

Book	School Board Policies
Section	300 Series: Instruction
Title	Instructional Materials
Code	361.1
Status	Draft

INSTRUCTIONAL MATERIALS

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Board does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in its selection of instructional materials and equipment.

The District Administrator shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. In addition, s/he shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop activities where the product becomes the property of the student.

Recommendations for Board

Textbooks and other classroom instructional materials and resources, including audio-visual and digital resources, shall be carefully selected using the general criteria outlined in this policy and in accordance with established District procedures. All textbooks and other instructional materials and resources selected for use in the classroom shall support the District's mission, goals, curriculum plans, and academic standards.

The School Board delegates the general review and selection of textbooks and other instructional materials and resources to the District's administrative and instructional staff. The process shall involve obtaining input from at least one or more members of the instructional staff who will be using the materials, and may involve consultation with other personnel such as a school library media specialist and/or the District's Technology Coordinator. As a general rule, the Board's expectation is that the selection of core materials intended for use throughout a grade span and/or regardless of the individual instructor (e.g., textbooks) should be subject to a more extensive and participatory evaluation process and should involve more District-level oversight and coordination than the selection of class-specific or teacher-specific supplemental materials that are less likely to serve as key elements of the District's course-to-course and grade-to-grade curricular sequences.

Textbook selection recommendations shall be submitted to the Board for review and adoption as required by law. Administration will maintain a list of essential textbooks and other classroom instructional materials and resources. All additional supplemental materials and resources may not be reflected on the list. The purchase of instructional materials using District funds shall follow established purchasing procedures.

When selecting textbooks and other instructional materials and resources for use in the classroom, consideration shall be given to each of the following factors, allowing for the possibility that, in some cases, staff may determine that a particular factor is not especially relevant:

- the extent to which the materials are judged to support and enhance student learning of the subject area(s) being taught, as identified with the input of instructional staff and based on relevant research;

- the extent to which the materials (and particularly textbooks) facilitate the District's ability to provide students with an appropriately sequential curriculum, both within a grade/course and from one grade/course level to the next;
- the extent to which the materials facilitate an appropriate assessment of student learning;
- the overall appropriateness of the materials relative to the intended student audience (i.e., relative to the anticipated range of age, skills, cognition, and maturity of the students who are most likely to use the materials);
- an evaluation of the materials for any improper bias, misinformation, or stereotyping;
- the extent to which the materials are likely to actively engage students and encourage their interest in learning;
- the extent to which the materials facilitate differentiated instruction and the pursuit of personalized learning objectives, including the extent to which the materials can help members of the instructional staff accommodate different learning targets and learning styles;
- the current capacity of staff members to make productive use of the resource, or planning for the staff development that would be needed to build that capacity;
- the accessibility of the item to individuals who require special formats (e.g., certain students with disabilities and students with limited English proficiency); and
- budgetary considerations, including but not limited to the extent to which the materials being evaluated would address a current priority area among possible alternative acquisitions.

The Board recognizes that occasional objections to textbooks and other instructional materials and resources used in the classroom may occur. When parents or guardians or other individuals have concerns about particular instructional materials or resources, these concerns shall be brought forward in accordance with established administrative procedures, carefully considered, and accorded the courtesy of a prompt reply by appropriate school personnel.

The District shall not unlawfully discriminate in the selection and evaluation of instructional materials or resources on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established District procedures.

Legal:

[Section 115.77](#)

[Section 118.03](#)

[Section 118.13](#)

[Section 120.13\(5\)](#)

[Section 121.02\(1\)\(h\)](#)

Book	Administrative Rules
Section	300 Series: Instruction
Title	Instructional Materials
Code	361.1 - Administrative Rule
Status	Draft

Instructional Materials

361.1 - Rule

A. Selection and Adoption of Textbooks

1. Textbook selection and adoption shall be included as part of the formal cycle for curriculum adoption, evaluation, and improvement in the District. The review and any recommendations to modify the subject-area textbook(s) that are approved for use in the District (or the analogous core instructional material that is used in lieu of a formal textbook) shall occur under the direction and supervision of District Administrator.
2. The review and evaluation of textbooks (or analogous core instructional material) shall take into account any general selection criteria outlined in Board policy and shall also adhere to the following:
 - a. A readability analysis will be completed on all textbooks that are to be considered for adoption in the District. The readability analysis shall be chosen and/or approved by the District Administrator, Director of Curriculum and Instruction, or such administrator's administrative-level designee.
 - b. Textbooks will be evaluated relative to the District's established curriculum objectives for their coverage of essential content-based and skills-based goals and standards and for the instructional and assessment methodologies that have been adopted or that are encouraged by the authors/publishers. Consider questions such as the following: Do the objectives of the text closely match the District's curricular expectations? Does the textbook accurately reflect the learner expectations of the District's curriculum? Does the textbook encourage higher level thinking skills and application of the content and skills to real life experiences? Has the textbook been shown to be effective in other situations?
 - c. Textbooks will be checked for bias and stereotyping, and provide up-to-date and accurate information.
 - d. It is the legal responsibility of the District to provide instructional materials and resources that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students. Accordingly, the District will check with appropriate sources (e.g., Wisconsin Accessible Education Materials Center or Bookshare) to determine whether the textbook is available (or can be made available) in alternative formats to meet the needs of students with disabilities and other students who may require special formats (e.g., English language learners).
 - e. Textbooks that are deemed acceptable relative to the criteria listed immediately above will be further screened to review the following:
 - The utility of the teacher's manual for the textbook and other supplementary materials;
 - The physical structure and layout of the materials and, if applicable, the continuity within any series;
 - Writing style;
 - Date of publication; and
 - Recommendations from other schools and any available studies or data regarding student outcomes in other schools.
3. The administrator(s) who make a final recommendation to the School Board for approval of a textbook shall ensure that the input of relevant staff has been solicited and given consideration. The administrative recommendation shall be supported by a written summary of the review and evaluation of the textbook.

4. Upon adoption by the Board, the approved textbook(s) shall be included in the revised curriculum guide for the applicable subject area(s) and added to a list of adopted textbooks that shall be maintained in the District Office on behalf of the Board Clerk.
5. After textbooks are adopted by the Board, the administration will notify appropriate staff of the approval and arrange for the purchasing and implementation of the textbooks in the District's curriculum. The administration shall also determine the extent to which any staff training may be appropriate to support the proper implementation of the curriculum.
6. Textbooks (or analogous core instructional material) will normally be reevaluated as part of the curriculum revision cycle.

B. Selection and Use of Supplementary Instructional Materials and Resources in the Classroom

1. It is generally the responsibility of the classroom teacher, in consultation with other instructional staff as appropriate, to review and select supplementary instructional materials and resources for use in the classroom. Supplementary materials and resources are primarily used by a teacher to enhance instruction, or by particular students to meet specific needs. All recommendations for the purchasing of supplementary instructional materials shall be submitted to the building principal with a supporting rationale and for approval under established District purchasing procedures. Even where no purchase is required, all teachers are strongly encouraged to review their selection of supplementary instructional materials with the building principal prior to actual use as each teacher will ultimately be accountable for his/her decisions.
2. When selecting supplementary instructional materials and resources for use in the classroom, the classroom teacher shall keep in mind the general selection criteria outlined in Board policy and shall abide by the following procedures:
 - a. Supplementary instructional materials and resources should only be selected to support, not supplant, textbooks and related core materials that have been adopted as a component of the District's standard curriculum.
 - b. All instructional materials and resources must be used in accordance with current copyright laws and licensing agreements.
 - c. The incorporation of relevant and brief media segments/clips within interactive learning activities that support particular academic standards, curricular goals, or learning objectives is encouraged, but the extended use of media resources for passive listening/viewing activities that occur during classroom instructional time is generally discouraged.
 - d. Any member of the District's instructional staff must first consult with and obtain the prior approval of the building principal prior to purchasing, using in the classroom, or directing students to access any computer media or other digital resource (including any Internet-based application) that (1) requires the District or any user to actively accept specific licensing terms, terms of service, or a subscription (including via a "click-through" agreement); (2) requires the installation of any software or plug-in application; (3) requires the creation/use of individual student accounts or logins; (4) tracks individual student progress for assessment or other purposes; or (5) requires the submission of identifying information about any individual student(s).
 - e. As with the selection of textbooks, the classroom teacher will consider the accessibility of the particular supplementary instructional material or resource for students with disabilities and other students who may require special formats (e.g., English language learners) and whether there are alternate materials or resources that can be used or accessed that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students.

C. Reconsideration of Textbooks and Other Classroom Instructional Materials or Resources

1. Challenges regarding specific textbooks or other instructional materials or resources used in the classroom will be reviewed upon written request. Such requests will be referred to appropriate staff members in a school in which the materials are used. Assigned staff will review the item or resource in question and present a recommendation to the appropriate building principal. The administrator(s) receiving the staff recommendation will make an initial determination on the challenge, and inform the District Administrator and the person who challenged the material of the determination.

2. Should the complainant be dissatisfied with the administration's initial determination, the complaint will go to a Materials Review Committee consisting of at least three (3) licensed staff members selected by the appropriate building principal.
 - a. This committee will make a recommendation to the appropriate building principal who will review the Committee's recommendation with the District Administrator and reach a decision. The administrative decision following the Committee's review will be communicated to the complainant.
 - b. The meetings of the Materials Review Committee will be conducted in compliance with applicable requirements of the Open Meetings Law, including ensuring appropriate public notice of the committee's meetings.
3. Should the complainant be dissatisfied with the administrative decision made following the review that is conducted by the Materials Review Committee, the complaint will be referred to the District Administrator. Decisions of the District Administrator shall be final.

Unless and until the District representative who is charged under these procedures with reviewing and responding to challenges to textbooks or other instructional materials or resources used in the classroom determines that a challenge to an item or resource will be upheld in whole or in part, the material or resource in question generally will not be discontinued from being used in the classroom. However, the person challenging the use of the textbook or other instructional material or resource in the classroom may request the District to provide alternative instructional materials or resources for their child to use in the classroom in lieu of the challenged material. Such requests may be approved at the discretion of the building principal in consultation with the classroom teacher.

Duplicative or otherwise redundant requests to reconsider the same resource or to reconsider a different resource with substantially similar content for substantially similar reasons may be restricted. In the event that the District concludes that a reconsideration request is redundant to a previous request in which a relevant resource was thoroughly reviewed and evaluated, the District will inform the complainant that the District is choosing to rely on the previous evaluation and that the complainant may immediately seek a final review of the decision by the District Administrator.