

### 361.1 Instructional Material Selection

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. 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 English language learners); 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.

School District of Rib Lake

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 REFERENCES:**

**Wisconsin Statutes**

- [Section 115.77](#) [local education agency duties related to students with disabilities]
- [Section 118.03](#) [textbook adoption]
- [Section 118.13](#) [student nondiscrimination]
- [Section 120.13\(5\)](#) [school board power to purchase necessary books, equipment and materials for use in the schools]
- [Section 121.02\(1\)\(h\)](#) [school district standard; selection of instructional and library media materials]

**Wisconsin Administrative Code**

- [PI 8.01\(2\)\(h\)](#) [school district standard; selection and reconsideration of instructional and library media materials]
- [PI 9.03\(1\)\(e\)](#) [requirement to address student nondiscrimination in selection of instructional and library media materials policy]

**Federal Laws and Regulations**

- [Individuals with Disabilities Education Act](#) [programs and services for students with disabilities; includes National Instructional Materials Accessibility Standard and provision of assistive technology devices and services for students with disabilities]
- [Assistive Technology Act of 1998](#) [assistive technology devices and services]

**CROSS REFERENCES:** Rule 361.1, Exhibit 361.1

**ADOPTED:** November 8, 2018

**REVISED:**