

## Kaukauna Area School District Instructional Materials Adoption Form

Dept. \_\_\_\_\_ Course Name \_\_\_\_\_

Course Number(s) \_\_\_\_\_ Grade(s) \_\_\_\_\_

Person Completing Form \_\_\_\_\_

### Type of Instructional Material (Check One)

- Textbook – Complete Part A**  
(Textbooks - the book or set of materials which serves as the foundation for more than fifty percent of the content of any Board-approved course. In Wisconsin, textbooks must be formally adopted by the Board of Education.)
  
- Supplementary Materials (workbook, atlas, educational video, instrument, etc.) – Complete Part B1**  
(Supplementary materials - books or other non-print materials used within the context of the instructional program which are not included in the definitions of textbooks or instructional materials listed above. Other resources used by the school system in its educational program such as field trips, resource persons, speakers or dramatic events, are not within the scope of this policy.)
  
- Supplementary Materials - Computer Media/Digital Resource – Complete Parts B2**
  
- Library/Media Center Resource –Complete Part C**

### BOE Policy #330 – 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 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, 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.

## **Part A – Textbook or Non-Textbook Instructional Material**

### **Per BOE Policy 330 Rule –**


#### **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. Subject area textbooks (or the analogous core instructional material that is used in lieu of a formal textbook) shall be reviewed by a textbook selection committee appointed by the appropriate administrator prior to being recommended for selection, adoption, and use in the District.
2. The textbook selection committee shall keep in mind the general selection criteria outlined in Board policy and shall abide by the following procedures:
  - 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 appropriate administrator.
  - 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, misinformation and stereotyping. Textbooks 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 textbook selection committee will check with appropriate sources (i.e., Wisconsin Accessible Media Productions or Bookshare) 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 by the committee members 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 textbook selection committee shall make a recommendation for adoption of a textbook(s) and related textbook materials to the appropriate administrator. The recommendation shall include a general written analysis of the available material given consideration and the basis for the recommendation. The appropriate administrator shall review the committee report and transmit acceptable recommendations to the School Board for review and action.
  4. Upon adoption by the Board, the textbook selections shall be included in the revised curriculum guide for the subject area and added to a list of adopted textbooks that shall be maintained in the District Office.
  5. After textbooks and other related textbook materials are adopted by the Board, the appropriate administrator will notify appropriate staff of the textbook adoption and provide for the purchasing and implementation of the textbooks in the District's curriculum. The appropriate administrator will also arrange appropriate training for staff to insure proper implementation of the curriculum and associated teaching strategies.
  6. In general, textbooks will be reevaluated as part of the curriculum revision cycle. There may, however, be times that textbooks will need to be reevaluated outside of the curriculum revision cycle.

Title/Item: _____	# Materials Needed: _____
Author: _____	Cost Per Item: _____
Publisher/Company: _____	Other Costs Not Identified: _____
Copyright Date: _____	_____
ISBN: _____	Shipping Charges: _____
Lexile Score: _____	Representative Contact Info: _____
Recommended: _____ strongly _____ acceptable _____ do not consider	<b>TOTAL COST: \$</b> _____

3 = Excellent 2 = Acceptable 1 = Poor 0 = Not Acceptable NA = Not Applicable NF = Not Found

 Policy 330 Criteria	3	2	1	0	N/A	NF
1. 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;						
2. 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;						
3. the extent to which the materials facilitate an appropriate assessment of student learning;						
4. 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);						
5. an evaluation of the materials for any improper bias, misinformation, or stereotyping;						
6. the extent to which the materials are likely to actively engage students and encourage their interest in learning;						
7. 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;						
8. 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;						
9. the accessibility of the item to individuals who require special formats (e.g., certain students with disabilities and students with limited English proficiency);						
10. 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.						

<b>APPROVAL:</b>	
<b>CSL/CCC:</b> _____	<b>Date:</b> _____
<b>Principal:</b> _____	<b>Date:</b> _____
Director of Elementary or Secondary Education: _____	<b>Date:</b> _____

## **Part B1 – Supplementary Materials - (workbook, atlas, educational video, instrument, etc.)**

**Per Board Policy 330 Rule –**


### **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 appropriate administrator 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. 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 audio books, documentaries, films, et 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. When selecting electronic resources, including online resources, it is the responsibility of the classroom teacher, specialist, instructional coach or other staff using the resource with students to ensure that the resource used aligns with established district curriculum and is compliant with board policy as well as all local, state, and federal regulations. Electronic resources used for instructional purposes must be aligned to the District’s curriculum and philosophy. Alignment shall be vetted by Math and Literacy Coaches, Curriculum Support Leaders, Core Curricular Contacts, and/or the Director of Elementary Education or Director of Secondary Education. In addition, compliance with local, state, and federal regulations can be checked by the Technology Coordinator and/or Director of HR/Legal Services.

- 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 (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.

Title/Item: _____	# Materials Needed: _____
Author: _____	Cost Per Item: _____
Publisher/Company: _____	Other Costs Not Identified: _____
Copyright Date: _____	_____
ISBN: _____	Shipping Charges: _____
Lexile Score: _____	Representative Contact Info: _____
Recommended: _____ strongly _____ acceptable _____ do not consider	<b>TOTAL COST: \$</b> _____

3 = Excellent 2 = Acceptable 1 = Poor 0 = Not Acceptable NA = Not Applicable NF = Not Found

 Policy 330 Criteria	3	2	1	0	N/A	NF
1. 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;						
2. 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;						
3. the extent to which the materials facilitate an appropriate assessment of student learning;						
4. 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);						
5. an evaluation of the materials for any improper bias, misinformation, or stereotyping;						
6. the extent to which the materials are likely to actively engage students and encourage their interest in learning;						
7. 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;						
8. 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;						

9. the accessibility of the item to individuals who require special formats (e.g., certain students with disabilities and students with limited English proficiency);						
10. 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.						

<b>APPROVAL:</b>	
CSL/CCC: _____	Date: _____
Principal: _____	Date: _____
Director of Elementary or Secondary Education: _____	Date: _____

## Part B2 – Supplementary Materials - Computer Media/Digital Resource

Per Board Policy 330 Rule –

### Selection and Use of Supplementary Instructional Materials and Resources in the Classroom

2. 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 appropriate administrator prior to actual use as each teacher will ultimately be accountable for his/her decisions.
3. 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:
  - f. 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.
  - g. All instructional materials and resources must be used in accordance with current copyright laws and licensing agreements.
  - h. 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 audio books, documentaries, films, et 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.
  - i. When selecting electronic resources, including online resources, it is the responsibility of the classroom teacher, specialist, instructional coach or other staff using the resource with students to ensure that the resource used aligns with established district curriculum and is compliant with board policy as well as all local, state, and federal regulations. Electronic resources used for instructional purposes must be aligned to the District’s curriculum and philosophy. Alignment shall be vetted by Math and Literacy Coaches,

Curriculum Support Leaders, Core Curricular Contacts, and/or the Director of Elementary Education or Director of Secondary Education. In addition, compliance with local, state, and federal regulations can be checked by the Technology Coordinator and/or Director of HR/Legal Services.

- j. 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 (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.

### **KASD Instructional Materials Adoption Form - Part B2 - Computer Media/Digital Resources**

Computer Media/Digital Resources used in the classroom must follow BOE Policy 330, which states that the resource must comply with local, state and federal law, district policies, and align with established district curriculum.

Person(s) Requesting Resource: \_\_\_\_\_

Name of Computer Media/Digital Resource: \_\_\_\_\_

Publisher or URL: \_\_\_\_\_

- This app is a content area curricular resource. I have verified with the following person that the electronic resource is aligned with the current district curriculum and philosophy.

Name: \_\_\_\_\_

Role (circle one): Instructional Coach   Literacy Coordinator   CCC   CSL   Director

- I will be using this resource with children under 13. If so, I have verified compliance with FERPA.
- I have verified that the resource is compliant with the Children's Online Privacy and Protection Act (COPPA) if using the resource with children under 13, as well as the Family Educational Rights and Privacy Act (FERPA) for all students. I have verified this compliance through:
  - this website: \_\_\_\_\_
  - this person: \_\_\_\_\_
- I have verified this app is on the pre-vetted list at <http://sites.google.com/kaukaunasd.org/appslist>.

### **Part C - Library Resource**

**Per BOE Policy 330 Rule -**

#### **Selection of School Library Media Center Materials**

The professionally trained Library Media Specialists (LMS) are responsible for the selection of library media center materials.

In selecting materials and information for the school library media center, the LMS will research, evaluate and/or consult:



- Existing collection
- Curriculum needs
- Current issues and events
- Best practices
- Emerging technologies
- Professionally prepared selection aids
- Specific recommendations from staff, students and the community

Materials will further be evaluated based on the following aspects:

- Readability
- Popular appeal
- Accuracy
- Authoritativeness
- Balance
- Grade-level appropriateness
- Quality of presentation

Materials shall not be excluded solely because of race, color, national origin, ancestry, age, sex (including sex-based stereotypes, gender identity, or transgender status), marital status, pregnancy, disability handicap, sexual orientation, political affiliation, genetic information, arrest or conviction record, military service, religious views or any other reason prohibited by state or federal law of the writer or user.

Final decisions on all purchases will be with the LMS, in conjunction with administration, if appropriate.