

# Instructional Materials *Selection and Adoption*

*Teaching and Learning Division*

## 2014-2015 *Operational Manual*

Dallas  
Independent  
School  
District



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# Dallas Independent School District Leadership

## Board of Trustees

President



Miguel Solis  
District 8  
Term Expires 2017

Love Field, Northwest  
Dallas, and Central Dallas

1st Vice President



Lew Blackburn  
District 5  
Term Expires 2016

Oak Lawn, West Dallas,  
Wilmer, Hutchins and  
portions of East Oak Cliff

2nd Vice President



Elizabeth Jones  
District 1  
Term Expires 2015

Northwest Dallas,  
including North Dallas,  
Addison, parts of  
Carrollton and Farmers  
Branch

Board Secretary



Dan Micciche  
District 3  
Term Expires 2015

Northeast Dallas



Mike Morath  
District 2  
Term Expires 2017

North and Near East  
Dallas



Nancy Bingham  
District 4  
Term Expires 2016

Southeast Dallas,  
Seagoville, Balch  
Springs



Joyce Foreman  
District 6  
Term Expires 2017

Southwest Dallas



Eric Cowan  
District 7  
Term Expires 2016

North Central Oak  
Cliff and parts of  
West Dallas



Bernadette Nutall  
District 9  
Term Expires 2015

South Dallas and  
parts of Downtown  
Dallas, Pleasant  
Grove, Deep Ellum,  
Uptown, and East  
Dallas



Superintendent Mike Miles

## Core Beliefs

### **Dallas Core Beliefs**

- Our main purpose is to improve student academic achievement.
- Effective instruction makes the most difference in student academic performance.
- There is no excuse for poor quality instruction.
- With our help, at risk students will achieve at the same rate as non-at risk students.
- Staff members must have a commitment to children *and* a commitment to the pursuit of excellence.

## Central Office Information

**Matt Tyner**

Manager, Textbook Services

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(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 K-12 Social Studies, 9-12 Mathematics, K-12 Fine Arts, and Career and Technology materials provides an opportunity to make informed decisions in the selection of quality, state curriculum aligned textbooks/materials.

During the 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 K-12 Social Studies, 9-12 Mathematics, K-12 Fine Arts, and Career and Technology 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:

<http://pol.tasb.org/Policy/Code/361?filter=EFAA>.



## Proclamation 2015

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.

Fine Arts (K-12)	Mathematics (9-12)	Social Studies (K-12)	Career and Technology Education
Art	Algebra 1	Social Studies, K-8 English	Principles and Elements of Floral Design
Music	Algebra II	Social Studies, K-8 Spanish	Engineering Mathematics
Theatre	Geometry	U. S. History (Since 1877)	Mathematical Application in Agriculture, Food
Dance	Precalculus	World History	
Music Studies	Math Models	World Geography Studies	
Technical Theatre	Advanced Quantitative Reasoning	United States Government	
	Statistics and Risk Management	Economics w/ Emphasis on Free Enterprise System & Its Benefits	
	Robotics Programming and Design	Psychology	
		Sociology	

*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 2015–2016 school year.*



## Overview of Process

- All Dallas ISD teachers affected by Proclamation 2015 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 2015 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 2015 Instructional Materials December 2014. 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)

#### 2014

##### Friday, January 10, 2014

§ **Deadline** to file *Nomination to State Review Panels* forms. Those submitting nominations shall file all documents by 5:00 P.M. CST.

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

##### Friday, January 31, 2014

§ **Deadline** for publishers to provide a complete description of all items included in a student and teacher component. Publishers shall file all documents by 5:00 P.M. CDT.

##### January–February 2014

§ TEA reviews state review panel nominations.

##### Friday, February 7, 2014

§ Each ESC designates the person who will supervise the sample instructional materials and publishes a schedule specifying hours and dates sample materials may be reviewed by the public.

§ Each ESC publishes a news release and notifies area schools concerning sample instructional materials. In the notice, the ESC shall include the person to be contacted regarding sample instructional materials and the hours and dates samples will be available for review by the public.

##### March 2014

§ TEA notifies state review panel candidates of appointment.

##### Friday, April 18, 2014

§ **Deadline** for publishers to submit one (1) complete, electronic, pre-adoption sample copy of instructional materials along with one (1) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form to the TEA. Publishers shall file all materials by 5:00 P.M. CDT.

§ **Deadline** for publishers to submit one (1) complete, electronic, pre-adoption sample copy of instructional materials along with one (1) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form to each of the twenty (20) ESCs. Publishers shall file all materials by 5:00 P.M. CDT.

Electronic samples must allow for multiple simultaneous users.

Publishers providing Internet-based instructional materials shall supply the TEA and ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs until final samples are submitted in May 2015. Access to electronic samples should be available for multiple simultaneous users.

Publishers shall ensure that all samples are complete as to content. Electronic instructional materials, including Internet-based products, must be functional for review purposes.

The TEA, ESCs, and affected publishing companies shall 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.

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

§ **Deadline** for publishers to file a signed *Affidavit of Authorship* certifying that each individual whose name is listed as an author or contributor of content who was engaged in the development of the materials. In the affidavit, the publisher shall also state in general terms each author’s involvement in the development. Publishers shall file all documents by 5:00 P.M. CDT.

§ **Deadline** for publishers to provide each school district and open-enrollment charter school with information that fully describes instructional materials submitted under *Proclamation 2015*. Publishers shall file all documents by 5:00 P.M. CDT.

### **Friday, April 25, 2014**

§ **Deadline** for ESCs to notify the TEA of any irregularities in sample shipments of all materials. ESCs shall file notification on forms provided by the TEA by 5:00 P.M. CDT.

TEA will notify the appropriate publisher of any irregularities in the sample shipments.

### **April–May 2014**

§ TEA provides instructions to publishers for delivery of materials for the state review panels. Shipments shall include all samples, which must be complete as to content and functional for review purposes, and their correlations to the TEKS. Shipments shall 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 shall provide appropriate hardware or equipment for the review.

### **Spring–Summer 2014**

§ TEA conducts orientation and training sessions for state review panel.

§ The state review panel evaluates instructional materials submitted for adoption.

§ TEA releases preliminary recommendations that instructional materials be placed on the adopted list or rejected.

### **July 2014: SBOE Meeting**

§ SBOE may hold public hearing on instructional materials submitted for adoption.

§ The SBOE may set Permanent School Fund (PSF) payout rate for the 2016–2017 biennium.

### **Friday, August 1, 2014**

§ **Deadline** for publishers to file *Publisher's Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation. Publishers shall file all documents by 5:00 P.M. CDT.

§ **Deadline** for publishers to file *Identification of Factual Errors by Publisher* form listing the corrections to be made to the instructional materials submitted for adoption. Publishers shall file all documents by 5:00

P.M.

CDT.

### **Friday, August 22, 2014**

§ **Deadline** for publishers to re-submit all new content provided to the state review panels in response to a report of TEKS not addressed. Submissions must in a format approved by the commissioner of education. Publishers shall file all documents by 5:00 P.M. CDT.

### **Friday, September 5, 2014**

§ **Deadline** for Texas residents to file lists of alleged factual errors in instructional materials under consideration for adoption. Residents shall file all documents by 5:00 P.M. CDT.

§ **Deadline** for Texas residents to file official written comments concerning instructional materials submitted for adoption. Residents shall file all documents by 5:00 P.M. CDT.

§ Prior to the September hearing, the TEA will provide written comments and lists of alleged factual errors to the SBOE, participating publishers, ESCs, and those who have filed written requests.

§ **Deadline** for publishers who elect to protest the preliminary recommendation to file request for show-cause hearings. Publishers shall file all documents by 5:00 P.M. CDT.

### **September 2014**

§ Prior to the SBOE meeting, TEA publishes schedule and procedures for the public hearing to be held by the SBOE.

§ Prior to the SBOE meeting, the TEA releases copies of official written comments via the TEA website.

§ Members of the general public request to appear at the public hearing before the SBOE; priority will be given to Texas residents. All documents, which must identify subjects, titles, and publishers of instructional materials to be addressed, should be filed with the TEA's division of Instructional Materials and Educational Technology.

### **Friday, September 12, 2014**

§ **Deadline** for publishers to provide the name, address, and telephone number of the production manager of each printed instructional materials being prepared for submission. Publishers shall file all documents by 5:00 P.M. CDT.

### **September 2014: SBOE Meeting**

§ SBOE holds public hearing on instructional materials submitted for adoption. The archived webcast will be available through the TEA website.

§ The SBOE may set Permanent School Fund (PSF) payout rate for the 2016–2017 biennium.

### **10 working days after the close of the hearing**

§ **Deadline** for publishers and any others who participated in a hearing before the SBOE to file responses to official written comments from Texas residents and to testimony presented at the public hearing. Respondents shall file all documents by 5:00 P.M. CDT.

### **10 working days after receiving official written comments**

§ The TEA releases copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and those who have filed written requests.

### **Friday, September 26, 2014**

§ **Deadline** for publishers to file one signed original copy and one electronic copy of the *Official Bid Form*. Publishers shall file all documents by 5:00 P.M. CDT.

### **Friday, October 3, 2014**

§ **Deadline** to file complaints alleging violations of statutes, rules, or procedural irregularities. Documents shall be filed by 5:00 P.M. CDT.

Formal or informal hearings may be heard in the case of an apparent violation of statute. Upon determining that a violation has occurred, the findings shall be reported to the SBOE.

§ The *Report of Required Corrections of Factual Errors* is released, listing all corrections of factual errors required in the instructional materials under consideration for adoption. The reports will be released to the SBOE, affected publishers, ESCs, and others, such as Braillists, needing immediate access to the information.

§ The *Recommendations for the Adoption List of Instructional Materials* is released, giving advice to the SBOE regarding the adoption of instructional materials.

### **Friday, October 17, 2014**

§ **Deadline** for publishers to file written confirmation of their intent to make all corrections identified in the *Report of Required Corrections of Factual Errors* and required by the SBOE. Publishers shall file all documents by 5:00 P.M. CDT.

### **November 2014: SBOE Meeting**

§ SBOE committee considers final recommendations regarding the adopted list.

§ SBOE considers instructional materials submitted under *Proclamation 2015* for adoption.

§ The SBOE may set Permanent School Fund (PSF) payout rate for the 2016–2017 biennium.

### **Friday, December 5, 2014**

§ **Deadline** for publishers of adopted instructional materials to provide three print copies of the adopted student materials, one copy of NIMAS files, and a screen-shot 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. Publishers shall submit all materials to the designated Braille producer by 5:00 P.M. CST.

Publishers are not required to provide printed copies or NIMAS files of materials that are designed for use solely by teachers. If a visually-impaired teacher requests a Braille version during the adoption period, the TEA will contact the publisher and instruct them where to ship two printed teacher editions. **Publishers must provide two print copies and NIMAS files of blackline masters or any other materials included in the teacher component that are intended for student use.**

Instructional Materials delivered electronically must conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA, available at <http://www.w3.org/TR/WCAG20/> and must meet the technical standards of the Federal Rehabilitation Act, Section 508, available at <http://www.Section508.gov>.

**Friday, December 19, 2014**

§ **Deadline** for publishers to file the *Register of Contact* form indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication. Publishers shall file all documents by 5:00 P.M. CST.



## 2015

### Friday, February 13, 2015

§ **Deadline** for publishers to file *Identification of Editorial Changes by Publisher* form listing the editorial revisions made to the instructional materials submitted for adoption. Publishers shall file all documents by 5:00 P.M. CST.

### March 25, 2015:

§ TEA provides the contact information of the designated large print and audio producers to publishers of adopted printed instructional materials.

### April 2015

§ School districts and open-enrollment charter schools scheduled to begin submitting orders for new instructional materials through EMAT.

### Friday, May 1, 2015

§ **Deadline** for publishers to file signed *Publisher's Affidavit* verifying that all required corrections have been made. Publishers shall file all documents by 5:00 P.M. CDT.

§ **Deadline** for publishers to provide one (1) complete copy of adopted instructional materials that incorporates all required corrections to the TEA. Corrected samples must be representative of the final program. Publishers shall submit all materials by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the TEA with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

§ **Deadline** for publishers to file *Forms B and M*, and *Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards. Publishers shall file all documents by 5:00 P.M. CDT.

### Friday, May 1, 2015 (continued)

§ **Deadline** for publishers to provide three (3) complete copies of adopted student editions and one (1) copy of the NIMAS files that incorporate all required corrections to the Braille producer designated by the TEA. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.

§ **Deadline** for publishers to provide one (1) complete copy of adopted student editions and one (1) copy of the NIMAS files that incorporates all required corrections to the designated Large-print producer. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.

§ **Deadline** for publishers to provide one (1) complete copy of adopted student editions and one (1) copy of the NIMAS files that incorporates all required corrections to the designated audio producer. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.

§ **Deadline** for publishers to provide one (1) copy of the NIMAS files that incorporates all required corrections to the TEA. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.

§ **Deadline** for publishers to provide one (1) complete copy of adopted instructional materials that incorporates all required corrections to each of the twenty ESCs. Corrected samples must be representative of the final program. Publishers shall submit all materials by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the ESCs with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

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

## **June–August 2015**

§ Publishers scheduled to distribute adopted instructional materials to school districts and open-enrollment charter schools.

Each publisher shall 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 2015**

**Issued: April 2013 Amended: July 2013 Amended: November 2013**



## Dallas ISD Selection Procedures Overview

### October 2014

- Create Proclamation 2015 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 2014

- Convene meeting with Proclamation 2015 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 2014

- 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 2015

- 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

## Proposed Instructional Materials Allotment Process Timeline

Date(s)	Description	Location
NOVEMBER 2014		
November 13, 2014	IMA Publishers' Meeting	Food & Child Nutrition Services Building 1515 Grand Ave. Dallas, TX 75215 Auditorium 1:00 pm - 4:00 pm
November 20, 2014 – January 16, 2015	Open Period	
DECEMBER 2014		
December 1, 2014	Publisher demonstration videos due	Online
December 2014	State List Released by TEA	Online
December 2, 2014 – December 17, 2014	Public Viewings	See <a href="#">Public Viewings</a> section
JANUARY 2015		
January 6, 2015 – January 10, 2015	2nd Public Viewing	See <a href="#">Public Viewings</a> section
January 17, 2015 – March 26, 2015	Closed Period	

January 20, 2015 – February 20, 2015	Teacher Voting	
FEBRUARY 2015		
February 20, 2015 – February 26, 2015	Compile Voting Results	
MARCH 2015		
March 26, 2015	Board of Trustees Meeting	Administration Building

*\*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:
  - SBOE Proclamation 2015
  - Publisher Submission Requirements
  - Instructional Materials Displays
  - 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 through My DallasISD Online at <http://mydallasisdonline.org>
- 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:
  - Dallas ISD Board Policy
  - SBOE Proclamation 2015
  - Voting Procedures
  - Publisher Submissions
  - Instructional Materials Displays
  - 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 20, 2015 – February 20, 2015*

- Teachers of subjects to be adopted will be given access to vote online.
- Teachers will login on to My DallasSD Online at <http://mydallasisonline.org>.
- 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 40).

# Publisher Submissions for Instructional Materials Selection

## Dallas Independent School District Publisher Submissions for Instructional Materials Selection

**Proclamation 2015 includes the following courses in the Foundation and Enrichment Curriculum:**

<b>Mathematics, 9-12</b>	
<b>Social Studies, K-12</b>	<b>Social Studies (Spanish), K-5</b>
<b>Fine Arts, K-12</b>	
<b>Career and Technology Education</b>	

Dallas ISD does not intend to split adopt textbooks at grades K-5 and 6-8.

*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:

- If your company does not offer grades K-5 Social Studies in both English and Spanish versions, we will not include your company in our adoption process.
- If your company is unable to provide a grade 4 Texas History component, please indicate if you are you able to provide an alternative product to support grade 4 Texas History TEKS in both English and Spanish so that we do not split adopt.
- If your company only offers grade 4 Social Studies component it must meet Texas History requirements in both English and Spanish.
- Dallas ISD will consider all options for grades 9-12 mathematics and CTE courses that include both congruent print and electronic materials that do not have selections available through TEA under Proclamation 2015 (Engineering Mathematics, Mathematical Applications in Agriculture, Food, and Natural Resources, Statistics and Risk Management, Robotics Programming and Design).
- 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 social studies and other subject areas asked for in this proposal 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) 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><b>Teacher and Student Editions:</b></p> <ul style="list-style-type: none"> <li>• Meet 100% of applicable TEKS for the grade/subject/course</li> <li>• Each lesson includes an emphasis on process standards</li> <li>• 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.</li> <li>• Must align with the English Language Proficiency Standards (ELPS)</li> <li>• Alignment to the College and Career Readiness Standards is clearly evident</li> <li>• There are no factual errors</li> <li>• Provide materials/lessons for both Extension and Enrichment to support Response to Intervention (RtI) and Differentiated Instruction</li> <li>• Must allow for multiple simultaneous users</li> <li>• Comply with the technical standards of the Federal Rehabilitation Act, Section 508</li> <li>• Materials delivered online must meet minimum web-based standards, available at <a href="http://www.w3.org/standards">http://www.w3.org/standards</a></li> <li>• All Technology Applications products submitted for adoption must be electronically delivered. Print materials for Technology Applications will <b>not</b> be considered for adoption.</li> </ul> <p><b>Additionally, the Student Edition:</b></p> <ul style="list-style-type: none"> <li>• Must support English Language Learners (ELL), Bilingual (English/Spanish) students</li> </ul> <p><b>Must support students with learning disabilities:</b></p> <ul style="list-style-type: none"> <li>• All electronic items must be web-based. No items should require a “download” to any device in order to use.</li> </ul>	<p><b>Teacher and Student Editions:</b></p> <ul style="list-style-type: none"> <li>• Meet 100% of applicable TEKS for the grade/subject/course</li> <li>• Each lesson includes an emphasis on process standards</li> <li>• Must indicate where in the product(s) the required TEKS are addressed. Publishers must include one form for each product and course.</li> <li>• All applicable English Language Proficiency Standards (ELPS) for the grade/subject/course are covered</li> <li>• Alignment to the College and Career Readiness Standards is clearly evident</li> <li>• There are no factual errors</li> <li>• Provide materials/lessons for both Extension and Enrichment to support Response to Intervention (RtI) and Differentiated Instruction</li> <li>• Print materials for Technology Applications will <b>not</b> be considered for adoption</li> </ul> <p><b>Additionally, the Student Edition:</b></p> <ul style="list-style-type: none"> <li>• Must support English Language Learners (ELL) (through the ELPS), Bilingual (English/Spanish) students</li> </ul> <p><b>Must support students with learning disabilities:</b></p> <ul style="list-style-type: none"> <li>• Must be available in Braille and conforms to the National Instructional Materials Accessibility Standard (NIMAS)</li> <li>• Must be available in large type</li> <li>• Cross-curricular connections</li> </ul>



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

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

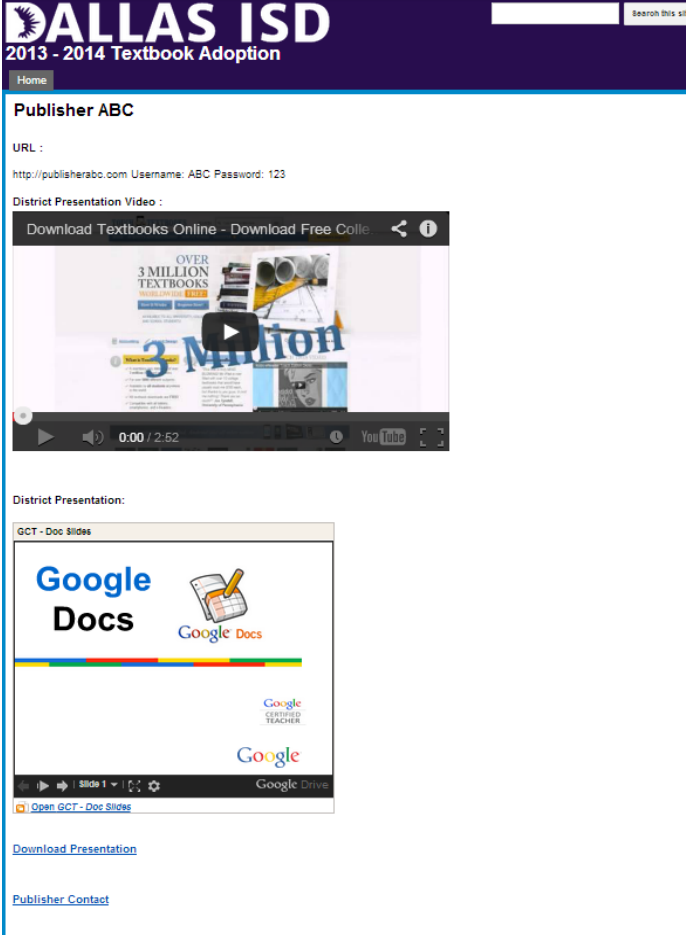
## Publisher Electronic Presentations:

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/submitima>



The screenshot displays the Dallas ISD website interface for the 2013-2014 Textbook Adoption process. The header features the Dallas ISD logo and the text "2013 - 2014 Textbook Adoption". Below the header, there is a "Home" button and a search bar. The main content area is titled "Publisher ABC" and includes a "URL:" field with the example "http://publisherabc.com Username: ABC Password: 123". Underneath, there is a "District Presentation Video:" section with a video player showing a slide titled "OVER 3 MILLION TEXTBOOKS" and "3 Million". Below the video is a "District Presentation:" section with a Google Docs presentation viewer showing a slide with the Google Docs logo and "Google CERTIFIED TEACHER" text. At the bottom, there are links for "Download Presentation" and "Publisher Contact".

## Public Viewings

December 2014

Date	Site	Room Number	Time
December 2, 2014	H.B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	801	5:00 p.m. - 6:30 p.m.
December 3, 2014	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	4:30 p.m. - 6:00 p.m.
December 4, 2014	Skyline High School 7777 Fomey Rd. Dallas, TX 75227	Foyer	4:30 p.m. - 6:00 p.m.
December 11, 2014	W.H. Adamson High School 309 E. Ninth St. Dallas, TX 75206	Foyer	4:30 p.m. - 6:00 p.m.
December 16, 2014	Hulcy Middle School 9339 S. Polk St. Dallas, TX 75232	Cafeteria	2:30 p.m. - 5:30 p.m.
December 17, 2014	Hulcy Middle School 9339 S. Polk St. Dallas, TX 75232	Cafeteria	2:30 p.m. - 5:30 p.m.
December 18, 2014	Hulcy Middle School 9339 S. Polk St. Dallas, TX 75232	Cafeteria	2:30 p.m. - 5:30 p.m.

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## January 2015

Date	Site	Room Number	Time
January 7, 2015	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	4:30 p.m. - 6:00 p.m.
January 9, 2015	W.H. Adamson High School 309 E. Ninth St. Dallas, TX 75206	Foyer	4:30 p.m. - 6:00 p.m.
January 9, 2015	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	4:30 p.m. - 6:00 p.m.
January 10, 2015	Kathlyn J. Gilliam Collegiate Academy 1700 E. Camp Wisdom Rd. Dallas, TX 75241	Foyer	9:00 a.m. - Noon

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

## Districtwide IMA Team Meeting Dates

October 2014 - March 2015

Date	Site	Room Number	Time
October 30, 2014	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	810	5:00 p.m. - 6:30 p.m.
December 2, 2014	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	4th Floor Training Room 1	5:00 p.m. - 6:30 p.m.
January 6, 2015	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	810	5:00 p.m. - 6:30 p.m.
March 3, 2015	H. B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	4th Floor Training Room 1	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: 1. Staff development, in-service, or teacher training; or 2. 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 20, 2014 to January 16, 2015. 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. The Closed Period is from January 17, 2015 to March 26, 2015. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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
11. Publishers are prohibited from discussing with district staff textbook voting-related decisions.



See the **Proclamation 2015 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 via email from Thursday, November 13 through Friday November 21, 2014 at [mtyners@dallasisd.org](mailto:mtyners@dallasisd.org).
2. Questions will be reviewed and compiled for publisher viewing.
3. Questions will be published by Monday, December 1, 2014 and posted on this site :

<https://sites.google.com/a/dallasisd.org/ima-vendor-site-2015/>

## Guidelines for Publishers during Open and Closed Periods

### OPEN PERIOD:

**Thursday, November 20, 2014 to Friday, January 16, 2015**

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 6, 2015. 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 17, 2015 to Thursday, March 26, 2015**

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.
3. Any publisher violating district guidelines regarding the process may be barred or disqualified from participating.

## Textbook Publishers’ “SHOULD” & “SHOULD NOT”

### SHOULD

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 at [mtyner@dallasisd.org](mailto: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 NOT

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 at [mtyner@dallasisd.org](mailto: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 “SHOULD” & “SHOULD NOT”

### **SHOULD**

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 at [mtyner@dallasisd.org](mailto: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 NOT**

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 at [mtyner@dallasisd.org](mailto: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

## Publisher's Certification of District Guidelines Review

Editable versions of all forms are located here:

<https://sites.google.com/a/dallasisd.org/ima-vendor-site-2015/>



### Publisher's Certification of District Guidelines Review

Please email a copy of this form on or before December 1, 2014 to: Matt Tyner, Textbook Manager, [mtyner@dallasisd.org](mailto:mtyner@dallasisd.org) certifying that materials / packages being submitted for consideration meet the guidelines located in the Dallas ISD Proclamation 2015 IMA handbook or online here: <https://sites.google.com/a/dallasisd.org/ima-vendor-site-2015/>

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 meets 100% of Dallas ISD Guidelines as stated in the Instructional Materials Selection Handbook:

Yes

No

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

Signature of Company Official: \_\_\_\_\_

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

Title: \_\_\_\_\_

Company: \_\_\_\_\_

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

# Proclamation 2015 Instructional Materials Agreement Form



## Proclamation 2015 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 2015 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 multilanguage 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 1, 2014 to: Matt Tyner, Textbook Manager, at [mtyner@dallasisd.org](mailto:mtyner@dallasisd.org)

## Addendum

## Public Viewing Sites

### December 2014

Date	Site	Room Number	Time
December 2, 2014	H.B. Bell School Support Service Center 2909 N. Buckner Blvd. Dallas, TX 75228	801	5:00 p.m.- 6:30 p.m.
December 3, 2014	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	4:30 p.m. - 6:00 p.m.
December 4, 2014	Skyline High School 7777 Forney Rd. Dallas, TX 75227	Foyer	4:30 p.m. - 6:00 p.m.
December 11, 2014	W.H. Adamson High School 309 E. Ninth St. Dallas, TX 75206	Foyer	4:30 p.m. - 6:00 p.m.
December 16, 2014	Hulcy Middle School 9339 S. Polk St. Dallas, TX 75232	Cafeteria	2:30 p.m. - 5:30 p.m.
December 17, 2014	Hulcy Middle School 9339 S. Polk St. Dallas, TX 75232	Cafeteria	2:30 p.m. - 5:30 p.m.
December 18, 2014	Hulcy Middle School 9339 S. Polk St. Dallas, TX 75232	Cafeteria	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 2015

Date	Site	Room Number	Time
January 7, 2015	Hillcrest High School 9924 Hillcrest Rd. Dallas, TX 75230	Library	4:30 p.m. - 6:00 p.m.
January 9, 2015	W.H. Adamson High School 309 E. Ninth St. Dallas, TX 75206	Foyer	4:30 p.m. - 6:00 p.m.
January 9, 2015	Skyline High School 7777 Fomey Rd. Dallas, TX 75227	Foyer	4:30 p.m. - 6:00 p.m.
January 10, 2015	Kathlyn J. Gilliam Collegiate Academy 1700 E. Camp Wisdom Rd. Dallas, TX 75241	Foyer	9:00 a.m. - Noon

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

## Voting Window

On January 19, 2015 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 20, 2015-February 20, 2015. 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 computer lab (3rd Floor) from 4:00 p.m. - 6:00 p.m. the week of January 26 - 29, 2015.

## 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 2015 site.

<http://tiny.cc/disdimateacher>