



Procedures for Reevaluation of Instructional Resources

Administrative Procedure: 620.4

Date Adopted: 12/13/1988

Dates Reviewed: 4/27/1998, 2/23/2015

Section: 600 EDUCATION PROGRAMS

Date Revised: 5/29/2018

I. STATEMENT OF POLICY

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 opinions of those persons in the schools and community who are not directly involved in the selection process.

II. REQUEST FOR INFORMAL RECONSIDERATION

A. The school receiving a request for removal or inclusion regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualification of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. The assistant superintendent of learning and accountability and program manager of library media services shall be informed of the request received and the resolution.
4. If the questioner wishes to file a formal request, a copy of School Board Policy 620: Selection of Textbooks and Instructional Materials and the Request for Reevaluation of Instructional Resources Form shall be handed or mailed to the party concerned by the building principal.

III. REQUEST FOR FORMAL RECONSIDERATION

A. Preliminary Procedures

1. Each school will have access to the Request for Reevaluation of Instructional Resources Form through the Extranet. All formal requests must be made on these forms.
2. The Request for Reevaluation of Instructional Resources Form shall be signed by the questioner and filled with the principal or someone so designated by the principal.



3. The assistant superintendent of learning and accountability and supervisor of library media services shall be informed of the formal request received.

4. The request for reevaluation shall be referred to a reevaluation committee at the school level for reevaluation of the resource.

B. The Reevaluation Committee

Upon receipt of a request for formal reevaluation of an instructional resource, the principal shall:

1. Appoint a reevaluation committee including the following membership as appropriate:

- Assistant Superintendent of Learning and Accountability
- Program Manager for Library Media Services
- Building Media Specialist
- One member of the teaching staff chosen by the school staff
- Parent representative
- If request occurs at the high school, a student representative will be appointed to the committee

2. Name a convener of the reevaluation committee.

3. Arrange for a reevaluation meeting within 10 working days after the complaint is received.

C. Resolution and Appeal

The reevaluation committee shall:

1. Examine the resource using the district fiction or non-fiction checklist forms provided below.

2. Determine professional acceptance by reading critical reviews of the resource.

3. Weigh values and faults and form opinions based on the material as a whole rather on passages or sections taken out of context.

4. Discuss the requested resource in the context of the educational program.

5. Hear testimony as appropriate.

6. Make a decision by public vote.

7. In the case of a tie vote, the request shall be denied.

8. Prepare written report.



9. Within five days, the written report, signed by all members of the committee who attended the meeting, accompanied by all materials used during the proceedings and a minority report, if one is made, shall be filled with the Superintendent. This shall be the official record case.

10. The written report shall be retained by the school principal with copies forwarded to the assistant superintendent of learning and accountability and the program manager for library media resources, the requestor, and the professional media person or teacher involved. A minority report may also be filed.

11. The decision of the reevaluation is binding for the individual school

12. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reevaluation committee to the Superintendent.

13. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the Superintendent to the School Board as the final review panel.

IV. GUIDING PRINCIPLES

A. The Moorhead School Board supports principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and Students' Right to Read of the National Council of Teachers of English. In the event materials are questioned, the principles of intellectual freedom and right to access to resources must be defended rather than the resources.

B. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.

C. An objection is defined as a verbal or written statement of opposition to a resource, requesting that it be excluded, included or restricted. Verbal objection should be made to the professional staff member closest to the situation or to the building principal.

D. Use of a questioned resource shall not be restricted during the reevaluation process.

E. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the School Board

F. Treat each objector courteously and confidentially; inform them of the selection procedures but make no commitments.

G. IF the requestor wishes the removal of restriction of the resource for anyone other than his/her child/ward, or the inclusion of an unavailable resource the use of the Request for Reevaluation of Instructional Resources Form shall be explained and the objector invited to complete it in its entirety and return it to the principal or



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Independent School District 152

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560 ■ Fax: 218-284-3333

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■ Superintendent: 218-284-3330

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designee.

H. The requestor shall complete one form for each resource to be considered.

Received by: _____

Date received: _____



REQUEST FOR REEVALUATION OF INSTRUCTIONAL RESOURCES FORM

Initiated by: _____

Date: _____

Address: _____

Telephone: _____

Self: _____
(Name)

Organization or Group: _____

Resource questioned:

Title: _____

Author/Creator: _____

Publisher/Producer: _____ Copyright date: _____

Type of resource: _____
(book, film, record, pamphlet, digital content, etc.)

Location: Elementary K-4 (Specify): _____

Middle School 5-8): _____

High School (9-12): _____

Unavailable (request for inclusion): _____

Please respond to the following question. If sufficient space is not provided, please use additional paper.

1. Have you seen, read, or listened to this resource in its entirety? Yes _____ No _____

2. To what do you object? Please cite specific passages, pages, etc. _____



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3. Please comment on the resource as a whole. _____

4. What do you believe is the theme or purpose of this resource? How well does the author/producer/composer accomplish this purpose? _____

5. For what age group do you recommend this resource? _____

6. What resource do you recommend that would provide additional information on the subject? _____

7. Additional Comments: _____



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Please return this form to the building principal.

Note: Completion of this form is at the request of the School Board.



**FORM: CHECKLIST FOR REEVALUATION COMMITTEE:
FICTION AND INSTRUCTIONAL RESOURCES**

Author: _____

Title: _____

1. Purpose

A. What is the purpose, theme or message of the resource? How well does the author/producer/composer accomplish this purpose?

B. If the story is fantasy, is it the type that has imaginative appeal and is suitable for the user?

Y _____ N _____ If no, for what reason? What age group do you recommend? _____

C. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of a human being? Y _____ N _____

D. Does it offer an opportunity to better understand and appreciate the aspirations, achievements and problems of various minority groups?

2. Content

A. Does a story about current times give a realistic picture of life as it is now? Y _____ N _____

B. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? Y _____ N _____

C. When factual information is part of the story, is it presented accurately? Y _____ N _____

D. Is prejudicial appeal readily identifiable by the potential reader/viewer/listener? Y _____ N _____

E. Are concepts presented appropriate to the ability and maturity of the potential user? Y _____ N _____

F. Do characters speak in a language true to the period and section of the country in which they live?

Y _____ N _____

G. Does the resource offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? Y _____ N _____



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H. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this resource inappropriate? Y _____ N _____

I. If there is use of offensive language, is it appropriate to the purpose of the text? Y _____ N _____

J. Is the resource free from derisive names and epithets that would offend minority groups?
Y _____ N _____

K. Is the resource well written? Y _____ N _____

L. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? Y _____ N _____

M. Does the resource make a significant contribution to the history of literature or ideas? Y _____ N _____

N. Are the illustrations appropriate and in good taste? Y _____ N _____

O. Are the illustrations realistic in relation to the story? Y _____ N _____

Additional comments: _____



FORM: CHECKLIST FOR REEVALUATION COMMITTEE: NONFICTION

Author: _____

Title: _____

1. Purpose

A. What is the overall purpose of this resource? _____

B. Is the purpose accomplished? Y _____ N _____

2. Authenticity

A. Is the author competent and qualified in the field? Y _____ N _____

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

C. Is the resource up to date? Y _____ N _____

D. Are the information sources well documented? Y _____ N _____

E. Are translations and retellings faithful to the original? Y _____ N _____

3. Appropriateness

A. Does the resource promote the education goals and objectives of the curriculum? Y _____ N _____

B. Is it appropriate to the level of instructions intended? Y _____ N _____

C. Are the illustrations appropriate to the subject and age level? Y _____ N _____

4. Content

A. Is the content of this resource well presented by providing adequate scope, depth and continuity?
Y _____ N _____

B. Does this resource present information not otherwise available? Y _____ N _____

C. Does the resource give a new dimension or direction to its subject? Y _____ N _____



FORM: REPORT OF REEVALUATION COMMITTEE

Author: _____ Type of resource: _____

Title: _____

This decision was made on the _____ day of _____, 20__.

_____ Minority report is attached.

FINDINGS OF FACT: _____

DECISION: _____

The following committee members are in agreement with the above decision:
(Provide signatures)



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Committee members not in agreement with the above decision:
(Provide signatures)

