



I. Purpose

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

II. General Statement of Policy

The school board recognizes the authority and responsibility of the board to make decisions regarding the recommendations of textbooks, instructional materials and learning resources for the students of ISD 199 maximize the potential of learning for every student and maximize the amount of time spent on instructional endeavors related to the required components of the Minnesota Standards and board educational policies and goals.

III. Responsibility of Selection

- A. While the school board retains its authority to make final decisions regarding the curricular resources and activities of the district, it also recognizes the expertise of the professional staff and the need for staff to be involved in such decisions. Accordingly, the School Board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the School Board regarding the selection of textbooks and instructional materials.
- B. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks, instructional materials and learning resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consider 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.

IV. Selection of Textbooks and Other Instructional Materials

- A. Procedures and guidelines implemented during the selection process shall be designed to provide materials that:
 - 1. support the goals and objectives of educational programs;
 - 2. consider the needs, skill levels, 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;
 - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes section 124D.61;
 - 6. permit learning-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, writing, speeches, proclamations, or records; and are not in violation of any policy, statute or regulation.
- B. The superintendent or the designee shall be responsible for keeping the School Board informed of progress on the part of professional staff and others involved in textbook, instructional materials, and learning resources review and selection process.
 - C. The superintendent or the designee shall present a recommendation to the School Board on the selection of textbooks, instructional materials, and learning resources after completion of the review and selection process as outlined in this policy.
 - D. In the planning for day-to-day instruction or events, school district personnel shall use resources that:
 1. support and are consistent with the general educational goals of ISD 199;
 2. support and align with state and federal academic standards;
 3. are directly tied to the curriculum and specific course objectives;
 4. take into consideration the varied interests, ability, learning styles, and maturity levels of the students served;
 5. stimulate growth in factual knowledge, literary appreciation, aesthetic values, citizenship, and personal responsibility;
 6. allow for a critical analysis of differing points of view;
 7. are timely, pertinent or historic;
 8. are of high quality and value;
 9. are representative of the religious, ethnic, political, and cultural diversity present in society;
 10. are non-discriminatory with regard to gender, race, creed, ethnicity, and physical characteristics; and
 11. are not in violation of any policy, statute or regulation.

School personnel shall place principle above personal opinion and reason above prejudice in the selection of resources.

V. Study of Issues which may be Deemed Controversial

- A. The nature of controversy is such that reasonable people may disagree. It shall be the policy of the district to foster dispassionate, unprejudiced, scholarly studies of controversial issues in an atmosphere free from bias and prejudice.
- B. Students shall have the right:

1. to study any issue in accordance with their maturity level;
 2. of access to relevant materials in accordance with their maturity level and school district policies;
 3. to study under competent instruction in an atmosphere free from partisanship;
 4. to express their opinions on controversial issues, without jeopardizing their relationships with school staff.
- C. Controversial topics studied in the classroom shall:
- 1, contribute toward helping students develop techniques for examining other controversial issues;
 2. be suitable for students of the maturity and background represented in the class;
 3. be directly aligned to the academic standards and course content and help achieve course objectives; and
 4. be considered morally and ethically appropriate both in content and form by board policy and the community.
- D. The teacher shall serve as an impartial moderator and shall not attempt either directly or indirectly to limit or control the judgment of pupils on issues discussed in the classroom. The role of an educational employee is to foster the study of, not teach or promote, a particular viewpoint.

VI. Objections to 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 instructional program.
- B. Interested persons may request an opportunity to review materials and submit a written request for reconsideration of the use of certain textbooks, instructional materials. Such review will be conducted according to the guidelines established by the superintendent, or learning resources.
- C. If a parent or adult student objects to specific instructional material, school staff will make reasonable arrangements for alternative instruction in accordance with state statute 120B.20. This arrangement shall be approved by the principal.
- D. Parents or adult students may provide alternative instruction if the alternative offered by the school does not meet their concerns. The district shall not pay the costs of alternative instruction provided by parents or adult students.
- E. School staff shall not impose a penalty, academic or otherwise, upon students seeking alternative instruction. School staff shall evaluate and assess the quality of the student's work using alternative instruction. The method of assessment shall be provided in written form to the parent/guardian prior to alternative instruction taking place. The principal must approve evaluation methods prior to presentation to the parent/guardian.

VII. Family Life and Sex Education

- A. The family is the fundamental unit of our society. Parents and schools each have an important role in family life and sex education.
- B. Parents have the primary responsibility for helping children to develop an understanding of how to be effective members of a family as children, adolescents and adults, including how to practice responsible sexual behavior.
- C. The district, in recognizing that parents' views regarding family and sex education may differ, will make a reasonable effort to inform parents about potentially controversial materials and activities before the content is delivered.
- D. Each principal is responsible for notifying parents, in advance, regarding the following:
 - 1. Elementary schools (fifth grade) will hold a meeting for parents to give them information about the district's health curriculum. This meeting will be held once a year, before the curriculum is taught.

Elementary schools will include the following statement in their calendar, handbook or some other publication that is sent to all parents early in the school year: "District 199 teaches a human growth and development curriculum to fifth grade students. If you would like more specific information about what is taught in this area, please attend the meeting on this issue at your school or contact your school principal. Parents who are uncomfortable with the curriculum after attending the meeting or talking with the principal may withhold their children from specific class sessions in which the curriculum is taught."

- 2. The middle school will include the following statement in their calendar, handbook or some other publication that is mailed to all parents early in the school year: "District 199 teaches human growth and development in middle school health curriculum. If you would like specific information about what is taught, please attend one of the meetings on these programs at your school or contact your school principal. Parents who are uncomfortable with the curriculum after talking with the principal may withhold their children from specific class sessions in which these curricula are taught."
- 3. The high school will indicate in their course catalogs each course which includes health curriculum. The following statement will also be included in the course catalog: "District 199 teaches students health curriculum. Course descriptions in the catalog identify where this curriculum is taught. If you would like specific information about what is taught in these areas, please contact your school principal. Parents who are uncomfortable with the curriculum after talking with the building administrator may withhold their student from specific class sessions in which these curricula are taught."

- E. Parents and adult students may request alternative teaching materials and activities if they so choose.

Legal References: Minn. Stat. § 120A.22, Subd. 9 - Compulsory Instruction
Minn. Stat. § 120B.021 – Required Academic Standards
Minn. Stat. § 120B.022 – Elective Standards
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 - Education for English Learners Act
Minn. Stat. 127A.10 - State Officials and School Board Members to be Disinterested; Penalty
Hazelwood Sch. Dist. V. Kuhlmeier, 484 U.S. 260(1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: Policy 601 – School District Curriculum and Instruction Goals
Policy 603 - Curriculum Development
Policy 604 - Instructional Curriculum
Policy 706 - Acceptance of Gifts
Policy 616.1 - Copyright Law