

INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA PUBLIC SCHOOLS

606 SELECTION AND REVIEW OF LEARNING RESOURCES

I. PURPOSE

The freedoms to teach, to learn and to express ideas without fear of censorship are fundamental rights held by the public school teachers and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the US Constitution must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents and other members of the community.

II. DEFINITIONS

III. GENERAL STATEMENT OF POLICY

The School Board of Independent School District 719 affirms that it is the responsibility of its professional staff:

1. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
2. To provide resources that will stimulate growth in factual knowledge; literary appreciation, aesthetic values and societal standards;
3. To provide resources on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
4. To provide resources representative of the many religious, ethnic and cultural groups and their contributions to our national heritage and the world community;
5. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate to the school community.

A. Responsibility for Selection of Learning Resources

The School Board delegates the responsibility for the selection of learning resources to the professional staff employed by the school system and declares that selections made shall be held to have been made by the School Board of Independent School District 719.

While selection of resources involves many people, including library media professionals, teachers, students, supervisors, administrators and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional resources rests with the licensed media personnel (with final approval of the principal). Responsibility for coordinating the selection and purchase of curriculum materials rests with appropriate department chairs or with curriculum evaluation committees and the Director of Teaching and Learning.

B. Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall be chosen to enrich and support the curriculum and personal needs of users.
3. Learning resources shall meet high standards of quality in:
 - artistic quality and/or literary style
 - authenticity
 - cultural diversity
 - educational significance
 - factual content
 - physical format
 - presentation
 - readability
4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
5. Learning resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society and to make intelligent judgments in their daily lives.
6. Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.

Learning resources shall clarify historical and contemporary issues by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

C. Procedures for Selection

In selecting resources, the licensed media personnel, in consultation with the person(s) making recommendations for selection, will: evaluate the existing collection; assess curricular needs; examine resources and consult reputable, professionally prepared selection aids.

Recommendations for acquisitions will be solicited from faculty and students.

Resources being considered for acquisition should be selected on the basis of one or more of the following:

1. Favorable review by a professionally prepared selection aid
2. Preview prior to purchase
3. Professional judgment of the individual teacher, administrator or media professional

D. Gift Resources

Gift resources are judged by basic selection standards and are accepted or rejected by these standards. These materials are integrated into the general collection.

E. Renewal of Collection

In order to provide a current, highly usable collection of resources in every school, library media professionals shall provide for constant and continuing renewal of the collection, not only by the

addition of up-to-date resources but by the judicious elimination of resources which no longer meet needs or find use.

The process of weeding the collection will be done according to established and accepted standards for determining the relevance and value of resources in a given context.

F. Procedures for Re-evaluation of Learning Resources

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of the persons in the schools and the community who are not directly involved in the selection process.

No duly-selected materials, whose appropriateness is challenged, shall be removed from the school except upon the recommendation of a Learning Resources Committee (as provided for below) with the concurrence of the Superintendent, upon the Superintendent's recommendation with the concurrence of the School Board or upon a formal action of the School Board when a recommendation of a Learning Resources Committee is appealed to it.

School District 719 supports the LIBRARY BILL OF RIGHTS, adopted by the American Library Association. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.

A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

G. Request for Informal Reconsideration

1. All challenges presented to staff members shall be reported to the building principal involved, whether received by telephone, letter or in-person conversation.
2. The principal, after consultation with the staff member involved, shall contact the concerned party to discuss the challenge and attempt to resolve it informally.
3. The principal and appropriate staff shall meet, if necessary, with the concerned party to explain the particular place the questioned resource occupies in the education program, its intended education usefulness and additional information regarding its use.
4. If the concerned party wishes to file a formal challenge, a copy of the district Selection of Learning Resources Policy and the Request for a Statement of Concern regarding Learning Resources form shall be handed or mailed to the concerned party by the principal. Principal consults with superintendent or assistant superintendent.

H. Request for Formal Reconsideration

1. Each school will keep on hand and make available the Statement of Concern regarding Learning Resources form. All formal objections to learning resources must be made on these forms.
2. The Statement of Concern, regarding the Learning Resources form, shall be signed by the concerned party and filed with the Assistant Superintendent.
3. The Superintendent of Schools shall be informed of the formal challenge when it is received.
4. The Statement of Concern shall be referred to a committee for re-evaluation of the resource.

I. Learning Resources Committee

A Learning Resources Committee shall be formed as needed and shall consist of six members:

1. One School Board member designated by the Chairperson of the Board of Education.
2. Two parents from the District Curriculum Advisory Committee.

3. One teacher, designated by the teachers' representative body from the building affected by the request, to be named at the time of the challenge.
4. The school media specialist, selected from the building associated with the request.
5. Assistant Superintendent who shall serve as committee chairperson.

J. Resolution

1. The committee shall meet within thirty (30) days after the challenge is received.
2. The committee may choose to consult other persons or resources.
3. The committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources Policy by:
 - a. Examining the challenged resource
 - b. Determining professional acceptance by reading critical reviews of the resource.
 - c. Weighing values and faults and forming opinions based on the material as a whole rather than on passages or sections taken out of context.
 - d. Discussing the challenged resource in the context of the educational program.
 - e. Discussing the challenged item with the individual concerned party when appropriate.
4. A written report shall be prepared. This report may be discussed with the concerned party, if requested.
5. The written report shall be forwarded to the Superintendent of Schools along with any minority report(s) which may also be filed. The Superintendent shall review the procedures followed and the findings of the committee to verify that the provisions of this policy have been fulfilled.
6. Meetings of the Learning Resources Committee shall be subject to the Minnesota Open Meeting Law. The written committee report, once filed with the Superintendent shall be considered public data.
7. The decision of the Learning Resources Committee is binding. The decision shall apply to all remaining buildings in the district as age-appropriate.
8. The Assistant Superintendent will notify all principals and media specialists in the district of the findings of the Learning Resources Committee.
9. Notwithstanding any procedure outlined in this policy, the concerned party shall have the right to appeal any decision of the Learning Resources Committee to the School Board of Independent School District 719 as the final review panel.

School Board Adoption: June 11, 2018

An Equal Opportunity School District

STATEMENT OF CONCERN REGARDING LEARNING RESOURCES

School _____

Please check type of resource:

- | | | |
|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Book | <input type="checkbox"/> Audio | <input type="checkbox"/> Kit |
| <input type="checkbox"/> Periodical | <input type="checkbox"/> Video | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Electronic Resources | <input type="checkbox"/> Other _____ | |

Title _____

Author _____ Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip Code _____

The following questions are to be answered after the concerned party has read, viewed or listened to the resource in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each attachment.)

1. To what in the resource do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, etc.) _____

2. What do you believe is the theme or purpose of this resource? _____

3. What do you feel might be the result of a student using this resource? _____

4. For what age group would you recommend this resource? _____
5. Is there anything good in this resource? Please comment. _____

6. Would you care to recommend another resource of the same subject and format? _____

7. I/We have contacted the following individuals regarding the resource in question.
Teacher _____ Media Professional _____
Principal _____ Director of Teaching & Learning _____
Superintendent _____ Other _____

Describe these contact and what resulted from them:

Signature of Concerned Person

Date

Please return completed form to the Assistant Superintendent.