

Oak Creek-Franklin Joint School District Board of Education

Policy 361.1: SELECTION OF TEXTBOOKS AND OTHER CLASSROOM INSTRUCTIONAL MATERIALS AND RESOURCES

The Oak Creek-Franklin Board of Education shall provide textbooks, library materials, and other instructional materials for students attending schools in the district. The textbooks and instructional materials used in the district shall reflect the cultural diversity and pluralistic nature of American society, as well as support and enrich the district and state standards and curricular objectives.

The Board of Education 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 shall involve consultation with other personnel such as a school library media specialist, Building Administrator, or Director of Curriculum and Instruction. 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.

Recommendations for textbook adoptions will be submitted to the Board of Education for final 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;

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- 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 procedure 361.1 \(1\)](#), 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, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established District procedures.

Legal References:

Wisconsin Statutes:

[Section 115.77](#)
[Section 118.03](#)
[Section 118.13](#)
[Section 120.13\(5\)](#)
[Section 121.02\(1\)\(h\)](#)

Wisconsin Administrative Code

[PI 8.01\(2\)\(h\)](#)
[PI 9.03\(1\)\(e\)](#)

Federal Laws and Regulations

[Individuals with Disabilities Education Act](#)
[National Instructional Materials Accessibility Standard](#)
[Assistive Technology Act of 1998](#)

Cross References:

Policy 361.2

Adoption Date:

November 1998

Revised:

April 2001
April 2004
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May 2023