

Procedure for Selection, Use, and Reconsideration of Textbook, Instructional Material, Media, and Supplementary Material

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of academic materials.

II. GENERAL STATEMENT OF PURPOSE

The District's curriculum focuses instructional practices on challenging and supporting all students in the pursuit of their highest personal and academic achievement. In order to achieve this, the School Board insists that appropriate and high quality instructional materials be used to deliver the adopted curriculum. All instructional materials, whether core or supplementary, must align with and advance the District's Vision and Mission, and support the implementation of state and local standards. Core instructional and supplementary materials shall challenge each student and prepare them to thrive in American society and the world at-large.

The school board recognizes that selection of core instructional and supplementary 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 the selection of all core instructional and supplementary materials.

III. DEFINITIONS

- A. Core instructional and supplementary materials: Core instructional and supplementary materials are defined as those items that are read, listened to, viewed, 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 stimulate. Core instructional materials include, but are not limited to textbooks, teacher manuals, class novels, and apparatus. Supplementary materials include, but are not limited to, kits, games, computer software, electronic information sources, internet sources, video, periodicals, pamphlets, media collections, articles, and other print and non-print materials.
- B. Standard(s): a statement of what the student will be able to know, understand and do. "State standards" refers to those developed and adopted by the Minnesota Department of Education. "Local standards" refers to standards developed and adopted by the local school district.

IV. AREAS OF RESPONSIBILITY

The Board as a policy-making body, assigns responsibility to the professional staff, as follows:

- A. The Superintendent or qualified designee(s) shall be responsible for an instructional materials review process, and an informal review process, as well as submitting recommendations to the Board for adoption of materials.
- The Superintendent or designees' final recommendation for materials selection shall be consistent with the [State Standards](#), [Local Standards](#), and [District Curriculum](#).
 - This process shall comply with Board policies, as well as federal and state law and rules.
 - Core Instructional Materials are provided in multiple copies (hard copies or electronic versions) for use by an entire class or a major segment of a class.

B. Principals or qualified designee(s) are responsible for ensuring that materials are being used in classroom instruction in accordance with the State and District's Standards and Curriculum.

- All core and supplementary materials selected for use at school or in the classroom must meet all criteria for selection referenced in Section II of this policy.
- The Principal or qualified designee(s) shall assure that use of materials are monitored for consistency with state and local standards, alignment to the adopted curriculum and written curriculum maps, and continue to meet the selection criteria in Section II of this policy.

C. Teachers are responsible for participating in and providing input to the Instructional Materials review and selection process.

- Once materials are adopted, teachers must understand the content and application of these materials and use the materials with fidelity to ensure learning.
- It is expected that teachers using any Supplementary Material will read the material in its entirety.
- The Board encourages teachers and administrators to use a rich assortment of Supplementary Materials to enable students to access current research, information about changing events and learning opportunities that cannot be fully accomplished through the use of Core Instructional Materials alone.
- Similar to the selection of Core materials, all Supplementary Materials must be selected for the purpose of supporting the state and local standards and curriculum of the given course or class and must be compatible with the [District's Strategic Plan](#), goals and expectations.

D. The Teaching and Learning department is responsible for facilitating the entire process of the Instructional Materials review and selection.

- Working closely with the various stakeholders and committees to assure that materials selected are comprehensive, flexible, and meet all the selection criteria in Section II of this policy.
- They assure the various steps of this policy are fulfilled.
- Once materials are adopted, district and building leadership are responsible for providing effective staff development so that all teachers can successfully implement and differentiate new instructional materials.

V. CRITERIA FOR SELECTION

A. Professional staff shall evaluate core instructional and supplementary materials based on 1) the Monticello School District Strategic Plan, 2) Minnesota State and Federal standards and requirements, 3) Monticello local standards, and 4) curriculum aligned scope and sequence. Once materials have met these threshold criteria, then staff shall consider the materials based on the following criteria:

- a. Be appropriate for the age, social development, and maturity of the students. There should be specific designation of the grade levels and courses for which materials have been approved.
- b. Meet the interests, abilities, learning styles, and differentiated needs of the students.
- c. Consider the diverse needs of the community and society at large.
- d. Support areas of lifetime success, such as academics, character, physical and mental

health, leadership, and service.

- e. Recognize various points-of-view with a goal of developing balanced, well-rounded, global perspectives.
- f. Foster information literacy and enhance student learning through the use of technology.
- g. Illustrate the contributions made by various cultures to our national heritage and the world.
- h. Stimulate growth in factual knowledge and critical thinking.
- i. Recognize reading and writing as a foundation in all content areas.
- j. Provide support for meaningful assessment and progress measures.
- k. Strive to be free from bias, errors, and omissions.

VI. PROCESS FOR SELECTION

The Superintendent or their designee(s) shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of core instructional and supplementary materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parent(s)/guardian(s), or district employees. This procedure shall be coordinated with the School District's curriculum development effort and may utilize the District Advisory Committee. A complete recommendation must show evidence of meeting the following:

- meets the above criteria for selection
- aligns with the district's Vision of a Monticello Learner
- meets local, state and federal standards,
- facilitates learning connectivity from grade to grade and subject-to subject articulation,
- facilitates differentiation for both students and teachers,
- provides meaningful assessments and progress measures,
- facilitates the development of sustainable work plans for teachers' delivery of curriculum,
- details "total cost of ownership" which includes purchase price of materials, as well as training costs, all subscriptions, and enrichment materials, renewal fees, and a timeline for implementation,
- provides evidence of thorough assessment of alternative curricular materials,
- provides research indicating effectiveness of chosen material in delivering academic results for a wide variety of students, and
- must be from evidence- or research-based materials.

Selection of materials is an on-going process. Materials will be replaced which are no longer appropriate, fail to meet the above criteria, or have been lost or damaged.

VII. LIBRARY COLLECTION SELECTION CRITERIA AND ACQUISITIONS PROCEDURES**(resource <https://www.ala.org/>)**

- A. Library media collections will be chosen that serve the varied needs, interests, and maturity levels of students at each building in the district. Each work will be selected based on its value as a whole, and not in part. Each building will house a collection that fits the unique characteristics of each student population.

It is the responsibility of the school district to provide a wide range of materials on different levels of difficulty and representing different points of view. School library professional staff or classroom teachers will provide materials to enable students to develop necessary critical thinking skills in order to become discriminate users of information. Classroom libraries fall under the same general selection criteria and reconsideration process as media center collections.

Requests from teachers and students will be given priority, after they have been determined to meet the same criteria as other purchased books. However, it should be understood that not all requests can or will be purchased.

General Selection Criteria for materials purchased, gifted, or donated to the library collections:

- 1) Author and/or publisher's qualifications
 - 2) Subjects and themes included in the work
 - 3) Responses from professional reviewers and critics. These reviewers and critics can include, but are not limited to:
 - a) American Library Association
 - b) The Horn Book
 - c) School Library Journal
 - d) Booklist
 - e) The New York Times Book Review
 - f) Kirkus Reviews
 - g) Publisher's Weekly
 - h) NoveList
 - i) Library Journal
 - 4) Quality and suitability of writing
 - 5) Contains story lines, characters, and experiences that mirror students own experiences, while also providing windows to facilitate learning from the experience of others
- B. The library media center may accept donations of materials. Book donations will be added to the collection if the titles meet the General Selection criteria. Upon donation, materials become the property of Monticello School District #882 and the library staff reserve the right to use the materials in an appropriate manner.
- C. The library selection criteria and acquisition procedures should be reviewed for revision on a regular basis, as internal and external changes may impact its validity.
- D. The library selection criteria and acquisition procedures should not be changed while a formal challenge to a library resource is occurring. It is important to follow the current governing board-approved policy and process to maintain good faith within the community, complainants, and supporters. Revisions should occur after the final decision on the questioned materials has been made. When a challenge has been resolved, those involved should reflect on the reconsideration experience and use new knowledge to revamp the current policy.

VIII. PROTOCOLS AND PRACTICES FOR VIDEO, DVD, VIDEO STREAMING AND INSTRUCTIONAL MEDIA USE IN THE CLASSROOM

Definition of Terms

Video: a program, movie, or other visual media product featuring moving images, with or without audio, that is recorded and saved digitally or on videocassette

Video Streaming Service: An Internet-based delivery service for movies, TV network programs and videos. TV network content is typically live while movies are on demand. Netflix, Hulu, Amazon Prime are examples of on-demand movie services, while DirecTV Now, Sling TV and YouTube TV offer live TV channels. YouTube is the primary on-demand venue for video clips of all varieties.

Criteria for Use of VIDEO AND VIDEO STREAMING

All use of videos and video streaming shall comply with all copyright laws, streaming agreements and policies. Teachers or other staff members using video or video streaming shall be responsible for following all district procedures and state and federal laws regarding their use. If video or video streaming is used in the classroom then it must be an integral part of standards-based instruction. Use of personal streaming video subscriptions in the classroom is forbidden.

Monticello Public Schools shall not extend legal or insurance protection to any employee who violates copyright law, streaming agreements, and policies of public performance.

In addition, if using of videos or video streaming, consider the following:

- Capacity to support the curriculum and state/local standards.
- Capacity for engagement.
- The ability of students.
- Cultures and belief systems of students and families.
- Age appropriateness using Motion Picture Association of America guidelines where applicable and reviews from other recognized sources.

Procedures for Using Videos or Movies Rated by the Motion Picture Association of America:

The ratings used by the Motion Picture Association of America (MPAA) shall be one consideration of several in connection with the other selection criteria. If using an MPAA rated video, the following additional guidelines must also be followed:

- **Monticello will use an opt-out approach to gain parent/guardian permission to participate in viewing videos or movies.** With an opt-out approach, an electronic notification will be sent to all families at the beginning of the school year notifying them of occasional use of videos or movies in their classroom. The parent/guardian only completes and returns the form if they do not want their child to participate. If the form is not returned, parental permission is assumed and the child will remain in the class. This opt-out form will stay on record for one school year.
- Teachers or other staff members wishing to utilize a video or movie with students must ensure the content is aligned with the standards being addressed in the lesson, meet all the selection criteria in Section II, and follow the MPAA rating guidelines below. Teachers must also provide a link to preview the video or movie either via email, course curriculum map, or weekly snapshot on the student Learning Management System (LMS).

- If a video or movie will be shown in the classroom and was not on the syllabus, course curriculum map, or weekly snapshot then parents/guardians shall be given advance electronic notice when teachers plan to use movies. The following guidelines will be used:
 - o G - Parents/guardians need to be informed 48 hours prior to movie use in the classroom. Written notification should include descriptive information about the movie as well the instructional purposes. Parents/guardians have the opportunity to opt their child out of the movie viewing and choose an optional assignment or activity.
 - o PG - Parental permission is required for students under age 13. Parents/guardians need to be informed one week prior to movie use in the classroom. Written notification should include descriptive information about the movie as well the instructional purposes. Parents/guardians have the opportunity to opt their child out of the movie viewing and choose an optional assignment or activity.
 - o PG 13 - Parental permission is required for students under age 14. Parents/guardians need to be informed one week prior to movie use in the classroom. Written notification should include descriptive information about the movie as well the instructional purposes. Parents/guardians have the opportunity to opt their child out of the movie viewing and choose an optional assignment or activity. Use of PG 13 videos is limited to middle and high schools.
 - o M or R - Parental permission slips are required for all students. Parents/guardians need to be informed one week prior to movie use in the classroom. Written notification should include descriptive information about the movie as well the instructional purposes. Parents/guardians have the opportunity to opt their child out of the movie viewing and choose an optional assignment or activity. Use of R-videos is limited to high school students only and should be rare.
 - o NC 17 - Use of videos rated NC 17 by the Motion Picture Association of America is prohibited.

Procedures for Using Videos or Movies Not Rated by the Motion Picture Association of America:

- Videos of student performances may be shown to students if they meet the instructional criteria listed above. Any student participating in a filmed student performance shall have a signed video/photo release form on file prior to the filming in order to be filmed.
- If a non-rated movie has been approved by a review committee, the same movie may be used in subsequent months or school years if the intended instructional use is the same as that presented to the original committee. If the age group or lesson plan changes, the video shall be reviewed.

The Legal Aspects of Using Copyrighted Materials

When you want to perform, display, or show a video or TV program, whether it be as part of a course, at a group or club activity, at an organization event, or as a training exercise, you have to consider the rights of the those who own the copyright to the work you want to use. This consideration must be made regardless of who owns the video or where you obtained it. Copyright owners have certain rights, which are commonly known as **public performance rights (PPR)**. [Fair Use Checklist](#)

The four factors of fair use:

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes

Courts typically focus on whether the use is “transformative.” That is, whether it adds new expression or meaning to the original, or whether it merely copies from the original.

2. The nature of the copyrighted work

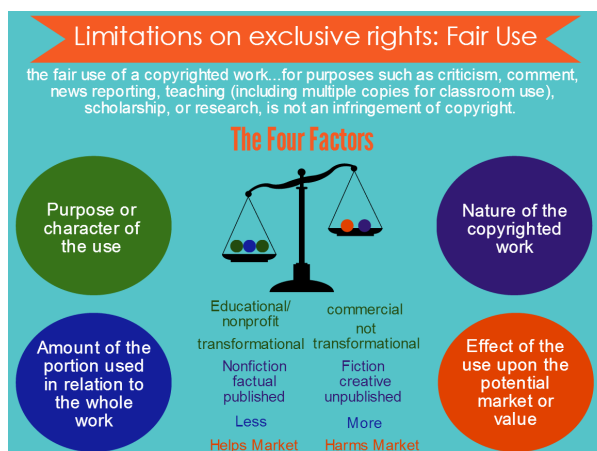
Using material from primarily factual works is more likely to be fair than using purely fictional works.

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole

Borrowing small bits of material from an original work is more likely to be considered fair use than borrowing large portions. However, even a small taking may weigh against fair use in some situations if it constitutes the “heart” of the work. The rule of thumb is no more than 10% of work.

4. The effect of the use upon the potential market for, or value of, the copyrighted work

Uses that harm the copyright owner's ability to profit from his or her original work by serving as a replacement for demand for that work are less likely to be fair uses.



URL: <https://libguides.drew.edu/TEACH-Copyright>

May I show clips of films to my students as part of a lecture?

Generally, yes, this is permissible under fair use. Apply the four factors of fair use and the [Fair Use Checklist](#) to determine whether the film in question may be used for this purpose and how much of the film may be shown.

The film I want to show is on Netflix. Can I stream this through my Netflix account in the classroom?

Subscription services such as Netflix and Amazon have very detailed membership agreements that may forbid the streaming of subscribed content in a classroom or other public venue. When you agree to the terms of membership, you enter into a contract and the terms of that contract trump any applicable exception in copyright. Therefore, if the membership agreement with Netflix prohibits the showing of the film in a classroom, you are bound by the terms of that agreement even if the face to

face teaching exemption would otherwise allow it. References: [University of Florida Libraries](#), [Albuquerque Public Schools](#)

However, some Netflix original educational documentaries are available for one-time educational screenings. "One-time screening" means that you can't hold screenings several times in one day or one week - but you may show these films or series once a semester over multiple semesters. To find out which titles are available for educational screenings, visit media.netflix.com and search for the title or browse our recent and upcoming releases. Titles that are available for educational screening will display either the following **Grant of Permission** or an **Educational Screenings Permission (ESP)** on their details page.

IX. REQUEST FOR RECONSIDERATION PROCEDURE

Any employee, student, or parent/guardian of the school district may express an informal concern or formal request for reconsideration of a core instructional and supplementary materials. Each complaint must first be addressed informally, then will follow the procedures of a formal request.

Alternative Assignments:

This policy was put into place to assure that students receive thoughtful, well-balanced learning opportunities. In the rare event that a parent/guardian objects to the use of a textbook, supplementary resource, or video material, the teacher will make reasonable arrangements for alternative instruction or a meaningful modification (Statute 120B.20). If an alternative assignment is requested, it will be proposed by the parent/guardian at least three days in advance followed by approval from the teacher (following the criteria for selection) without academic penalty to the student.

1. Informal Complaint Process: Persons with a complaint about textbooks, supplementary or instruction materials should state their concerns in writing to the classroom teacher or library media specialist. The school employee will respond to the complainant's concerns and attempt to resolve the issue informally.

- a. As part of the response, the school employee will explain the district's selection policy, selection criteria, and the selection process. Additionally, each parent/guardian has the right to determine the appropriateness of textbooks, supplementary or instruction materials for their children and should accord the same right to other families.
- b. If the complaint cannot be resolved through the teacher or library media specialist, then the complainant shall file an objection with the building administrator in an effort to resolve the issue informally.
- c. No textbooks, supplementary or instruction materials will be removed from the shelves as a result of an informal complaint. However, a parent can request for their student(s) to not be given access to a material, and their request will be honored.

2. Formal Complaint Process: If the issue is not resolved with the building administrator the complainant must file his/her objection in writing using the district [Reconsideration of Materials packet](#) to the Superintendent of Schools.

- a. If there are concerns about multiple items, a separate form must be completed for each complaint.
- b. If the completed and signed formal request for reconsideration form has not been received by the school within ten school days, the matter shall be considered closed.
- c. The Superintendent or his designee will establish a committee consisting of seven individuals: three community members with no ties to the complainant, one school board member, two instructors, and the Director of Teaching & Learning. A chairperson will be appointed. This

committee will be given time to review the materials in the Reconsideration Packet, as well as the challenged material in its entirety.

- d. The committee should have a meeting scheduled within 10 school days after the school staff member receives the completed Reconsideration Form, bearing in mind that all committee members need to be informed of the need for consideration before the meeting. The Superintendent should also be aware of when this meeting will take place, and is welcome to attend if his/her schedule allows.
- e. The work in question will remain in the curriculum or library shelves and in circulation until a formal decision is made.
- f. The classroom teacher or library media specialist will secure copies of the resource being reconsidered for all committee members to review.
- g. In the case of a library media material challenge, the library media specialist will provide the reviewing committee with Intellectual Freedom training that explains district library collection selection criteria, the completed Reconsideration Packet form, the American Library's Association Library Bill of Rights, professional reviews of the resource being reconsidered, and a list of awards or honors, if any. The committee reserves the right to use outside expertise if necessary to help in its decision making. In the case of classroom material challenge, the teacher will provide the committee with a review of how the material was used, why it is being used, or to advocate for its educational value utilizing [this form](#).
- h. The committee will provide an opportunity for the public to provide input prior to final decision making on the formal complaint through a district survey, public meeting, or other appropriate means.
- i. During the initial or subsequent meetings, the committee will decide if the material aligns with the district selection criteria. If so, the item can either remain in the curriculum and/or media center, or the committee can choose to reinstate it with limitations (ie, move it to a different building, or make other restrictions). If the material is found to not align with the district selection criteria, it will be removed. Members will vote using a secret ballot. The results of the vote will require a majority.
- j. The committee will report their recommendation to the Superintendent within five school days of the final meeting. The Superintendent will make a decision regarding the challenged material based on his own review of the materials and the committee's recommendations.
- k. The Superintendent's written decision will be sent to the complainant and all members of the reconsideration committee.
- l. If the complainant is not satisfied with the conclusion of the reconsideration committee, a written appeal can be submitted to the School Board within thirty days. This appeal should be delivered to the Superintendent. If no appeal is received by the Superintendent within thirty days, the matter shall be considered closed.

3. Appeal to the School Board: A decision on the complaint will be made at the next regular meeting or special meeting within 30 days of the written request to the superintendent.

- a. The Board reserves the right to use outside expertise if necessary to help in its decision making.
- b. The chair-person for the Reconsideration Committee will present their conclusion, and the complainant or designee will present the petitioner's position.
- c. The Board decision will be final, and the Superintendent will implement the decision.
- d. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

RECONSIDERATION PACKET CHECKLIST

As someone who is preparing to submit a formal request to reconsider the selection of textbooks, supplementary instructional materials, or library materials in Monticello Public Schools, I have received the following information in this document:

- The Procedures for Reconsideration of Materials
- Request for Reconsideration of Materials form
- Policy 606, which includes the district selection criteria and the district procedure for the formal complaint process

The Request for Reconsideration of Materials form must be fully completed and returned to the school office within **ten school days** of the date it was received. If the form is not received fully completed within that time frame, the matter will be considered closed.

Complainant's Signature: _____ Date: _____

School Administrator's Signature: _____ Date: _____

REQUEST FOR RECONSIDERATION OF MATERIALS

Filling out this form, in full, is the first step in the formal process for reconsideration of materials. The process will not move forward until this form is fully completed and returned to the building principal.

Name: _____

Address: _____

Phone: _____

Email: _____

This represents the opinion of:

- Yourself
- A student (please give name and grade level): _____

Material Type:

- Textbook Video Resource Classroom Library Book
- Media Center Library Book Other Supplementary Material

What classroom is the material in question being used?

Subject _____ Teacher _____ Grade level _____

Material being challenged:

Title: _____

Author: _____

Publisher: _____

Other relevant information: _____

1. What brought this resource to your attention?

2. Have you read the resource being challenged (if this is a library book, have you read the **entire** book)?
 - Yes
 - No (if not, please do so before completing this form)

3. Have you read the district's selection criteria?
 - Yes
 - No (if not, please do so before completing this form)

4. List specific examples, with page numbers, of passages that are objectionable (attaching another page is acceptable):

5. Do you think the students could experience a negative outcome by using this resource? If so, please explain.

6. What age group would you recommend for this resource?

7. What resource of equal quality would you recommend that contains similar subject matter? (This would potentially replace the resource being questioned.)

8. Have you found any resources (online articles, etc.) that support your complaint? Please share them.

9. Of the possible resolutions defined below, which is the preference you are seeking by this Request for Reconsideration?
 - The material does not align with the district’s selection criteria and should be removed or restricted.
 - The material aligns with the district’s selection criteria, but it should be limited to conditions specified by the Reconsideration Committee.
 - Other: _____

10. Please share any additional information about this resource:

Complainant’s Signature: _____ Date: _____

School Administrator’s Signature: _____ Date: _____

The committee will review your request and contact you with a decision and a copy of the Challenge Committee review report. Please allow ten school days, or more, for a response.

**TEACHER RATIONALE FOR USE OF
CHALLENGED INSTRUCTIONAL MATERIALS**

Teacher Name: _____

Teacher Email: _____

Material Type:

- Textbook Video Resource Classroom Library Book
 Library Book Other Supplementary Material _____

What classroom is the material in question being used?

Subject _____ Grade level _____

Material being challenged:

Title: _____

Author: _____

Publisher: _____

Other relevant information: _____

Please answer the following questions in defense of the challenged instructional materials.

1. Have you applied the district's selection criteria? Check all that apply.

- Be appropriate for the age, social development, and maturity of the students. There should be specific designation of the grade levels and courses for which materials have been approved.
- Meet the interests, abilities, learning styles, and differentiated needs of the students.
- Consider the needs of the diversity of ethnic, political, cultural, and religious values held by the community and the pluralistic society at large.
- Support areas of lifetime success, such as academics, character, physical and mental health, leadership, and service.
- Recognize various points-of-view with a goal of developing balanced, well-rounded, global perspectives, including those considered by some to be controversial.
- Foster information literacy and enhance student learning through technology.
- Illustrate the contributions made by various cultures to our national heritage and the world.
- Stimulate growth in factual knowledge and critical thinking.
- Recognize reading and writing as a foundation in all content areas.
- Provide support for meaningful assessment and progress measures.
- Strive to be free from bias, errors, and omissions.

2. List the Minnesota State Standards that align with the use of this resource.

3. Why is this resource an important component in your instruction? Please include a summary of the desired impact on student engagement and learning as a result of utilizing this resource.

4. Please share any additional significant information about this resource that defends its use in the classroom.

I attest that the material in question aligns with the district's selection criteria and should not be removed or restricted.

Teacher's Signature: _____ Date: _____

School Administrator's Signature: _____ Date: _____

RECONSIDERATION COMMITTEE REPORT

Title of Challenged Material: _____

Author of Challenged Material: _____

Challenge Committee Members: _____

Has every member of the committee read the material entirely? If not, why?

Resources consulted: (include policies, articles, reviews etc.)

Reconsideration committee recommends:

- The material aligns with the district's selection criteria and should not be removed or restricted.
- The material does not align with the district's selection criteria and should be removed or restricted.
- The material aligns with the district's selection criteria, but it should be limited to conditions specified by this committee.

Justification and comments:

Signatures of Reconsideration Committee Members

Date: _____

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Printed Name

Signature

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

Adopted: 06/17/24