



TEXTBOOKS, INSTRUCTIONAL AND MEDIA MATERIALS

OBJECTIONS TO INSTRUCTIONAL RESOURCES: PROCEDURES FOR REVIEWING AND RESPONDING

These regulations provide a system for receiving, considering, and acting upon complaints regarding instructional resources used in District 31 schools.

- I. Procedures to Follow when an Objection Occurs
 - A. Those submitting an objection (must be a parent/guardian and/or district resident) will be directed to the building principal or the designee.
 - B. The principal and/or other appropriate staff will explain to the objector the school's selection procedure, selection rationale, selection criteria, and the qualifications of those persons selecting the resource.
 - C. If, after Procedure is followed, the objector wishes the district to review the selection of a resource, the Request for Review of Resources form will be explained and the objector invited to complete it in its entirety and return it to the building principal. If the objector fails to return the form, the objection will be regarded as waived or withdrawn.
 - D. The objector will complete one Request for Review of a Resource form for each resource to which he/she objects.
 - E. Upon the receipt of a completed and signed Request for Review of a Resource form, the building principal will promptly inform the Superintendent, Director of Learning & Teaching, and the classroom teacher.
 - F. Within seven regular school days, a Committee for Review of a Resource will be formed.
 - G. The Committee for Review of Resources (see Section II, below) will:
 1. Be notified of the objection.
 2. Read, view, or listen to the questioned resource.
 3. Meet to consider the questioned resource and make a decision.
 4. Follow all procedures outlined in Section 11, below.
 - H. Use of the questioned resource will not be restricted during the reevaluation process.

II. Committee for Review

- A. A committee will be convened if an objection is raised. The committee will be composed of:
 1. The Director of Curriculum
 2. One building principal, where the resource was challenged if possible.
 3. One teacher selected by the Bemidji Education Association, who teaches at the level (secondary or elementary) where the objection was raised.
 4. One member of the District Curriculum, Instruction, and Assessment Advisory Committee.
 5. Two teachers from the site where the objection was raised, selected by the Leadership Team.
 6. One to two District 31 parents selected by district administration.
 7. Upon meeting, the committee members will select a recording secretary.

- B. The District-level committee representative will:
 1. Notify committee members of the objection and set a meeting date.
 2. Distribute a copy of the completed *Request for Review of a Resource* form to each committee member.
 3. Distribute the appropriate *Checklist for Review Committee* to each committee member.
 4. Obtain and arrange for reading/viewing/listening to the questioned resource by the committee.
 5. Obtain critical reviews, if available, of the questioned resource and send them to each committee member prior to the reevaluation committee meeting.
 6. Within 15 regular school days of receiving the objection, hold a review committee meeting to discuss the questioned resource and determine if a course of action is necessary. If more time is necessary, the committee members and person(s) submitting the objection will be notified.

- C. The Committee for Review of a Resource will:
 1. Examine the questioned resource in its entirety
 2. Determine professional acceptance of the resource by reading critical reviews.
 3. Evaluate the resource as a whole rather than on passages or sections taken out of context.
 4. Discuss the resource in the context of the educational program.
 5. Prepare a written report using the *Report of the Review Committee* form.

- D. The recording secretary will:
 1. Record attendance.
 2. Take notes and complete the *Report of the Review Committee* form.

3. Obtain signatures from committee members on the Report of the Reevaluation Committee form.
4. Be responsible for filing all required reports within three regular school days following the decision.
5. Send copies of the completed Report of the Review Committee form to the objector, the building principal, and the Superintendent.

III.

Resolution

- A. The written report will be provided to the Objector, Superintendent, Director of Curriculum, and the building Principal. This will be the official record of the case.
- B. The decision will be binding for the individual school.
- C. The committee's decision may be appealed to the School Board.
- D. In the event that objections are made to multiple resources at the same time or within a short period of time, the building principal, Director of Curriculum and Superintendent will collaboratively decide the order of which the materials are reviewed. Additionally, due to limited organizational capacity to follow the process, with timelines, the district will also determine the number of books that can be reviewed within the school year. The party that raises the concern will be notified within a reasonable time frame, which books will be reviewed, the order and when the timelines dictated in the procedures will begin.

BEMIDJI AREA SCHOOLS
REQUEST FOR REVIEW OF RESOURCES

Initiated by _____ Date _____

Address _____ Telephone _____

Representing: Self _____ Name of Organization or Group _____

Resource Questioned:

Author _____

Title _____

Publisher _____ Copyright Date _____

Type of Resource _____

District Location: Elementary _____ Middle School _____ High School _____

Please respond to the following questions. If sufficient space is not provided, please use the back side of this page.

1. What brought this resource to your attention:

2. Have you seen, read or listened to this resource in its entirety:

3. What is your concern about this material? Please be specific - cite passages, pages, etc.

Signature

Date



Checklist I: Checklist for Review Committee: Imaginative Works

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Title:

Author/Producer:

A. Purpose

1. What is the purpose, theme, or message of this resource?
2. Who is the intended user?
3. How well is this purpose accomplished?
4. How well does this resource contribute to a more compassionate understanding of human beings?
5. Is it well written/produced?
6. How well does the resource contribute to the history of literature or ideas?

B. Format/structure

What is the contribution of each of these elements to the resource?:

1. Plot
2. Setting
3. Character development
4. Illustration/visuals
5. Authenticity and/or accuracy

C. Is the material appropriate in the following categories:

1. Gender/disability sensitive
2. Use of language
3. Prejudice (i.e., racial, religious, sexual, disabled)
4. Violence/cruelty/brutality
5. Advocacy of ideas

D. Reviews {Two if available)

1. Source:

Is review favorable or unfavorable?

Substance/Summary of review:

Is this review source reputable? Yes _____ No _____

2. Source:

Is review favorable or unfavorable? _____

Substance/Summary of review:

Is this review source reputable? Yes _____ No _____

E. Additional comments (use back of page if necessary)

Checklist II: Checklist for Review Committee: Nonfiction

Author:

Title:

A. Purpose

1. What is the overall purpose of the resource?

2. Is the purpose accomplished? _____ Yes _____ No _____

3. Who is the intended user?

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the resource up-to-date? _____ Yes _____ No

4. Are information sources well documented? _____ Yes _____ No

5. Are translations and retellings faithful to the original? _____ Yes _____ No

C. Appropriateness

1. Does the resource promote the educational goals and objectives of the curriculum?

Yes _____ No _____

2. Is it appropriate to the level of instruction intended? Yes ____ No ____

3. Are the illustrations appropriate to the subject and age level? Yes ____ No ____

D. Content

1. Is the content of this resource well presented by providing adequate scope, depth, and continuity? Yes ____ No ____

2. Does this resource present information not otherwise available? Yes ____ No ____

3. Does this resource give a new dimension or direction to its subject? Yes ____ No ____

E. Reviews

1. Source of review:

Favorable reviewed _____ Unfavorable reviewed _____

2. Does this title appear in one or more reputable selection aids? Yes ____ No ____

If the answer is yes, please list the titles of selection aids.

Additional Comments:

Review Committee Report

Author/Creator _____ Type of Resource: _____

Title _____

This decision was made on (date) _____

Minority report is attached _____ Yes No

Findings of Fact:

Decision:

The following committee members are in agreement with the above decision:

_____	_____
_____	_____
_____	_____

The following committee members are not in agreement with the above decision:

_____	_____
_____	_____
_____	_____

**Citizen's Complaint Concerning a Textbook, Library Book, or Other Instructional
Materials used in the Bemidji School District**

Title _____ Printed Material _____ Audio-Visual Material _____

Specify: _____

Publisher/Producer: _____

For which class was this material used (or) in which school? _____

Complaint initiated by (name): _____ Phone: _____

Address: _____ City: _____ Zip: _____

Email: _____

Student's Name: _____ Grade: _____

Person initiating the complaint: Parent _____ Guardian _____ Other _____

1. To what in this material do you object? (Please be specific)

2. What do you see as the result of reading or viewing this material?

3. Did you read or view the entire work? _____ If not, what parts (Please be specific)

4. Are you aware of any judgment of this material by professional critics? (Please specify)

5. Have you read reviews of this material?

6. What do you believe is the theme of this material?

7. Additional Comments:

Date: _____ Signature: _____



606R CURRICULUM AND RESOURCE SELECTION AND REEVALUATION PROCEDURES FOR VIDEOS

I. Criteria for use of Commercial/Educational Videos

Commercial movies are defined as those produced primarily for commercial showings and rated by the Motion Picture Association of America (MPAA). Educational videos are produced specifically for use in educational institutions (example: Bill Nye, Reading Rainbow, Schlessinger Media products, etc.) Refer to the Copyright Protection and corresponding Administrative Procedures Board Policies.

- A. All videos shown during the academic day must be directly related to the curriculum, and are not to be used as a reward, time-filler, or for entertainment purposes.
- B. Video clips may be shown from any movie (rated G-R), provided that the content of the clip does not include material that would be inappropriate according to the district's Video Rating Guide, and the MPAA guidelines it is based on.
 - Teachers showing clips will follow copyright determined by the *Copyright Protection* guidelines.
- C. All videos used in the curriculum must be previewed before being shown to students. All videos must be owned by the school or department (not rented), or loaned from an educational institution.
- D. Teachers must give at least 5 calendar days' notice to parents/guardians prior to the use of commercial videos to be shown in a classroom, when permission is required (see *VII. Video Rating Guide*).
- E. Parents/guardians may restrict their own child's viewing of videos. In that case, those students will be assigned a meaningful alternative assignment (with comparable rigor and credit) to complete in lieu of the video and viewing activity.
- F. Public performance rights must be purchased and on file for videos shown outside the academic school environment.

II. Video Rating Guide

For those videos and programs which were *not listed on the initial syllabus* and

require permission forms, parental permission will be required. Teachers will request that their principal signs the *Parental Permission for Video Viewing* and then the teacher will send the form to parents. The *Parental Permission for Video Viewing* form will be sent to parents at least 5 calendar days in advance of the video being shown. The following guide will be used for specific grade levels and ratings which require parental permission.

Rating	R	PG-13	PG	G
Grades PreK - 5	Never Shown	Never Shown	Yes	Yes
Grades 6 - 8	Never Shown	**	Yes	Yes
Grades 9 - 12	**	Yes	Yes	Yes
**Principal Approved Signed Parent/Guardian Permission Slip Needed				

The Board of Education supports the right of parents and/or guardians to choose or restrict the use of educational resources for their children, and only their children.

Sample 1

PARENTAL NOTICE OF USE OF MOVIE/VIDEO OR FILM IN THE CLASSROOM

Dear Parent or Guardian,

I will be showing (*movie/video or film name*) _____ to my
(*subject*) _____ class. This material is rated _____.

The rating is due to the following factors:

The educational goals to be achieved through the use of this material are:

If you wish to preview this material, please feel free to contact me for further information at.

Email address: _____ Phone Number: _____

Please sign and return this form by (*date*): _____

____ I do give my child permission to view this material

____ I do not give my child permission to view this material and prefer an alternative assignment

Parent or Guardian's signature: _____ Date: _____

Sample 2

Permission to View Movie/Video or Film

Dear Families,

Occasionally, movies/videos or films are used in the classroom in order to illustrate a particular curricular-related concept. I am notifying you that we will be watching a movie/video or film in class with a rating above the G rating. I will be showing a movie/video or film in the classroom on *(date)* _____.

Movie/Video or Film Title: _____

Motion Picture Industry Rating: _____

Topic under discussion to which movie/video or film is relevant:

Instructional objectives:

Please return the permission slip below by *(date)*: _____

Teacher's Signature: _____ Class: _____

.....
Child's Name: _____

____ Yes, I give my son/daughter permission to view curriculum and school appropriate movies/videos or films related to classroom content and subjects.

____ No, I do not give my son/daughter permission to view curriculum and school appropriate movies/videos or films mentioned in this letter. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Parent or Guardian's Signature: _____ Date: _____

Parental Permission for Movie/Video or Film Viewing

Bemidji Public School District #0031

Teacher's Name: _____ Date Sent Home: _____

Class or Subject: _____ Expected Video View Dating: _____

The video is rated because of (*circle*): *sex language nudity violence* Approximate length of movie or video clip(s) to be shown:

Title of Video: _____

The subject matter of this (*circle*) video/clip/documentary is:

If a clip is being used, it (*circle*) **does/does not** include the above rated content. The course objective/content standards to be addressed by this video re: _____

Alternative assignment: _____

This video or clip has been previewed by the teacher and approved by the principal for instructional use.

Principal signature: _____

Please complete and return this form by (*date*): _____

I DO / DO NOT give my child permission to view the above video. I understand that if my child is not given permission to view the video, he/she will be assigned an appropriate alternative activity.

Parent/Guardian Signature

Date