



## **INSTRUCTION**

### **Selection and Adoption of Instructional Materials**

#### **Definitions**

Instructional materials are defined by how they are utilized in the curriculum:

1. Core

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.

2. Supplemental

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 administrator or school administrator with input from the program administrator as designated by the superintendent.

3. Temporary

Temporary instructional materials are those materials intended for temporary and one-time use. Selection and approval of these materials are delegated to the professional staff as designated by the superintendent, giving proper regard to quality, appropriateness to the students, and relationship to learning standards and outcomes for the curriculum area or course.

4. Library

Library instructional materials are materials that make up the school library collection intended for students to use independently to support curriculum through reading, research and study. Selection of these materials is delegated to the professional teacher-librarian through a continuous process. Approval of library instructional materials is delegated to the school or program administrator as designated by the superintendent.

#### **Social Studies Curriculum Review or Adoption**

In compliance with [RCW 28A.320.170](#), when the board adopts or reviews the district's social studies curriculum, it will incorporate history, culture and government of the nearest federally recognized Indian tribes utilizing curriculum developed by OSPI and made available free of charge. The district may modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing instructional materials.

During the regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange.

The district will collaborate with the office of superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature.

## **Approval of Core Instructional Materials**

### **1. Initiating Core Adoption Procedure**

The chief academic officer shall initiate the core materials adoption procedure by calling for a review of currently used instructional materials and appointing a subject area curriculum review committee (CRC) chairperson.

### **2. Curriculum Review Committee**

The curriculum review committee chairperson, in consultation with the chief academic officer, shall establish a curriculum review committee composed of a representative group of professional staff. The purpose of the CRC is to conduct a needs assessment of current practices and instructional materials, evaluate new instructional materials, and select new instructional materials to be referred to the instructional materials committee. To arrive at a referral, the curriculum review committee shall:

- Conduct a needs assessment including a review of state and national standards, education research literature to identify best instructional and assessment strategies, and current district practices.
- Identify research-based instructional strategies and assessments.
- Develop instructional materials review criteria in conformance with applicable state and federal laws; district mission, vision, and strategic plan and its associated goals; district and state curriculum standards; and the Criteria for Selection of Instructional Materials established in [Board Policy 2311](#). (See Appendix B)
- Solicit instructional materials for review from publishers.
- Evaluate instructional materials based on review criteria developed in step 3.
- Screen potential instructional materials for sex and cultural bias. (See Appendix C)
- Carefully consider the value and impact of instructional materials on students with handicapping conditions, students identified as highly capable, and students facing language barriers. (See Appendix D)
- Require vendors complete a Digital Resources Review form and submit to Learning and Information Technology Services (L.I.T.S.) for review (Appendix E).
- Solicit input from staff of affected schools/grade levels regarding potential instructional materials. (See Appendix F)
- Provide an opportunity for public comment on potential instructional materials. (See Appendix G)
- Review and address staff input, digital resource review, and public comments.
- In consultation with the chief academic officer, develop an implementation plan including a timeline, cost analysis, professional development needs, accommodations for special populations, and technology integration.

- Make referral of selected instructional materials to the instructional materials committee.

Documentation shall be retained by the curriculum department throughout the life of the adoption. In addition to appendices to this procedure, the curriculum department will create an Instructional Materials Adoption Handbook to guide the CRC in documenting the process for selecting core instructional materials.

### 3. Instructional Materials Committee

The instructional materials committee (IMC) is a representative body established for the purpose of reviewing the CRC research and review process and recommending new instructional materials to the superintendent for potential adoption and to review Requests for Reconsideration of Instructional Materials.

The IMC shall be established 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 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 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.

The IMC shall meet at least three times per year, scheduled in October, February, and March. Additional meetings can be scheduled as needed, at the discretion of the chairperson. An agenda will be published, and necessary materials will be sent to members two weeks prior to meetings. Meetings will be canceled if no agenda items are received within a reasonable time prior to publishing the agenda.

For the purpose of recommending new instructional materials, the IMC shall review the curriculum review committee referral to ensure:

- a) The process for review and selection of instructional materials was followed.
- b) Instructional materials were screened for bias
- c) Instructional materials are age and reading level appropriate.
- d) Instructional materials are of high quality.
- e) Staff and community input were solicited and considered.

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.

#### 4. School Board Action for Adoption

##### First Reading

After IMC review, instructional materials under consideration for adoption shall be introduced to the school board for public review during a regularly scheduled school board meeting. The school board may request a presentation and discussion by the curriculum department during the first reading.

##### Public Comment Period

As published in the school board meeting minutes, instructional materials under consideration shall be available for public review during the interval between the first and second reading.

##### Second Reading

At the next regularly scheduled school board meeting, the school board shall take/review public comments and take action.

#### **Approval of Supplemental Instructional Materials**

Teachers or professional staff may review for selection instructional materials used to supplement but not supplant core instructional materials. Criteria for selection of supplemental instructional materials shall be in conformance with applicable state and federal laws; district mission, vision, and strategic plan and its associated goals; district and state curriculum standards; and the Criteria for Selection of Instructional Material established in [Board Policy 2311](#).

All purchased, free and donated supplemental 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](#).

The responsibility to approve/deny supplemental instructional materials is delegated to the program administrator or school administrator with input from the program administrator. In the event that the program or school administrator should deny approval of supplemental instructional materials, teachers or professional staff may appeal the decision to the chief academic officer.

Documentation shall be retained by the program or school administrator throughout the use of the materials. (See Appendices C, D, E and I)

## **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. Students, teachers, parents, community members, administrators, the current curriculum review committee, and/or the curriculum department may recommend materials for purchase. Criteria for selection of library materials shall be in conformance with applicable state and federal laws; district mission, vision, and strategic plan and its associated goals; district and state curriculum standards; and the Criteria for Selection of Instructional Material established in [Board Policy 2311](#) and when applicable, approval following review within the Web-Based Resources and Other Online Educational Resources in [Board Policy 2125](#). Additional factors considered in the selection of materials include:

- Needs of the school, curriculum and/or individual students;
- Artistic and literary quality; and
- Reliability and breadth of information.

When evaluating library materials, teacher-librarians shall consult published evaluations or reviews. Professional reviewing materials include:

1. Current reviews – *Library Journal* and *School Library Journal*, *Booklist*, *Hornbook*, *English Journal*, *Choice* and other professional and commercial periodicals, which review materials objectively.
2. Published lists of appropriate materials – H.W. Wilson’s *Children’s Catalog*, *ALA Basic Book Collection* series, Bowker’s *Best Books for Children*, *AAAS Science Book List for Young Adults*; materials suggested by the National Councils of Teachers of English and Social Studies; plus Washington State Superintendent of Public Instruction *Books for School Libraries*; and other professional publications which evaluate materials.

The responsibility to approve/deny library materials is delegated to the program or school administrator with input from the program administrator. In the event that the program or school administrator should deny approval of supplemental instructional materials, teachers or professional staff may appeal the decision to the chief academic officer.

## **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](#)

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



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## Appendix A Instructional Materials Adoption Documentation Checklist

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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 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.

### **Temporary Instructional Materials**

Temporary instructional materials are those materials intended for temporary and one-time use. Selection and approval of these materials are delegated to the professional staff giving proper regard to quality, appropriateness to the students, and relationship to learning standards and outcomes for the curriculum area or course.

Documentation is not required for Temporary Instructional Materials other than Appendix A of [Board Policy 2125](#) Web-Based Resources and Other Online Educational Resources when applicable.

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.

### **Library Instructional Materials**

Library instructional materials are materials that make up the school library collection intended for students to use independently to support curriculum through reading, research and study. Selection of these materials is delegated to the professional teacher-librarian through a continuous process. Approval of library instructional materials is delegated to the program or school administrator with input from the program administrator.

Teacher librarians are expected to be able to demonstrate how all materials meet the criteria stated in this procedure and be able to refer to published evaluations and reviews that demonstrate the appropriateness of the materials.



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## Appendix B Instructional Materials Review Criteria and Evaluation

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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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Readability Formula	Range (Grade Levels)	Average (Grade Levels)
---------------------	----------------------	------------------------

A.		
----	--	--

B.		
----	--	--

C.		
----	--	--

### Comments:

### 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 2 – Basic Application of Skill/ Concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 3 – Strategic Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 4 – Extended Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### III. Research-Based Instructional Strategies

1. Are the instructional materials supported by evidence of positive impact on student learning and achievement?	N/A	Inadequate	Adequate	Fully Developed
Do the instructional materials:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/> |



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## Appendix C Instructional Material Evaluation to Assess Bias Content

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Title of instructional material: \_\_\_\_\_

Type of instructional material: \_\_\_\_\_

\_\_\_\_\_  
Copyright Date/Version Number/Name

\_\_\_\_\_  
Publisher/Developer

Grade Level Standards: \_\_\_\_\_

_____ Evaluator(s)	_____ Date
<b>Upon evaluating for assessing bias, these instructional materials:</b>	
<b>I. Criteria: General Bias</b>	<b>N/A   Inadequate   Limited   Adequate</b>
Reflect respect for personal worth and lifestyles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Aid in building positive relationships, attitudes and understandings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Depict individuals and characters in a variety of settings and roles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Describe individuals and characters by their behaviors, beliefs and values.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Present judgment of individuals and characters by their strength of character.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Avoid oversimplified generalizations about people and groups in text and illustrations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Incorporate balanced viewpoints.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provide an opportunity for learning about a variety of perspectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>II. Criteria: Gender/Sex Bias</b>	<b>N/A   Inadequate   Limited   Adequate</b>
Reflect qualities such as leadership, intelligence, imagination and courage in male and female characters.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Represent males and females as central characters in story and illustrations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Show males and females performing similar work in related fields.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Show males and females working together.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Refer to people by their names and roles as often as someone's spouse, parent or sibling.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Avoid stereotyping language such as "women chatting/men discussing."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use neutral language such as people, mail carriers, firefighters and legislators when referring to groups which may include both males and females.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# IN REVISION

## II. Criteria: Gender/Sex Bias (continued)

	N/A	Inadequate	Limited	Adequate
Give credit to males and females for discoveries and contributions to social, artistic and scientific fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a variety of male and female contributions to society in biographical or historical information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## III. Criteria: Racial/Ethnic Bias

	NA	Inadequate	Limited	Adequate
Show racial/ethnic diversity in characters filling active, decision-making and leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Represent racial/ethnic balance as central characters in story and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show racial/ethnic diversity in the workplace, performing similar work in related fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid the vocabulary of racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid stereotyping language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give credit to minority individuals for discoveries and contributions to social, artistic and scientific fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include minority individuals' contributions to society in biographical or historical information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summarize your evaluation of these materials for bias:

Cite examples from instructional materials where the criteria are inadequately presented:

Explain how areas that are inadequately presented should be addressed in instruction:

Do you recommend the use of this instructional material within the classroom?

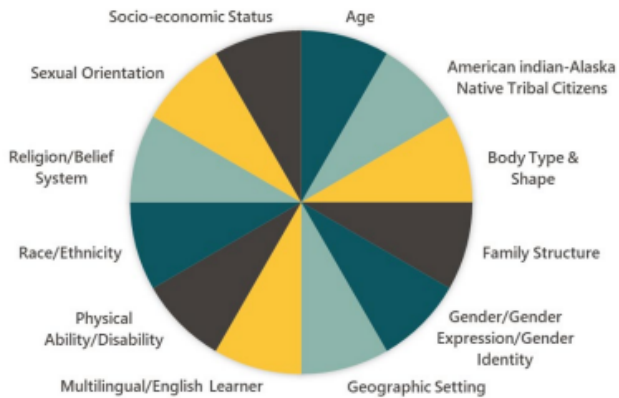
☐ YES — ☐ NO



## 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
<b>Different genders and gender identities.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Different races/ethnicities/cultures/tribal citizens.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Persons with disabilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other identifiers important to our district</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>Different genders and gender identities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Different races/ethnicities/cultures/tribal citizens</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Persons with disabilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other identifiers important to our district perspectives.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Characters/figures are described by their behaviors, beliefs, and values rather than unnecessary socio-economic descriptors.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/examples from this section:**

---



---

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

## III. Multicultural Representation

	NA	Inadequate	Adequate	Fully Developed
<b><u>The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Any belief systems covered in the instructional materials are presented respectfully, accurately, and with appropriate context.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>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.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Comments/Examples from this section:</u></b>	<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructional material provides a range of text, examples, scenarios, and applications relevant to our district students' real-life experiences and cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum features visually diverse characters, and the characters of color do not all look alike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual materials include people with disabilities, with various body types, and/or advanced age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrations depict different groups in roles of power and authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All labels or captions of images use inclusive and gender-neutral language and avoid stereotypical descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the images/text in instructional material addresses a stereotype or bias, the historical, social, or cultural context is relevant to contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/examples from this section:	<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When family references are present in instructional material, examples are sensitive to diversity in family dynamics and student experience of family and home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Examples from this section:	<hr/> <hr/>			

# IN REVISION

## 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance is provided on opportunities to partner with students' families and caregivers to enhance lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/examples from this section:	<hr/> <hr/>			

## VII. Additional Considerations

	Comments:
Do you have any concerns about author bias? If so, provide evidence in the comment section.	<hr/> <hr/> <hr/>
Do you have any additional concerns about generalizations, stereotypes or misrepresentations in the instructional material? Please document in the comment section.	<hr/> <hr/> <hr/>

## VII. Final Recommendations

	Comments:
Do you recommend the use of this instructional material from an inclusive and unbiased content perspective?	<hr/> <hr/> <hr/>



# IN REVISION

## Appendix D Instructional Materials Evaluation to Assess for Accessibility by Special Populations

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Title of instructional material: \_\_\_\_\_

Type of instructional material: \_\_\_\_\_

\_\_\_\_\_  
Copyright Date/Version Number/Name

\_\_\_\_\_  
Publisher/Developer

Grade Level Standards: \_\_\_\_\_

\_\_\_\_\_  
Evaluator(s)

\_\_\_\_\_  
Date

### I. General Accessibility

	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)? <a href="http://www.w3.org/TR/WCAG20/#ensure-compat">http://www.w3.org/TR/WCAG20/#ensure-compat</a>	<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:**

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# IN REVISION

## III. Accessibility for English Language Learners

Do the instructional materials:	N/A	Inadequate	Adequate	Fully Developed
1. Provide graphic organizers, charts, <b>realia</b> , 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 <b>practical recommendations</b> for <b>scaffolding language in service of contents, incorporation of photographs and realia for understanding content-specific</b> vocabulary and concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide opportunities for <b>Multilingual English Language</b> Learners to read and write at grade level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Provide opportunities for teachers to incorporate best instructional practices and SIOP strategies for Multilingual English Language Learners (i.e., GLAD strategies)?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Other criteria as identified by the committee:</b>	<hr/> <hr/>			

## IV. Accessibility for Highly Capable Students

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. <b>Other criteria as identified by the committee:</b>	<hr/> <hr/>			



# IN REVISION

## Appendix E Digital Resources Review Form for L.I.T.S.

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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 form 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.)?

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## Appendix E

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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:

---

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---

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

Account Management:

Hardware/Software Requirements:

Other:

Adopted: June 2017  
Updated: September 2020



**IN REVISION**  
**Appendix F**  
**Instructional Materials Review Form**  
**for Staff Members**

**2311P**  
Page 27 of 35

**Date:** \_\_\_\_\_

**From:**

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

School: \_\_\_\_\_

Classification: \_\_\_\_\_

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:

---

---

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---

---

---

---

---

---

---

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

Updated: September 2020



**IN REVISION**  
**Appendix G**  
**Instructional Materials Review Form for**  
**Community Members**

**2311P**  
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**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



**IN REVISION**  
**Appendix H**  
**Instructional Materials Committee**  
**Recommendation**

**2311P**  
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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



# IN REVISION

## Appendix I

### Supplemental Instructional Materials

### Evaluation and Approval

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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: \_\_\_\_\_

**Readability Formula**      **Range (Grade Levels)**      **Average (Grade Levels)**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**Comments:**

### 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"/>

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## Appendix I

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- |    |   |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 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:

---

---

This instructional material will supplement adopted core instructional materials 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)

# IN REVISION

Appendix I

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\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

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

\_\_\_\_\_

\_\_\_\_\_  
Signature of School Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Program Administrator

\_\_\_\_\_  
Date

**All completed documentation must be copied and submitted to the Chief Academic Officer.  
Keep one copy at your building and send one copy to the CRC – Academics Office CAO.**





# IN REVISION

## Appendix J Request for Reconsideration of Instructional Materials Now in Use

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### **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**

- |   |  |
|---|--|
| <input type="checkbox"/> Basic Textbook               | <input type="checkbox"/> DVD/Video               |
| <input type="checkbox"/> Supplemental Textbook        | <input type="checkbox"/> Computer Software       |
| <input type="checkbox"/> Library Book                 | <input type="checkbox"/> Website                 |
| <input type="checkbox"/> Magazine/Periodical/Pamphlet | <input type="checkbox"/> 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?

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

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## Appendix J

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

---

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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



# IN REVISION

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

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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