

**SEASIDE SCHOOL DISTRICT 10**  
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

**2024-2025 Board of Directors**

Board Chair: Brian Taylor  
Board Vice-Chair: Michelle Hawken  
Board Members: Chris Corder, Katherine Davidson,  
Sondra Gomez, Kevin LaCoste, and Shannon Swedenborg  
Superintendent: Susan Penrod

**Advisory Committee**

**Monday, February 10, 2025 at 6:00 PM**  
**Location: Secondary School Art Room/C216**  
**2600 Spruce Drive**  
**Suite 100**  
**Seaside, OR 97138**

*Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.*

*An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).*

*Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.*

1. **CALL TO ORDER - Advisory Committee/Book Challenge**

**Advisory Committee Members: Susan Baertlein, Alex Carney, Jane Crater, Anthony Koczenasz-Runkle, Daffne Mejia, Jashon Mills, Laura Stewart, Suzy Wintjen, Cate Blakesley (Administrator and non-voting member)**

**Attachments:**

Challenge Request for Instructional Materials Forms	3
Teacher Written Explanation-PTI standards	7

2. **AGENDA REVIEW**

3. **APPROVAL OF MINUTES**

4. **TESTIMONY**

**Description:** Description: As per School Board Policy IIA-AR(2)/Challenge of Instructional Materials, an opportunity is being provided to hear testimony from the person(s) filing the challenge, staff member(s) involved, and others, as designated by the committee. Each speaker will have three minutes to express their thoughts.

- 4.1. Hilary Stock - Challenge Requestor
- 4.2. Brett Bishop - Challenge Requestor
- 4.3. Ann Susee - HS English Teacher
- 4.4. Megan Hughes - Seaside Public Library
- 4.5. Marian Rose - Seaside Public Library

**Attachments:**

Letter to book challenge committee - Marian Rose

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- 4.6. Mark Mizell - Retired SSD Teacher
- 4.7. Alice Olstedt - Retired SSD Teacher
- 4.8. Laurie Dougherty - Retired SSD Teacher

5. **ACTION ITEMS**

- 5.1. Recommendation to School Board

6. **ADJOURN**

# Seaside School District 10

Code: IIA-AR(3)  
Revised/Reviewed: 5/17/22

## Challenge Request for Instructional Materials (Submit to superintendent)

Title: The Absolutely True Diary of a Part-time Indian Publisher: Little, Brown and Company Date of Pub.: Sept. 12, 2007  
Author Sherman Alexie

Type of media:  Hardcover  Paperback  Digital  Other: \_\_\_\_\_

Producer/Source (if known): \_\_\_\_\_

Request initiated by: Hilary Stock Phone 503-415-9361

Address 89696 Old Bog Rd City Warrenton Zip 97146

Person making the request represents:  Self  Group or organization

Name of Group (or organization): \_\_\_\_\_

- To what in the item do you object? (Please be specific and cite pages, frames, etc.)  
The book has references to masturbation, violence, alcoholism, profanity, drugs, and encouraging pornography.  
And the author has many sexual accusations against him.
- In your opinion, what are the harmful effects upon students that might result from the use of this item?  
Exposing young minds to sensitive material in an unsuitable and ill-equipped environment for it to be properly unpacked.  
Parents were not given an opt out before book was handed out.
- Do you perceive any instructional value in the use of this item?  
Absolutely not. This reading is a waste of time. Educators have an opportunity to nurture our students and fill their minds with respect and make a difference and be called to higher standards.
- Did you review the entire item?  Yes  No
- If not, what sections did you review? I read the first chapter and then found the book online to do a quick run through of the book.
- Should the opinion of any additional experts in the field be considered?  Yes  No
- Please list suggestions, if any: Other parents

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


- Do not use it with my student.
- Withdraw it from use.
- Send it back to the selector or selectors for evaluation.
- Other Not have it be assigned reading material

9. In place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

A Tale of Two Cities by Charles Dickens, The Star that Always Stays by Anna Rose Johnson, Rez Ball by Brron Graves, (There is a ton of great books out there.)

10. Do you wish to make an oral presentation to the Review Committee?  Yes  No

If yes, please call the superintendent's office at 503-738-5591.

  
Signature

1/20/2025  
Date

References:

# Seaside School District 10

Code: IIA-AR(3)  
Revised/Reviewed: 5/17/22

## Challenge Request for Instructional Materials (Submit to superintendent)

Title: The Absolutely True Diary of a Part-Time Indian Publisher: Little, Brown and Company Date of Pub.: 2007

Author Sherman Alexie

Type of media:  Hardcover  Paperback  Digital  Other: \_\_\_\_\_

Producer/Source (if known): \_\_\_\_\_

Request initiated by: Brett Bishop Phone 503-791-1809

Address 90227 Hawkins Rd. City Warrenton Zip 97146

Person making the request represents:  Self  Group or organization

Name of Group (or organization): \_\_\_\_\_

- To what in the item do you object? (Please be specific and cite pages, frames, etc.)  
I object to the sexually explicit portion of the book where to author references pleasuring himself.
- In your opinion, what are the harmful effects upon students that might result from the use of this item?  
In my opinion I feel it's unnecessary for my daughter to be exposed to this material when there is other non-sexually explicit material that available that meets the same learning objectives.
- Do you perceive any instructional value in the use of this item?  
No.
- Did you review the entire item?  Yes  No
- If not, what sections did you review? I reviewed the section that my wife text me pictures of that my daughter was uncomfortable reading that referred to the author being sexually attracted to a child and how good he was at ~~not~~ masturbation.
- Should the opinion of any additional experts in the field be considered?  Yes  No
- Please list suggestions, if any: \_\_\_\_\_

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

- Do not use it with my student.
- Withdraw it from use.
- Send it back to the selector or selectors for evaluation.
- Other \_\_\_\_\_

9. In place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

I would suggest using curriculum that is free of sexually explicit material.

If you wouldn't be comfortable with a teacher saying it to a student don't require it to be read by students

10. Do you wish to make an oral presentation to the Review Committee?  Yes  No

If yes, please call the superintendent's office at 503-738-5591.

Signature

Date

References:

27 January 2025

Dear Superintendent Penrod, School Board and Committee,

In response to your request, here are the standards that I use for teaching The Absolutely True Diary of a Part-Indian:

- 9-10.RL.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.\*
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.\*
- 9-10.RL.3 Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.\*
- 9-10.RL.5 Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.\*
- 9-10.RL.6 Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent. \*
- 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.\*
- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- 9-10.SL.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

In addition, I have felt that reading this book, discussing the Native American culture, and sharing my time living on the Navajo Reservation, helps to fulfill the requirement of Tribal curriculum that Oregon has asked us to teach.

As far as summative assessments, there are three: students do a One-Pager, in which students analyze and synthesize themes from the novel; a written test assessing the standards taught; and a culture essay. In the essay, which can be done as a narrative or expository mode, students describe a cultural group they belong to.

If you have any additional questions, please don't hesitate to ask.

To the Committee for challenged book material,

My name is Marian Rose and I am currently the Youth Services Librarian at Seaside Public Library. Previously I was the librarian at Gearhart Elementary School (now closed and part of Pacific Ridge Elementary). I am also the parent of two alumni students of Seaside School District.

First I would like to thank the committee for their time and very thoughtful work addressing the challenge of *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, with drawings by Ellen Forney. I was impressed with your discussion and it is obvious that all of you have taken this challenge seriously. I have watched the full video of your previous meeting and thank Ms. Crater for asking me to speak and I will focus on her question.

How are books and materials chosen for the library and why might they be problematic? I'm not sure anyone can answer this to the satisfaction of every individual. Seaside Public Library has also addressed challenges to a couple of books in recent past, resulting in our library board finding the material to be aligned with our policy and retaining the books for public use.

Here is a portion of our policy to help explain:

"Collection development at the Seaside Public Library is founded on the principles of intellectual freedom, equal access for all, and the preservation of the documentary record of culture. The library provides a collection that balances viewpoints across a broad spectrum of opinion and subject matter in formats suitable to a variety of learning and selection practices that are flexible and responsive to the changing needs of the community. The library builds and maintains collections for the general public while recognizing the needs of special population groups." In addition, "composition of the present collection, collection objectives, public interest, patron requests, and timeliness of topic, audience for material, current or historical significance of author or subject."

You can find our mission statement and full policy at our website, <https://seasidelibrary.org/index.php/policies>

Audience of material is a big part of my job. I purchase materials for ages 0 (babies) to young adult - YA fiction is aimed at a target audience aged **12-18** (12-14 is the lower end of the YA market and often is shelved in our junior fiction section, while 14 and up is shelved in the young adult area of the library). Separating these age groups can get confusing for any patron, as well as professionals, and we welcome questions to help find the right material for you.

I utilize many tools in selecting material for the library, including...award winners, bestseller lists, and peer reviewed publications, notably Booklist, School Library Journal, and many more. Although I am a public librarian, I am very involved with what is recommended for schools by librarians and teachers. I am a member of the Oregon Association of School Libraries, Oregon Children's Services Division, Oregon Young Adult Network, and the Oregon Library Association.

All of these avenues and many more help me develop a broad collection to meet the literacy needs of our community.

I have worked and volunteered in public and school libraries for over 30 years and parents have always had concerns for their child's reading and their preferences, including myself. This is part of the difficult work of being a parent, but, I am always happy to see them engaged with their child's reading. I appreciate the opportunity to guide them in choosing material that aligns with their child's reading level, topics of interest and values.

I have worked closely with many of the teachers, librarians, staff and administrators at Seaside School District and have always found them to be professional and caring towards the students and families in our community. I trust their knowledge and expertise in their field and have often been impressed with the curriculum in guiding our youth with knowledge and the intellectual freedom to prepare them for their future learning.

Thank you for allowing me the opportunity to participate in this important conversation.

Marian Rose

Youth Services Librarian  
Seaside Public Library