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606 - TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
1. support the goals and objectives of the education programs;
 2. consider the needs, age and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget; and
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61.
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the

Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

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

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

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

VI. PARENTAL INVOLVEMENT IN CURRICULUM CONTENT REVIEW/OBJECTION AND LOCAL COMMITTEE MEMBERSHIP

A parent, guardian, or an adult student who is 18 years old or older and a resident of the

school district may review the content of curricular materials presented to students enrolled in the schools. If the parent, guardian, or adult student objects to any of the content, the district will work with the parent, guardian, or adult student to work out an alternative instructional program. Principals in the elementary or secondary schools will work with objectors to develop the program.

Alternative instruction may be provided by the parent, guardian, or adult student if the district's alternative does not meet the concerns of the parent, guardian, or adult student. Objectors will be required to fill out the Alternative Educational Individualized Learning Plan found in each principal's office. This form must be returned to the principal's office by 5 days prior to the start of the teaching unit in question. The Detroit Lakes School District will not be required to pay any costs incurred when the parent, guardian, or adult student teaches the alternative lessons.

The method of instruction, classroom discussion, newspaper articles, and educational videos are not a part of this policy as they are integral parts of the planned content of instruction. In addition parents and guardians may object to content only on the part of members of their immediate families. Adult students may object only in relationship to themselves.

Independent School District #22 school personnel will not impose academic or other penalties for a student, parent, or guardian arranging alternative instruction under the provisions of this policy. The school district may evaluate and assess the quality of the students work under this policy. The district may also determine if students have met all Learner Outcomes applicable to the alternative instruction.

ALTERNATIVE EDUCATION INDIVIDUALIZED LEARNING PLAN

Parent or Guardian Name: _____

Student Name: _____ Date: _____

I have a concern regarding the following School District #22 instructional materials:

Course Name: _____

Teacher: _____

Grade: _____

School: _____

Due to my concerns with this unit, I plan to use the following alternative materials and procedures to fulfill the requirements of this unit of study:

Signature: _____ Date: _____

Legal References: Minn. Stat. § 120A.22 Subd. 9 (Compulsory Instruction-Curriculum)
Minn. Stat. § 123B.02 Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. 123.09, Subd. 8 (School Board responsibilities)
Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed. 592 (1988)
Board of Educ. v. Barnette, 319 U.S. 589, 875 S.Ct. 675, 17 L.Ed. 2d 629 (1967)
Pratt v. Independent Sch. Dist, No. 831, 670 F.2d 771 (8th Cir. 1982)
Webster v. New Lenox Sch. Dist., 917 F.2d 1004 (7th Cir. 1990)

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