

**APPENDIX A:  
POLICY SAMPLES AND  
PROCESS OVERVIEWS**

**INSTRUCTIONAL MATERIALS ADOPTION  
COMPLETED PROCESS OF REVIEW**

**A full review will include:**

1. District Mission
2. District Beliefs
3. District Outcomes
4. A Systems Approach to Curriculum Development
5. Program Scope and Sequence
6. Subject Matter Program Philosophy
7. Course Outcomes/Planned Course Statements
8. Individual and Committee Evaluation of Instructional Materials
9. Certification by District Instructional Materials Committee of Selection Process
10. Report to Schools on Committee Recommendation
11. Approval of Board of Education on Committee Recommendation
12. Program Recommendations for Inservice Training

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## **District-wide Instructional Materials and Adoption Procedures**

### **1. Purpose of Textbook Evaluation and Selection**

- 1.1 All textbooks are chosen pursuant to the provisions of the law and administrative codes on which this document is based.
- 1.2 Instructional materials for students shall be selected to ensure quality, to maintain continuity, to provide basic materials, and to ensure flexibility. Materials should:
  - 1.2.1 provide for a wide range of ages, maturity levels, socioeconomic backgrounds, interests, and abilities;
  - 1.2.2 fulfill informational, recreational, and creative needs of students;
  - 1.2.3 describe opposing sides of controversial issues so that young citizens may develop, under professional guidance, the skill of analysis;
  - 1.2.4 provide fair, unbiased treatment of the past and present role of both sexes, all age groups, and of the many religious, ethnic, and cultural groups contributing of our American heritage; and
  - 1.2.5 provide for the development of personal dignity and concepts of self-worth leading to appreciation of persons from differing backgrounds.

### **2. Identification of Area of Need**

- 2.1 Needs for new/changed/additional basic texts may be identified and suggested to the Teaching and Learning department (T & L) by teachers, principals, specialists, parent(s)/guardian(s), students, school board members and community members. This may be accomplished by discussion with fellow staff members, department chairpersons, principals, and T & L staff. The principal is an important relay of building needs. In most cases an established review cycle will be followed; speed of progress through the cycle is determined by funding.

This identification will be made based on one (1), part, or all of the following:

- 2.1.1 regular cycle of review;
- 2.1.2 observation of students' work and needs;
- 2.1.3 tests, both informal and standardized;
- 2.1.4 current research which may include improved methods or types of materials;
- 2.1.5 addition of subject areas to curriculum; and
- 2.1.6 school board/state regulations which may indicate curriculum change.

### **3. Decision to Proceed with Study and/or Adoption**

- 3.1 The associate superintendent of Teaching & Learning with basic education directors establishes the study and adoption cycle. Needs are considered in regard to:
  - 3.1.1 student need;
  - 3.1.2 curriculum research or study (local, state, national);
  - 3.1.3 budget consideration:
    - 3.1.3.1 can money be allocated
    - 3.1.3.2 how much can be done on a one (1) year, two (2) year, three (3) year

- basis; and  
3.1.4 teacher/administrator/parent/guardian need.

#### 4. Process for Team Selection

- 4.1 At the elementary level, school staffs are notified of need for committee. At the middle school and high school levels, department chairpersons or team leaders and principals are notified of the need.
- 4.2 YEA, building principals, and T & L members encourage staff and community members to serve.
- 4.3 T & L compiles lists of interested teachers (and community persons) and selects representatives from the list.
- 4.4 T & L staff notifies teachers and principals selected.

#### 5. Team Composition

- 5.1 Elementary textbook adoption committee composition
  - 5.1.1 One person from each building, if appropriate and financially feasible:
    - 5.1.1.1 representation should, if possible, include two (2) kindergarten teachers, two (2) teachers each for grade levels 1-5, one (1) special education teacher (classroom-based), one librarian, one (1) special programs teacher from the combined areas of Title I, BELEPS, and migrant, and two (2) principals;
    - 5.1.1.2 additional ex-officio members may be appointed by the textbook adoption committee for special expertise, research background, or interest; and
    - 5.1.1.3 representation should be assured; inclusionary invitations may ensure wider participation without additional cost.
  - 5.1.2 Parent(s)/guardian(s), community members, and students where appropriate will be involved in the selection procedures.
  - 5.1.3 T & L directors are members of all selection committees.
- 5.2 Middle school and high school textbook adoption committee composition
  - 5.2.1 Basic textbook adoption and curriculum committee membership will be:
    - 5.2.1.1 a department member and chairperson from each high school or one representative from each middle school;
    - 5.2.1.2 representation should include as needed: special education teacher (classroom-based); special programs teacher from the combined areas of Chapter I, BELEPS, migrant; principals; library media representative; and other representatives for curriculum continuity as needed;

- 5.2.1.3 additional ex-officio members may be appointed by the textbook adoption committee for special expertise, research background, or interest; and
- 5.2.1.4 T & L directors are members of all selection committees.
- 5.2.2 Parent(s)/guardian(s), community members, and students where appropriate will be involved in the selection procedures.
- 5.2.3 T & L basic education directors are members of all selection committees.
- 5.2.4 Single class offering selections will have committee representation from the same content area and from other middle school or high school buildings.

## **6. Adoption Study Team Course of Action**

- 6.1 Course outcomes are reviewed and updated, working from district exit outcomes back to the specific course involved.
- 6.2 Publishing companies notified by T & L.
- 6.3 Team members acquaint themselves with needs, research in particular field, materials already available in the field.
- 6.4 Criteria are established by which samples are reviewed.
- 6.5 Samples are reviewed by study team.
- 6.6 Materials are compared to revised and updated course outcomes and other district assessments.
- 6.7 Librarian/library media representative reviews library materials available to support proposed texts.
- 6.8 If pilot study is decided upon, team generally identifies texts for piloting. Team determines length of pilot.
- 6.9 Reports are made to buildings and the executive director of T & L.
- 6.10 Team members meet for study and exchange of information which may include presentations by publishing company representatives.
- 6.11 Team makes available samples of materials for teacher review within budget restrictions.
- 6.12 Complete evaluation is done according to timeline established.
- 6.13 Team reports recommendations to the executive director of T & L, as well as each

school involved.

- 6.14 Team submits recommendations to District Instructional Materials Committee (DIMC) for certification that selection process has been followed.
- 6.15 Executive director of T & L recommends adoption to the superintendent and school board.
- 6.16 T & L follows established ordering procedures.

## 7. Responsibilities of Parties Involved

- 7.1 Superintendent and board:
  - 7.1.1 review and approve recommendations for district-wide materials adopted and
  - 7.1.2 provide financial support for materials and adoptions.
- 7.2 T & L executive director:
  - 7.2.1 Ensure proper systems of implementation and coordination of curriculum and instruction and
  - 7.2.2 Ensure proper systems of district-level materials adoption
- 7.3. T & L director responsibilities:
  - 7.3.1 Ensure that district instructional materials are properly aligned with district mission and belief statements and district course outcomes in articulation (continuity) and coordination (consistency);
  - 7.3.2 Conduct active research in the curriculum area related to instructional materials;
  - 7.3.3 Analyze evaluation data pertaining to instructional materials;
  - 7.3.4 Advise on priorities for textbook/instructional materials adoption;
  - 7.3.5 Seek budget resource in the form of basic education and grant funding;
  - 7.3.6 Facilitate district-level textbook adoption process;
  - 7.3.7 Facilitate review and revision of course outcomes;
  - 7.3.8 Provide copies of prepared lists of materials for committee use;
  - 7.3.9 Seek state of the art materials from textbook publishers and educational materials companies;
  - 7.3.10 Provide and develop adoption criteria;
  - 7.3.11 Compare texts with district course outcomes and advise on content and concept match;
  - 7.3.12 Order and circulate materials for examination or piloting;
  - 7.3.13 Provide proposed textbooks to the community for preview and critique;
  - 7.3.14 Coordinate the ordering of materials;
  - 7.3.15 Keep records or minutes;
  - 7.3.16 Plan and coordinate inservice;
  - 7.3.17 Collaborate with principals and other staff to ensure district-level curriculum quality control;

- 7.3.18 Recommend adoptions to the executive director of T & L, the superintendent, and the Board of Directors for approval.
- 7.4 Textbook Adoption Committee responsibilities:
- 7.4.1 Make recommendations regarding priority of subject/content areas for adoption of new textbooks;
  - 7.4.2 Ensure maximum alignment of sequence and context of texts with district outcomes prior to recommending such texts for adoption;
  - 7.4.3 Act as liaison between building and T & L department;
  - 7.4.4 Examine textual and supplemental materials according to criteria established by district policy 2311;
  - 7.4.5 Conduct a review of the effectiveness of the proposed material at the appropriate grade level, such as pilot, surveys, etc.;
  - 7.4.6 Rank order examined materials with particular emphasis on the materials' support of course learning outcomes;
  - 7.4.7 Ensure that instructional materials selected are consistent with goals and objectives of the district stated policy;
  - 7.4.8 Provide an opportunity for students, patrons and educators to examine the procedure set forth for instructional material selections;
  - 7.4.9 Establish priorities for purchase of supplemental materials;
  - 7.4.10 Inform school library media specialists of pending or new textbook adoptions for which supplementary library/media materials are needed;
  - 7.4.11 Obtain building/committee quality control approval and the DIMC adoption process certification which goes to T & L executive director, superintendent, and board as a recommendation;
  - 7.4.12 Provide the T & L department with information that facilitates inservice after the texts are in the classrooms (questionnaires, discussions, building responses, etc.)
- 7.5 Principal responsibilities:
- 7.5.1 Ensure district mission statements, beliefs and course and exit outcomes as supported by district materials adoption;
  - 7.5.2 Develop a system of alignment monitoring within the building which ensures that materials are aligned with instruction.
  - 7.5.3 Evaluate with staff and T & L the effectiveness of the materials in meeting course and unit outcomes;
  - 7.5.4 Participate regularly as a representative in the selection process;
  - 7.5.5 Provide information in a timely manner for accurate ordering of sufficient materials, particularly where different languages are being supported;
  - 7.5.6 Ensure that teachers learn to use new materials; provide ongoing monitoring of correct usage of adopted materials once introduced into the classroom;
  - 7.5.7 Collaborate with T & L staff for inservice activities for the accountable use of the materials.
- 7.6 Teacher responsibilities:
- 7.6.1 Use district adopted materials to provide instruction to course outcomes;

- 7.6.2 Collaborate with fellow teachers to ensure proper curriculum alignment both in articulation (continuity) and coordination (consistency);
- 7.6.3 Use adopted materials to extend, enrich, and invite exceptional learning, at which point other teacher-created supplemental materials may be added to the district materials;
- 7.6.4 Seek inservice from principals and T & L staff for full use of materials.

## **8. Textbook Adoptions Standards**

- 8.1 Where instructionally sound, the Textbook Adoption Committee shall, when making district-wide adoptions, be expected to recommend a single text or set of instructional materials identical for all schools. Exceptions to the single adoption standard shall be approved only if it can be demonstrated by the committee that a multiple adoption:
  - 8.1.1 Is clearly in the best interests of students because of alternate reading level or some other reason justifying a separate choice of instructional materials for a particular group of students;
  - 8.1.2 Does not add significantly to inservice education costs;
  - 8.1.3 Does not present significant difficulties to students who transfer within the district;
  - 8.1.4 Does not add significantly to the costs of maintaining an adequate inventory of texts and related instructional materials;
  - 8.1.5 Allows for inclusion of remedial and special education students.
- 8.2 Instructional materials purchased for courses specific to one (1) building or to be used as supplementary material shall be selected and adopted through the building instructional materials procedures.
- 8.3 Pilots or innovations of materials at building expense which are different from a district adoption must be evaluated and reviewed with a definite date established for continuance or discontinuing of the pilot. See policy 6342.
- 8.4 Innovative materials or pilot of divergent materials may not be done for three (3) years after a district-wide adoption.

## **9. Financial Involvement in Adoption**

The T & L department executive director is responsible for coordinating district committees which are formed to establish purchase priorities for district-wide offerings and instructional materials. First (1<sup>st</sup>) year expenses shall be borne by the district. In some cases, texts for single course offerings may be funded by the district.

Replacement expenses for lost and damaged books are a building responsibility. Building reorders should continue to provide for mono and bilingual needs of the district student population. Textbook repair, maintenance of an appropriate number of textbooks, and extra supplementary materials shall be the responsibility of the individual building budget; the district will maintain repair provisions for materials.

Textbooks purchased with textbook adoption funds are property of the school district and shall be shared among buildings to accommodate shifts in student population and/or the immediate needs of a particular building.

### **10. Review Cycle for Potential Adoption**

The Yakima School District acknowledges that some materials are rather timeless and others may be outdated in a very short span of time. The school district endorses the need for text review as expressed through the teachers, department chair, principals, and/or curriculum specialists.

The T & L basic education staff will advise on a regular calendar or cycle of review for subject areas and texts as a guideline in adoptions and to ensure that no area is neglected. The speed with which the cycle progresses depends on financial support, a responsibility of the Board of Directors.

### **11. Trial Use of Materials**

The Textbook Adoption Committee shall consider arranging for piloting or trial use of instructional materials before formal adoption. If at the completion of a pilot the materials are not selected, they shall be withdrawn from that classroom.

The maximum length of a pilot should be no more than one (1) year. A pilot of instructional materials may be waived by the executive director of T & L.

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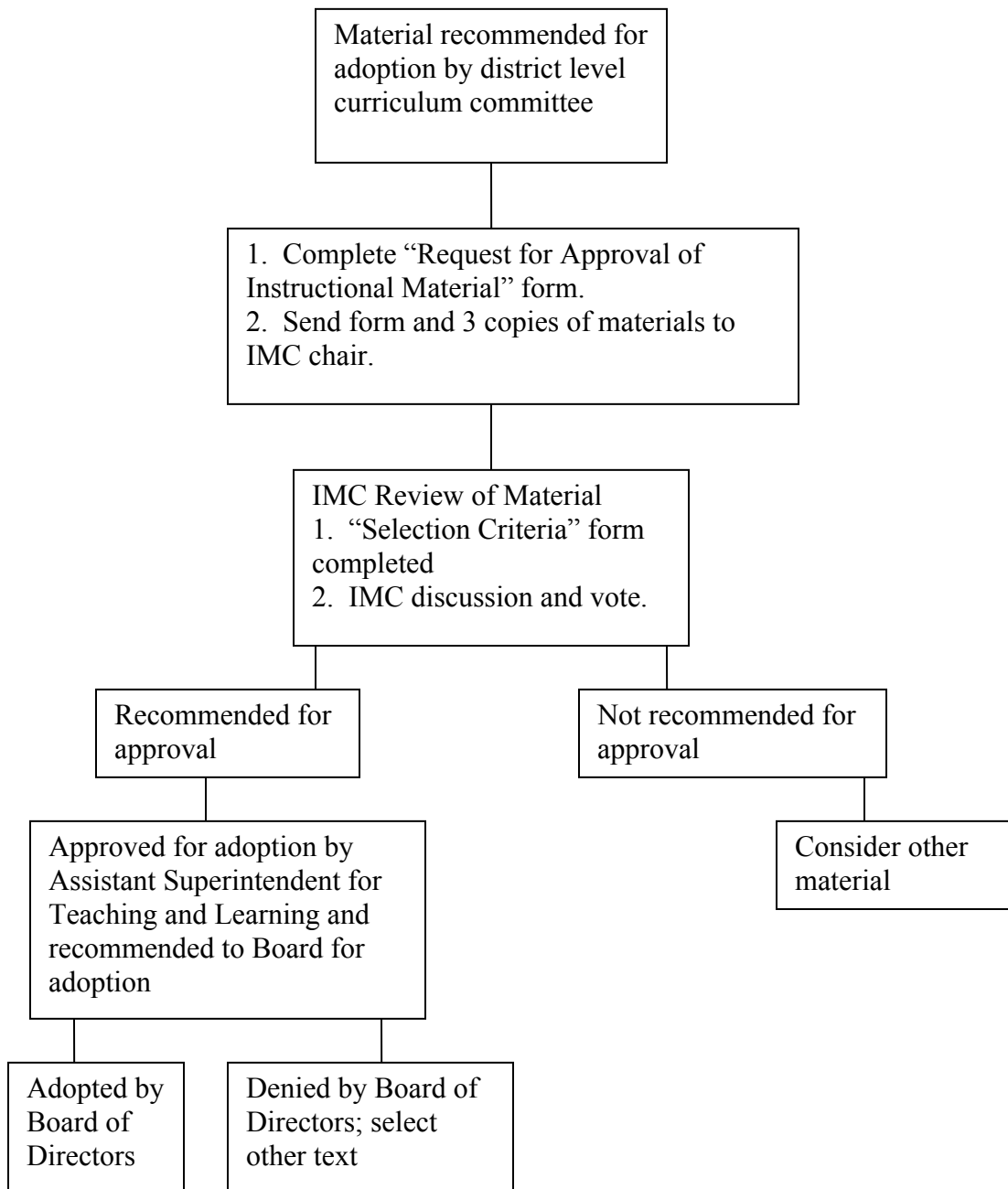
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# North Thurston Public Schools MATERIAL APPROVAL PROCESS FOR CORE MATERIALS

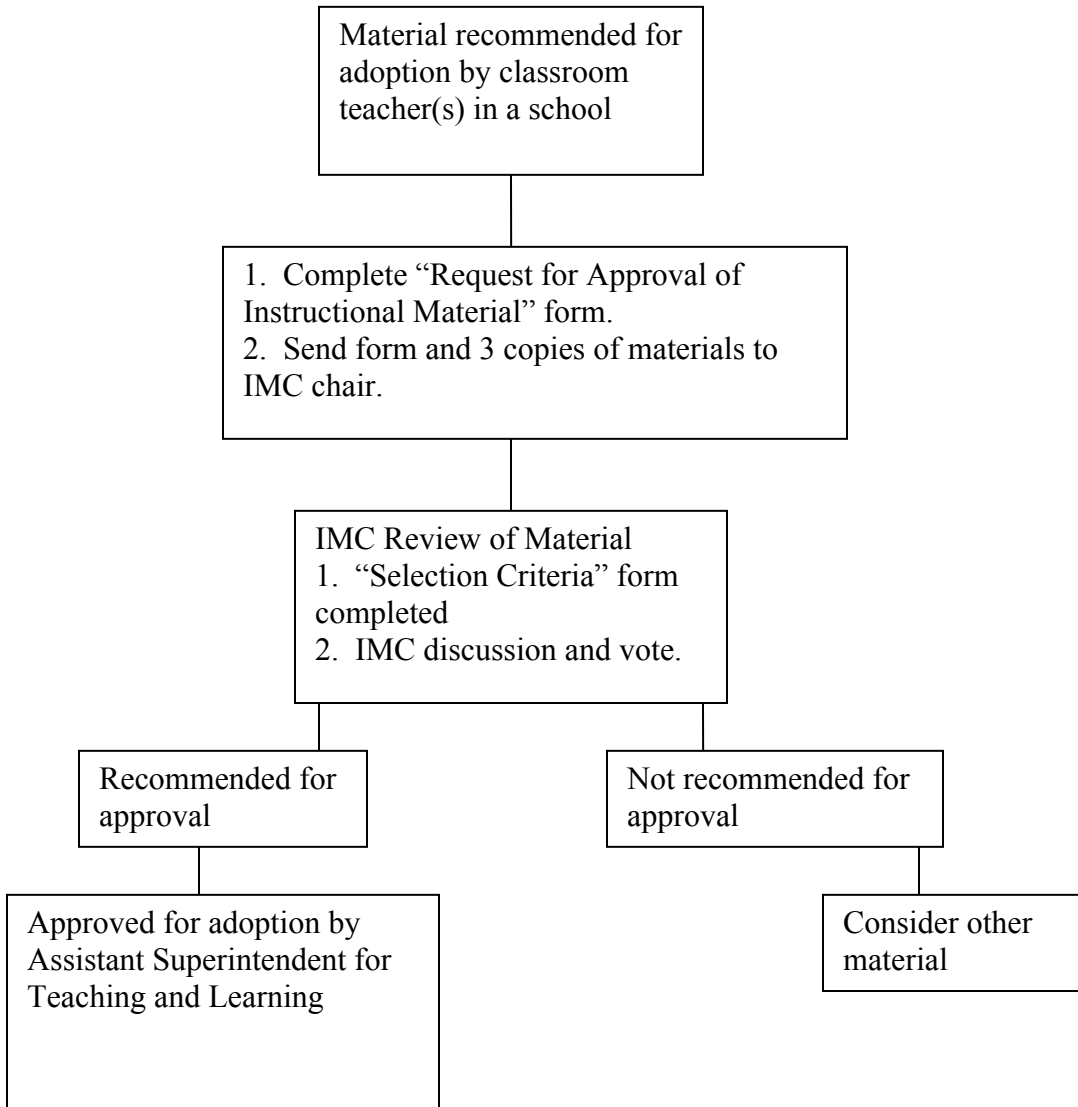
DEPARTMENT OF TEACHING & LEARNING





# North Thurston Public Schools MATERIAL APPROVAL PROCESS FOR SUPPLEMENTAL MATERIALS

DEPARTMENT OF TEACHING & LEARNING

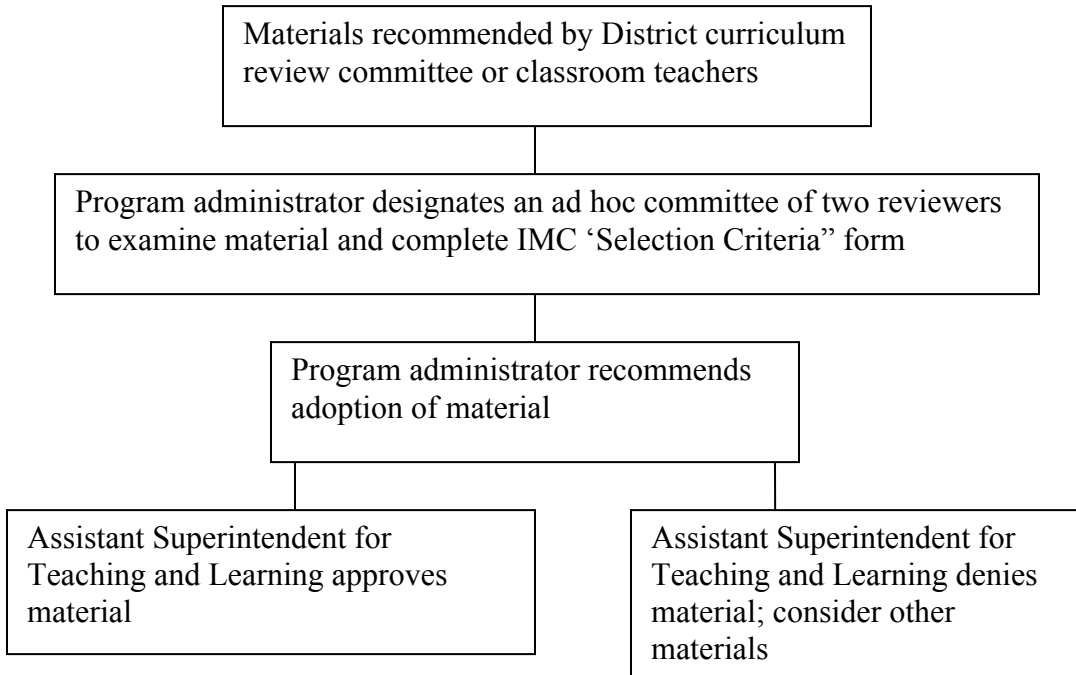




North Thurston Public Schools

# MATERIAL APPROVAL PROCESS FOR SPECIAL PROGRAM MATERIALS

DEPARTMENT OF TEACHING & LEARNING

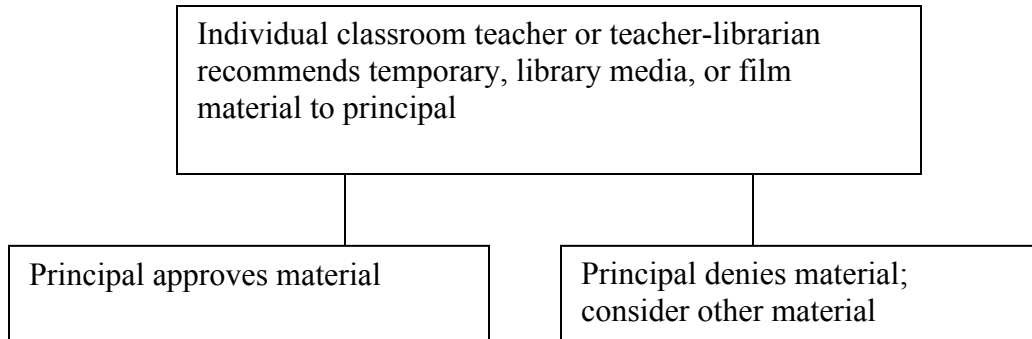




North Thurston Public Schools  
**MATERIAL APPROVAL PROCESS FOR  
OTHER MATERIALS**

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DEPARTMENT OF TEACHING & LEARNING



## PROCEDURE - INSTRUCTIONAL MATERIALS COMMITTEE 2311P

### 1. SELECTION OF INSTRUCTIONAL MATERIALS

The instructional materials used to support the curriculum of the District serve as valuable resources to promote student learning and quality teaching. Instructional materials shall be selected to assist students in attaining the Essential Academic Learning Requirements and the Grade Level Expectations as required by the state and the District. Materials shall be selected in accordance with Policy 2311, Selection and Adoption of Instructional Materials.

### 2. DEFINITION OF INSTRUCTIONAL MATERIALS

#### A. Core

Print or non-print materials used by students as the principal learning resource to meet the learning standards of a course or curriculum area shall be considered core materials. These may include textbooks, multimedia, non-print materials, and computer software. Core materials constitute the predominant mode of instruction or are materials that all students in the course are required to use.

#### B. Supplemental

Materials used by students within a specific school building to meet the learning standards of a course or curriculum and that support, enrich, and individualize core materials shall be considered supplemental materials. These may include novels, multimedia materials, and classroom libraries.

#### C. Temporary

Materials of short term value and topical interest shall be considered temporary materials. Materials of this type are used because of their currency of topics and include periodicals and newspapers.

#### D. Library Media

Materials accessible through the library media/resource center in each school shall be considered library media materials. Library media materials may be recommended by teachers, patrons, or the teacher-librarian. Library media materials provide support for any area of the curriculum, information for independent study, opportunity to improve reading skills and develop a love of reading, and sources for enrichment and recreational interests. Materials of this type include storybooks, novels, non-fiction books, and reference materials.

#### E. Special Programs

Materials for use in special programs, which include bilingual education/English as a second language, career and technical education, Chapter I, talented and gifted education and special education, shall be considered special program materials. Materials of this type include workbooks, technical manuals, and instructional software.

#### F. Pilot

Materials selected for trial use and evaluation shall be considered pilot materials.

G. Free Materials

Materials provided to schools free of charge from any source shall be considered free materials. As per Policy 2313 any requests from organizations which provide instructional materials and/or aids must be examined to insure that such materials promote students' interests rather than the special interests of any particular group. All free materials shall adhere to the criteria for instructional materials in Policy 2311 and in the procedures outlined in Procedure 2311P.

H. Internet Accessible

Materials that a student may access in the course of doing research or reading on the Internet shall be considered Internet accessible materials. These materials may be core, supplemental, or temporary depending on how they are used in instruction. See guidelines above.

3. APPROVAL OF INSTRUCTIONAL MATERIALS

All core materials must receive Board approval before use within the district. All core and supplemental materials must be approved by the instructional materials committee before use.

A. Core Materials

Core materials must be approved by the instructional materials committee and by the Board prior to use. Materials that are revisions or new editions of previously approved materials and that are without substantial changes of content are automatically approved.

B. Supplemental Materials

Supplemental materials must be approved by the instructional materials committee and the principal of the school prior to use. Materials that are revisions or new editions of previously approved materials and that are without substantial changes of content are automatically approved.

C. Temporary Materials

Temporary materials must be approved by the principal of the school prior to use.

D. Library Media Materials

Library media materials must be selected by the school teacher-librarian and approved by the principal prior to use.

E. Special Program Materials

Special program materials must be approved by the program administrator or designee and by the Assistant Superintendent for Teaching and Learning prior to use.

F. Pilot Materials

Pilot materials must be approved by the Superintendent or designee prior to use. The Superintendent shall notify the Board of such materials prior to use. Parents of students who will use pilot core materials shall be notified in writing of the titles of the materials, the content area or course involved, and the duration of the pilot prior to the use of the materials.

G. Free Materials

Free materials must follow the approval process outlined above according to how the material will be used. For example, if the free material will be used as a core text material, it must be approved as a core material.

H. Internet Accessible Materials

Internet accessible material approval depends upon how the material will be approved. If used as core material, it must be approved as core material; if used as a temporary material it must be approved as a temporary material.

I. Films

Films shown in any format (video, DVD, or other) must be approved following the guidelines above. For example, if a film is supplemental, it must be approved as a supplemental material; if a film is a library media material, it must be approved as such. Additional considerations exist for non-instructional, commercial films and movies. No "NC 17" or "X" rated films may be shown to any student in the District. "G" rated films may be shown at any grade level. Students in grades K-6 may only view "PG" rated films with written parent permission, and may not be shown "PG-13" or "R" rated films. Students in grades 7-8 may view "PG" rated films only with written parent notification, "PG 13" rated films only with written parent permission, and may not be shown "R" rated films. Students in grades 9-12 may be shown "PG" films, but may be shown "PG-13" and "R" rated films only with written parent permission. For films rated "PG", "PG-13" and "R" the teacher must create a reasonable, compatible alternative activity for students not viewing the film. Additionally, films rated "PG", "PG 13" or "R" must be previewed in total by the teacher and approved by the principal of the school prior to use.

As provided in RCW 28A.320.230, within the limitations of board policy, the Superintendent may purchase materials to meet specific needs or rapidly changing circumstances. The Board and instructional materials committee shall be informed of any such materials acquired on an emergency basis, and the Superintendent shall recommend a date for review of such materials by the instructional materials committee.

Following approval, core, supplemental, and special program materials will be included on the District Approved Instructional Materials List. The District Approved Instructional Materials List will be housed and maintained by the Assistant Superintendent for Teaching and Learning or designee. All schools and appropriate departments will have a current copy of the District Approved Instructional Materials List.

4. INSTRUCTIONAL MATERIALS COMMITTEE

A. Function

The instructional materials committee (IMC) shall be established to monitor and implement the procedures necessary for selecting, adopting, and removing

instructional materials owned and used by the District. In addition, the committee shall:

1. Examine, consider, and evaluate core and supplemental materials prior to adoption and use, and present recommendations to the Superintendent and the Assistant Superintendent for Teaching and Learning.
2. Ensure that the process for review and selection of instructional materials is followed.
3. Facilitate the review by teachers, parents and other interested parties of existing and proposed instructional materials.
4. Evaluate materials and conduct reconsideration meetings when challenges of materials are not resolved at the school level.

#### B. Membership

The instructional materials committee will be appointed by the Board pursuant to the provisions of RCW 28A.320.230. Membership of the committee shall be approved on or by October 15 by the Board and shall consist of the following position s:

##### 1. Permanent Committee Members:

- 1 Assistant Superintendent for Teaching and Learning or designee, serves as the chairperson of the committee

##### 2. Rotating Committee Members:

- 1 High school teacher
- 1 Middle school teacher
- 1 Elementary school teacher
- 1 Elementary teacher-librarian
- 1 Secondary teacher-librarian
- 1 North Thurston Education Association representative
- 1 Principal
- 1 Community member representing the elementary level
- 1 Community member representing the middle level
- 1 Community member representing the high school level

The Assistant Superintendent for Teaching and Learning may attend the committee meetings as a non-voting member if not serving as the chairperson of the committee.

Teacher members shall be chosen from the certificated staff of the District, with principals providing teacher nominations. Teacher-librarian members shall be nominated by the chairperson of the District teacher-librarian group. The North Thurston Education Association representative shall be nominated by the Association. The principal shall be nominated by the Assistant Superintendent for Teaching and Learning. The community members shall submit a letter of interest to the Superintendent. The Superintendent shall recommend proposed committee members to the Board.

#### C. Term of Office

The permanent committee member acts as the chairperson of the committee. The rotating committee members will each serve a three (3) year term. The rotational

schedule shall be established by the IMC in order to achieve staggered terms of office. The initial appointees may hold shorter terms to initiate the rotation of committee members.

A committee member who fails to faithfully perform his or her duties or who is no longer a member of the category he or she represents on the committee may be removed from the IMC and replaced at any time by the Board.

#### D. Meetings

Meetings of the IMC will be scheduled for the months of October, November, January, March and May. Additional meetings may be called by the chairperson of the IMC. A simple majority shall constitute a quorum.

#### E. Selection Process

Core and supplemental materials must be reviewed and recommended for approval by the IMC. Upon approval by the IMC, core materials are sent to the Board for approval.

##### 1. Initiation of Request

- a. For core materials, a District curriculum committee or teacher completes a Request for Approval of Instructional Materials Form and submits the form with a minimum of three (3) copies of the materials (series). For supplemental materials a classroom teacher completes a Request for Approval of Instructional Materials Form and submits the form with a minimum of three (3) copies of the materials (series).
- b. The form and materials must be submitted to the IMC chairperson fifteen (15) or more working days before a scheduled IMC meeting for consideration.

##### 2. Processing of Request

- a. A minimum of two (2) IMC members must review the recommended materials and report their findings to the instructional materials committee. If recommended materials are specialized and require special technical knowledge to be reviewed, as may be the case when reviewing world language and advanced science materials, an ad hoc committee of reviewers with this specialized knowledge may be appointed to review such materials and report their findings to the IMC.
- b. Evaluation shall be made using the criteria identified in Policy 2311.
- c. Recommended materials shall be available for public viewing at the District office for ten (10) work days prior to the meeting of the IMC. The public shall be informed of the titles under review and the dates for viewing through notification of PTA's, publication on the District web site, and issuing public service announcements to local media outlets. Members of the public viewing materials may submit written comments to the IMC using a patron comment card.
- d. The requester may attend the IMC meeting and speak to the issue, if desired, or may be requested to attend by the committee.

- e. The IMC may request additional information from the requester.
- f. The IMC members shall vote to approve or disapprove the proposed material by a majority vote of the members present.
- g. The IMC shall report results to the petitioner.
- h. Following approval by the IMC and, where necessary, the Board, the instructional material shall be identified for use at a specific level; elementary school, middle school, or high school. Materials for special classes, such as special education, gifted education, and honors classes, may be used at levels other than those approved by special permission of the Assistant Superintendent for Teaching and Learning.

## 5. PROCEDURE FOR SELECTION AND APPROVAL OF LEARNING RESOURCE MATERIALS

Selection of learning resource materials shall be the responsibility of the school teacher-librarian operating according to professional selection standards and guidelines.

- A. The primary objective of a school library resource center is to implement, enrich and support the educational program of the district by:

1. Providing resource materials for students and staff.
2. Providing materials which meet the interest, vocabulary, maturity and ability levels of all students.
3. Fostering reading as a lifelong activity through exposure to printed materials.
4. Providing materials which fulfill the goals as outlined in the School Library Bill of Rights for School Library Media Programs.

- A. Criteria for Selection of Learning Resource Materials

1. Curriculum and instruction needs of the District, school and individual student.
2. Consideration of requests from administrators, teachers, parents and students.
3. Reading interests, abilities and backgrounds of the students using the library resource center.
4. Accepted selection sources which include, but are not limited to, standard catalogues and book and program reviewing sources, such as sources identified in *Selecting Learning Resources for Washington State Libraries and Learning Resource Centers*, and teacher-librarian reviewing groups.

Library books and instructional materials are subject to the Challenged Materials Procedure. (See Section 6)

## 6. CHALLENGED MATERIALS PROCEDURES

The following procedures are established for all instructional materials utilized in the District and placed in question by an individual, group or organization. The procedures must be followed in the order presented below. No materials shall be removed from use within the District until this procedure has been completed unless otherwise directed by the Superintendent.

- A. Process

1. Any complaint made about an instructional material should be made known to the school principal. The principal, in consultation with the affected staff, shall, if possible, resolve any misunderstanding at the school level. During this process, the material in question need not be removed.
2. Every effort shall be made to resolve complaints with the person(s) responsible for utilization of the materials. If these efforts fail and the complainant requests the withdrawal of the instructional material from the school, the Request for Reconsideration of Materials Form, together with a copy of the Challenged Materials Process, shall be furnished to the complainant by the District with an explanation of the process for registering the complaint.
3. The Request for Reconsideration of Materials Form shall be completed with evidence that step 1 has been fulfilled. The complainant shall submit the complaint to the Assistant Superintendent for Teaching and Learning.
4. A review of the questioned materials shall be instituted by the Assistant Superintendent for Teaching and Learning within ten (10) working days after the receipt of the Request for Reconsideration of Materials Form.
5. Within thirty (30) days of receipt of a complaint, the Assistant Superintendent for Teaching and Learning shall call an open meeting of the IMC.
  - a. The IMC shall evaluate the materials with the specific objections in mind. The committee may request the complainant and person(s) primarily responsible for the utilization of the material to appear before the committee to provide additional information relative to the complaint.
  - b. The IMC, the complainant or the instructor may request other professionally qualified resource persons to provide information to the committee.
  - c. To remove materials, a simple majority vote of the members of the IMC is necessary. The chairperson may vote. The chairperson shall provide a written report of the decision of the IMC to the Assistant Superintendent of Teaching and Learning.
  - d. The Assistant Superintendent of Teaching and Learning shall, within forty-five (45) days after receipt of the written complaint, submit the final recommendation of the IMC to the Superintendent.
  - e. The Superintendent or designee shall, within ten (10) working days of receiving the IMC's recommendation, inform the complainant and the teacher or teacher-librarian in writing of the IMC's decision.
  - f. Regardless of whether the concerned parties accept or reject the decisions submitted to them, the Superintendent shall submit a copy of the IMC's report to the Board.
  - g. The decision of the instructional materials committee may be appealed by the complainant, teacher or teacher-librarian to the Board through the office of the Superintendent. A request for Board review must be made within fifteen (15) working days of the receipt of the decision. If a request is not received within the fifteen (15) day period, the challenge process shall be completed.

- h. The Board may review the appeal and determine findings. The Superintendent shall convey the findings of the Board review to the concerned parties.
- i. Instructional materials upheld by the Board will be exempt from further reconsideration for a period of three (3) school years from the date of the decision.

## 7. DISPOSING OF OBSOLETE MATERIALS

When instructional materials are no longer being used in the curriculum or are no longer serviceable, it shall be the responsibility of the principal to identify the materials and request the Assistant Superintendent of Teaching and Learning to dispose of the obsolete materials in accordance with RCW 28A.335.01, RCW 39.33.070, and Policy 7251.

- A. Materials which have been replaced by a new adoption shall automatically be recommended as obsolete.
- B. After approval, principals may send obsolete texts to the appropriate storage facility.

When library materials are determined to be obsolete or no longer serviceable, it shall be the responsibility of the teacher-librarian to identify the materials and request the Assistant Superintendent of Teaching and Learning to dispose of the obsolete materials, consistent with the provisions of RCW 39.22.070.

- A. The teacher-librarian will send a list of obsolete materials to the Assistant Superintendent for review.
- B. After approval, the teacher-librarian may send obsolete materials to the appropriate storage facility.

Implemented: June 16, 1986  
North Thurston School District

Amended: May 15, 2004  
November 1, 2004  
North Thurston Public Schools

[Approval Process Diagrams](#)  
[Request for Approval of Instructional Materials Form](#)  
[IMC Selection Criteria](#)  
[TSS Software Procurement / Installation Request Form](#)  
[Software Evaluation Form](#)  
[IMC Recommendations for Approval Form](#)  
[Request To Use Pilot Materials Form](#)  
[Request for Reconsideration of Materials Form](#)

**APPENDIX B:  
SAMPLE TIMELINE AND  
SCHEDULE**

## Medical Lake School District

### Math Adoption Timeline

### 2005-06 School Year

*Days 1&2,    October 12, 13*

- Role of Committee
- Review of District Curriculum process
  - Board policies
  - State laws
  - Time allocations
- What our District students are expected to learn!
  - GLE's
  - Essential Learnings – State Assessment
- Discussion of Research & Instructional Methodologies
  - Mary Anne Stine and Dr. Marcy Stein
- Completion of District Survey/Questionnaire

*Days 2&3,    January 26, 27*

- Review Day 1 & 2
- Review Survey results
- Establish 'first draft' of Screening Criteria

*Day 4&5      March 27, 28*

- Finalize Screening Criteria
- 'First Draft' of Evaluation tool

*Days 5&6      May 18, 19 (and after school ends, if needed)*

- Initial Screening of 5 programs
- Identify 2 or 3 'finalists' programs
- Evaluate 'finalist' programs
- Reach tentative decision on district adoption
- Correlation of GLE's to selected program
- Invite 'finalist' consultants to work with Committee
- Finalize 'Original Draft' of GLE's to 'finalist program
- Develop Communication plan to announce recommendation to staff
- Prepare for School Board Presentation/Adoption
- Develop individual school orders
- Develop staff development programs
- Develop plan for program implementation



# Reading Adoption

BREMERTON SCHOOL DISTRICT

## Tentative Meeting Schedule

ALL MEETINGS SCHEDULED IN BOARDROOM  
8:30 AM TO 3:00 PM

**Sep 24, 2002** – Overview of Process/Research, Dr. Marcy Stein, Roger Long

**Sep 30, 2002** – Dr. Anita Archer: Develop Criteria for Selection of Materials, K-8

**October 8, 2002** – Tentative

**October 22-23, 2002**

**November 12, 2002**

**December 3, 2002**

**January 14, 2003** – Dr. Anita Archer, Roger Long

**February 11, 2003** – Possible committee recommendation

**March 11, 2003** – Final recommendation

**April 8, 2003** – (if needed) School Board reading/approval

**June 19-20, 2003** – Training on new materials

**APPENDIX C:  
SAMPLE AGENDA  
AND MINUTES**

**Chewelah School District  
Reading Adoption Committee**

**Agenda**

**Tuesday, November 1, 2005 – 3:15 – 6:15 pm**

- 3:15 – 3:25 Update – Review of Previous Session
- 3:25 – 3:30 Overview of Tuesday/Wednesday Sessions
- 3:30 – 4:20 Review McGraw-Hill Materials
- 4:20 – 4:35 Group Discussion: McGraw-Hill Materials
- 4:35 – 5:00 Lunch Break
- 5:00 – 5:50 Review OpenCourt Materials
- 5:50 – 6:05 Group Discussion: OpenCourt
- 6:05 – 6:10 Can We Make a Decision?
- 6:10 – 6:15 Go-Round

**Wednesday, November 2, 2005 – 8:00 – 10:45 am**

- 8:00 – 8:15 Recap of Tuesday
- 8:15 – 8:45 Finalize Recommendation
- 8:45 – 9:45 In-depth Review of #1 Choice
- 9:45 – 10:40 Identify Items in Priority Order  
Staff Development  
Other Important Details
- 10:40 – 10:45 Go-Round

# PUYALLUP SCHOOL DISTRICT

Reading Adoption Study Group  
Student Learning Department  
Puyallup School District



Language Arts K-6

Reading Adoption 1999-2000

## Meeting Moments

*-Details-Dialogue-Decisions-*

### Formalities

- Quadrant Team Building Exercise
- Reviewed notebook items
- Began setting charge and purpose of group
- Examined “assumptions” we have about reading and reading instruction
- Revised “Reading Survey”
- Summary of Specifics:

### Study Group Purpose statement

The Puyallup School District will provide a reading program which will implement consistent instruction, on-going professional development, and focused assessments for measuring student growth, instruction effectiveness, and how instructional material support the elements of an effective reading program and reading styles of students. Selection of a program will take into consideration:

- Research of best practices and elements of an effective reading program
- Cross-curricular connections of reading to math, science, and social studies
- Range of strategies to develop proficient readers through a variety of reading styles and instructional approaches
- Essential academic learning requirements and elementary curriculum guide

### Reading Assumptions

1. Purpose of teaching is to teach students to use their minds well
2. Instructional practices, innovative or traditional, are only acceptable to the extent they increase the intellectual quality of student work
3. Students need exposure to a variety of literature
4. Students need a variety of genres and approaches/strategies in their reading instruction
5. Reading instruction materials must include equitable portions of strategies, texts, practice, assessments that meet individual student learning styles
6. Success breeds success...students become successful readers by experiencing success in reading
7. Need a consistent set of materials used at grade levels across the district

### Meeting Date

- Oct.26.99
- Nov.4.99
- Dec.2.99
- Dec.3.99
- Dec.4.99
- Jan.12.00
- Jan.13.00
- Feb.9.00
- Feb.10.00
- Mar.23.00
- April.4.00
- May.4.00
- May.25.00

### Status

- Accepted
- Change as noted

### Distribution

- Internal
- Central  
Adm
- Principals
- Teachers
- Staff
- Community

**APPENDIX D:  
SCREENING AND  
EVALUTATION TOOLS**

**Medical Lake School District**  
 Intermediate Materials Selection Rubric  
 Grades 3? , 4-8

Scoring:

4=Exceeds Standard

3=Meets standard

2=Missing components

1=Does not meet sufficient standards

Criteria	Company A	Company B	Company C	Company D	Company E	Company F
Aligned to EALR'S And Grade Level Expectations (GLEs)						
Multiple reading strategies Are appropriate for grade level Spiral in delivery Create depth of understanding Align with WASL Includes inference, main idea, fact/opinion, literal comprehension, authors purpose, summary/paraphrase, vocabulary meaning, figurative language						
Reading Selection Well balanced with a focus on the increased need at the intermediate level to comprehend non-fiction material Non-Fiction Fiction Poetry Compare and contrast across genres						
Writing Components Pre-Write – Techniques Rough Draft – Frames for narrative, expository, persuasive writing Revises – Teaches stylistic techniques such as Pudewa and 6 traits Edit – Convention skills aligned to state standards and grade level expectations Final Draft						
Content Connections Aligns with your grade level content in social studies and science						
Assessment Easily accessible and utilized Multiple assessment options available to monitor student progress and inform instruction Questions have stems similar to WASL phrasing Questions show range of rigor (Blooms: knowledge-evaluation)						

**Medical Lake School District**

Grade Level Appropriate Readability Vocabulary Sequence Subject Matter						
Curriculum Differentiation Accommodations made for ESL (ELL), Special ED, Challenge, learning styles						
Treatment of Sensitive Areas Minority groups represented with integrity Avoidance of stereotyping in racial/sexual/religious/ethnic areas						
Use of Technology User friendly Enhances learning experience Quality materials						
Appeal to Students Visually engaging Accessible format Readability of font Text features: maps, charts, tables, diagrams, etc. Style of contents, glossary index						
Durability Hardcover Securely bound Durable quality paper						
Materials are easy to use Well organized Easy to read fonts Provide estimated time for completion (minutes to complete weekly program) Illustrations, charts, maps, and tables are clear Table of contents, glossary, index included						

**Total Score** \_\_\_\_\_

Your Grade Level \_\_\_\_\_ First Choice \_\_\_\_\_ Second Choice \_\_\_\_\_

Comments: \_\_\_\_\_

**Seattle Public Schools  
Mathematics Textbook Adoption  
Initial Screening Instrument**

**Program Level: Elementary**

**Middle School**

**High School**

**Program Name:** \_\_\_\_\_

**Your Name:** \_\_\_\_\_

Rate the program on each criterion by placing an X in the appropriate box (P = poor; F = fair; G = good; E = excellent).

**CONTENT**

Criteria	P	F	G	E
1. The program is well-sequenced (i.e. the order makes sense and includes opportunities for using previously learned concepts and skills across grade levels).				
2. The program is comprehensive and includes the mathematics content and processes emphasized in the GLEs and Transition Standards.				
3. The program includes activities that allow for the <b>in-depth</b> <sup>2</sup> exploration of mathematical concepts.				
4. The program contains an appropriate balance of skill building, conceptual understanding, and application.				
5. The program provides computation/ <b>calculation</b> <sup>1</sup> practice and review to adequately develop students' <b>computational fluency</b> <sup>14</sup> .				
6. The program builds students' understanding of mathematics terminology/vocabulary that is consistent with the GLEs and the WASL.				
7. The program addresses the levels of <b>cognitive demand</b> <sup>13</sup> identified in the GLEs and Transition Standards.				
Comments:				

**PEDAGOGY (instructional approach)**

Criteria	P	F	G	E
1. The program promotes students as <b>active learners</b> <sup>4</sup> through the use of <b>manipulatives</b> <sup>5</sup> , meaningful investigations, visual models, and written applications.				
2. The program fosters mathematical <b>communication</b> <sup>6</sup> and interaction in the classroom.				
3. The program helps students learn through a variety of instructional strategies and approaches.				
4. The program fosters learning of skills and concepts that is based in a <b>problem-solving</b> <sup>8</sup> approach.				
Comments:				

## ASSESSMENTS

Criteria	P	F	G	E
1. The program offers <b>multiple means of assessment</b> <sup>9</sup> that enable teachers to understand students' progress from a variety of perspectives.				
2. The program includes <b>assessments with multiple purposes</b> <sup>15</sup> (i.e. formative, summative, and diagnostic) that enable teachers to understand students' progress and achievement from a variety of perspectives.				
Comments:				

## TEACHER UTILITY AND SUPPORT

Criteria	P	F	G	E
1. The teacher support materials provide guidance in how to effectively present the lessons and engage students in learning mathematics.				
2. The teacher's guides are user-friendly with accessible layout and easy to understand instructions.				
Comments:				

## MEETING STUDENTS' NEEDS

Criteria	P	F	G	E
1. The program is accessible by and <b>supports learning for all students</b> <sup>12</sup> , regardless of their ability, learning style or socio-economic level.				
2. The program is relevant to all students.				
3. The student materials are accessible by and appropriate for parents/guardians/families.				
4. The program fosters students' application of their mathematics learning at home.				
5. The program is aligned with the Seattle Public Schools' criteria for culturally responsive instructional materials.				
Comments:				

### In your opinion what is the overall quality of the program's:

• Content	P	F	G	E
• Pedagogy (instructional approach)	P	F	G	E
• Assessments	P	F	G	E
• Teacher Utility and Support	P	F	G	E
• Meeting Students' Needs	P	F	G	E

### To what extent are you in favor of adopting this program?

1	2	3	4
Not at all			Very much

Othello School District  
Science Adoption Program Evaluation Tool

Reviewer's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

Material Kit Reviewed: \_\_\_\_\_  
(Each kit reviewed should be on a separate evaluation form.)

Please rate each category ranging from 1-5 (example: 1 = little evidence; 5 = meets standard to a high degree)

---

---

**Content Analysis**

- \_\_\_\_\_ Do the materials address the specific GLEs for the grade level?
- \_\_\_\_\_ Do the materials include opportunities for reading and writing appropriate for the grade level?
- \_\_\_\_\_ Are lessons designed to meet the needs of a diverse group of learners?
- \_\_\_\_\_ Do the materials provide opportunities for enrichment activities for students prepared to go beyond expectations of the grade level?
- \_\_\_\_\_ Do the materials specifically and adequately address the needs of ELL students?
- \_\_\_\_\_ Is the science content up to date and scientifically accurate?
- \_\_\_\_\_ Is the content relevant to the students' age and experience?
- \_\_\_\_\_ Do the materials provide teachers with ways to develop student background knowledge and related vocabulary?

**Total Score Content Analysis**

---

---

**Instructional Analysis**

- \_\_\_\_\_ Do the materials provide activities that are well connected and build toward a specific GLE?
- \_\_\_\_\_ Do the materials include suggestions for teachers to explore student thinking, and provide questions to promote discussion and engage student interest?
- \_\_\_\_\_ Do the materials include suggestions for teachers on how to demonstrate/model scientific investigation skills?
- \_\_\_\_\_ Do the materials provide opportunities for students to practice questioning and skills in a variety of ways?

**Total Score Instructional Analysis**

---

---

**Student Involvement and Reflection**

- \_\_\_\_\_ Do the materials provide experiences that are hands-on and are directly related to the GLE?
- \_\_\_\_\_ Do the materials routinely provide opportunities for group work and journal writing to develop student reflection on learning?
- \_\_\_\_\_ Do the materials include suggestions on how to help students know when to use knowledge and skills in new situations?
- \_\_\_\_\_ Do the materials include suggestions on ways students can check their own progress in developing skills and understanding of scientific concepts and methods?

**Total Score Student Involvement and Reflection**

---

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**Development of Scientific Thinking**

- \_\_\_\_\_ Do the materials link problem solving questions about phenomena to solutions and ideas?
- \_\_\_\_\_ Do the materials suggest ways for students to draw from their own experiences?
- \_\_\_\_\_ Do the materials introduce technical terms and vocabulary only in conjunction with hands on experiences?

**Total Score Development of Scientific Thinking**



# Medical Lake School District Text Survey

Publisher/Program: \_\_\_\_\_

Grade Level \_\_\_\_\_ Reviewer(s) Name: \_\_\_\_\_

Check Strand:      Number Sense \_\_\_\_\_ Measurement \_\_\_\_\_ Geometric Sense \_\_\_\_\_ Probability and Statistics \_\_\_\_\_  
                         Algebraic Sense \_\_\_\_\_

Component: \_\_\_\_\_

GLE: \_\_\_\_\_

Bulleted Skill: \_\_\_\_\_

When is it first introduced?    Page # \_\_\_\_\_    How often is it addressed? \_\_\_\_\_

Comments:

(Circle Score)

## Rating Scale

Strong Evidence	4	Adequate Evidence	3	Some Evidence	2	Little Evidence	1
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# Criteria for Vancouver School District High School Mathematics Adoption Spring 2006

Materials Reviewed: \_\_\_\_\_

Publisher: \_\_\_\_\_

Reviewer: \_\_\_\_\_

## Alignment with Standards

- Aligns with NCTM Principles and Standards for School Mathematics
- Supports Washington State EALRs and GLEs
- Supports VSD Mathematics Framework including Characteristics of Effective Mathematical Learners

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

## Research-Based Instructional Design

- Supported by current, cited research, and the research is evident in the resources
- Supports research on Powerful Teaching and Learning (BERC)
- Balances deep conceptual development with application and mastery of mathematical skills and content
- Incorporates student-centered, active learning throughout the program
- Incorporates accurate and meaningful visual representations to serve as instructional models
- Incorporates use of manipulatives as tools for learning mathematical concepts

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

# Criteria for Vancouver School District High School Mathematics Adoption

(continued)

## Support for Personalized Learning

- Incorporates resources to provide support for meeting the range of student needs (Intervention-ELL-Multilingual-Advanced-AP/IB) and the strategies are woven throughout the program (differentiated instruction)
- Provides strategies and resources for ELL learners (i.e. SIOP model)
- Provides a variety of assessments, including diagnostic assessments, to monitor student progress and personalize instruction
- Provides strategies and resources for students with special needs

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

## Support for Mathematical Literacy

- Includes provisions for vocabulary and background building within student text
- Teaches and incorporates strategies for reading/accessing math (technical) text
- Utilizes graphic elements that effectively communicate mathematical content and concepts
- Makes connections between mathematical learning and learning in other content areas and/or subjects

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

# Criteria for Vancouver School District High School Mathematics Adoption

(continued)

## Meets the Needs of Diverse Learners

- Provides content that is appropriate, accurate and respectful of all groups (such as race, ethnicity, religion, age, culture, disabilities and gender)
- Provides content, illustrations and text that is free from stereotypes of race, ethnicity, religion, culture, gender and physical disabilities.

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

## Integration of Writing and Communication

- Incorporates communication within mathematical learning that is supported by effective collaborative learning activities
- Provides opportunities for a variety of expressions of learning (graphical, pictorial, written, etc.)
- Incorporates expectations for written communication of problem solving and mathematical understanding that are clearly taught within the program
- Provides opportunities for students to reflect on reading, activities and/or methods used

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

# Criteria for Vancouver School District High School Mathematics Adoption

(continued)

## Quality of Materials

- Incorporates elements that are appealing to students through color, design, layout and illustration without being overwhelming or distracting
- Utilizes text/font that is appropriate to the age of the student
- Includes teacher-friendly and usable resources that are comprehensive, easy to follow and well-designed and appropriate for a variety of teachers' skills, experience and abilities including beginning teachers
  - Timing/pacing suggestions
  - Suggested daily lesson plans
  - Suggestions for managing flexible groups
  - Support for reaching all learners
  - 1/3, 1/3, 1/3 model
  - Independent activities/resources for flexible groups
  - Clear/explicit instruction (teach, practice, apply)
  - Test generator program is user-friendly
- Includes program resources that are constructed and bound with quality materials

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

## Ancillary Materials

- Includes technology hardware requirements that are compatible with our VSD system
- Includes textbooks that are available on CD
- Provides school-to-home and/or family connection components

Degree of alignment:

Strongly Aligned

Adequately Aligned

Partially Aligned

Not Aligned

Comments:

Office of the Superintendent of Public Instruction  
Curriculum Alignment Process – Instructional Resources

FORM B

Grade/Course: 3 Grade Level Expectation #: 1.1.4 Instructional Resource: \_\_\_\_\_

Publisher/Date: \_\_\_\_\_

**EALR 1: The student understands and uses different skills and strategies to read.**

**Component 1.1: Use word recognition skills and strategies to read and comprehend text.**

<p><b>Section 1 - Grade Level Expectation:</b></p> <p>Apply understanding of phonics.</p> <p><b>Evidence of Learning</b> (how the learning in GLE is demonstrated):</p> <ul style="list-style-type: none"> <li>• Read words containing complex letter patterns and/or word families in isolation and in context.</li> <li>• Apply multi-syllabic decoding when reading words in all text.</li> </ul>	<p><b>Section 3 – Content</b> (knowledge, skill, concept, process):</p> <p><b>Context</b> (how the student acquires and demonstrates the learning; instructional conditions and tasks):</p> <p>Instruction provided/page #s:                      Opportunities to practice/page #s:</p> <p><input type="checkbox"/> _____    <input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____    <input type="checkbox"/> _____</p> <p><b>Cognitive demand/Cognition Type:</b></p>
<p><b>Section 2 - District Curriculum:</b></p> <p><b>Content:</b></p> <p><b>Context:</b></p> <p><b>Cognitive Demand:</b></p>	<p><b>Section 4 – Degree of alignment:</b> Fully   Not at all   Partially</p> <p><b>Gaps to be addressed:</b></p>
<p><b>Section 5 – Assessment:</b> Are multiple aligned assessment measures available? Yes   No</p> <p><b>Gaps to be addressed:</b></p>	

Office of the Superintendent of Public Instruction  
Curriculum Alignment Process – Instructional Resources

FORM B

Grade/Course: 3 Grade Level Expectation #: 1.2.1 Instructional Resource: \_\_\_\_\_

Publisher/Date: \_\_\_\_\_

**EALR 1: The student understands and uses different skills and strategies to read.**

**Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.**

<p><b>Section 1 - Grade Level Expectation:</b></p> <p>Apply reference skills to determine word meanings.</p> <p><b>Evidence of Learning</b> (how the learning in GLE is demonstrated):</p> <ul style="list-style-type: none"> <li>Use glossaries and dictionaries to find and confirm word meanings.</li> </ul>	<p><b>Section 3 – Content</b> (knowledge, skill, concept, process):</p> <p><b>Context</b> (how the student acquires and demonstrates the learning; instructional conditions and tasks):</p> <p>Instruction provided/page #s: <input type="checkbox"/> _____ Opportunities to practice/page #s: <input type="checkbox"/> _____</p> <p><b>Cognitive demand/Cognition Type:</b></p>
<p><b>Section 2 - District Curriculum:</b></p> <p><b>Content:</b></p> <p><b>Context:</b></p> <p><b>Cognitive Demand:</b></p>	<p><b>Section 4 – Degree of alignment:</b> Fully Not at all Partially</p> <p><b>Gaps to be addressed:</b></p>
<p><b>Section 5 – Assessment:</b> Are multiple aligned assessment measures available? Yes No</p> <p><b>Gaps to be addressed:</b></p>	

**APPENDIX E:  
INSTRUCTIONAL  
MATERIALS  
COMMITTEE FORMS**

# SPOKANE SCHOOL DISTRICT

## *Curriculum Adoption Report*

(Date for Proposed Board Meeting)

This report serves to functions:

1. A school proposes a new course.
2. The district is proposing revisions to materials after reviewing a program.

*It is important to communicate with appropriate curriculum coordinators, principals, and directors throughout this process.*

- A. **PROGRAM**: Provide the name and title of the person submitting this report. Describe the content area or general program under review. Briefly give a rationale for this proposal.
- B. **SPECIFIC COURSE DESCRIPTION**: This section need to include the following:
- ☪ Actual title as it will appear in the transcript, current SASI number and the two or three sentence description that will appear in the course catalog.
  - ☪ It is a new course, the amount of credit to be earned and the relationship to graduation requirements must be included. For example, this course is a yearlong course that will meet elective credit. A proposed SASI number needs to be included.
  - ☪ For elementary adoptions, a description of the program area is necessary.
- C. **LEARNING TARGETS AND ASSESMENT**: This section includes a written description of what students are expected to know, understand, or be able to do by the completion of the course. It will be important to include state and district targets, and assessment strategies. A summary of collaboration with the Assessment Director is required. Suggested assessments should be briefly outlined. Evidence that this proposal is in alignment with the SHAPeS attributes of high expectations, personalized learning environments, and students meaningfully engaged in classroom work should be addressed.
- D. **SUMMARY OF COMMITTEE TO REVIEW AND SELECT**: Include a description of the committee (characterized by a representative group of practitioners), Special Programs representatives, equity, Title I representatives (elementary and middle school level adoptions), and Central Administrators when appropriate. The purpose of the committee and the timeline for work should be noted. The report will include the range of materials reviewed, the criteria (including screening for bias) used for selection, and any field-testing that was conducted.
- E. **DESCRIPTION OF THE REVIEW AND INPUT PROCESS**: A brief summary of the review process should be included in this section. It is important to note the discussions held with the following groups at their regularly scheduled meetings: appropriate level teachers, coordinators, equity, directors, principals/assistant principals, Council for Curriculum and Assessment. Any comments from the Board of Directors following their approval can be noted.

F. **RECPOMMENDATIONS FOR RESOURCES:**

- ☞ Include the title of any major text, publisher, and copyright of the material selected for purchase.
- ☞ Budget information required: cost per text, the amount of total text purchased, supplemental materials included by publisher at no charge, and other supplemental materials that need to be purchased over a period of time. Example: Int. 1 books one year, Int. 2 books the next year, etc.
- ☞ Buildings for which the materials are being purchased.

G. **IMPLEMENTATION AND PRIFESSIONAL DEVELOPMENT:** This section should detail the start date for the new adoption, expected date of arrival of materials, and the professional development needed to support the adoption. Any professional development proposal must be in collaboration with the Professional Development Director.

H. **PROGRAM EVALUATION:**

Curriculum  
Assessment  
Professional Development

## INSTRUCTIONAL MATERIALS AND CURRICULUM ADOPTION INFORMATION

Considering offering a new class? Deciding to purchase new materials not currently on the list of approved District materials? What about a video you are considering to show your students in conjunction with classroom instruction? Well, you've come to the right place for information.

Here in the Wenatchee School District, we have policies in place that guide how we approve new curriculum, textbooks, and/or classroom materials. If you want to get into the nitty-gritty of these policies they can be found under the 2000 series [Instruction] in the District Policy Manual. You may find a District Policy Manual in each school building office. Listed below is a summary of required steps as you go through the process of having new classes approved, adopting textbooks or other materials, and/or using supplemental materials.

### OFFERING NEW COURSES:

Policy 2020 states that, "All new courses or major modifications to existing courses must be approved by the Superintendent prior to implementation. The Superintendent, in turn, shall inform the Board before the new course or major revision to an existing course is implemented." Therefore, if you wish to introduce a new course or significantly modify any current courses, they must first be approved by the Superintendent. Unless the new class comes under the category of a major adoption in the district adoption cycle, all costs incurred must be taken care of with building funds. The District budget provides for planned, major adoptions.

### ADOPTING NEW INSTRUCTIONAL MATERIALS:

Any new instructional materials used as a class set or larger must go through the Board Adoption Process. First, the materials are presented informally through the pertinent articulation team. Then, they are presented to the Instructional Materials Committee. The Parent Communication and Advisory Board is also invited to the committee meeting to review the materials. After a presentation and review of the materials, the committee decides if the materials should next go the School Board for review. If so, it becomes an agenda item for the School Board and they conduct a First Reading, which usually also involves a presentation. On a Second Reading the Board will take action to adopt or deny the materials.

### REMOVING INSTRUCTIONAL MATERIALS:

At times, it may become apparent that a particular text or other instructional material no longer meets the instructional needs of the district or a request may be made to reconsider materials that are deemed inappropriate. In these cases, a "Request for Reconsideration of Instructional Materials" may be obtained from the Central Office Learning & Teaching Department or at each individual school office. They should be submitted to the Instructional Materials Committee for consideration and acted upon by the Board.

## Wenatchee School District Curriculum Study Cycle (2002-2009)\*

Subject	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Art K-5	Update	Maintain	Study	Study	ADJUST	ADJUST	Maintain
Art 6-8	Maintain	Maintain	Maintain	Maintain	Maintain	Maintain	Study
Art 9-12	ADJUST	Maintain	Maintain	Maintain	Maintain	Maintain	Study
Music	Maintain	Maintain	Study	ADJUST (K-2)	ADJUST (3-6)	Maintain	Maintain
Language Arts K-8	Maintain	Study	Study	Study/ ADJUST	ADJUST	ADJUST	Maintain
Language Arts 9-10	ADJUST	Maintain	Maintain	Maintain	Maintain	Maintain	Study
Language Arts 11-12	Study	ADJUST	Maintain	Maintain	Maintain	Maintain	Study
Informational Skills [Big 6]	Maintain	Study	ADJUST	Maintain	Maintain	Maintain	Maintain
Environmental Education	Maintain	Maintain	Study	Maintain	Maintain	Maintain	Maintain
Science K-5	Maintain	Maintain	Maintain	Study	Study	ADJUST	Maintain
Science 6-8	Maintain	Maintain	Study	ADJUST	Maintain	Maintain	Maintain
Science 9-12/+AgriScience	Maintain	Maintain	Study	Study	ADJUST (9-10)	ADJUST (11-12)	Maintain
Social Studies K-8	ADJUST	Maintain	Maintain	Maintain	Maintain	Maintain	Maintain
Social Studies 9-12	Study/Pilot	ADJUST	Maintain	Maintain	Maintain	Maintain	Maintain
Health & Fitness K-8	Maintain	Maintain	Maintain	Maintain	Study	ADJUST	Maintain
Health & Fitness 9-12	Maintain	Maintain	Maintain	Maintain	Study	ADJUST	Maintain
Math K-5	Study/Pilot	ADJUST (K-2)	ADJUST (K-2)	ADJUST (3/4)	ADJUST (4/5)	Maintain	Maintain
Math 6-8	Study/Pilot	ADJUST	ADJUST	Maintain	Maintain	Maintain	Maintain
Math 9-12	Study/Pilot	ADJUST	ADJUST	Maintain	Maintain	Maintain	Maintain
International Lang. MS/HS	Maintain	Maintain	Maintain	Maintain	Maintain	Study	ADJUST
Trade and Industry**	Maintain	Maintain	Maintain	Maintain	Study	ADJUST	Maintain
Business & Marketing Educ.	Study	ADJUST	Maintain	Maintain	Maintain	Study	ADJUST
Agriculture	Study	ADJUST	Maintain	Maintain	Maintain	Maintain	Maintain
Family & Consum Science 9-12	Maintain	Maintain	Maintain	Study	ADJUST	Maintain	Maintain
Technology Labs 6-8	ADJUST	Maintain	Maintain	Maintain	Maintain	Maintain	Study
Technology Labs & CAD 9-12	Maintain	Study	ADJUST	Maintain	Maintain	Maintain	Study

\*Includes Implications for Instructional Materials/Equipment, Assessment, Instruction, and Professional Development

\*\*Programs include Health Occ., Sports Medicine, Fitness Specialist, Graphic Communication Program

10/26/05

Walla Walla Public Schools  
ADOPTION REQUEST FORM

Text Title \_\_\_\_\_ Author \_\_\_\_\_

Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

Course Title \_\_\_\_\_ Grade Level \_\_\_\_\_

This text is: New \_\_\_\_\_ Replacing \_\_\_\_\_

Number of copies needed: \_\_\_\_\_ Unit Price: \$ \_\_\_\_\_

The text is intended for use beginning in \_\_\_\_\_ 2\_\_\_\_\_.

I have taken the following steps to determine the suitability of the text:

- ( ) 1. I have notified the Department of Curriculum & Instruction of this text adoption request and received approval. Essential Academic Learning Requirements (EALRs) have been checked.

Signed \_\_\_\_\_  
(Department of Curriculum & Instruction)

- ( ) 2. I have read the text and found that it meets the criteria for the selection of instructional materials, including criteria for the elimination of race, sex, age, and handicap bias. This is a mandatory step. (RCW 28A.640) (WAC 392-190-055)

- ( ) 3. I have evaluated the reading level and found the level appropriate for the intended grade level.  
Explain: \_\_\_\_\_

- ( ) 4. I am familiar with other departmental or level adoptions with the district.

- ( ) 5. The text correlates to the curriculum's student learning objectives.

- ( ) 6. Reason for change of text: \_\_\_\_\_  
\_\_\_\_\_

- ( ) 7. Other texts I have considered: \_\_\_\_\_

- ( ) 8. List all the support materials needed for this adoption on the back of this sheet.

---

Text Selector's Signature \_\_\_\_\_ Date \_\_\_\_\_

APPROVAL DATES

Principal \_\_\_\_\_ Date \_\_\_\_\_

Instructional Materials Committee \_\_\_\_\_ Date \_\_\_\_\_

School Board Approval Date: \_\_\_\_\_ Form revised: 1/5/05 (2 pages)



Walla Walla Public Schools  
SUPPLEMENTAL MATERIALS REQUEST FORM

Title \_\_\_\_\_ Author \_\_\_\_\_

Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

Course Title \_\_\_\_\_ Grade Level \_\_\_\_\_

This material is: New \_\_\_\_\_ Replacing \_\_\_\_\_

Number of copies needed \_\_\_\_\_ (title)  
Unit Price \$ \_\_\_\_\_

The material is intended for use beginning: \_\_\_\_\_

I have taken the following steps to determine the suitability of the material:

- 1. Essential Academic Learning Requirements (EALRs) have been checked
- 2. I have read or viewed the material and found that it meets the Criteria for the Evaluation of Instructional materials, including criteria for the elimination of race, sex, age, and handicap bias.
- 3. I have evaluated the reading level and found the level appropriate for the intended grade level.  
Explain: \_\_\_\_\_
- 4. I am familiar with other departmental or level adoptions with the district.
- 5. The material correlates to the curriculum's student learning objectives.
- 6. Reason for change or addition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7. Other materials I have considered: \_\_\_\_\_

Material Selector's Signature \_\_\_\_\_ Date \_\_\_\_\_

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- Approved
- Denied Reason for denial: \_\_\_\_\_  
\_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Revised 1/5/05

# Request for Alternate Curriculum

Walla Walla Public Schools  
364 South Park Street  
Walla Walla, WA 99362-3293

Request initiated by \_\_\_\_\_

Address \_\_\_\_\_ Phone #: \_\_\_\_\_

Material Questioned: \_\_\_\_\_

Author/Producer: \_\_\_\_\_ Copyright \_\_\_\_\_

Class/Instructor where material is being used: \_\_\_\_\_

## Please complete or check off each of the following statements.

\_\_\_\_\_ I have read/viewed the material in question.

\_\_\_\_\_ *\*I have met with the teacher within five days of receipt of syllabus and have discussed my concerns, as outlined on this form.*

\_\_\_\_\_ \*I acknowledge that at the beginning of the school year I read, signed, and returned to school a course syllabus (and a corresponding philosophy statement) on which this material was listed as part of the course of study.

\_\_\_\_\_ I am aware that the curriculum associated with this material has been aligned with Washington State's **E**ssential **A**cademic **L**earning **R**equirements and that my student will receive an alternate assignment of equal value.

## Specific Basis for Concern:

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\_\_\_\_\_  
(your signature)

\_\_\_\_\_  
(date)

Please return this form to a building administrator within five days of meeting with the classroom teacher.

\* **Secondary Only**

Revised 3.10.05



North Thurston Public Schools

# REQUEST FOR APPROVAL OF INSTRUCTIONAL MATERIALS FORM

DEPARTMENT OF TEACHING & LEARNING

## INTRODUCTION

The following information is required prior to instructional materials being reviewed by the Instructional Materials Committee:

## DESCRIPTION OF INSTRUCTIONAL MATERIAL

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

PUBLISHER \_\_\_\_\_

COPYRIGHT DATE \_\_\_\_\_

TYPE OF MATERIAL \_\_\_\_\_  
(e.g., Textbook, Videotape, Software)

COURSE TITLE \_\_\_\_\_

GRADE LEVEL \_\_\_\_\_

SCHOOL NAME or DISTRICT WIDE \_\_\_\_\_

MATERIAL IS: New \_\_\_\_\_ Replaces (Specify) \_\_\_\_\_

NUMBER OF COPIES NEEDED \_\_\_\_\_ UNIT PRICE \_\_\_\_\_

DATE MATERIAL TO BE USED \_\_\_\_\_

## EVALUATION OF MATERIAL (Please note Mandatory Steps)

\_\_\_ 1. I (or we) have read/reviewed and found that this material meets the criteria of the District Instructional Materials Committee, including criteria for the elimination of sex and racial bias. (Mandatory Step)

\_\_\_ 2. I have evaluated the material utilizing the Computer Software Evaluation Form for computer software (Please attach).

\_\_\_ 3. I have compared it with other available texts. List titles: \_\_\_\_\_

\_\_\_ 4. I have compared reviews of it with reviews of other available texts. List source of reviews: \_\_\_\_\_

\_\_\_ 5. I have evaluated the reading level and found it averages about \_\_\_\_\_ grade. (Mandatory Step)

\_\_\_ 6. I have used the text on a pilot basis for about \_\_\_\_\_ weeks. (Requires Pilot Approval by the Assistant Superintendent for Teaching & Learning prior to pilot start.)

\_\_\_ 7. Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# APPROVAL REQUEST (2)

\_\_\_ 8. Comments:

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## SIGNATURES

_____	Date _____
Text Selector	
_____	Date _____
Program Leader	
_____	Date _____
Principal	
_____	Date _____
Program Administrator	
_____	Date _____
Assistant Superintendent, Teaching & Learning	
Instructional Materials Committee Approval	Date _____
Board Approval	Date _____



# North Thurston Public Schools IMC SELECTION CRITERIA

DEPARTMENT OF TEACHING & LEARNING

## INTRODUCTION

The following checklist is provided to assist in selecting materials consistent with the criteria listed in Policy 2311 and Procedure 2311P. Materials with an unsatisfactory rating on the following checklist will not receive a Recommendation for Approval from the Instructional Materials Committee.

## DESCRIPTION OF INSTRUCTIONAL MATERIAL

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

PUBLISHER \_\_\_\_\_

COPYRIGHT DATE \_\_\_\_\_

TYPE OF MATERIAL \_\_\_\_\_

(e.g., Textbook, Videotape, Software)

## EVALUATION OF MATERIAL

Please circle the most appropriate rating for each criteria statement.

Legend: E = Excellent US = Unsatisfactory  
S = Satisfactory NA = Not Applicable

- |  |   |   |    |    |    |
|--|---|---|----|----|----|
| 1. Consistent with state and District standards, programs and goals.   | E | S | US | NA |    |
| 2. Reflects respect for personal worth and lifestyles.   | E | S | US | NA |    |
| 3. Aids in building positive attitudes and understandings.   | E | S | US | NA |    |
| 4. Depicts cultural diversity.   | E | S | US | NA |    |
| 5. Contains racial/ethnic balance in main characters and illustrations.  | E | S | US | NA |    |
| 6. Deals effectively with issues and problems.   |   | E | S  | US | NA |
| 7. Offers accurate and/or realistic treatment of subject.  |   | E | S  | US | NA |
| 8. Presents more than one viewpoint of controversial issues.   | E | S | US | NA |    |
| 9. Makes provision for distinguishing between fact and opinion.  | E | S | US | NA |    |
| 10. Presents qualities such as leadership, imagination, intelligence and courage in male and female characters and in minority characters. | E | S | US | NA |    |
| 11. Portrays both men and women performing similar work in related fields.   |   | E | S  | US | NA |
| 12. Gives females, males, and minorities credit for discoveries and contributions to social, artistic and scientific groups.               | E | S | US | NA |    |
| 13. Shows minority characters in a variety of lifestyles in active, decision-making, and leadership roles.                                 | E | S | US | NA |    |





## SOFTWARE EVALUATION (2)

### EVALUATION CHECKLIST

Please check Yes, No, or Not applicable for each question below. To add information, or to clarify an answer, use “Comments” at end of each section.

Yes No N/A EDUCATIONAL

CONTENT

\_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_

1. Is the program content accurate?
2. Is the program content appropriate for intended users?
3. Is the difficulty level consistent for material, interest, and vocabulary?
4. Is the program content free of racial, cultural, sexual, or political bias?
5. Does the program content compliment district grade level content standards and the EALR’s?

Comments:

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Yes No N/A PRESENTATION

\_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_

1. Is the program free of technical problems?
2. Are the instructions clear?
3. Is the curriculum material logically presented and well organized?
4. Do graphics, sound, and color, if used, enhance the instructional presentation?
5. Is the frame display clear and easy to read?

Comments:

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Yes No N/A INTERACTION

\_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_  
 \_\_\_ \_\_\_ \_\_\_

1. Is the feedback effective and appropriate?
2. Do cues and prompts help students to answer questions correctly?
3. Can students access the program “menu” for help or to change activities?
4. Can students control the pace and sequence of the program?
5. Are there safeguards against students “bombing” the program by erroneous inputs?
6. Does the program encourage active student involvement?

Comments:

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# SOFTWARE EVALUATION (3)

Yes No N/A TEACHER

USE

1. Is record-keeping possible (within the program or through documentation worksheets)?
2. Does teacher have to monitor student use?
3. Can teacher modify the program?
4. Is the documentation clear and comprehensive?

Comments:

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## OVERALL EVALUATION

Check One

Excellent Program. Recommend without hesitation.

Fair. Might want to wait for something better.

Good program. Consider purchase.

Not useful. Do not recommend purchase.

## SIGNATURES

\_\_\_\_\_

REVIEWER

Date \_\_\_\_\_

\_\_\_\_\_

PRINCIPAL

Date \_\_\_\_\_

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