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## 602 Selection and Review of Library Materials Policy

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### Selection and Review of Library Materials Policy

#### I. Purpose

This policy aims to guide the selection of instructional texts and materials within the school district.

#### II. General Statement of Policy

The School Board acknowledges that choosing instructional texts and materials is a critical aspect of the district's curriculum. Additionally, the School Board affirms its authority to make final decisions regarding the selection of all instructional materials.

#### III. Responsibility for Selection

A. While the School Board retains ultimate authority in selecting instructional texts and materials, it recognizes the importance of professional staff expertise in making recommendations. As such, the School Board delegates this responsibility to the Executive Director or their designee. The School Board will periodically request updates from the Executive Director regarding the use of this authority.

B. In the selection process, the professional staff will prioritize materials that:

1. Align with the district's academic standards.
2. Are appropriate for the age and maturity levels of students.
3. Encourage respect for cultural diversity and differing opinions.
4. Conform to the district's budgetary constraints.
5. Are primarily in English, with exceptions made for world language courses or specific statutory requirements (Minn. Stat. § 124D.61).
6. Allow for the study of foundational American documents, including those that contributed to the creation and preservation of the nation's representative government, the Bill of Rights, its free-market system, and national pride.
7. Avoid censorship of American or Minnesota history based on religious references in original documents, speeches, writings, or proclamations.

C. The Executive Director or their designee is responsible for creating procedures and guidelines that ensure an efficient and inclusive process for reviewing and recommending instructional materials. These guidelines will provide opportunities for input from students, parents, and the broader community and may involve advisory committees in coordination with curriculum development efforts.

#### IV. Selection and Review Process

The Executive Director or their designee should keep the School Board informed about the

progress of the instructional materials review and selection process.

#### **V. Request for Review of Instructional Texts and Materials**

A. The School Board acknowledges that differing opinions may arise regarding the instructional materials used in the district. Therefore, the district will provide a process for families and community members to request a review of specific texts or materials.

B. The superintendent or their designee is responsible for developing clear procedures for requesting the reconsideration of instructional materials.

#### **VI. Controversial Issues**

Controversial issues may be addressed in the district, provided the following criteria are met:

1. The issue is relevant to the course of study or current events and offers opportunities for critical thinking, developing empathy, and understanding different viewpoints.
2. The issue is meaningful to students' concerns.
3. Sufficient information is available to present alternative viewpoints based on factual evidence.
4. All perspectives are fairly represented, supported by established facts.
5. The issue can be understood and defined by students.
6. Staff do not use their position to express personal religious, political, economic, or social biases. Staff should refrain from expressing personal opinions with the intention of persuading students to adopt their viewpoint.
7. The discussion or study of the issue is initiated by students, current events, or the established curriculum, not by external sources.
8. The discussion respects all individuals, avoiding negative portrayals based on race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, sexual orientation, or gender identity (as outlined in Policy 413).
9. Presentations (oral or written) comply with state and federal laws. The Executive Director has the authority to assess whether these conditions are being met.

#### **Legal References:**

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Knowledge and Skills)

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)