) \_\_\_\_\_~~ Will maintain a file including the building-level file where appropriate, the Request for Reevaluation, any written documentation presented or examined, and the report of the committee's decision.
  - ~~h)j) \_\_\_\_\_~~ Will forward the file maintained to the Superintendent if the decision of the ~~district-level~~ committee is appealed.
- 6) Instructional and library materials ~~challenged at the district level for particular reasons~~ may not be challenged on the basis of those same reasons for a period of three years one year. Also open to 3 years for library materials and 1 year for instructional materials.
- 7) If either the challenger or the person or committee that originally selected ~~or locally produced~~ the material is not satisfied with the decision of the ~~district-level~~ committee, the decision rendered may be appealed to the School Board by submitting the Request for Reevaluation Form (Appendix A) to the Superintendent within five business days of the district-level decision.
- a) If the challenge is properly appealed, the School Board will consider the merits of the appeal within twenty days or at the next regular school board meeting after receipt.
  - b) At the option of the School Board, a committee or representative(s) of the Board may be designated by the Board to hear the appeal at this level and report its findings and recommendations in writing to the full Board.
  - c) If a committee is formed, then it must review the documentation collected as part of the ~~district-level~~ reevaluation committee's deliberation. It may hear oral statements by the challenging party and a representative of the ~~district-level~~ reevaluation committee.

Adopted 12/2/03 (Formerly Procedure 6410 Appendix B)

*Procedure 6410 Appendix B*

Revised 5/17/94

Revised 10/15/85

Adopted 9/1/81

***Cross References***

Policy 652-Instructional Materials Selection  
and Production

Policy 641-Alternative Instruction

***Legal References***

Public Law 94-553: copyright