

ADMINISTRATIVE POLICY 7.26

TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTION

- (1) The Board shall consider all matters pertaining to the instructional programs **provided in the district**, including courses of study, textbooks, and other instructional materials used in the schools. Instructional materials include, but are not limited to, electronic resources (e-books) or other technology and manipulative materials.
- (2) Other specific guiding principles to be considered are:
 - a. materials' alignment to adopted standards and graduation requirements;
 - b. alignment to district literacy and language-development goals;
 - c. availability of aligned materials for Pre-K use;
 - d. **availability of high-quality materials for use in Montessori, immersion classrooms (e.g., French, German, Italian, and/or Spanish-language versions of the same content, quality, and rigor);**
 - e. availability of resources to support differentiated instruction, including aligned, targeted interventions, where appropriate; and
 - f. to the extent possible and appropriate, representation in content and illustrations of the diversity of district's students, families, and communities and freedom from discrimination on the grounds of gender, age, race, religion, culture, **ethnicity, nationality, language**, orientation, and disability, etc.
- (3) **Per the U.S. Department of Justice and the U.S. Department of Education districts have an obligation to provide the resources necessary to effectively implement Language Instruction Educational Programs (English as a Second Language and Bilingual Education) for English Learners.**
 - a. **To this end, all adopted materials for mathematics, science, social studies, and areas within literacy must also be available in Spanish, one of the languages of instruction in the bilingual program, at the same quality and rigor of editions in English. If the chosen vendor(s) does not have the Spanish counterpart there are two options:**
 - i. **The vendor(s) commit(s) to providing the district with the selected materials in Spanish by the end of the school year in which the adoption was set to begin. Materials include both physical and digital versions as well as all supporting interactive activities, videos, assessments, graphic organizers, etc. Translations cannot rely on Google Translate.**
 - ii. **For areas within literacy (reading, writing, spelling, handwriting), funds must be set aside for the Department of Bilingual Multicultural Education to secure appropriate materials, in English and/or Spanish, for this student population. This process is exempted from purchasing and bidding requirements outlined**

in Administrative Policy 3.09. Once the appropriate materials have been selected, the Department of Bilingual Multicultural Education can enter a purchase requisition to provide the vendor(s) with a purchase order.

- b. Requests for proposals (RFP) of materials for mathematics, science, and social studies must include the following statement.
 - i. Vendors submitting materials in response to this RFP, grades K-12 and including Advanced Placement courses, must provide those materials with 100% parity in Spanish for bilingual program schools, not through a Google translation. All components must be digitally and physically available in Spanish (e.g., student edition, teacher edition, graphic organizers, videos, assessments, online interactive games and activities, additional resources, etc.) by the end of the school year in which the adoption is set to begin.
- c. Requests for proposals (RFP) within literacy (reading, writing, spelling, handwriting) must include the following statement.
 - i. Vendors submitting materials in response to this RFP, grades K-12 and including Advanced Placement courses, are encouraged to also submit materials that are authentically developed in Spanish. Vendors that have editions only in one language (English and Spanish) can make submissions as well. All submissions will be considered equally. Materials submitted in Spanish have all components digitally and physically available in Spanish (e.g., student edition, teacher edition, graphic organizers, videos, assessments, online interactive games and activities, additional resources, etc.) at the time of submission.
- d. Additionally, instructional materials must be differentiated to support English Learners who are on a range of English proficiency. This item must be included in the evaluation criteria.

(4) Once the RFP process opens, there shall be no communication with vendors.

(5) When a subject area is to be opened for adoption, a textbooks/instructional material-evaluation committee of teachers shall be established to study and evaluate available materials and to make recommendations to the superintendent concerning textbooks/instructional materials adoptions for the subject area.

(6) When a subject area is to be opened for adoption, an invitation to participate in an advisory capacity shall be extended to all Milwaukee Public Schools parents. In addition, community organizations from various locations in the city shall be invited to send parent representatives to special events. The group of advisors shall reflect ethnic and gender diversity and shall represent various locations of the city and the different school levels and programs. The advisory group shall also include appropriate representation for students with disabilities. An invitation to participate in this process shall be extended to all Milwaukee Public Schools parents. In addition, community organizations such as the city-wide PTA, La Causa, United Community Center, and Urban League shall be invited to send parent representatives.

(7) The parental advisory group for textbooks/instructional materials evaluation shall serve as an advisory — not a decision-making — body that will **make** recommendations, encourage brainstorming, and provide opportunities for parental involvement. It shall facilitate communication between and among the parents and parent organizations district-wide and serve as a forum for sharing innovations and culturally relevant best practices. Curriculum specialists shall review the findings and recommendations of the parent advisory group for textbooks/instructional materials evaluation prior to the Administration's recommendation of textbooks/instructional materials to the Board for adoption.

(8) Copies of the textbooks/instructional materials under consideration for adoption shall be made available for Board members, parents, and community members to review.

(9) Recommendations for textbooks/instructional materials adoptions shall be made in accordance with the following protocol:

(a) The textbooks/instructional materials evaluation committee shall present the recommendations for textbooks/instructional materials adoptions to the superintendent in a confidential report.

(b) After considering the confidential report and recommendations from each textbooks/instructional materials evaluation committee, the superintendent shall make his/her recommendation to the Board at a regular meeting of the Board. Final action on the textbooks/instructional materials adoption shall be taken within a timeframe that allows textbooks/instructional materials to be implemented at the beginning of the following school year.

(c) **After the request for proposals process (RFP) closes, only Procurement staff may communicate with vendors.**

(10) After the procedures for the adoption of textbooks/instructional materials, which are subject to Board approval, have been followed, textbooks/instructional materials shall be selected by the Board for adoption. When the Board has adopted any textbooks/instructional materials for use in the schools, these shall not be changed for eight years thereafter.

History: Revised 1984; 5-28-86, 1-28-10, 12-16-10, 2-25-16, **8-10-2023**

Legal Ref.: W.S. 118.03, 119.16, 119.18(5),

Contract Ref.: MTEA Contract (Teachers)

Cross Ref.: Admin. Policy 7.26 Textbooks/Instructional Materials Adoption
9.10 Public Complaints about the Curriculum or Instructional Materials

—◇—