

Book	POLICY MANUAL
Section	300 INSTRUCTION
Title	Selection of Resources (Including Reconsideration)
Code	361.1
Status	Active
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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.

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, see below for additional information);
- 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.

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, gender identity, 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.

Additional Information

Books that will be used for instruction with all students in the classroom are considered primary resources. Selection of primary resources should consider the appropriateness of the material based on both the developmental and chronological age of the child.

Definitions

- Developmental Age represents the intellectual, social, emotional and physical functioning of a child. A developmental age may or may not align with the chronological age of a child. For example a 12 year old may be functioning at the 5 year old level.
- Chronological Age represents the child's age from birth; the amount of time lapsed since birth. For example most kindergarten students are aged five or six years chronologically.

Appropriate material should be free of excessive obscene language, sexual content, and graphic violence.

Definitions

- Excessive use of obscene language includes language that is deemed derogatory or obscene. For example, racial or sexist slurs are offensive. Profanity is considered obscene.
- Sexual content includes explicit detailed descriptions of sex acts.
- Graphic violence includes the depiction or representation of vivid, brutal, or realistic acts of violence. For example, decapitation, dismemberment, mutilation, maiming or disfigurement.
- Books that depict the use of drugs or alcohol as admirable

Course Selection

Students are provided with opportunities to select specific courses of study, which will include an overview of the content as well as the resources that will be used. Families can review, approve, or deny any course requests.

Individual Book Selections for Instruction

Students are sometimes provided with choice regarding book selection for the purpose of instruction. Often called "book clubs" this is a time when students participate in a shared reading and discussion regarding their selected title. The book choices will be shared with families prior to use and will include a general description of the book as well as a required signature to authorize a student's selection.

Individual Book Selections from Classroom Libraries

Classroom Libraries are small, cultivated collections of materials that are housed in the classroom environment to provide immediate access to materials for student reading at appropriate reading levels. Families should contact their child's classroom teacher(s) to ensure that the classroom library book selection meets the expectations of the family.

Individual Book Selections for Personal Use (Library Media Center Collection)

Families can ask their child to login or use their child's login credentials to access the library's online resource database (Destiny) to view any book in the collection as well as their child's currently check-out books. If the family would like to restrict access for their child, they should contact the school library/media center staff.

Legal

[Section 115.77 \[local education agency duties related to students with disabilities\]](#)

[Section 115.787\(3\) \[development of individualized education programs for students with disabilities; duty to consider need for assistive technology.\]](#)

[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\(1\)\(h\) \[school district standard; selection of instructional and library media materials\]](#)

[PI 8.01\(2\)\(h\) \[school district standard; selection and reconsideration of instructional and library media materials\]](#)

[WI Administrative Code PI 9.03\(1\)\(e\) \[requirement to address student nondiscrimination in selection of instructional and library media materials policy.\]](#)

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

[29 U.S.C. 794 et seq. \[Section 504 of the Rehabilitation Act of 1973, as amended, prohibiting discrimination based on a qualifying disability by recipients of federal funds; implementing regulations at 34 C.F.R. Part 104, 28 C.F.R. Part 42, Subpart G, and 29 C.F.R. Part 1640\]](#)

[Assistive Technology Act of 1998 \[assistive technology devices and services\]](#)