

Instructional Materials *Selection and Adoption*

Teaching and Learning Division

2016-2017

Operational Manual

Dallas
Independent
School
District

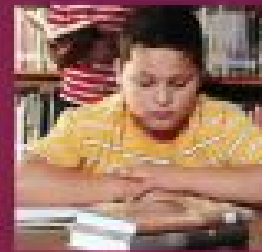
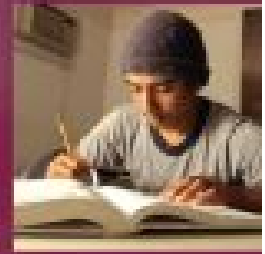
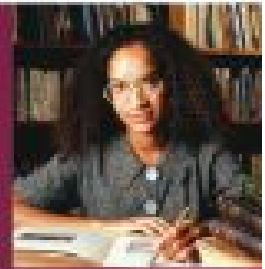


Table of Contents

- [Dallas Independent School District Leadership](#)
- [Student Achievement Goals](#)
- [Central Office Information](#)
- [Instructional Materials Selection Process Goals](#)
- [Board Policy](#)
- [Proclamation 2017](#)
- [Overview of Process](#)
- [Schedule](#)
 - [State Board of Education \(SBOE\), Schedule of Adoption Procedures \(Partial\)](#)
 - [Dallas ISD Selection Procedures Overview](#)
- [Timeline](#)
- [Professional Development](#)
 - [Professional Development: Textbook Publishers](#)
 - [Professional Development: Teachers](#)
- [Online Voting Process](#)
- [Publisher Submissions for Instructional Materials Selection](#)
 - [Publisher Electronic Presentations:](#)
- [Public Viewings](#)
 - [December 2016](#)
 - [January 2017](#)
 - [Districtwide IMA Team Meeting Dates](#)
 - [November 2016 - March 2017](#)
- [General Process Guidelines](#)
 - [For Publishers:](#)
 - [Guidelines for Publishers during Open and Closed Periods](#)
 - [Textbook Publishers'](#)
 - ["SHOULD" & "SHOULD NOT"](#)
 - [Dallas Independent School District Personnel](#)
 - ["SHOULD" & "SHOULD NOT"](#)
- [Summary of District Policies Regarding the Process](#)
- [Evaluation - Multicultural and Multiethnic Perspectives](#)
 - [Publisher's Certification of District Guidelines Review](#)
 - [Proclamation 2017 Instructional Materials Agreement Form](#)
- [Addendum](#)
 - [Additional Public Viewing Sites](#)
 - [January 2017](#)
 - [Voting Window](#)
 - [IMA Selection Criteria](#)

Dallas Independent School District Leadership

Superintendent of Schools



Michael Hinojosa, Ed. D.

Board of Trustees

President



Dan Micciche
District 3
Northeast Dallas

1st Vice President



Edwin Flores
District 1
Northwest Dallas:
North Dallas, Addison, parts of
Carrollton and Farmers Branch

2nd Vice President



Audrey Pinkerton
District 7
North Central Oak Cliff and
parts of West Dallas

Board Secretary



Jaime Resendez
District 4
Southeast Dallas, Seagoville,
Balch Springs



Dustin Marshall
District 2
North and Near East
Dallas



Lew Blackburn
District 5
Oak Lawn, West Dallas,
Wilmer - Hutchins, and
portions of East Oak Cliff



Joyce Foreman
District 6
Southwest Dallas



Miguel Solis
District 8
Love Field, Northwest
Dallas, and Central Dallas



Bernadette Nutall
District 9
South Dallas and parts of
Downtown Dallas, Pleasant
Grove, Deep Ellum,
Uptown, and East Dallas

Student Achievement Goals

Goal 1: All students will exhibit satisfactory or above performance on state assessments. Students below satisfactory performance will demonstrate more than one year of academic growth.

Goal 2: Dallas ISD schools will be the primary choice for families in the district.

Goal 3: The achievement gap by race, ethnicity and socioeconomic status will be no greater than 10 percentage points on all academic measures.

Goal 4: Ninety-five percent of students will graduate. Ninety percent of the graduates will qualify for community college, college, military, or industry certification.

Goal 5: Ninety-five percent of students entering kindergarten will be school-ready based on a multidimensional assessment.

Goal 6: All students will participate in at least one extracurricular or co-curricular activity each year.

Central Office Information

Matt Tyner

Manager, Textbook Services

mtyner@dallasisd.org

(972) 925 - 4787

Instructional Materials Selection Process Goals

In support of becoming an exemplary school district, the Teaching and Learning Division is committed to providing quality curriculum resources, training, services, and materials that will significantly improve student achievement. The process for the selection of Social Studies, Mathematics, Languages Other than English (LOTE), and Career and Technical Education materials provides an opportunity to make informed decisions in the selection of quality, state curriculum aligned textbooks/materials.

Throughout this process, the Teaching and Learning Division, in collaboration with Dallas Independent School District employees, publishers, and community stakeholders, will accomplish the following goals:

- Select the best resources/materials for students and teachers;
- Preserve the integrity of the process;
- Follow district and state policy of the instructional materials selection process for the selection of Social Studies, Mathematics, LOTE, and Career and Technical Education materials;
- Provide opportunities for feedback and input on selections;
- Support the final instructional materials selection with training opportunities and technical assistance.

Board Policy

EFAA (LOCAL)

Note: For provisions regarding inventory and requisition of instructional materials, see CMD.

The District shall establish a team led by the Chief Academic Officer or designee to select instructional materials and technological equipment to be purchased with the District's instructional materials allotment. The team will include at least fifty (50) per cent teachers of the content area under consideration. The team shall make selections based upon District instructional needs and in accordance with administrative regulations. Administrative regulations shall include provisions that allow teachers, other district employees, parents, and members of the public the opportunity to make their preferences known in regards to the instructional materials being selected. All teachers of the content area being selected shall be given the opportunity to vote on the instructional materials of their choice.

The instructional materials allotment team shall ensure that selected materials, in combination with any other materials in use by the District, allow the District to certify that all students are provided with instructional materials that cover the essential knowledge and skills, as required by law. [See EFAA (LEGAL)]

The Board shall approve final selections and ratify the District's certification of instructional materials. Final selections shall be recorded in Board minutes.

EFAA (REGULATION)

Go to Board Policy EFAA (Regulation) on the district's website using the following link:
[EFAA Regulation](#) or <http://pol.tasb.org/Home/Index/361>.

Proclamation 2017

This proclamation serves as notice to both publishers and the public that the State Board of Education (SBOE) is inviting bids to furnish new instructional materials for the following courses.

Career and Technical Education (CTE)	Languages Other than English (World Languages)	Mathematics	Social Studies (Special Topics)
All courses	All courses	Algebraic Reasoning Statistics (Publishers did not submit to TEA therefore no selections are available)	No selections are available that met adoption criteria.

To be eligible for adoption, instructional materials submitted in response to this proclamation must meet at least 50% of the elements of the Texas Essential Knowledge and Skills (TEKS)—for the subject and grade level for which the materials are intended—in both the student version and the teacher version of the instructional materials. The materials must also comply with applicable manufacturing standards and be free from factual errors at the time of implementation in schools.

Instructional materials submitted in response to this proclamation will undergo a full and complete investigation by a state review panel to identify the extent to which the materials meet the required TEKS and to identify factual errors. At the completion of the review, the state review panels will report their findings to the Commissioner of Education.

Instructional materials adopted under this proclamation are scheduled to be implemented beginning in the 2017–2018 school year.

Overview of Process

- All Dallas ISD teachers affected by Proclamation 2017 will have the opportunity to participate in the selection of instructional materials which will impact courses they teach.
- SBOE-approved publishers will participate in Dallas ISD online professional development.
- Teachers will also be able to view submissions from publishers in various locations around the district.
- Teachers will participate in online professional development regarding applicable Dallas ISD board policy, Proclamation 2017 requirements, and the voting process.
- Voting results will be submitted to the Dallas ISD's Board of Trustees for approval.

The State Board of Education (SBOE) will approve the official list for Proclamation 2017 Instructional Materials December 2016. The district begins the process of evaluating those materials and making decisions about selections from the official list following Board Policy EFAA (Local).

Schedule

State Board of Education (SBOE), Schedule of Adoption Procedures (Partial)

2015

February 2015 Proclamation 2017 (for adoption in 2016 and implementation in the 2017–2018 school year) is presented to the State Board of Education (SBOE) for discussion.

March–April 2015 The Texas Education Agency (TEA) solicits publisher input on Proclamation 2017 and makes adjustments as appropriate.

April 2015 Proclamation 2017 is presented to the SBOE for approval.

July 2015 The Proclamation 2017 Question and Answer Document is presented to the SBOE for approval.

August–September 2015

- TEA releases the Proclamation 2017 Publisher Handbook.
- TEA conducts a publisher orientation meeting for parties interested in filing Statements of Intent to Bid.

September 2015 TEA posts Nomination to State Review Panel forms to the TEA website and notifies the SBOE, Texas state officials, school districts and open-enrollment charter schools, universities, and regional education service centers (ESCs). (The nominations are due to TEA in January 2016.)

Friday, December 11, 2015 Statements of Intent to Bid are due from publishers. Publishers must provide detailed specifications regarding price, hardware, software, and/or special equipment needed to review any item included in an instructional materials submission. Publishers must file all documents by 5:00 p.m. CST.

Note: Only those who file a Statement of Intent to Bid by 5:00 p.m. CST on December 11, 2015, will be allowed to participate in the adoption process. Please see 19 TAC §66.48 (a)–(e) (current rule text) or 19 TAC §66.28 (b) (revised rule text) for additional information.

2016

Friday, January 15, 2016 Nominations to the state review panel are due by 5:00 p.m. CST. Nominations must be submitted using the Nomination to State Review Panel form.

Friday, January 29, 2016 The Complete Description for each product is due to TEA by 5:00 p.m. CST.

Friday, February 12, 2016 By 5:00 p.m. CST, each ESC must have designated the person who will supervise the sample instructional materials, published a schedule specifying hours and dates sample materials may be reviewed by the public, and published a news release notifying area schools about sample

instructional materials, the person to be contacted regarding sample instructional materials, and the hours and dates samples will be available for review by the public.

March--April 2016 TEA notifies state review panel candidates of their appointment to a review panel.

Note: Upon initial contact by a representative of TEA, state review panel nominees begin a “no-contact” period in which they may not have either direct or indirect communication with any person having an interest in the adoption process regarding content of instructional materials under evaluation by the panel.

Friday, April 15, 2016

- One complete, electronic, pre-adoption sample copy of instructional materials including the completed, electronic correlations to the Texas Essential Knowledge and Skills and the English Language Proficiency Standards, if applicable, is due from publishers to TEA by 5:00 p.m. CDT.
- One complete, electronic, pre-adoption sample copy of instructional materials including the completed, electronic correlations to the Texas Essential Knowledge and Skills and the English Language Proficiency Standards, if applicable, is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT.
- Note: ELPS correlations are required for materials submitted for mathematics and social studies courses (Statistics, Algebraic Reasoning, and Special Topics in Social Studies) as well as for career and technical education courses that satisfy an English, mathematics, or science graduation requirement.
- Publishers of digital/electronic programs, including online programs, are required to embed the Correlations to the Texas Essential Knowledge and Skills and English Language Proficiency Standards, if applicable, in the program. These correlations must link to the exact locations of the content that the publisher believes sufficiently addresses the student expectations. All materials submitted for mathematics, social studies, and CTE courses that satisfy an English, mathematics, or science requirement must also cover 100% of the required English Language Proficiency Standards in both the material intended for student and the material intended for teacher.
- Complete, electronic, pre-adoption samples must allow for multiple simultaneous users and be equipped with a word search feature.
- Publishers providing Internet-based instructional materials must supply TEA and ESCs with all information, including locator information and passwords, required to ensure public access to their programs. The access must remain available until final samples are submitted in May 2017.
- Publishers must ensure that all samples are complete versions of the final product. Samples must include all content intended to be in the final product, not just the content identified in the correlations. Electronic instructional materials, including Internet-based products, must be complete and functional for review purposes.

The agency, ESCs, and affected publishing companies must work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials

submission is available in each ESC.

- TEA may require additional complete samples for use by contracted reviewers, members of the SBOE, and others.
- A signed Affidavit of Authorship certifying that each individual whose name is listed as an author or contributor of content contributed to the development of the materials is due from publishers to TEA. In the affidavit, the publisher must also state in general terms each author's involvement in the development of the instructional materials. All documents must be received by 5:00 p.m. CDT.
- Information that fully describes instructional materials submitted under Proclamation 2017 is due from publishers. Identical information must be sent to each school district and open-enrollment charter school by 5:00 p.m. CDT.

Friday, April 22, 2016 By 5:00 p.m. CDT, ESCs must have notified TEA of any irregularities in sample shipments of all materials received.

May 2016 TEA provides instructions to publishers for delivery of materials for the state review panels. Shipments must include samples that contain all content that will be in the final product. The samples must be functional for review purposes and include the correlations to the TEKS and ELPS (as applicable). Shipments must include only TEKS-bearing components. Ancillary materials are not permitted at the state review panel meetings. Publishers of instructional materials that require hardware or special equipment must provide appropriate hardware or equipment for the review.

Spring–Summer 2016

- TEA conducts training for the state review panels.
- The state review panels evaluate instructional materials submitted for adoption.
- TEA releases preliminary recommendations that instructional materials be placed on the adopted list or rejected.

July 2016 The SBOE may hold a public hearing on instructional materials submitted for review.

Friday, September 2, 2016

- Eligible publishers who elect to protest the preliminary recommendation must file a request for a show-cause hearing by 5:00 p.m. CDT. (Please see TAC §66.63(d) for eligibility requirements.)
- *The Publisher's Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation is due from publishers to TEA by 5:00 p.m. CDT.
- *The Publisher's Identification of Factual Errors & Editorial Changes* either certifying that no corrections or edits are required or listing the corrections and editorial revisions to be made to the instructional materials submitted for adoption is due from publishers to TEA by 5:00 p.m. CDT.
- Final versions of all new content that was provided to and approved by the state review panels during the summer review are due from publishers to TEA by 5:00 p.m. CDT. Submissions must be provided in a format approved by the commissioner of education.
- Reports of alleged factual errors in instructional materials under consideration for adoption identified by Texas residents are due to TEA by 5:00 p.m. CDT.

Alleged factual errors must be submitted in a format approved by the commissioner of education.

- Official written comments from Texas residents concerning instructional materials submitted for adoption are due to TEA by 5:00 p.m. CDT. Comments must be submitted in a format approved by the commissioner of education.

September 2016

- The SBOE will hold a public hearing on instructional materials under consideration for adoption at the regularly scheduled SBOE meeting. The archived webcast will be available through the TEA website.
- Prior to the public hearing, TEA will post written comments and lists of alleged factual errors to the agency website and provide details regarding the opportunity to provide public testimony at the hearing.
- Members of the general public have the opportunity to request to appear at the public hearing before the SBOE; priority will be given to Texas residents.
- Not more than ten working days after the close of the public hearing, publishers may file responses to official written comments from Texas residents and to testimony presented at the hearing. Respondents must file all documents by 5:00 p.m. CDT.
- Not more than ten working days after receiving them, TEA will post copies of responses to written and/or oral testimony on the agency website.

Friday, September 30, 2016 Official bids are due. One signed original and one electronic copy of the initial *Official Bid* forms are due from publishers to TEA by 5:00 p.m. CDT.

Friday, October 7, 2016

- *The Report of Required Corrections of Factual Errors* is posted on the agency website. The report lists all corrections of factual errors required in the instructional materials under consideration for adoption. The report contains errors reported by publishers by the deadline provided in this proclamation, errors reported by the public by the deadline provided in this proclamation, and errors discovered and reported by the state review panels.
- *The List of Instructional Materials Recommended for Adoption Under Proclamation 2017* is posted on the agency website.

Friday, October 21, 2016 A written confirmation of publishers' intent to make all corrections identified in the Report of Required Corrections of Factual Errors is due from publishers to TEA by 5:00 p.m. CDT.

November 2016 The SBOE takes action regarding materials submitted under Proclamation 2017.

Thursday, December 1, 2016 The List of Instructional Materials Adopted Under Proclamation 2017 is posted on the agency website.

Friday, December 16, 2016 The Register of Contact indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication, is due from publishers to TEA by 5:00 p.m. CST.

2017

Friday, January 13, 2017 TEA provides the contact information of the designated braille

producers to publishers of adopted printed instructional materials.

Friday, January 27, 2017

- Three print copies of the adopted student materials, one copy of NIMAS files, and a screenshot from the publisher’s copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with “0 errors, 0 warnings” for both the XML file and OPF file are due from publishers to the designated braille producer by 5:00 p.m. CST.
- Three print copies and NIMAS files of blackline masters or any other materials included in the teacher component that are intended for student use are due from publishers to the designated braille producer by 5:00 p.m. CST.
- Supplemental bids are due. Publishers that wish to submit supplemental bids to add to or replace initial official bid submissions must provide one signed original and one electronic copy of the Supplemental Bid form by 5:00 p.m. CST.

Friday, April 21, 2017 TEA provides the contact information of the designated large print and audio producers to publishers of adopted printed instructional materials.

April 2017 School districts and open-enrollment charter schools that have funding available may begin submitting orders for new instructional materials through EMAT.

Friday, May 5, 2017

- One complete, electronic sample copy that incorporates all required corrections of adopted instructional materials is due from publishers to TEA by 5:00 p.m. CDT. Corrected samples must be representative of the final program.
- Publishers providing Internet-based instructional materials must supply TEA with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption. Publishers that fail to meet this requirement will be removed from consideration for adoption.
- The signed *Publisher’s Affidavit* verifying that all required corrections have been made is due from publishers to TEA by 5:00 p.m. CDT.
- *Form B & Warranty and Form M & Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards, are due from publishers to TEA by 5:00 p.m. CDT.
- A report produced by an independent, reputable third party for each electronic component that verifies that the components follow Web Content Accessibility (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508 is due from publishers to TEA by 5:00 p.m. CDT. The report must be based on an audit testing the accessibility of the materials and must include, at a minimum, the following:
 - o The home page people use to enter the site
 - o One randomly selected page with at least one table or form
 - o One randomly selected page with at least one informative image, for example a diagram, map, or graph

o At least one randomly selected page from each component of the product

The total number of pages to be included in the audit is to be determined by the publisher.

- Three complete copies of adopted student editions and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated braille producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One complete copy of adopted student editions and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated large print producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One complete copy of adopted student editions and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated audio producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One copy of the NIMAS files that incorporates all required corrections is due from publishers to TEA by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One complete copy of adopted instructional materials that incorporates all required corrections is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT. Corrected samples must be representative of the entire final program.
- Publishers providing Internet-based instructional materials must supply the ESCs with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

Note: TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, the general public, and others.

June–August 2017 Publishers distribute adopted instructional materials to school districts and open-enrollment charter schools.

Each publisher must guarantee delivery of or access to instructional materials at least ten business days before the opening day of school of the year for which the materials are ordered if the materials have been ordered by a date specified in the sales contract.

STATE BOARD OF EDUCATION - PROCLAMATION 2017

Issued: April 2015 Amended: September 2015 Updated December 2015 Amended: April 2017

Dallas ISD Selection Procedures Overview

October 2016

- Create Proclamation 2017 Teaching and Learning (TL) /School Leadership (SL) Task Force
- Develop a comprehensive communication plan
- Take EFAA (Local) policy to the October Board for approval
- Create Instructional Materials Selection Process Handbook
- Create online professional development for instructional staff
- Create Publisher Submission Criteria and professional development

November 2016

- Convene meeting with Proclamation 2017 TL/SL Task Force to review communication plan, Publisher Submission Criteria and Instructional Materials Selection Process Handbook
- Revise and complete Communication plan, Publisher Submission Criteria, and Instructional Materials Selection Process Handbook
- Finalize Publisher Submission Criteria, Instructional Materials Selection Process Handbook, and professional development (for both instructional staff and publishers)
- Host IMA Publishers' Meeting
- Post to IMA website publisher demonstration videos due

December 2016

- Communicate SBOE decisions throughout Dallas ISD
- Display publisher submissions in various locations within Dallas for those publishers (and instructional materials) which are SBOE-approved and have completed Dallas ISD professional development

January - February 2017

- Provide access to the online voting module for teachers who have completed professional development
- Conduct Teacher Voting
- Compile Voting Results
- Tabulate final voting results and attach to documents for board approval
- Submit Instructional Materials Allotment Selections for Board approval

Timeline

Date	Event
November 9, 2016	1st Districtwide IMA Meeting w/ Teacher Members* to review and approve adoption process
November 10, 2016 9 a.m. - Noon	IMA Publishers' Meeting on Dallas ISD policies regarding textbook adoptions Location: Food and Nutrition Building, Auditorium 1515 Al Lipscomb Way
November 14, 2016 - January 20, 2017	Open Period - Please see EFAA (Regulation) for Open Period protocols***
December 8, 2016 - December 22, 2016	1st Public Viewing** - For District staff, parents, and community members
December 8, 2016	2nd Districtwide IMA Meeting w/ Teacher Members*
December 8, 2016 - February 23, 2017	Publisher presentation demonstration videos available online for teachers to access anytime. Online presentations will be available on Curriculum Central.
January 17, 2017 - January 20, 2017	2nd Public Viewing**
January 19, 2017	3rd Districtwide IMA Meeting w/ Teacher Members*
January 21, 2017 - March 23, 2017	Closed Period - Please see EFAA (Regulation) for Closed Period protocols***
January 23, 2017 - February 23, 2017	Teacher Voting : Teacher voting closes at 7:00 pm on February 23, 2017
March 2, 2017	4th Districtwide IMA Meeting w/ Teacher Members* to verify District voting results

* Attachment 1(p. 26) **Attachment 2 (p., 25) ***Attachment 3 (p. 30)

****Dates subject to change.***

Professional Development

Professional Development: Textbook Publishers

Textbook Publishers will take online professional development over the Instructional Materials Selection and Adoption process.

- Professional development modules will be available online
- Modules will take approximately 30-60 minutes
- Topics to include:
 - o SBOE Proclamation 2017
 - o Publisher Submission Requirements
 - o Instructional Materials Displays
 - o Open and Closed Contact Periods
- Quiz at the end of completing the professional development module
- Certificate awarded upon 80% successful completion of the quiz

Professional Development: Teachers

Teachers will take online professional development over the Instructional Materials Selection and Adoption process.

- Professional development will be available online at moodle.dallasisd.org/moodle/
- To access the online professional development modules, teachers of the content areas up for adoption will log in using their EAD username and password, under course categories locate IMA,
- Teachers will view a series of narrated presentations and videos which will take approximately 30-60 minutes
- Topics to include:
 - o Dallas ISD Board Policy
 - o SBOE Proclamation 2017
 - o Voting Procedures
 - o Publisher Submissions
 - o Instructional Materials Displays
 - o Open and Closed Contact Periods
- There will be a questionnaire at the completion of the professional development module
- A certificate of completion will be awarded upon 80% successful completion of the questionnaire

Online Voting Process

Open/Closed Period Dates for Teacher Online Voting: January 23, 2017– February 23, 2017

- Teachers of subjects to be adopted will be given access to vote online.
- Teachers will login to <https://goo.gl/9HWImZ>
- Prior to voting, teachers will provide their initials as verification of their vote and verification that they are teachers within the adoption subjects.
- Teachers must make a voting selection and provide a justification for their vote that is based on the rubric and content standards and how these are met by the instructional materials selected with their vote.
- All teachers found not to be teachers of subjects for adoption will have their vote disqualified.

See Instructional Materials Adoption Selection Criteria (page 46).

Publisher Submissions for Instructional Materials Selection

Dallas Independent School District Publisher Submissions for Instructional Materials Selection

Proclamation 2017 includes the following courses in the Foundation and Enrichment Curriculum:

Career and Technical Education
Languages Other Than English (LOTE)
Mathematics (Algebraic Reasoning and Statistics)
Social Studies (Special Topics)

All instructional materials submitted must include both print and electronic materials that are substantially similar in depth, complexity, and scope.

Dallas ISD has established the following requirements for publisher submissions:

- Dallas ISD will consider all options for grades 9-12 CTE, LOTE, Mathematics and Social Studies that include both congruent print and electronic materials that do not have selections available through TEA under Proclamation 2017
- Samples of student and teacher components of instructional materials must be complete as to content. Electronic materials, including online products, must be representative of the final product and completely functional. Submissions for subjects under this Proclamation must be based on that subject areas most current Adopted TEKS.

Please return the **Publisher’s Certification of District Guidelines Review** form (enclosed in this handbook p. 40) certifying that materials/packages being submitted for consideration meet the below guidelines. If the guidelines are not met, please indicate how they will be addressed.

Electronic Materials	Print Materials
<p>Teacher and Student Editions:</p> <ul style="list-style-type: none"> • Meet 100% of applicable TEKS for the grade/subject/course • Each lesson includes an emphasis on process standards • Must indicate where in the product(s) the required TEKS are addressed. Publishers must include one form for each product and course. For electronic products, the correlations must be included within the product and link to the exact locations where each student expectation is addressed. • Must align with the English Language Proficiency Standards (ELPS) • Alignment to the College and Career Readiness Standards is clearly evident • There are no factual errors • Provide materials/lessons for both Extension and Enrichment to support Response to Intervention (RtI) and Differentiated Instruction • Must allow for multiple simultaneous users • Comply with the technical standards of the Federal Rehabilitation Act, Section 508 • Materials delivered online must meet minimum web-based standards, available at http://www.w3.org/standards • All Technology Applications products submitted for adoption must be electronically delivered. Print materials for Technology Applications will not be considered for adoption. <p>Additionally, the Student Edition:</p> <ul style="list-style-type: none"> • Must support English Language Learners (ELL), Bilingual (English/Spanish) students <p>Must support students with learning disabilities:</p> <ul style="list-style-type: none"> • All electronic items must be web-based. No items should require a “download” to any device in order to use. 	<p>Teacher and Student Editions:</p> <ul style="list-style-type: none"> • Meet 100% of applicable TEKS for the grade/subject/course • Each lesson includes an emphasis on process standards • Must indicate where in the product(s) the required TEKS are addressed. Publishers must include one form for each product and course. • All applicable English Language Proficiency Standards (ELPS) for the grade/subject/course are covered • Alignment to the College and Career Readiness Standards is clearly evident • There are no factual errors • Provide materials/lessons for both Extension and Enrichment to support Response to Intervention (RtI) and Differentiated Instruction • Print materials for Technology Applications will not be considered for adoption <p>Additionally, the Student Edition:</p> <ul style="list-style-type: none"> • Must support English Language Learners (ELL) (through the ELPS), Bilingual (English/Spanish) students <p>Must support students with learning disabilities:</p> <ul style="list-style-type: none"> • Must be available in Braille and conforms to the National Instructional Materials Accessibility Standard (NIMAS) • Must be available in large type • Cross-curricular connections

Electronic Materials	Print Materials
<p>Assessment:</p> <ul style="list-style-type: none"> • Preparation/practice materials • Item bank and test generators available 	<p>Assessment:</p> <ul style="list-style-type: none"> • Preparation/practice materials • Item bank and test generators available
<p>Personalized Learning:</p> <ul style="list-style-type: none"> • Customizable to the student needs, provide hyperlinks to definitions of key vocabulary and concepts • Meets the needs and aspirations of the individual learner • Materials can be used to facilitate personalized learning environment • Ongoing opportunities for formative assessment • Student Centered • Available anytime, anywhere • Interactive Content • Electronic Portfolios • Online delivery options • Includes Project Based-Learning (PBL) methods • Includes 21st century skills 	<p>Personalized Learning:</p> <ul style="list-style-type: none"> • Customizable to the student needs • Lessons include real world problem solving skills • Ongoing opportunities for formative assessment • Meets the needs and aspirations of the individual learner • Materials can be used to facilitate personalized learning environments • Student Centered • Includes Project Based-Learning (PBL) methods • Includes opportunities for students to engage in 21st century skills, such as cloud-based collaboration • Provide hyperlinks to definitions of key vocabulary and concepts
<p>Support Provided for Special Populations:</p> <ul style="list-style-type: none"> • ELL, Bilingual (English/Spanish) Translated materials • Special Education: Scaffold content to enable students with special needs to learn grade level content within their zone of development • Content presented according to TEA guidelines • Gifted and Talented • AP, Pre-AP, and IB 	<p>Support Provided for Special Populations:</p> <ul style="list-style-type: none"> • ELL, Bilingual (English/Spanish) Translated materials • Special Education: Scaffold content to enable students with special needs to learn grade level content within their zone of development • Content presented according to TEA guidelines • Gifted and Talented • AP, Pre-AP, and IB

Electronic Materials	Print Materials
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Available in various formats such as webinars, podcasts, online courses face-to-face workshops, on-campus (small group or in-classroom coaching) ● Included in pricing of each package ● Varied in terms of audience (e.g. new vs. experienced teachers) ● Varied topics including content knowledge, pedagogy, instructional strategies and best practices ● Available for the duration of the adoption 	<p>Professional Development:</p> <ul style="list-style-type: none"> ● Available in various formats such as webinars, podcasts, online courses face-to-face workshops, on-campus (small group or in-classroom coaching) ● Included in pricing of each package ● Varied in terms of audience (e.g. new vs. experienced teachers) ● Varied topics including content knowledge, pedagogy, instructional strategies and best practices ● Available for the duration of the adoption
<p>Copyright permission:</p> <ul style="list-style-type: none"> ● Explicitly stated ● Links and inclusion in Dallas ISD curriculum and assessment documents ● For all staff 	<p>Copyright permission:</p> <ul style="list-style-type: none"> ● Explicitly stated ● Links and inclusion in Dallas ISD curriculum and assessment documents ● For all staff
<p>Pricing:</p> <ul style="list-style-type: none"> ● Teacher accounts (access) included as part of student cost ● All student costs are based on sliding scale ● Free updates ● Bids for all Technology Applications products submitted for adoption must include annual pricing. Bids that include a multi-year pricing option for the products are welcome. 	<p>Pricing:</p> <ul style="list-style-type: none"> ● Teacher Editions included as part of student cost ● All student costs are based on sliding scale ● Free updates ● No cost for ancillary materials
<p>Ancillaries:</p> <ul style="list-style-type: none"> ● Online content and online instruction available for the duration of the adoption 	<p>Ancillaries/Consumable Materials and Resources:</p> <ul style="list-style-type: none"> ● Available for the duration of the adoption ● Manipulatives should be part of the options that accompany the adoption package presented

Publisher Electronic Presentations:

Electronic presentations will be hosted on the Dallas ISD IMA Website. All publishers will have the opportunity to submit the following format to be published on our website. The website will include the following items:

1. a url link to the publisher site
2. a link to video presentation (no max. time)
3. a Google presentation that is embedded on our publisher site
4. a link to any other documentation, in pdf format, that you would like Dallas ISD teachers to have.
5. a link to the Publisher's Certification of District Guidelines and Publisher Agreement form.
6. contact information

More information can be accessed from the link below.

<http://tiny.cc/submitima17>

Public Viewings

December 2016

Date	Site	Room Number	Time
December 8, 2016	H.B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	738	5:00 p.m.- 6:30 p.m.
December 12, 2016	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	5:00 p.m. - 6:30 p.m..
December 13, 2016	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	5:00 p.m. - 6:30 p.m.
December 14, 2016	South Oak Cliff High School 3601 S. Marsalis Ave. Dallas, TX 75216	Library	5:00 p.m. - 6:30 p.m.
December 19, 2016	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	5:00 p.m. - 6:30 p.m.
December 20, 2016	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	2:30 p.m. - 5:00 p.m.
December 21, 2016	South Oak Cliff High School 3601 S. Marsalis Ave. Dallas, TX 75216	Library	2:30 p.m. - 5:30 p.m.

January 2017

Date	Site	Room Number	Time
January 17, 2017	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	5:00 p.m. - 6:30 p.m.
January 18, 2017	South Oak Cliff High School 3601 S. Marsalis Ave. Dallas, TX 75216	Library	5:00 p.m. - 6:30 p.m.
January 18, 2017	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	5:00 p.m. - 6:30 p.m.

****Do not contact the schools directly. Please direct any questions to Matt Tyner at 972-925-4787.***

Districtwide IMA Team Meeting Dates

November 2016 - March 2017

Date	Site	Room Number	Time
November 9, 2016	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	741	5:00 p.m. - 6:30 p.m.
December 8, 2016	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	502	5:00 p.m. - 6:30 p.m.
January 19, 2017	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	801	5:00 p.m. - 6:30 p.m.
March 2, 2017	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	502	5:00 p.m. - 6:30 p.m.

Please note meeting dates may be added as necessary.

General Process Guidelines

For Publishers:

General Guidelines for Publishers

1. Throughout the review process, it is inappropriate for publishers to sponsor dinners or elaborate parties, have meetings where alcoholic beverages are served, or promise any type of trip to ANY district staff.
2. No publisher shall provide or offer a commission or rebate on any textbooks, electronic textbooks, instructional materials, or technological equipment used in the schools with which a Board member, administrator, or teacher is associated.
3. No publisher shall offer a Board member, administrator, or teacher any gifts, favor, or service that might reasonably tend to influence the Board member, administrator, or teacher in the selection of a textbook, electronic textbook, instructional material, or technological equipment. (See BBFB (Legal) and EFAA (Legal))
4. "Gift, favor, or service" does not include:
 - a. Staff development, in-service, or teacher training; or
 - b. Instructional materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process. *Education Code 31.152.*
5. The Dallas Independent School District will have an Open Period and a Closed Period. The Open Period is from November 14, 2016 to January 20, 2017. During the Open Period, publishers may discuss with campus personnel the information agreed upon. Publishers may not discuss any products/materials/gifts that will not be supplied after the first year of the selection.
6. The Closed Period is from January 21, 2017 to March 23, 2017. During the Closed Period, publishers may not have any contact with campus personnel, Board members or administrators other than the central administration contacts on page one of this packet.
7. Each publisher is responsible for submitting username/passwords to the district for consideration. Access to the online materials will be available for review on our secure district site (Curriculum Central). All electronic materials are considered samples and will be provided free of charge.
8. Only those components that will be provided by the state are to be given to campuses for review. Publishers should note that the District does not endorse the piloting of state-adopted textbook materials.
9. Publishers and their representatives will have an opportunity to participate in Public Exhibits to answer questions or describe materials to community stakeholders and district personnel of the Dallas Independent School District. Publishers will bring materials and then collect and remove materials at the end of the evening.
10. Publishers and their representatives will have an opportunity to answer questions and present materials for selection to the Districtwide Textbook Adoption Committee, if among the top three selected from the campus teacher vote.

11. Publisher delivery of samples may be coordinated with the campus principal or designee during school hours. However, at no time shall classroom instruction be interrupted by a publisher representative's visit to the school. There will not be any publisher presentations or meetings on campuses, per district instruction from School Leadership.
12. Publishers are prohibited from discussing with district staff textbook voting-related decisions.

See the *Proclamation 2017 Instructional Materials Agreement Form (on page 41)*. Each Publisher participating in the districts IMA Selection process must complete this form.

Note: Any publisher who violates district guidelines regarding this evaluation process may be barred or disqualified from participating. These guidelines are not all-inclusive.

Frequently Asked Questions (FAQ)

1. Publishers will be allowed to submit questions to the Textbook Manager, Matt Tyner via email from Thursday, November 10, 2016 through Friday November 18, 2016 at mtyner@dallasisd.org.
2. Questions will be reviewed and compiled for publisher viewing.
3. Questions will be published by Monday, December 1, 2016 and posted on this site:

<https://sites.google.com/a/dallasisd.org/ima-vendor-site-2017/>

Guidelines for Publishers during Open and Closed Periods

OPEN PERIOD:

Monday, November 14, 2016 to Friday, January 20, 2017

1. Publishers may provide student and teacher sample materials online listed on the state bid in accordance with state policy.
2. Publishers must receive the approval of the Executive Director or designee before visiting Division offices.
3. Publishers may collaborate with the Executive Director to provide sample materials to designated sites in accordance with state policy on/before January 21, 2017. Materials distributed must be limited to those listed in the contract, which will be provided each year. There will not be any publisher presentations or meetings on campuses, per district instruction from School Leadership.
4. Publishers must honor the district's *Conflict of Interest* policy, as it is one of the primary policies guiding the process. The policy prohibits employees from accepting anything of value or benefit from publishers' representatives. This prohibition includes, but not limited to, entertainment, travel, food, and/or lodging.
5. Publishers may work with the Content Area/Program Director to service existing adoptions.

CLOSED PERIOD:

Saturday, January 21, 2017 to Thursday, March 23, 2017

1. Publishers will attend only districtwide textbook presentations that are initiated by central administration. Publishers may not initiate or schedule appointments with members of the Board of Trustees, individual teachers, and/or campus or district staff during the Closed Period. Neither publishers nor their representatives may visit, contact, email or conduct presentations on individual campuses. Individual or mass mailings, letters, emails or telephone communications from publishers are not permitted.
2. Publishers may have contact with the district Textbook Manager.
Matt Tyner - mtyner@dallasisd.org
3. Any publisher violating district guidelines regarding the process may be barred or disqualified from participating.

Textbook Publishers’ “SHOULDs” and “SHOULD NOTs”

SHOULDs

1. Publishers may provide sample student and teacher materials in accordance with state policy and listed on the state bid.
2. Questions about materials need to be referred to the Textbook Manager, Matt Tyner at mtyner@dallasisd.org or by phone at 972-925-4787.
3. Publisher delivery of samples may be coordinated with the campus principal or designee during school hours. However, at no time shall classroom instruction be interrupted by a publisher representative’s visit to the school. ***There will not be any publisher presentations or meetings on campuses, per district instruction from School Leadership.***
4. Publishers may work with Content Area Directors to service existing adoptions.

SHOULD NOTs

1. District personnel may not accept publisher-sponsored gifts or meals, or attend publisher presentations with food provided by the publisher at any point during the process.
2. Publishers will not send any food or novelty item with/without the company name, logo, title, etc. to the schools/district during the process.
3. Teachers and/or principals may not engage in oral or written communication directly or indirectly related to current adoptions during the Closed Period. For specific information, contact should be made through the Textbook Manager, Matt Tyner at mtyner@dallasisd.org or by phone at 972-925-4787.
4. Teachers shall not receive materials to pilot in their classrooms.
5. In no case will publishers contact district staff or committee members regarding textbook voting-related decisions. Individual calls, visits, mass mailings, letters or telephone communication are strictly prohibited during the Closed Period.
6. Any publisher who violates district guidelines regarding the process will be barred or disqualified from participating.

Please note that these guidelines are not all-inclusive.

Dallas Independent School District Personnel “SHOULDs” and “SHOULD NOTs”

SHOULDs

1. All applicable personnel in the affected areas should be involved in the review and selection process.
2. Questions about the materials need to be referred to the Textbook Manager, Matt Tyner at mtyner@dallasisd.org or by phone at 972-925-4787.
3. Contact the Textbook Manager to report the receipt of food or novelty items with/without the publisher’s company name, logo, title, etc.
4. All personnel involved in the process are encouraged to make objective decisions in reviewing and evaluating textbooks.
5. All educators are asked to eliminate what may be perceived or construed as biased decision making.
6. Publisher delivery of samples may be coordinated with the principal or designee during school hours. If the principal decides to have samples delivered the invitation must be extended to all publishers. However, at no time shall classroom instruction be interrupted by a publisher representative’s visit to the school.

SHOULD NOTs

1. District personnel may not accept publisher-sponsored gifts, food, novelty items or meals, or attend publisher presentations with food provided by the publisher at any point during the process.
2. Teachers and/or principals may not engage in oral or written communication directly or indirectly related to current adoptions during the Closed Period. For specific information, contact should be made through the Textbook Manager, Matt Tyner at mtyner@dallasisd.org or by phone at 972-925-4787.
3. District personnel may not discuss textbook evaluation related decisions with publishers during the Closed Period.
4. Teachers shall not receive materials to pilot in their classrooms.

Please note that these guidelines are not all-inclusive.

Summary of District Policies Regarding the Process

DBD (Local): Conflict of Interest [DBD \(Local\)](#)

A “conflict of interest” is any circumstance that could cast doubt on an employee’s ability to act with total objectivity with regard to the District’s interests. The employee’s loyalty to the District must come easily, free from any conflicting interests.

No employee, officer, or agent of the District shall participate in the selection, award, or administration of a contract supported by federal funds if a real or apparent conflict of interest would be involved. A conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein, has a substantial financial or other interest in the firm selected for an award.

All District employees shall avoid employment, financial, business, social, or other relationships that might be opposed to the interests of the District or might create the appearance of impropriety, or might cause a conflict with the performance of their duties. Employees shall at all times conduct themselves in a manner that avoids even the appearance of conflict between their personal interests and those of the District.

Conflict of interest situations may arise in many ways. Examples include, but are not limited to, the following:

Employment with a vendor/contractor, regardless of the nature of the employment, while employed by the District.

Contract award with a vendor in which an employee or his or her family have a substantial ownership or management interest.

Ownership of, or substantial interest in, a company that is a supplier of the District.

Acting independently as a consultant to a District supplier.

Accepting expense-paid invitations to sports or entertainment events from a long-time friend who is also a District vendor.

Socializing with vendors or persons interested in doing business with the District under circumstances that create the appearance of impropriety.

Any employee who may have a conflict situation, actual or potential, shall report all pertinent details in writing to his or her supervisor. If the proper resolution is not apparent to the supervisor, the supervisor shall refer the matter to the Superintendent of Schools or designee, as appropriate, for resolution. If a conflict of interest develops accidentally or unexpectedly, the matter shall be reported to the supervisor immediately.

DBD (Legal): Employment Requirements & Restrictions: Conflict of Interests [DBD \(Legal\)](#)
Gifts

An employee who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall not solicit, accept, or agree to accept any benefit from a person the employee knows is interested in or likely to become interested in any such transactions of the District. *Penal Code 36.08(d)*

Textbooks

An administrator or teacher commits a class B misdemeanor offense if the administrator or teacher receives any commission or rebate on any textbooks used in the schools.

An administrator or teacher commits a class B misdemeanor offense if the administrator or teacher accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of a textbook; and
3. Could not be lawfully purchased with funds from the state textbook fund.

"Gift, favor, or service" does not include staff development, in-service, or teacher training; or instructional materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process. *Education Code 31.152(b)-(d)*

A person commits a Class C misdemeanor offense if the person knowingly violates any law providing for the purchase or distribution of free textbooks for the public schools. *Education Code 31.153*

CH (Local) Ethical Standards/Vendor Contact with Instructional Support [CH \(Local\)](#)

Ethical Standards

During the course of pursuing contracts, and the course of contract performance, contractors and consultants and their subcontractors, sub consultants, and vendors will maintain business ethics standards aimed at avoiding real or apparent impropriety or conflicts of interest. Violation of these standards may result in the cancellation of existing purchase orders or contracts, or exclusion from current or future procurements.

All vendors and employees must follow conflicts of interest avoidance and other ethical standards as set out in DBD (LOCAL) and should be aware of questionnaires and documents as required by Texas Local Government Code chapter 176, and applicable federal regulations with any proposal or other writing related to a potential agreement with the District in compliance with CHE (LEGAL). All related ethics documents will be publicly posted at the District's procurement website.

The District is further entitled to request a representation letter from contractors, or consultants, their subcontractors, sub consultants, or vendors at any time to disclose all things of value passing from contractors or consultant, its subcontractors or vendors to the District's personnel, its Trustees, officers, agents, or consultants.

Vendor Contact with Instructional/Support Personnel

Vendors are prohibited from offering gifts or favors that could influence, or that could be construed to influence, purchases utilizing District funds. Employees shall refuse any such offers and report such offers to their principal or department head. The principal or department head shall immediately report any such incidents to the purchasing department. [See (LOCAL) policy at DBD]

CHE (Legal) Required Vendor Disclosure [CHE \(Legal\)](#)

The Texas Ethics Commission shall adopt a conflict of interest questionnaire that requires disclosure of a vendor's business relationships with the District.

A vendor to the District shall file any required conflict of interest questionnaire if the person has a business relationship with the District and:

- Has an employment or other business relationship with an officer of the District, or a family member of the officer, described by Local Government Code 176.003(a)(2)(A); or
- Has given an officer of the District, or a family member of the officer, one or more gifts with the aggregate value specified by Local Government Code 176.003(a)(2)(B), excluding any gift described by Local Government Code 176.003(a-1).

The completed conflict of interest questionnaire must be filed with the appropriate records administrator no later than the seventh business day after the date that the vendor:

- Begins discussions or negotiations to enter into a contract with the District;
- Submits to the District an application, response to a request for proposals or bids, correspondence, or another writing related to a potential contract with the District; or
- The date the person becomes aware:
 - a. Of an employment or other business relationship with a local government officer, or a family member of the officer; or
 - b. That the person has given one or more gifts. *Local Gov't Code 176.006*

DH (Exhibit): Code of Ethics and Standard Practices for Texas Educators [DH\(Exhibit\)](#)

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Professional Ethical Conduct, Practices, and Performance

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

DHA (Local): Employee Standards of Conduct: Gifts & Solicitation [DHA \(Local\)](#)

Employees shall not engage in the sale of books, equipment, or supplies that may, in any manner, be construed to indicate that the product is recommended by the District or an employee of the District. Sales of any such product or service, tangible or intangible, to parents

of the community where the employee is assigned is prohibited at all times.

Evaluation - Multicultural and Multiethnic Perspectives

Multicultural and Multiethnic Perspectives

Culture and ethnicity are integral parts of American life. Students must master facts, concepts, and theories related to ethnicity and culture in American society. To do this, teachers must have curriculum resources that provide ways to help students observe events and situations, solve problems, and view relationships from multicultural, multiethnic perspectives.

It is the philosophy of the Dallas Independent School District that every student's heritage is of value. Students' self-esteem, motivation, and academic achievement are all affected by the degree to which their cultures are accepted and valued in the classroom. Therefore, it is incumbent upon the district to ensure that multicultural, multiethnic perspectives are included, not in isolated, fragmented lessons or projects, but as an intrinsic emphasis in all subjects, at all grade levels, and in the total district and school environment.

Textbook Evaluation Criteria

The evaluation of textbooks proposed for adoption in the Dallas Independent School District will be guided by specific criteria. In addition to the rubrics created to evaluate instructional materials, the evaluation instruments used by each subject with textbooks up for selection and adoption will encompass elements of the following criteria:

Culture/Ethnicity:

- Portrays the United States as a pluralistic nation (multilingual, multicultural) through knowledge, appreciation, and respect for diverse people – demonstrated by valid content about people of color and their life experiences (*e.g., historical and/or cultural contributions of different ethnic groups, inclusion of languages other than English*)
- Depicts ethnic minority persons in positions of leadership, and depicts both males and females of all ethnic groups in positive positions
- Indicates that within ethnic and religious groups there is socioeconomic diversity and a wide range of individual differences, including environmental and historical influences
- Portrays various cultures in a manner that will develop knowledge, respect, and empathy for a better understanding of intergroup conflict
- Characterizes diverse settings of individuals and groups including separate ethnic groups and mixed groups
- Addresses representation of ethnic minorities in music, art, science, history, literature, business/industry, sports, or other areas of life and culture. Exhibits illustrations of ethnic backgrounds of groups vs. Caucasian features with balanced treatment of ethnic minorities in illustrations (*e.g., count the number of pictures; count the number of people of color; count the number containing people of color in central positions*)
- Contains adequate and valid content about women, portraying the United States as a nation that regards women and men of equal dignity and worth (*e.g., guides the student to understand how the democratic process relates to the women's movement, includes historical and social contributions of women*)
- Offers illustrations that show women as diverse ethnically, professionally, emotionally, etc., and depicts them working with and relating to both men and women
- Exhibits illustrations of women (*e.g., count the number of pictures; count the number of*

pictures containing women; count the number of women in leadership positions)

- Avoids masculine generic pronouns (such as manpower, businessmen)
- Refrains from use of sexist occupational titles (*such as policeman or fireman, and inconsistencies such as depicting both men and women as plumbers and then consistently using the pronoun “he” when referring to a plumber*)

Roles

- Presents all occupations as appropriate for any qualified person
- Does not relegate women and minorities to primarily stereotyped roles and occupations (*e.g., illustrates individuals in non-traditional roles and individuals with handicaps*)
- Free of cartoons and/or caricatures that emphasize the stereotyped portrayal of individuals, such as the physical attributes, roles, and skills of one sex or ethnic group or women as being primarily emotional, passive or subservient
- Does not stereotype leadership roles or show women, minorities, or handicapped individuals in subordinate roles
- Has no evidence of tokenism (*e.g., a text that illustrates only a few women or a few minority group members in non-traditional roles*)
- Indicates that women are capable of pursuing diverse occupations and roles by displaying them in positive or active roles, in a variety of roles and occupations, and in leadership positions
- Does not contain disparaging phrases (*e.g., “I’ll ask my girl to type this,” or “The Indians roved across the land.” Implying non-directed, purposeless activity, or use “girls” or “boys” to refer to women and/or minority group members*)

Bias in Textbooks

Evaluating textbooks by using ethnic/culture-related criteria provides a tremendous opportunity to examine the assumptions, purposes, and nature of the textbook program, and allows teachers who are evaluating books to eliminate the textbooks having clear forms of bias. Bias in textbooks can be viewed and compared using a few key concepts. These concepts, with explanations, are given below.

Invisibility

Certain groups are underrepresented in curricular material. The significant omission of males or females, minority groups, or handicapped people in specific roles in society implies that these roles are inappropriate for the group left out.

Stereotyping

By assigning traditional and rigid roles to individuals or groups, instructional materials limit individual potential. Not only can careers be stereotyped, but so can intellectual abilities, personal traits, physical appearance, social status, and domestic roles. Stereotyping denies students a knowledge of the diversity, complexity, and variation that characterizes any group of individuals.

Imbalance/Selectivity

Text may perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalance restricts the student’s perspective on roles, activities, career choices, and opportunities available. Through selective presentation of materials, texts can distort reality and thereby affect attitudes concerning careers/roles in society and

self-expectations.

Unreality

Texts may frequently portray a distorted picture of our history and/or our contemporary life experience.

Fragmentation/Isolation

By separating issues relating to either males or females, blacks or whites, disabled or able persons from the main body of the text, texts may imply that these issues are either less important than or not a part of the dominant culture. The practice of isolating information related to one specific group from the main body of the text teaches students that the person of this race, sex or disability is unrelated to the main theme and events of the text and represents only a minor diversion.

Selection of Textbook Materials

In order to broaden the scope of participation and ensure the selection and use of materials that achieve multicultural, multiethnic perspectives, the following procedures will be instituted:

- Site participation through school committees or other site-based curriculum council forums;
- Publisher's forums with district and/or advisory panels;
 - Curriculum reviews ensuring pluralistic infusion inherent in the instructional process.

Forms

Editable versions of all forms are located here:
<https://sites.google.com/a/dallasisd.org/ima-publisher-site-2017/faq>

Publisher’s Certification of District Guidelines Review



Publisher’s Certification of District Guidelines Review

Please email a copy of this form on or before December 3, 2016 to: Matt Tyner, Textbook Manager, mtynert@dallasisd.org certifying that materials / packages being submitted for consideration meet the guidelines located in the IMA handbook or online here:
<https://sites.google.com/a/dallasisd.org/ima-vendor-site/instructional-materials-adoption-handbook/publisher-submission-for-instructional-materials-selection>

If requirements are not met, please indicate how they will be addressed below:

Publisher: _____

Name of Program: _____

Program ISBN(s): _____

Subject Area: _____

Course/Grade Level: _____

I certify that the programs stated above meet 100% of Dallas ISD Guidelines as stated in the Instructional Materials Selection Handbook:

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If requirements are not met, please indicate how they will be addressed.

Signature of Company Official: _____

Typed Name: _____

Title: _____

Company: _____

Date: _____

Proclamation 2017 Instructional Materials Agreement Form



Proclamation 2017 Instructional Materials Agreement Form

Publisher: _____

Name of Program: _____

Program ISBN(s): _____

Subject Area: _____

Course/Grade Level: _____

- A. Provide a list of all materials submitted for adoption under Proclamation 2017 Instructional Materials which will be provided to Dallas Independent School District for the entire life of the adoption; include ISBN, title, price and a fixed price on replacement parts for the life of the adoption.
- B. Provide detailed list of parts/items included in Teacher Resources and sets/kits.
- C. Publisher agrees to provide teacher materials by teacher and not by the number of student textbooks.
- D. Publisher must clearly state terms and conditions of online licensure and transferability between students.
- E. Publisher agrees to provide online instructional materials within 10 days of order being placed into EMAT.
- F. The publisher agrees that an online license will be available for each student edition purchased. Include information concerning the term of each license, cost of renewal, provided at a fixed price not to exceed the price at time of the initial order.
- G. Publisher agrees to provide additional Teacher Editions for the following:
 - a. One set for each general education teacher teaching that grade or subject
 - b. One set for each multi-language teacher teaching that grade or subject
 - c. One set for each special education teacher teaching that grade or subject
 - d. One set for each bilingual teacher teaching that grade or subject
 - e. Twelve sets for each Hospital/Home Bound teacher teaching that grade or subject
 - f. One set for each alternative school teacher teaching that grade or subject
 - g. One set for each teacher at Health Special teaching that grade or subject
 - h. One set for each campus recovery center teacher teaching that grade or subject
 - i. One set for each teacher provided to reduce class size teaching that grade or subject
- H. Publisher agrees to provide the district with a staff development proposal that includes an overview and an outline for the life of the adoption.

****AGREEMENT TO BE SIGNED BY AN OFFICER OF THE COMPANY****

Signature of Company Official: _____

Typed Name: _____

Title: _____

Company: _____

Date: _____

Please email a copy of the signed agreement on or before December 3, 2016 to:
Matt Tjmer, Textbook Manager, at m.tjmer@dallasisd.org



Addendum

Public Viewing Sites

December 2016

Date	Site	Room Number	Time
December 8, 2016	H.B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	738	5:00 p.m. - 6:30 p.m.
December 12, 2016	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	5:00 p.m. - 6:30 p.m..
December 13, 2016	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	5:00 p.m. - 6:30 p.m.
December 14, 2016	South Oak Cliff High School 3601 S. Marsalis Ave. Dallas, TX 75216	Library	5:00 p.m. - 6:30 p.m.
December 19, 2016	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	5:00 p.m. - 6:30 p.m.
December 20, 2016	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	2:30 p.m. - 5:00 p.m.
December 21, 2016	South Oak Cliff High School 3601 S. Marsalis Ave. Dallas, TX 75216	Library	2:30 p.m. - 5:30 p.m.

****Do not contact the schools directly. Please direct any questions to Matt Tyner at 972-925-4787.***

January 2017

Date	Site	Room Number	Time
January 17, 2017	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	5:00 p.m. - 6:30 p.m.
January 18, 2017	South Oak Cliff High School 3601 S. Marsalis Ave. Dallas, TX 75216	Library	5:00 p.m. - 6:30 p.m.
January 18, 2017	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	5:00 p.m. - 6:30 p.m.

**Do not contact the schools directly. Please direct any questions to Matt Tyner at 972-925-4787.*

Voting Window

On January 21, 2017 we will enter the “Closed” period during which teacher voting will take place on the materials to be adopted. The voting window will be open January 23, 2017 - February 23, 2017. Voting by eligible teachers can be completed either electronically via Curriculum Central or for teachers in need of additional assistance, computer labs will be available at the H.B. Bell School Support Service Center, Rooms 309 and 310 computer labs from 4:00 p.m. - 6:00 p.m. the week of January 23 - 27, 2017.

IMA Selection Criteria

Criteria charts have been created to assist and guide teachers on “look-fors” when reviewing samples, these criteria charts are attached and are also available on the Curriculum Central Proclamation 2017 site.

Proclamation 2017 Criteria Charts			
Career and Technical Education (CTE)	Languages Other than English (World Languages)	Mathematics	Social Studies (Special Topics)
CTE	Visual World Languages Modern World Languages Classical Languages	Mathematics - High School	Social Studies, 6 - 8 Social Studies, 9 - 12

<http://tiny.cc/disdimateacher>