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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 Pillager 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; and
 4. fit within the constraints of the school district budget;
 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 and 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, writing, 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.
- C. In order to provide a current, highly-usable collection of materials in our schools, staff shall provide for constant and continuing renewal of the collections, not only by the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet district needs.
- D. Gift materials will be evaluated and selected or rejected by the same standards which apply to the acquisition of new materials. Gift materials selected for school use or to be included in school collections will be subject to the same criteria for judging up-to-dateness and use as all district-owned materials.
- E. Those selecting print or non-print materials should carefully and thoughtfully consider community values, including careful consideration of material which may appear to be blasphemous or anti religious. Learning need not and should not be presented in vulgar and unacceptable language format. However a frank treatment of topics and/or inclusion of profanity should not automatically rule out material. It does necessitate a searching evaluation of literary merits or objectiveness of the material relative to truth and curriculum objectives. Suitability to the age level must always be considered.
- F. The teacher shall exercise careful consideration in determining whether the instructional material is controversial and warrants notification to parents. If so, the teacher must complete Appendix III for approval by the principal. Once Appendix III is approved, the teacher must notify parents/guardians about the controversial material and time of presentation to the students.
- G. Films and videos not owned by ISD 116 and outside speakers invited to ISD 116 may be used, following approval by the building principal. Teachers must complete an Out of School District Resource/film Request. (Appendix III)

V. TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues are defined as those problems, subjects or questions about which there are major differences of opinion, for which there are no easy answers, and discussion of which generally create strong feelings among people.

Controversial issues, however, provide stimulation to learning by creating intellectual excitement and are, thus, an important part of the classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, the personality, or the intellectual integrity of either the teacher or the students.

The handling of a controversial issue in school shall be free from the assumption that there is one correct answer which shall emerge from the discussion and be taught authoritatively to the student.

Indoctrination shall not be the purpose; rather, the purpose shall be to have the student see as fully as possible all sides of the question.

The decision about whether a controversial issue shall become a matter for school study shall be based on such considerations as the timeliness of the question, the maturity of the students, the needs of the students and the purpose of the school.

No individual or group may claim the right to present arguments directly to students in school. Such a "right" will make the schools a battle ground for dozens of kinds of controversial issues. Citizens have the right to know that controversial issues are being presented fairly and to protest to the Board if convinced that they are not.

Subject areas of content material shall be taught in accordance with the requirements of the state statutes.

To implement the Board's policy dealing with this topic the following administrative and teaching regulations are to be observed:

Principals must remind teachers that we do not teach controversial issues but rather provide opportunities for their study.

Teachers must do the following:

1. Deal with controversial topics as impartially and objectively as possible;
2. Handle all such topics in a manner suited to the range of knowledge, maturity and competence of the students;
3. Have teaching materials readily available dealing with all possible aspects of the topics;
4. Take up only issues that are current and real. Find up-to-date teaching materials in the current press and periodical literature. The best sources of reliable information will come from those places plus court decision and legal opinions.
5. Do not expect or require that the class reach an agreement.

VI. 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.
- D. **Controversial Speakers/Programs Procedure**
The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following guidelines regarding controversial speakers/programs.
 - 1. The teacher will send home a written notice via the student informing parents when outside speakers will be in class speaking on controversial topics after completing Appendix III and receiving approval from Building Principal.
 - 2. Topics present in American Society which, by their nature, lead to a vigorous clash of opposing viewpoints on the part of the public are considered controversial. Examples of controversial issues are: abortion, family life education, politics, religion, and alternative life styles. These listed examples are not intended to be all inclusive but are representative of controversial issues. The teacher shall exercise careful consideration in determining whether the topic or presenter is sufficiently controversial to warrant notification to parents.
 - a. Students not wishing to hear an outside speaker need not be in class during the presentation. Students and/or parents should make such requests in writing to the principal. Appropriate assignments will be made by the teacher in lieu of class attendance.
 - b. The teacher/sponsor and the building principal are expected to exercise judgment and to have knowledge about the topic and the proposed resource persons.
 - c. The ideas presented and the resource person invited to present will have demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.

d. Prior to his/her appearance or participation, the resource person will be given in writing and will agree to abide by the following Board regulations:

1. Profanity, vulgarity, and lewd comments are prohibited.
2. The teacher/sponsor responsible for inviting the resource person or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.

VII. RECONSIDERATION OF INSTRUCTIONAL MATERIALS PROCESS

Should a reconsideration request be made, the following procedure will be followed:

1. Invite the citizen (s) to submit his/her request in writing to the building principal completing the form "Request for Reconsideration of Instructional Materials." See Appendix #1. The citizen (s) is to be as specific as possible when completing the form;
2. Upon receipt of the Reconsideration Request, the building principal will inform the superintendent or curriculum director, department and staff member(s) involved within five (5) working days;
3. Within five (5) working days after receiving notification from the principal, the staff member (s) involved will complete and submit the form "Faculty Member's Statement on Challenged Instructional Materials" to the building principal. See Appendix #2;
4. The department will also render any thoughts or supporting materials about the curriculum in question in writing within five (5) working days concerning the material to the curriculum director or Superintendent.
5. The original copy of the Reconsideration Request, Departments' written response, and the staff member's statement will be filed with the building principal and copies provided to the curriculum director or Superintendent.
6. After receiving all support materials, the Reconsideration Request and supporting documents will be forwarded to the District Leadership Team (DLT) chair. The DLT Chair will include the Reconsideration Request on the next agenda.
7. At the next DLT meeting, the team will:
 - a. Review the challenged material by reading completed Appendix #1 and #2
 - b. A collection of reviews (if available) will also be compiled by the curriculum director or Superintendent for committee review.
 - c. Meet to discuss material and to prepare a report;
 - d. The report will include one of the following recommendations:

- 1.) Material will be retained.
- 2.) Material will not be required reading but will be available in the media center.
- 3.) The material will be retained on a restricted basis and used only by appropriate students
- 4.) The material will be withdrawn from use.

e. The original report will be filed in the office of the Superintendent of Schools with copies to the curriculum director and those involved with the material in question - - building principal, staff member, citizen (s);

8. Appeals of this decision must be made within five (5) working days to the Superintendent of Schools. The Superintendent shall, within five (5) working days after receipt of the appeal, notify the citizen (s) of his/her decision in writing. Appeal to the Board of Education must be made in five (5) working days after receipt of the superintendent's decision. The decision of the School Board is final unless appealed to the court.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120A.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: MSBA Model Policy 603 (Curriculum Development)
MSBA Model Policy 604 (Instructional Curriculum)

APPENDIX I
INDEPENDENT SCHOOL DISTRICT #116
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

AUTHOR (OR PRODUCER) _____ **TITLE** _____
PUBLISHER _____

TYPE OF MATERIAL _____ **Book** _____ **Film** _____ **Other** _____

REQUEST INITIATED BY _____

ADDRESS _____ **PHONE** _____ **LOCATION OF MATERIAL** _____
School

CITIZEN REPRESENTS: SELF _____ **OTHER** _____

Identify Other People (Use back of form if necessary) _____

1. Did you read or view the entire material? _____

2. Have you brought this concern to the teacher to seek clarification, rationale or alternatives?

3. To what do you object? (Please be specific; cite pages, passages, etc.)

4. What do you feel might be the result of exposure to this material?

5. In your opinion, is there anything good about this material?

6. For what age group would you recommend this material?

7. Other comments:

Signature _____ **Date** _____

APPENDIX II
INDEPENDENT SCHOOL DISTRICT #116
FACULTY MEMBER'S STATEMENT ON CHALLENGED MATERIALS

DATE _____

NAME _____

TITLE: _____

Is this work required reading, listening, or viewing in your classroom? List standards addressed if required:

What is your purpose in using this work in the classroom? Why was this piece chosen to address these standards?

APPENDIX III
INDEPENDENT SCHOOL DISTRICT #116
SPEAKER/RESOURCE PERSON/FILM REQUEST
PRINT AND NON PRINT INSTRUCTIONAL MATERIAL

1. Teacher(s) _____ Date of Request: _____

2. Curriculum Area _____

3. Learner outcome to be met _____

4. Subject/class _____ Grade _____

5. Name/Title of speaker, material, or other resource: _____

Film rating if available: _____

Agency/Company _____

Address _____

Phone# _____

6. Date of use: _____

7. Description of subject or content of the resource

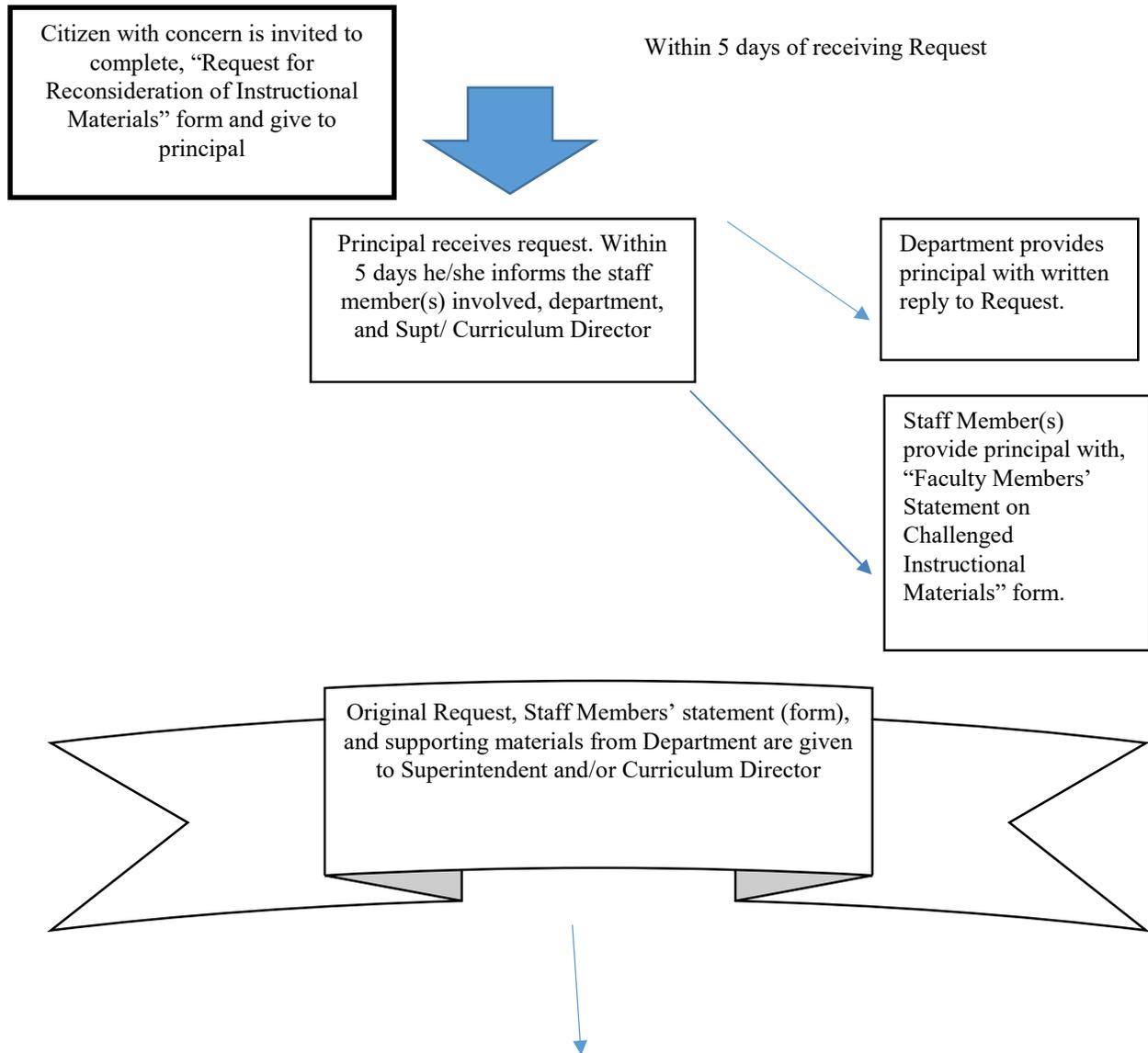
8. Principal comments (Principal may consult with a media specialist, department members, or others.)

Approval: Yes _____ **No** _____

Principal signature: _____ Date: _____

Approval of this resource is for the specific curriculum area and class stated above.

Policy 606: Reconsideration of Curriculum Materials Flow Chart
Appendix IV



Copies of all materials (along with any other reviews collected) are given to DLT Chair to be included on the next DLT Agenda for consideration. The DLT will meet, consider the materials, and prepare a written report regarding the material requested to be considered. The original report will be filed and copies provided to those involved.