

PROCEDURES FOR THE SELECTION AND RECONSIDERATION OF CLASSROOM
INSTRUCTIONAL MATERIALS AND RESOURCESA. Selection and Adoption of Instructional Materials and Resources

1. Instructional materials and resources selection and adoption shall be included as part of the formal cycle for curriculum adoption, evaluation, and improvement in the District. Subject area instructional materials and resources shall be reviewed by a committee appointed by the Director of Instruction and Learning prior to being recommended for selection, adoption, and use in the District.
2. The committee shall keep in mind the general selection criteria outlined in Board of Education policy and shall abide by the following procedures:
 - a. A readability analysis will be completed on all instructional materials and resources that are to be considered for adoption in the District. The readability analysis will be approved by the Director of Instruction and Learning.
 - b. Instructional materials/and resources 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 the following questions: Do the objectives of the instructional materials and resources closely match the District's curricular expectations? Do the instructional materials and resources accurately reflect the learner expectations of the District's curriculum? Have the instructional materials and resources been shown to be effective in other situations?
 - c. Instructional materials and resources will be checked by the Board of Education Curriculum Committee for bias, misinformation and stereotyping. Instructional Materials and Resources should be selected that reflect the cultural diversity and pluralistic nature of America's society 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 Director of Instruction and Learning/Director of Pupil Services will check with appropriate sources (i.e., Wisconsin Accessible Media Productions or Book share) whether the instructional materials and resources are 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., students with limited English proficiency).
 - e. Instructional materials and resources that are deemed acceptable relative to the criteria listed immediately above will be further screened by the committee members to review the following:
 - The utility of the teacher's manual for the instructional materials and resources;

- 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 committee shall make a recommendation for adoption of instructional materials and resources to the Director of Instruction and Learning. The recommendation shall include a general written analysis of the available material given consideration and the basis for the recommendation. The Director of Instruction and Learning shall review the committee report and transmit acceptable recommendations to the Board of Education Curriculum Committee.
 4. Upon adoption by the Board of Education, the instructional materials and resources shall be included in the unit plans for the subject area and added to a list of adopted instructional materials and resources that shall be maintained by the Director of Instruction and Learning.
 5. After instructional materials and resources are adopted by the Board of Education, the Director of Instruction and Learning will notify appropriate staff of the adoption and provide for the purchasing and implementation of the instructional materials and resources in the District's curriculum. The Director of Instruction and Learning will also arrange appropriate training for staff to ensure proper implementation of the curriculum and associated teaching strategies.
 6. Instructional materials and resources will be reevaluated as part of the curriculum review process.
 7. If/when an instance arises where previously used instructional materials and resources are no longer being recommended for use, the Director of Instruction and Learning shall consult with the District Administrator prior to authorizing the removal of those instructional materials and resources.

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

- Supplementary Instructional Materials and Resources are defined as, “any instructional materials which relate to the curriculum and are available for student use. Supplementary instructional materials and resources are used to provide extension, enrichment, and support to the curriculum.”
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. All recommendations for the purchasing of supplementary instructional materials and resources shall be submitted to the building principal and Director of Instruction and Learning with a supporting rationale. Even where no purchase is required, all teachers will obtain the advanced approval of 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 of Education policy and shall abide by the following procedures:
 - a. Supplementary instructional materials and resources should only be selected to support, not supplant, 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. Staff members are expected to (1) clearly identify any such passive listening/viewing activities (e.g., watching the entirety of a full-length film) within their lesson plans (by date(s) and total allocated time); (2) obtain the advance approval of the building principal prior to using any supplemental instructional materials that were not previously evaluated and purchased by the District; and (3) be prepared to justify the instructional value of their planned passive listening/viewing activities upon the request of the building principal.
 - d. Any member of the District's instructional staff must first consult with and obtain the prior approval of the District's Technology Coordinator 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. The Director of Instruction and Learning/Director of Pupil Services, in consultation with other appropriate staff members, will consider the accessibility of the particular supplementary instructional materials and resources for students with disabilities and other students who may require special formats (e.g., students with limited English proficiency) 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 Instructional Materials or Resources

1. Use of Controversial Materials in the Classroom
 - a. The parent or guardian has the right to judge whether certain materials are acceptable for his/her child. However, no parent or organization has a legal right to abridge the rights of other parents or children to have access to materials, which are a part of the District's instructional program.
 - b. Occasionally, course objectives can be better achieved through the reading or use of materials that may be controversial in nature. If in the professional judgement of the

teacher and/or administrator, such material might be objectionable, a letter must be sent to parents or guardians of students in the course prior to the use of the material(s) in question. The letter shall indicate the material(s) proposed for use, why they may be considered objectionable, and offer to substitute alternative materials for any on the list considered objectionable by the parent or legal guardian.

2. Objection to the Use of Instructional Materials and Resources

- a. Any adult resident or employee of the School District may raise objection to materials used in the instructional program. The school administrator and/or staff member(s) receiving a complaint regarding the instructional materials and resources shall make every effort to resolve the issue informally. Normally, the materials in question will remain in use pending resolution of the objection.
- b. The complainant shall be appraised of the District's selection policy, criteria for selection, and the qualifications of those persons selecting the material. In addition, the complainant will be informed of the reason and instructional purpose for the selection and the judgement of other professionals (reviewers, experts, etc.) regarding the material. Appropriate district-level personnel should be involved if they can assist with an informal resolution of the issue.

3. Procedures for Handling Challenged Materials

- a. If the informal process has been unsuccessful, the complainant may formally challenge materials used in the instructional program. All formal objections to instructional materials must be made in writing on the "Request for Reconsideration of Instructional Material" form (see Exhibit 2). Each building office will make available reconsideration request forms. The reconsideration request form must be signed by the complainant and presented to the principal involved in the reconsideration issue. The principal shall forward the formal objection to the Director of Instruction and Learning as well as the School Response to Complaint form (Exhibit 3).
- b. Upon receipt of the formal complaint, the Director of Instruction and Learning shall file the formal complaint and the material in question with the review committee for reevaluation. A recommendation will be made within 20 school days of receipt of the formal complaint. The review committee shall make a recommendation for disposition of the material in question to the District Administrator. Generally, access to challenged materials will not be restricted during the reconsideration or review process. In some circumstances, alternative materials may be requested by parents/guardians for their son or daughter.
- c. The review committee will be composed of:
 - Three teachers: one each from elementary, middle school and high school, designated by the District Administrator.
 - The building principal and The Director of Instruction and Learning.
 - One community member appointed by the Board President.
 - A Board of Education member appointed by the Board President.
 - One high school student appointed by the high school principal.

- A media specialist

Care should be taken in the appointment process so that the same members are not selected over and over, but some continuity should be provided from year to year.

d. The procedure for the meeting involving a reconsideration request is as follows:

- Copies of the completed and signed Request for Reconsideration of Instructional Materials form (Exhibit 2) and School Response to Complaint form (Exhibit 3) are distributed to review committee members.
- Copies of the challenged material will be distributed to committee members as available.
- The complainant (if he/she so desires) will be given an opportunity to speak to and expand on the reconsideration request.
- Reputable, professionally prepared reviews of the material will be distributed to the committee when available.
- The review committee may request that individuals with special knowledge be present to provide information relative to the material in question.
- Fill out the checklist for Reconsideration of Instructional Materials (Exhibits 4 or 5)
- The complainant shall be kept informed concerning the status of the complaint and be given notice of appropriate review committee meetings.
- Recommendation will be a majority vote by the committee.

e. The committee's final recommendation will be:

- To take no removal action;
- To remove all or part of the challenged material;
- To allow the use of alternate titles, approved by the appropriate school personnel involved; or
- To limit or restrict the instructional use of the challenged material. The decision of the review committee regarding the material is to be based on the appropriateness of the material for its intended instructional use.

4. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professional(s) involved in the original selection or use of the material. Duplicate 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 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 Director of Instruction and Learning.
5. The written recommendation of the review committee and its justification shall be forwarded to the District Administrator for appropriate action and to the complainant and the appropriate schools in the District.
6. Any review committee recommendation may be appealed to the Board of Education for a final decision.

Adopted: 12/18/78

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