

Education Programs

Selection and Review of Instructional Text, Materials, Content or Issues

I. Purpose

This policy provides direction for the selection of instructional text, materials and content. The policy also provides a procedure for addressing a request for a review of instructional materials, content, or critical issues discussed in classrooms.

II. General Statement of Policy

The school district recognizes that selection of textbooks and instructional materials is a vital support for the district's academic standards and curriculum. The school board has the authority to make final decisions on selection of instructional text, materials and content.

The academic standards and course outlines developed by the staff will serve as the basis for instructional text, materials and content selection. Professional staff will access libraries, online resources, instructional materials' centers, student support services, community resources and other appropriate resources that are grounded in research and best practices in an effort to provide effective instruction for all students.

III. Responsibility of Selection

- A. The school board retains the authority to make final decisions on the selection of instructional text, materials and content in the curriculum review adoption cycle. The professional staff's expertise and involvement is vital to the recommendation of instructional text, materials and content. The director of teaching and learning will work directly with the staff in developing such recommendations.
- B. Based on the review of instructional text, materials and content during the selection process, the recommendations will be grounded in research and best practices including:
 - 1. support the academic standards 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. meet within the constraints of the school district budget;
 - 5. be in the English language. Another language may be used, pursuant to

Minn. Stat. § 124D.61 or for reading materials assigned for a world language course or immersion programming; and

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

C. The director of teaching and learning will 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 will provide opportunity for input and consideration of the views of students, parents, and members of the district community. This procedure will be coordinated with the district's curriculum development effort and may utilize the World's Best Workforce committee.

IV. Selection and Review of Instructional Text, Materials and Content

- A. The director of teaching and learning will be responsible for keeping the school board informed of progress on the part of staff and others involved in the review and selection process.
- B. The director of teaching and learning will present recommendations to the school board after completion of the review process as outlined in this policy.
- C. Upon school board approval, the director of teaching and learning will be responsible for implementing the recommendations into the learning setting.

V. Request for Review of Instructional Text and/or Materials

- A. The school district will provide a process (see Appendix 1) for district families and/or community members to request a review and seek reconsideration of select instructional text and/or materials.
- B. The director of teaching and learning will be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional text and/or materials.

VI. Controversial Issues Discussed in Classroom

Controversial issues may be discussed in the classroom to advance student learning, and will be guided by Appendix IV of this policy.

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)

Minn. Stat. § 120B.20 (Parental Curriculum Review)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested;
Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References:

Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by
Students and Employees)

Policy 603 (Curriculum and Program Review and Development)

Policy 604 (Grade Level Configuration and Enrollment at School Sites)

Policy
adopted: 7/20/09
Revised: 10/14/19
Revised: 4/11/22

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I to Policy 606
MATERIAL REVIEW PROCESS

An orderly process of instructional resource and supplemental materials review ensures an appropriate balance for those most concerned:

- The teachers who have the right to express their professional recommendations and opinions on the review and use of instructional resources and materials
- The students who have the right to express their preferences and opinions on the review and use of instructional resources and materials
- The parents and community who have the right to express their preferences and opinions on the review and use of instructional resources and materials

CREATION OF AN ALTERNATIVE STUDENT LEARNING PLAN

A. Teacher Level Review

Specific instructional material or content objections will be directed to the teacher.

1. The teacher will treat each request with confidentiality, and work with the student and family to come to a resolution.
2. The teacher and/or parent/guardian may submit an alternative instruction plan. The school district will not pay for any alternative instruction costs.
3. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.
4. If a resolution cannot be reached, the parties will move to the building level review.

B. Building Level Review

If a resolution cannot be reached between the teacher, student and parent/guardian, the parent/guardian should submit a completed Appendix II form (Proposed Alternative Student Learning Plan) to the principal or designee. Upon receipt:

1. The parties will review the process to date.
2. The principal or designee will determine whether the alternative student learning plan is essentially equivalent to that provided as part of the adopted curriculum. The building team should ensure the proposed solution is viable and provides the best alternative possible for students. The principal or designee may evaluate and assess the quality of the student's alternative student learning plan for grading purposes.
3. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.

4. If a resolution cannot be reached among these parties, the alternative learning plan will go for district review.

C. District Level Review

If a parent/guardian does not agree with the solution provided by the building level process, the request will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.

REQUEST FOR REVIEW OF MATERIALS

- A. The individual(s) will submit a completed Appendix II form (Request for Review of Materials) to the principal or designee. The request will be reviewed by a building team, comprised of teachers, administrators, directors or other staff, as applicable.
- B. The team will review the request, including the proposed solution.
 1. The team should use the table below as a starting point to determine the degree to which the material meets or does not meet the district's criteria. The questions below should be used not as a pass/fail tool, but as information to guide the decision making process.

Does the material support the academic standards?
Does the material consider the needs, age, and maturity of students?
Does the material foster respect and appreciation for cultural diversity and multiple perspectives?

2. The team will use all available information to resolve the submitted request for review of materials. The resolution will be communicated to those submitting the request and all relevant parties.
- C. If the parties do not agree with the solution provided by the building team, the request for review of materials will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.

Revised: 10/14/19

Appendix II to Policy 606

Choose one:

- * Propose Alternative Student Learning Plan
- * Request for Review of Materials

*Please complete the following form or attach a document with the requested information.
Please turn in the completed document to the classroom instructor.*

Course _____

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____ Telephone _____

Email _____

Address _____ City _____

Complainant represents: Self _____ Organization _____ Group _____

1. What is your concern or objection to the material? (Please be specific; cite pages) _____

2. What do you see as the potential solution to this concern? _____

3. Comments: _____

Date

Signature of Complainant

Revised: 10/14/19

Appendix III to Policy 606
Person(s) Responsible For Materials Review

Type of Objectionable Material	Person(s) responsible to conduct initial review	If objection remains unresolved, persons responsible for resolution
1. Primary instructional resources available to every student	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning
2. Online and electronic learning resources	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning Director of Media & Technology Services
3. Supplementary materials	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning
4. Library books, magazines, films and other material in media center(s)	Media specialist(s) Teacher(s)	Teacher(s) Director of Media & Technology Services
5. Library books, magazines, films and other material not in media center(s)	Teacher(s)	Teacher(s) Principal Director of Teaching & Learning

The director of teaching & learning and director of media & technology services are responsible for supporting the implementation of materials.

Appendix IV to Policy 606
CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use their position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students, relevant current events, and the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. (see Policy 413).
9. The oral or written presentation does not violate state or federal law.

The superintendent or designee will have the authority to judge whether the above conditions are being met.