

**APPENDIX A: Lake Washington School District
Request for Approval of Basic Instructional Materials**

Disposition

IMC:	Date:	_____
Board of Directors:	Date:	_____
<i>For Office Use</i>		

***Title of Material:** _____

***ISBN:** _____

The following criteria are to help you evaluate materials. A separate evaluation packet is necessary for each material being considered for recommendation. Please send three copies of each instructional material to the Curriculum Office.

NOTE: Comments which would add to this evaluation would be appreciated. Please attach additional pages when necessary.

* Date

* Signature, Principal

* Department Chair/Teacher

* School

Signature, Curriculum and Assessment Director

Signature, Technology Director
{only required if software title}

* Required fields to be completed by the submitter

Request for Approval of Basic Instructional Materials

Submitter Name: _____

Date: _____

School: _____

Principal Name: _____ Principal Signature: _____

If software, initial approval of Director of Technology Tech. Signature: _____

Please complete the following information in detail. Incomplete forms will be sent back to the submitter for revision without review from IMC. Be as honest as possible, low rankings will not automatically disqualify the book from review.

1. INSTRUCTIONAL MATERIAL TO BE CONSIDERED:

- Major Course Adoption Software Video (DVD, Web, Streamed) Movie
- School-Based Curriculum Website Script (play)
- Textbook Novel (Fiction) Music (streamed, CD)
- e-Book Text (Non-Fiction) Open Educational Resources

TITLE:	COPYRIGHT DATE:
AUTHOR:	PUBLISHER:
COURSE OR SUBJECT AREA:	INTENDED GRADE LEVEL/S:
IS THE MATERIAL PART OF A SERIES? <input type="checkbox"/> YES <input type="checkbox"/> NO	TITLE OF SERIES:

2. COURSE INFORMATION:

Name of course in which requested material will be used:

Has the submitter read the book? YES NO (If 'NO,' please do not submit the book)

3. STANDARDS/CURRICULUM ALIGNMENT

Selection of instructional materials must be consistent with LWSD mission, vision, and goals. In the area below, please describe how the materials support the LWSD student profile, and utilize the current Power Standards, Common Core State Standards (CCSS), or Next Generation Science Standards (NGSS), for the area of study in which these materials will be used.

Specifically detail processes and skills from the proficiency scales related to the area of study that these materials support.

Why was this book chosen?

FORMS OF BIAS

CRITERIA: GENDER/SEX

- Male and female characters reflect qualities such as leadership, intelligence, imagination and courage
- Male and females are represented as central characters in story and illustrations
- Male and females are shown performing similar work in related fields
- People are referred to by their names and roles as often as they are referred to as someone’s spouse, parent or sibling
- Stereotyping language as “women chatting/men discussing” is avoided
- Biographical or historical materials include a variety of male and female contributions to society
- Groups which include male and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators.

	CRITERIA IS CLEARLY ARTICULATED OR INFERRED	CRITERIA IS PRESENT, BUT LIMITED IN PRESENTATION AND/OR EXPLANATION	LIMITED PRESENTATION OF CRITERIA	CRITERIA IS NOT PRESENT
	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

CRITERIA: MULTI-CULTURALISM

- Materials contain racial/ethnic balance in main characters and in illustrations
- Minorities are represented as central characters in story and illustrations
- Minority characters are shown in a variety of lifestyles in active, decision making and leadership roles
- Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives
- The vocabulary of racism is avoided
- Stereotyping language is avoided
- Biographical or historical materials include minority characters and their discoveries and contributions to society
- One religion is not perceived as superior to others
- Oversimplified generalizations about different religions are avoided in text and illustrations

	CRITERIA IS CLEARLY ARTICULATED OR INFERRED	CRITERIA IS PRESENT, BUT LIMITED IN PRESENTATION AND/OR EXPLANATION	LIMITED PRESENTATION OF CRITERIA	CRITERIA IS NOT PRESENT
	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

CRITERIA: FAMILY

- In addition to the traditional nuclear family model, family groups are depicted in which there are single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family
- A variety of life’s experiences are depicted
- People of all groups are depicted in a variety of clothing and with a variety of eating habits and activities
- Males and females are depicted in non-traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude.

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	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

CRITERIA: PERSONS WITH DISABILITIES

- People are sometimes portrayed as able-bodied, healthy, ill, and having disabilities
- Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities
- Non-handicapped persons and persons with disabilities are represented as
- Central characters in story and illustrative materials
- Non-handicapped persons and persons with disabilities are shown performing similar work in related fields.
- Non-handicapped persons and persons with disabilities are shown working and playing together as colleagues
- Persons with disabilities are referred to by their names and roles rather than their disability
- Biographical and historical materials include contributions to society by persons with disabilities

	CRITERIA IS CLEARLY ARTICULATED OR INFERRED	CRITERIA IS PRESENT, BUT LIMITED IN PRESENTATION AND/OR EXPLANATION	LIMITED PRESENTATION OF CRITERIA	CRITERIA IS NOT PRESENT
	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

CRITERIA: SOCIO-ECONOMIC STATUS

- Social class groupings portray all individuals in a variety of roles (positive and negative) and situations displaying positive and negative characteristics of integrity, humility, valor, and intelligence
- Oversimplified generalizations about social classes and groups are avoided in text and illustrations
- All individuals are judged by their strength of character rather than their socio-economic status
- Characters are described by their behaviors, beliefs, and values rather than unnecessary socio-economic descriptors
- Contributions of individuals are valued for their benefit to all peoples of society
- Materials provide an opportunity for dialogue which considers a variety of socio-economic perspectives

	CRITERIA IS CLEARLY ARTICULATED OR INFERRED	CRITERIA IS PRESENT, BUT LIMITED IN PRESENTATION AND/OR EXPLANATION	LIMITED PRESENTATION OF CRITERIA	CRITERIA IS NOT PRESENT
	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

4. BIAS TOWARD INDIVIDUALS OR GROUPS: Check any individual or group of bias found in the submission based on:

- Sex
 Race
 Creed
 Religion
 Sexual orientation
 Gender expression or identity
 Color
 National origin
 Honorably discharged veteran or military status
 Use of a trained dog guide or service animal
 Presence of any sensory, mental or physical disability
 Other

Comments

5. GENERAL CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS:

A. Has the material been screened in view of the age, experience, and maturity level of the students for whom it is intended?	<input type="checkbox"/> YES <input type="checkbox"/> NO
B. Does the book contain:	
Profane or obscene language?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Graphic sexual incidents?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Controversial moral issues?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Controversial ideology or philosophy?	<input type="checkbox"/> YES <input type="checkbox"/> NO

6. General Comments

TEACHER SIGNATURE:

DATE SUBMITTED:
