

INSTRUCTION

Course Design, Selection, and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from [Policy 2311](#) will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to their needs.

I. Course Design

A. Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards.
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning.
3. Processes and resources used to assess student progress and address teacher professional learning.

Based on this review, the following might occur:

1. Affirmation of continued use of current processes and instructional materials.
2. Establishment of a timeline for completion of recommended tasks.
3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design.
4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC).
5. Design of course implementation and staff development plans.
6. Identification of projected budget needs in accordance with established timelines.
7. Maintained communications with impacted stakeholders.

B. New Courses or Major Modifications to Existing Courses

The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school's college and career pathways.

When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure.

II. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance necessary to accomplish this.

A. Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	identify		establish adoption procedure	recommend	adopt
Alternative core	identify		designate selector		
Intervention	identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

B. Social Studies Instructional Materials Review or Adoption

In compliance with [RCW 28A.320.170](#), when the board adopts or reviews the district's social studies course design, it will incorporate the history, culture, and government of the nearest federally recognized Indian tribe or tribes using the John McCoy (lulilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials on the Office of the Superintendent of Public Instruction (OSPI) website. The district may adapt these resources for regional relevance or integrate them into existing instructional materials.

During the regularly scheduled reviews and revisions of its social studies and history courses, the district will collaborate with any federally recognized tribe within or near its boundaries to incorporate expanded and improved instructional materials about Indian tribes and create classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with OSPI on instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

C. Inclusive Instructional Materials

In compliance with [RCW 28A.345.130](#), the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in [RCW 43.114.010](#), and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

D. Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, including textbooks, technology-based materials, or other educational media.

E. Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

F. Technology-based Resources

As new technologies rapidly evolve, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers.

III. Core Instructional Material Selection

A. Instructional Materials Committee

The IMC is formed to establish and monitor the evaluation and recommendation of core materials used by the district in conformance with stated criteria. The committee will act upon requests for core material approval and evaluate and act upon a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) requests for reconsideration of core materials.

The IMC shall meet at least three (3) times per year, scheduled in October, February, and March. If necessary, the committee chairperson may call special meetings. An agenda will be published, and necessary materials will be sent to members two (2) weeks prior to meetings. Meetings will be canceled if no agenda items are received within a reasonable time prior to publishing the agenda. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

The IMC shall be established in alignment with [RCW 28A.320.230](#) by the chief academic officer in consultation with the Everett Education Association president, soliciting volunteers and appointing the following members for rotating terms of two years:

- IMC chairperson
- Chief academic officer or designee
- Instructional technology curriculum specialist or facilitator
- An elementary school, a middle school and a high school principal
- A parent, guardian or custodian of an Everett Public Schools elementary student, middle school student, and high school student
- A librarian
- An elementary, a middle school, and a high school teacher
- Director of categorical programs or designee
- English Language Learner (ELL) facilitator/teacher
- Director of special education or designee
- A special education teacher

The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the terms of office for members. The district will also develop and implement a comprehensive outreach program to recruit a diverse pool of parent members that reflects the district's demographics and learning needs to the greatest extent possible. If the IMC cannot recruit at least one (1) parent, it must report quarterly to the board and the public about its recruitment efforts.

The superintendent or designee will appoint members through the district's committee process. The board must approve membership. The CRC chairperson shall become an ad hoc member of the IMC when that specific committee's referral is under review.

Some members of the committee may fill more than one (1) role with the exception of parent representatives who should not be district employees. At no time shall parent representatives make up the majority members of the IMC.

B. Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based on the degree to which they do the following:

1. Demonstrate a likelihood of impact as shown by scientific or evidence-based research
2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students
5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, so students may develop critical analysis and informed decision-making skills
6. Demonstrate consideration of appropriate formats (including technological, visual, and/or auditory components)
7. Support equitable access to learning and learning materials for all students, including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them
8. Are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, Screening for Biased Content in Instructional Materials, published by OSPI, should be consulted when selecting non-biased materials.

C. Identification of Core Instructional Materials

Core materials shall be initially selected by certificated staff assigned by the superintendent or designee. Materials must meet the Criteria for the Selection of Core Materials described above.

D. Recommendation of Core Instructional Materials

The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC shall review those materials in accordance with this procedure to ensure compliance with the described selection criteria and will use the instructional material evaluation guidance on the OSPI Course Design and Instructional Materials website.

Based on its evaluation, the IMC will recommend instructional materials to the board for adoption.

The IMC Chairperson will be responsible for documenting the activities of each meeting by establishing an agenda, publishing attendance and minutes, and producing a memorandum summarizing the IMC recommendation to the superintendent.

As outlined in [RCW 28A.320.230](#), recommendations must include culturally and experientially representative instructional materials including materials on the study of the role of contributions of individuals or groups that are part of a protected class under [RCW 28A.642.010](#) and [RCW 28A.640.010](#), but the board will ultimately decide what instructional materials are used.

In accordance with [RCW 28A.320.233](#), the board cannot refuse to approve or prohibit any instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by [RCW 28A.642.010](#) and [RCW 28A.640.010](#).

E. Adoption of Core Instructional Materials

The board must approve core instructional materials before they are used in the classroom. Texts selected previously are exempt from this requirement.

F. Regularly Scheduled Core Material Updates

Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

H. Dual Credit Programs

Dual credit programs consistent with the requirements under [Chapter 28A.600 RCW](#), may have varying course designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

I. Field Testing

The superintendent or designee may consider using field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, or assessment resources through careful experimentation for an identified purpose based on student needs.

The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one (1) school year before the materials must be adopted through the formal process.

J. Citizen Access to View Core Materials

Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, district office, or online. The review and examination process should be arranged to avoid disrupting the educational program. Core materials should be reviewed with the knowledge of district objectives in mind.

K. Protest Procedure for Core Instructional Materials

In accordance with [RCW 28A.320.230](#), the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.

1. Submitting a Complaint: A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.
2. Seeking Resolution: If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.
3. Committee Review: If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.
4. Appeal Process: The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

The decisions made under this process must comply with [RCW 28A.320.233](#), be based on the selection criteria for core instructional material described in this procedure, and may apply only to the student or students whose parent or guardian submitted the complaint.

IV. Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students at risk of not meeting established learning standards will be approved by the superintendent or designee based on evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

V. Alternative Core Instructional Material Selection

The superintendent or designee will establish procedures for approving schools' use of alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that certificated staff designated by the building principal should select these alternative core materials.

VI. Supplemental Instructional Material Selection

Supplemental instructional materials will not require IMC approval or board adoption.

A. Selection of Supplemental Instructional Materials

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly review such materials and give due consideration to the text complexity, developmental level of students, appropriateness of language or images, bias against racial, gender, ethnic, or other social groups, and other sensitive issues.

In accordance with [RCW 28A.320.233](#), principals and professional staff cannot refuse to approve or prohibit any supplemental instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by [RCW 28A.642.010](#) and [RCW 28A.640.010](#).

B. Requests for Review and Removal of Supplemental Instructional Materials

1. Request for Review: A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.
2. Seeking Resolution: If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.
3. Principal's Decision: If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.
4. Appeal Process: If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with [RCW 28A.320.233](#), will be based on the criteria for selecting supplemental instructional materials described in this procedure, and may apply only to the student or students whose parent submitted the complaint.

VII. Temporary Supplemental Material Selection

The district's professional staff will rely on reason and professional judgment in selecting high-quality temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests.

Approval of Temporary Instructional Materials

Teachers or professional staff may select instructional materials for temporary and one-time use to enrich but not supplant core instructional materials. Criteria for selection of temporary instructional materials shall be in conformance with applicable state and federal laws; district mission, vision, and strategic plan and its associate goals; district and state curriculum standards; and the Criteria for Selection of Instructional Material established in [Board Policy 2311](#).

All purchased, free and donated temporary instructional materials shall be used in schools only if they meet these criteria for selection and if they are used in compliance with [Board Policy 2312](#) Copyright Compliance and when applicable, approval following review within the Web-Based Resources and Other Online Educational Resources in [Board Policy 2125](#).

Approval and use of temporary instructional materials will be at teacher discretion using his/her professional judgment.

Teachers planning to use temporary instructional materials which could be identified as controversial shall follow the procedure for selection of supplemental materials, including gaining approval from the program or school administrator with input from the program administrator.

Approval of Library Materials

Library materials for each school shall be selected by the teacher-librarian in accordance with [Policy 2309](#) and [Procedure 2309P](#) Library Information and Technology Programs.

Controversial Materials

It should be recognized that, under certain conditions, materials considered controversial are appropriate resources in that they may present contrasting and differing points of view that lead to greater mastery of instructional objectives. When used appropriately, these materials can increase student understanding of important issues and viewpoints reflecting the current and historical contributions of members of various ethnic, cultural, and religious groups, as well as intellectual perspectives.

In order to be considered for use in the classroom or inclusion in the library, all materials must meet the criteria for selection based on state and national standards, research-based instructional and assessment strategies, appropriate reading levels, evidence of positive impact of student learning, and criteria established in the Primary Objectives for Instructional Materials and Criteria for Selection of Instructional Materials.

Literary Works

In literary work of established quality, the use of profanity or sexual content is not in itself adequate reason for eliminating the material from the school. However, materials that include use of profanity and/or sex should be carefully evaluated for literary merit, relevant and meaningful curriculum objectives, and appropriateness for the age of students in the school.

Video

All videos shown to students must be previewed by the teacher in their entirety. Videos must be determined to have high educational merit, meet relevant and meaningful curriculum objectives, and be appropriate for the particular student audience. The school may require written parent permission be obtained by the teacher or professional staff prior to showing the video.

1. “G” rated videos and non-rated videos with “G” content may be shown to elementary students and are considered safe for viewing by all grade levels. In selected cases, “PG” rated videos and non-rated videos may be shown to elementary students upon prior approval by the school administrator using the Approval of Supplemental Instructional Materials procedure, and with written parent permission.
2. In selected cases, “PG” and “PG-13” rated videos and non-rated videos with such content may be shown to students in grades 6-8 upon prior approval by the school administrator using the Approval of Supplemental Instructional Materials procedure.
3. In selected cases, “PG-13” or “R” rated videos or non-rated videos with such content may be shown to students in grades 9-12 upon prior approval by the school administrator using the Approval of Supplemental Instructional Materials procedure. In cases where the overall video is considered to be of sufficient educational value, it may be appropriate to show the film but to skip scenes, which, in the judgment of the school administrator, are not appropriate for students.
4. Under no circumstances may “NC-17” or “X” rated videos be shown to any student.

Any staff member planning to use instructional materials which could be considered controversial shall follow the Approval of Supplemental Instructional Materials procedure, including gaining approval from the program or school administrator with input from the program administrator.

Reconsideration of Instructional Materials

Requests for reconsideration may be made by parents, guardians or custodians of students enrolled in Everett Public Schools. Such requests shall be acted upon in accordance with the district’s procedures for reconsideration of instructional materials.

Requests for removal of instructional material alleged to be objectionable are of two kinds:

- Requests that an individual student be excused from using certain specified instructional materials.
- Requests that specified material be removed from use by any student.

Procedure for Excusing a Student from Use of Specified Material

A parent, guardian or custodian may, by written request to the school principal, ask that an individual student be excused from using specified instructional materials.

The principal will work with the appropriate staff members and requesting party to resolve the matter. If the parent, guardian, or custodian is not satisfied with the resolution of the request at the school level, he/she may request a meeting with the school's supervising regional superintendent to resolve the matter. The decision of the supervising regional superintendent in such cases shall be final.

When the decision is made to excuse a student from using specified instructional materials, the teacher shall assign the student an alternate selection of approximately equivalent difficulty which is appropriate to the same or related objectives, provided such a selection is available.

Procedure for Processing Requests to Remove Specified Material

Informal Request and Resolution

Parents, guardians, or custodians of students enrolled in Everett Public Schools requesting reconsideration of materials must initiate their request informally at the school where their affected student attends by first speaking with the classroom teacher or professional staff. Community members living or working within the district boundaries requesting reconsideration of materials must initiate their request informally at their neighborhood school with the school administrator. When a request is received, the appropriate school administrator shall meet informally with the person making the request to hear the specific objections being raised and to explain how and why the challenged material was selected.

During the informal process, the material in question need not be removed from use. The school administrator may propose a resolution to the problem as part of this discussion. If, at the end of the informal discussion, the person making the request still wishes to challenge the material, the person may file a formal Request for Reconsideration of Instructional Materials (See Appendix J).

Formal Request for Reconsideration of Instructional Materials

Parents, guardians, or custodians of the district may formally request a review for reconsideration of materials when the person is dissatisfied with the results of an informal request. All formal requests shall be presented in writing by letter or using the appropriate form. The request shall include the name of the author, the title, the publisher, and the objections, citing specific page numbers and/or examples. The information must be complete in order to ensure a response to the request. The request shall be submitted to the curriculum department for referral to the instructional materials committee.

Restriction of the Use of Materials under Reconsideration

Instructional materials under reconsideration will normally not be restricted. In special cases where instructional materials were selected without regard to the appropriate procedure or content is particularly egregious, restriction of use will be at the discretion of the chief academic officer.

Review Committee

Within fifteen (15) business days of receiving a formal Request for Reconsideration, the chief academic officer shall direct the instructional materials committee chairperson to appoint an ad hoc sub-committee made up of members of the instructional materials committee, including one parent. Within twenty-five (25) business days of being appointed, the ad hoc sub-committee shall:

- a) Review the formal written request.
- b) Review student copies of the instructional materials under reconsideration.
- c) Review the documentation of the instructional materials selection process for the material in question to consider whether the challenged material was selected in accordance with district criteria and procedures for selection of instructional materials.
- d) Collect information and rationale of affected staff member(s) who advocate continued use of the materials.
- e) Collect information and rationale for reconsideration presented by the complainant.
- f) Consult published reviews of materials and opinions of other competent authorities.

The ad hoc sub-committee shall present a written report to the instructional materials committee at the next regularly scheduled meeting or at a special meeting scheduled within forty-five (45) business days of completing its work.

Instructional Materials Committee Recommendation

The instructional materials committee will consider evidence and provide a written report and recommendation to the chief academic officer for the retention or removal of the material in question. (See Appendix K)

Decision

The chief academic officer shall review the instructional materials committee recommendation and inform the complainant of the decision in writing within ten (10) business days after receipt of the recommendation.

Appeal to Superintendent or Designee

The complainant or any affected staff member may appeal the chief academic officer's decision to the superintendent or designee. Such appeal shall be in writing and filed with the superintendent or designee within ten (10) business days after receipt by the appellant of the chief academic officer's initial decision. The superintendent or designee shall promptly review the matter and shall inform all interested parties of his/her decision within fifteen (15) business days after receipt of the appeal.

Appeal to the School Board of Directors

Any complainant may appeal the superintendent or designee's decision to the board of directors by filing a written notice of appeal with the superintendent or designee within ten (10) business days after receipt of the superintendent or designee's decision. Such appeal shall be reviewed by the board of directors at a subsequent regularly scheduled meeting at which time a decision will be rendered.

If specifically requested in the notice of appeal, the complainant shall be entitled to a public hearing at the board meeting. If a hearing is held, the complainant shall be given the opportunity to state his or her position and to present a reasonable number of witnesses in support thereof. The district may present opposing testimony. The board may reasonably limit the number of witnesses and the length of the presentations. The board shall render its decision in writing within ten (10) business days after the conclusion of the hearing.

Cross reference: [Board Policy 2311](#)

Course Design, Selection, and Adoption of
Instructional Materials

Adopted: January 2000
Revised: December 2010
Updated: November 2011
Updated: September 2012
Revised: April 2016
Revised: October 2016
Updated: March 2017
Revised: June 2017
Updated: November 2019
Updated: December 2019
Updated: September 2020
Updated: October 2020
Updated: March 2022
Revised: June 2025

Instructional materials are defined by how they are utilized in the curriculum. Requirements for documentation of the adoption process are dependent upon how instructional materials are defined.

Core Instructional Materials

Core instructional materials are those materials that form the principle teaching and learning resources of a curriculum area or course. Core instructional materials are intended for use district-wide by every teacher of the curriculum area with every student each year. Core instructional materials are adopted directly by the school board.

Required Documentation:

- Appendix B – Instructional Materials Review Criteria and Evaluation Form
- Appendix C – Instructional Materials Evaluation to Assess Bias Content Form
- Appendix D – Instructional Materials Evaluation to Assess for Accessibility by Special Populations Form
- Appendix E – Digital Resources Review Form for L.I.T.S
- Appendix F – Instructional Materials Review Form for Staff Members
- Appendix G – Instructional Materials Review Form for Community Members
- Appendix H – Instructional Materials Committee Recommendation Form
- Additional documentation identified in the Core Instructional Materials Adoption Manual kept by the Curriculum Department

Documentation shall be retained by the curriculum department throughout the life of the adoption.

Supplemental Instructional Materials

Supplemental instructional materials are those materials used regularly to support, expand, enrich, and/or individualize core instructional materials to meet the specific needs of students, but are not intended to supplant the core instructional materials. Approval of supplemental instructional materials is delegated to the program or school administrator with input from the program administrator.

Required Documentation:

- Appendix I – Supplemental/Intervention/Alternative Core Instructional Materials Evaluation and Approval Form
- Appendix C – Instructional Materials Evaluation to Assess Bias Content Form
- Appendix D – Instructional Materials Evaluation to Assess for Accessibility by Special Populations Form
- Appendix E – Digital Resources Review Form for L.I.T.S.

Documentation shall be retained by the program or school administrator throughout the use of the materials.

Intervention Instructional Material Selection

Intervention Instructional Materials are those designed to support strategic or intensive intervention for students at risk of not meeting established learning standards but are not intended to supplant the core instructional materials. Approval of Intervention Instructional Materials is delegated to the program administrator with input from the school administrator.

Required Documentation:

- Appendix I – Supplemental/Intervention/Alternative Core Instructional Materials Evaluation and Approval Form
- Appendix C – Instructional Materials Evaluation to Assess Bias Content Form
- Appendix D – Instructional Materials Evaluation to Assess for Accessibility by Special Populations Form
- Appendix E – Digital Resources Review Form for L.I.T.S.

Documentation shall be retained by the program or school administrator throughout the use of the materials.

Alternative Core Instructional Material Selection

Alternative Core Instructional Materials are used when there is an identified need for core materials for specialized course offerings or flexible learning environments. Approval of Alternative Core Instructional Materials is delegated to the program administrator with guidance certificated staff designated by the school administrator.

Required Documentation:

- Appendix I – Supplemental/Intervention/Alternative Core Instructional Materials Evaluation and Approval Form
- Appendix C – Instructional Materials Evaluation to Assess Bias Content Form
- Appendix D – Instructional Materials Evaluation to Assess for Accessibility by Special Populations Form
- Appendix E – Digital Resources Review Form for L.I.T.S.

Documentation shall be retained by the program or school administrator throughout the use of the materials.

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

Grade Level Standards: _____

Evaluator(s)

Date

I. Readability Report

Explanation of target student population: _____

II. Subject Area Standards

1. With what standards does the course align?

2. Do the instructional materials align with the subject area standards?

Inadequate

Adequate

**Fully
Developed**

A.

☐
☐
☐

B.

☐
☐
☐

C.

☐
☐
☐

D.

☐
☐
☐

3. Are the topics organized in ways consistent with learning standards?

☐
☐
☐

4. Do the instructional materials provide for learning experiences where students demonstrate what they know and are able to do at all four Depth of Knowledge levels as appropriate to grade level and content?

Inadequate

Adequate

**Fully
Developed**

Level 1 – Recall of Information

☐
☐
☐

Level 2 – Basic Application of Skill/ Concept

☐
☐
☐

Level 3 – Strategic Thinking

☐
☐
☐

Level 4 – Extended Thinking

☐
☐
☐

III. Research-Based Instructional Strategies

	N/A	Inadequate	Adequate	Fully Developed
1. Are the instructional materials supported by evidence of positive impact on student learning and achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the instructional materials:				
2. Aid student growth in conceptual-thinking, factual knowledge, and/or ethical standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide for a significant amount of relevant, hands-on minds-on activities for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Offer instruction in the use of a variety of appropriate tools and provide opportunities for students to use the tools correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide for a variety of instructional strategies to meet the diverse needs of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide for a variety of instructional groupings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Adequately develop the concept before moving to independent student practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Build upon students' previous experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide for adequate review of previously learned knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Make connections within the content, with other subjects, and emphasize real world applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provide a variety of problem-solving strategies and opportunities for students to solve routine and open-ended problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provide for diagnostic, formative, and summative assessment of student progress toward learner outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist teachers in interpreting the assessments and using the information to plan instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Support communicating with parents and assisting parents in supporting their student's education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Digital Resources

	N/A	Inadequate	Adequate	Fully Developed
1. Do the digital resources of the instructional materials provide for instructional supports such as:				
a) remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) extension opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) opportunities for self-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| d) interactive text and text features (maps, charts, graphs, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) student to student interaction, teacher to student interaction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) formative feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
2. Are the digital resources of the instructional materials:
- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) customizable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) updated frequently and regularly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) accessible on a variety of platforms and devices, facilitating access both at home and at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) a complimentary tool supporting the text | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) secure exchange of student data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
3. As the digital resources are updated, what is the per pupil or per teacher cost to keep any corresponding print materials synchronized?
-

V. Other Criteria

	N/A	Inadequate	Adequate	Fully Developed
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

Grade Level Standards: _____

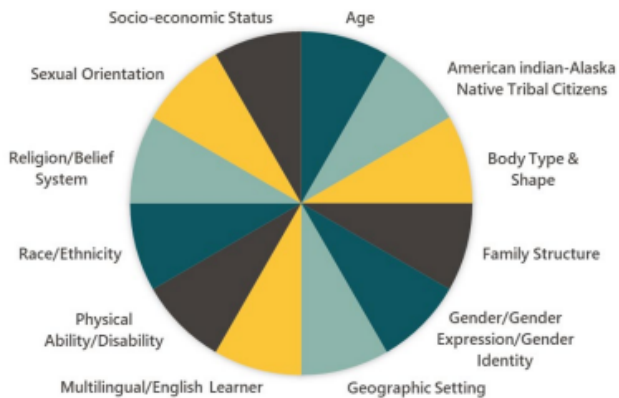
Evaluator(s)

Date

Bias Evaluation Tool Adapted from OSPI

Diversity and Representation

Representation in the instructional material should reflect the rich cultural diversity and lived experiences of all students. Below are some aspects of diversity to consider as you review the criteria in the screening tool.



Include other identifiers of students and families in your community (e.g., military families, students experiencing homelessness, etc.):

I. Variety of Roles and Character Traits

Characters/figures central to the instructional materials show diverse groups in a variety of roles and occupations.

	N/A	Inadequate	Adequate	Fully Developed
Different genders and gender identities.	q	q	q	q
Different races/ethnicities/cultures/tribal citizens.	q	q	q	q
Persons with disabilities	q	q	q	q
Other identifiers important to our district	q	q	q	q

When present in the instructional material, character traits such as courage, leadership, intelligence, integrity, etc., are distributed among diverse groups.

Different genders and gender identities	q	q	q	q
Different races/ethnicities/cultures/tribal citizens	q	q	q	q
Persons with disabilities	q	q	q	q

Other identifiers important to our district perspectives.	q	q	q	q
---	---	---	---	---

Characters/figures are described by their behaviors, beliefs, and values rather than unnecessary socio-economic descriptors.	q	q	q	q
--	---	---	---	---

Comments/examples from this section:	<hr/>			
	<hr/>			

II. Multiple Perspectives and Contributions

Biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully.

	N/A	Inadequate	Adequate	Fully Developed
Different genders and gender identities.	q	q	q	q
Different races/ethnicity/cultures/tribal citizens.	q	q	q	q
Persons with disabilities.	q	q	q	q
Other identifiers important to our district.	q	q	q	q
The instructional materials present multiple sides of any controversial and complex issues related to the content area.	q	q	q	q
When reviewing and adopting instructional materials for social studies and history, the Since Time Immemorial and tribally developed curriculum resources are integrated.	q	q	q	q
Comments/examples from this section:	<hr/>			
	<hr/>			

III. Multicultural Representation

	NA	Inadequate	Adequate	Fully Developed
The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds.	q	q	q	q
Any belief systems covered in the instructional materials are presented respectfully, accurately, and with appropriate context.	q	q	q	q
If belief systems are covered in the instructional materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.	q	q	q	q
Comments/Examples from this section:	<hr/>			
	<hr/>			

IV. Imagery and Language

	NA	Inadequate	Adequate	Fully Developed
The instructional materials use imagery that promotes inclusion and belonging in real-life, contemporary contexts.	q	q	q	q
The instructional material provides a range of text, examples, scenarios, and applications relevant to our district students' real-life experiences and cultural backgrounds.	q	q	q	q
The curriculum features visually diverse characters, and the characters of color do not all look alike.	q	q	q	q
Visual materials include people with disabilities, with various body types, and/or advanced age.	q	q	q	q
Illustrations depict different groups in roles of power and authority.	q	q	q	q
All labels or captions of images use inclusive and gender-neutral language and avoid stereotypical descriptions.	q	q	q	q
If the images/text in instructional material addresses a stereotype or bias, the historical, social, or cultural context is relevant to contemporary issues.	q	q	q	q
<u>Comments/examples from this section:</u>	<hr/>			
	<hr/>			

V. Family Representation

	NA	Inadequate	Adequate	Fully Developed
When family depiction is present in instructional material, families exhibit a range of configurations in addition to the traditional nuclear family model – single parents, adopted and foster children, stepparents, same-sex parents, and/or relatives living with the family.	q	q	q	q
When family references are present in instructional material, examples are sensitive to diversity in family dynamics and student experience of family and home.	q	q	q	q
<u>Comments/Examples from this section:</u>	<hr/>			
	<hr/>			

VI. Teacher Guidance

	NA	Inadequate	Adequate	Fully Developed
The instructional material provides strategies for teachers to elicit and instructionally respond to their student's prior knowledge, interests, and identities.	q	q	q	q

Guidance is provided on opportunities to partner with students' families and caregivers to enhance lessons.

q

q

q

q

Comments/examples from this section:

VII. Additional Considerations

Comments:

Do you have any concerns about author bias? If so, provide evidence in the comment section.

Do you have any additional concerns about generalizations, stereotypes or misrepresentations in the instructional material? Please document in the comment section.

VII. Final Recommendations

Comments:

Do you recommend the use of this instructional material from an inclusive and unbiased content perspective?

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

Grade Level Standards: _____

Evaluator(s)	Date
I. <u>General Accessibility</u>	
	N/A Inadequate Adequate Fully Developed
1. Are the instructional materials adaptable for all ability levels?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Do the instructional materials:	
2. Provide pre-assessments to determine individual learning needs of students?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Differentiate learning experiences to present respectful ways to learn?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Provide opportunities for flexibly grouping and re-grouping students according to needs and instructional objectives?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Define vocabulary in several different ways?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Provide learning activities at various levels of depth and complexity?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Allow students to demonstrate understanding in a variety of ways?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Provide assessments that measure students' personal best and individual growth?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Do the digital resources comply with the Web Content Accessibility Guidelines 2.0 Level AA from the W3C (World Wide Web Consortium)? http://www.w3.org/TR/WCAG20/#ensure-compat	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
a. <u>Perceivable</u> : content can be presented in different ways—large print, text-to-speech, ability to separate background from foreground, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. <u>Operable</u> : timing set by content or interface can be turned off or adjusted, multiple ways available to access content, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| c. <u>Understandable</u> : provides a dictionary or glossary, operates in predictable and consistent ways, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. <u>Robust</u> : compatible with current and future interfaces, including assistive technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Accessibility for Students with Learning Disabilities

Do the instructional materials:	N/A	Inadequate	Adequate	Fully Developed
1. Identify and prioritize essential/key information for each topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and prioritize essential/key content-specific vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide several versions of assessments aligned to the essential/key content and vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain grade-level rigor and standards while providing for modifications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide section/chapter summaries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide audio of section/chapter summaries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Include supplemental materials to accommodate accessibility of content for a range of learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can the instructional materials be easily modified to accommodate a variety of learning disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can the instructional materials be obtained in a format that enables the use of audio software?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other criteria as identified by the committee:	<hr/>			

III. Accessibility for Multilingual Learners

Do the instructional materials:	N/A	Inadequate	Adequate	Fully Developed
1. Provide graphic organizers, charts, realia, and other visual cues for understanding content-specific vocabulary and concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide practical recommendations for scaffolding language in service of contents, vocabulary and concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide opportunities for Multilingual Learners to read and write at grade level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Provide opportunities for teachers to incorporate best instructional practices and SIOP for Multilingual Learners (i.e., GLAD strategies)? ☐ ☐ ☐ ☐
5. Other criteria as identified by the committee: _____

IV. Accessibility for Students in the Highly Capable Program

- | Do the instructional materials: | N/A | Inadequate | Adequate | Fully Developed |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Provide for learning at an accelerated rate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provide for extended learning opportunities that are enriching and relevant to the acquisition of knowledge and skills beyond the learning standards? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide a high degree of depth, complexity, and abstraction? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Provide open-ended tasks for students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Provide opportunities for students to make choices about topics and/or products? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Other criteria as identified by the committee: | _____ | | | |

Date: _____

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

Technical information provided by: _____ Date: _____

Contact information: _____

I. Licensing available by: ☐ Student ☐ Teacher ☐ School ☐ District

a. Is there an annual licensing/maintenance fee? ☐ Yes ☐ No

b. Explain how licenses are assigned and/or monitored.

II. Product being reviewed is:

	Under Development	Field Test Version	Current Released Version	Planned for Future
Student View	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher View	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admin View	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further explanation: _____

III. Accessibility: ☐ Internet ☐ Intranet ☐ Software on Computer

Further explanation: _____

1. Is the product hosted by the vendor (software as a service), hosted locally, or are both options available?

- What operating system requirements for using the product?
- Is the product browser accessible or does it have an application for mobile devices? Chromebooks? Macs? Tablets? PCs?
- What browsers are supported?
- Is there a support and/or maintenance contract? If so, what are the associated fees, and what is included?

2. What are the technical requirements for setting up the digital environment including any hardware or software requirements, network specifications, and device storage requirements which might need to be budgeted into the purchase prices?
 - a. What hardware and network requirements are there for operating the product's digital resources?
 - b. Does use of the product require downloading?
 - c. Is media streaming from a hosted environment?
 - d. What additional apps are connected to the core product?
 - e. What sites are required to be whitelisted for the product's content to operate fully?
 - f. What is the onboarding model? What support is offered? What will the district need to provide? What, if any cost, is associated with the process?
 - g. What are the standard fees for customizations?
3. How are upgrades managed?
 - a. Is there a recommended upgrade interval?
 - b. If the product is upgraded to a new version, what are the costs for an existing customer?
 - c. What is the update delivery model?
4. What levels of access would the client have to the data or servers?
 - a. Is there a means to report out on performance, users, usage, etc.?
 - b. Are there any specific local access requirements, either administrative access, or access to local drives/resources?
5. How are user accounts set up and maintained?
 - a. What are the options for user management? Lightweight Directory Access Protocol (LDAP)? Active Directory Federation Services (ADFS)?
 - b. How are student rosters and teacher affiliation maintained? Are any necessary integrations manual or can they be automated?
 - c. Is there an ability to have co-teachers in the same class?
 - d. What is the process for setting up access to the materials for support staff and administrators?
 - e. What is the customer service model? (Teacher direct, through district, etc.)
6. What provisions are taken for data sharing and security?
 - a. If there are product-provided passwords, what kind of complexity and periodical changes are required/possible?
 - b. Can district data be used for any purposes beyond what is necessary for district use of the product (shared with third parties, etc.)?

7. Is there a partnership with any student information systems?
8. Do the digital resources comply with the Web Content Accessibility Guidelines 2.0 Level AA from the W3C (World Wide Web Consortium)?
<http://www.w3.org/TR/WCAG20/#ensure-compat>
 - a. Perceivable: content can be presented in different ways – large print, text-to-speech, ability to separate background from foreground, etc.
 - b. Operable: timing set by content or interface can be turned off or adjusted, multiple ways available to access content, etc.
 - c. Understandable: provides a dictionary or glossary, operates in predictable and consistent ways, etc.
 - d. Robust: compatible with current and future interfaces, including assistive technologies

9. Other:

L.I.T.S. Summary for Review Committee Consideration:

Account Management:

Hardware/Software Requirements:

Other:

Adopted: June 2017
Updated: September 2020



Appendix G
Instructional Materials Review Form for
Community Members

2311P
Page 30 of 37

Date: _____

From:

Name: _____

Street address: _____

City, State, Zip: _____

Phone: _____
(Home/Work/Cell)

Email address (optional): _____

I have reviewed the following instructional materials:

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

I would like to make the following comments:

My children are currently enrolled in Everett Public Schools

☐ Yes

☐ No

If yes, what grade levels? _____

(Please use the other side for continued comments or provide attachments.)

Updated: September 2020



Appendix H
Instructional Materials Committee
Recommendation

2311P
Page 31 of 37

Date: _____

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

Evaluator(s)

Date

I. Instructional Materials Committee Review

- ☐ 1. The procedure for review and selection of instructional materials was followed.
- ☐ 2. Instructional materials were screened for bias.
- ☐ 3. Instructional materials are age and reading level appropriate.
- ☐ 4. Instructional materials are of high quality.
- ☐ 5. Staff and community input was solicited and considered.

II. Instructional Materials Committee Recommendation

- ☐ Recommend
- ☐ Do not recommend

III. Instructional Materials Committee Documentation

Attach appropriate documentation:

- ☐ Meeting Agenda
- ☐ Meeting Attendance
- ☐ Meeting Minutes
- ☐ Summary Memorandum

Updated: September 2020



Appendix I
Supplemental/Intervention/Alternative Core
Instructional Materials Evaluation and
Approval

2311P
Page 32 of 37

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

Grade Level and Subject Area: _____

Evaluator(s)

Date

I. Readability Report

Explanation of target student population: _____

II. Review Criteria Evaluation

	N/A	Inadequate	Adequate	Fully Developed
1. Is this instructional material supported by evidence of positive impact on student learning and achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this instructional material:				
2. Align with the essential components of the subject area state standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Support and enrich the adopted core instructional materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide for a variety of instructional strategies to meet the diverse needs of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide for learning experiences where students demonstrate what they know and are able to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Aid student growth in conceptual, logical, and creative thinking, factual knowledge, and/or ethical standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Aid the students' development of skills in analytical thinking and informed decision-making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide for students to communicate in a variety of ways to describe their thought processes and share information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide for diagnostic assessment of student progress toward learner outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Plan for Use

This instructional material is related to the following curriculum standards/benchmarks:

For Supplemental Instructional Materials This instructional material will supplement adopted core instructional materials by:

For Intervention Instructional Materials This instructional material will support strategic or intensive intervention for students not meeting established standards by:

For Alternative Core Instructional Materials This instructional material will provide alternative or enhanced curriculum for specialized course offerings by:

I will meet the following instructional objective(s) with use of this instructional material:

I will determine the extent of student learning from these materials based on the following:

In the event that this instructional material includes controversial content, I plan to address controversial content by:

IV. Approval

- ☐ I have previewed this material in its entirety.
- ☐ I have evaluated this material to assess bias content (Attach Appendix C)
- ☐ I have evaluated this material for accessibility by special populations (Attach Appendix D)

Signature of Teacher

Date

This material has been ☐ approved ☐ disapproved (check one) because: _____

Signature of School Administrator

Date

Signature of Program Administrator

Date

All documentation must be complete and submitted to the Chief Academic Officer (CAO) for review and approval.
Keep one copy of your supplemental request documents at your building and send one copy to the CRC –
Academics Office; CAO.

Updated: September 2020
Revised: March 2024
Revised: June 2025



Appendix J
Request for Reconsideration of Instructional
Materials Now in Use

2311P
Page 35 of 37

Directions

Please complete this form and return it to the Curriculum Department, Everett Public Schools, 3900 Broadway Ave., Everett, WA 98201. If you wish to make additional comments, please write on a separate page, and attach to this form.

Source of Request

Initiator of request: _____

Address: _____

E-mail address (optional): _____

Telephone number: _____

Request represents: _____

Description of Material

☐ Basic Textbook

☐ DVD/Video

☐ Supplemental Textbook

☐ Computer Software

☐ Magazine/Periodical/Pamphlet

☐ Website

☐ Other Digital Resources

Other (Please specify) _____

Material Identification Information

Title: _____

Author: _____

Publisher/Developer: _____

Copyright date/Version: _____

School where material is used: _____

Subject/Course of study: _____

Grade level: _____

Explanation of Request

1. To what extent have you personally examined this material?

2. What is your understanding of how this material is used?

3. What are your specific objections to this material being used (Cite specific sections, pages and examples)?

4. What adverse effects do you believe these materials will have on students?

5. What criteria have you used to formulate your opinion about the material?

6. For what age level do you believe this material is appropriate?

7. Are there positive aspects to this material?

8. What results would you like to see from your Request for Reconsideration?

Other Comments:

Signature of complainant

Date

Updated: September 2020

Revised: June 2025



Appendix K
Instructional Materials Committee
Recommendation: Request for Reconsideration
of Instructional Materials

2311P
Page 37 of 37

Date request for reconsideration is received by the curriculum department: _____

I. Material Identification Information

Title of instructional material: _____

Type of instructional material: _____

Copyright Date/Version Number/Name

Publisher/Developer

School where material is used: _____

Subject/Course of study: _____

II. Instructional Materials Committee Recommendation

☐ Continue current use of material.

☐ Modify use of material in the following ways:

☐ Eliminate use of materials.

III. Instructional Materials Committee Meeting Information

Attach appropriate documentation:

☐ Meeting agenda (Including date, time, and location)

☐ Meeting attendance

☐ Meeting minutes

☐ Summary memorandum

☐ Request for Reconsideration

☐ Review activities/research

☐ Additional Statements in support and opposition of request

Adopted: January 2000

Revised: December 2010

Revised: April 2016

Revised: October 2016

Updated: September 2020