

Philosophy

The District selects instructional materials for every subject area that will best meet the needs of students and the demands of course curricula. In this regulation, “instructional materials” may include textbooks, supplementary resources for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. [See EF(LOCAL)] District procedures allow opportunity for input from all employees and patrons in order to represent all stakeholders. In choosing District instructional materials, first consideration is always given to titles on the state adoption list, however; other alternatives will be considered if they best align with the content of the course and the District’s adopted instructional practices.

General

The District considers the adoption of new instructional materials following an adoption proclamation from the state. Instructional materials selection within each subject area are recommended by a Subject Area Subcommittee (SAS) and then presented to the Instructional Materials and Technology Allotment (IMTA) Committee for approval and funding. The decision of the IMTA is then presented to the CCISD Board of Trustees for final approval.

**Instructional
Materials and
Technology
Allotment (IMTA)
Committee**

The IMTA Committee meets at least three times a year in order to consider requests for instructional materials, technological equipment, and professional learning. The IMTA Committee is also charged with ensuring that the district has instructional materials that cover all elements of the TEKS of the required curriculum, with the exception of P.E.

**Composition of IMTA
Committee**

The IMTA Committee is composed of the following members:

Standing Members:

- Deputy Superintendent of Curriculum and Instruction
- Assistant Superintendent of Teaching and Learning
- Executive Director of Curriculum and Instruction
- Director of Professional Learning
- Executive Director of Special Education
- Chief Technology Officer
- Director of Purchasing
- Instructional Materials and Distribution Coordinator

Rotating Members: Two Year Rotations

- Two Elementary Principals

- Intermediate Principal
- High School Principal or Dean

Subject Area Subcommittee (SAS)

Every SAS includes representative teachers and/or administrators from each grade level/course affected by the adoption. Other subcommittee member(s) are included to represent special student populations, technology, and at least one parent/community member. SAS members are selected to represent all District constituencies that have an interest in their respective adoptions; and members are obligated to study all appropriate options before recommending District adoptions. Within their subcommittees, SAS members attempt to reach consensus in their selection by considering the quality of the student materials, as the primary criterion. Final instructional resource selection is determined by SAS vote. In voting, each SAS member acts on behalf of the best interest of the entire District (district as a whole). Dissenting opinions will be preserved and presented to the IMTA Committee in a Subject Area Subcommittee Member Minority Report.

Composition of Subject Area Committee (SAS)

The membership of the Subject Area Subcommittee (SAS) shall be composed of the following:

1. At least 80 percent shall be classroom teachers.
2. At least one member will represent instructional technology.
3. At least one member, but no more than 10 percent, shall be parents/community member.
4. At least one member, but no more than 10 percent, shall be an administrator.

Selection of Parents

By the end of the first nine weeks grading period each year, the Superintendent's designee shall request parents/community members to submit their names if they wish to serve on the various Subject Area Subcommittee for the year. After receiving the names of the parents/community members, a drawing will be held to select the representative(s).

Subject Area Subcommittees (SAS) Facilitators

The Superintendent's designee appoints a facilitator for each SAS. In most cases, the SAS facilitator will be the director or coordinator who oversees the subject area. The SAS facilitator receives subcommittee membership recommendations from principals, and other District personnel. The SAS facilitator will ensure that membership on each subcommittee includes representatives from all schools' feeder patterns.

On the basis of collected data, each facilitator prepares a list of proposed SAS members for approval by the Superintendent's designee, who then officially appoints each SAS member.

Responsibilities of an SAS facilitator are to:

1. Communicate District instructional materials adoption procedures to SAS members.[See EFAA(EXHIBIT C)].

Provide liaison between the SAS and IMTA Committee

- a. Superintendent's designee.
 - b. Publishers. NOTE: All contacts and negotiations regarding terms of a prospective adoption are coordinated by the Superintendent's designee [See EFAA(EXHIBIT B)].
2. Compile list of SAS Representatives and ensure proper make-up.
 3. Present selection to the IMTA Committee.
 4. Organize and oversee SAS Activity according to procedures outlined.
 5. Preside as SAS chairperson or appoint an SAS member to serve in that capacity. In either case, the SAS facilitator is not a voting member of any subcommittee.

Ensure preparation and submission of instructional materials SAS Selection Report EFAA(EXHIBIT E), SAS Evaluation Report EFAA(EXHIBIT F), and SAS Member Minority Report EFAA(EXHIBIT G).

SAS Members

Members of the Subject Area Subcommittee are appointed by the Superintendent's designee based upon the recommendations of SAS facilitators. The Superintendent's designee will provide lists of subject areas for which instructional materials are under consideration for adoption to all teachers and administrators by the end of the first nine weeks grading period of the adoption year. SAS members are selected from lists of teachers and administrator volunteers who submit their names to principals, district representatives, or to the Superintendent's designee. Final SAS membership is announced upon official appointment by the Superintendent's designee.

SAS member responsibilities include:

1. Attending SAS meetings.
2. Abiding by District instructional resource adoption/selection guidelines and policies.

3. Submitting to the SAS facilitator an SAS Member Liaison Plan EFAA(EXHIBIT D) for active involvement with and representation of colleagues through:
 - a. Regular reports of SAS findings and actions.
 - b. Solicitations of ideas and opinions regarding adoption.
4. Reviewing samples of all instructional materials /electronic media systems under consideration.
5. Voting as in informed SAS member who represents the best interest of the District in the adoption process.

Organization

The Texas Education Agency lists each grade level/course as a separate adoption. Depending upon recommendations of the SAS facilitator, Subject Area Subcommittees may be organized for individual or combined grade levels or subject content.

**Prekindergarten
Kindergarten
Adoption**

Note: Kindergarten adoptions may be for single or multiple subjects. This section applies to multiple subject adoptions.

One regular classroom teacher representing the feeder patterns of the district affected by the adoption. The assignment of SAS members should strive to include teachers with special expertise or interest in each subject area addressed by the adoption.

One special populations teacher (e.g., special education, dyslexia, gifted and talented, bilingual).

One campus administrator (principal or assistant principal).

At least one parent/community member, but no more than 10 percent of the total number on the Subject Area Subcommittee.

The SAS facilitator will be appointed by the Superintendent's designee. Subject area coordinators who areas are affected by the adoption may serve as ad hoc members of the committee.

**Elementary (K-5)
Adoptions**

Note: Kindergarten adoptions may be for single or multiple subjects. This section applies to single subject adoptions.

At least one regular classroom teacher representing the feeder patterns of the district affected by the adoption. (SAS facilitator is responsible for ensuring that each grade level involved in the adoption is represented and an appropriate balance of grade levels is achieved.)

One special populations (e.g., special education, dyslexia, gifted and talented, bilingual) teacher from each appropriate level, one technology representative:

1. Primary (K-3)
2. Upper elementary (4-5)

One administrator (principal or assistant principal).

At least one parent/community member but no more than 10 percent of the total number on the Subject Area Subcommittee.

**Secondary (6-12)
Adoptions**

At least one regular classroom teacher representing the feeder patterns of the district affected by the adoption. (SAS facilitator is responsible for ensuring that each grade level/subject area involved in the adoption is represented and an appropriate balance is achieved.)

One special populations (e.g., special education, dyslexia, gifted and talented, bilingual) teacher from each appropriate level, one technology representative:

1. Intermediate (6-8)
2. High School (9-12)

At least one parent/community member but no more than 10 percent of the total number on the Subject Area Subcommittee.

Meetings

The SAS will meet a minimum of four times in the adoption process:

1. Combined meeting of SAS members (no later than the end of the first nine weeks grading period).
2. District instructional materials hearing for all subject areas.
3. Community Input Meeting.

A Community Input Meeting is held in which any teacher or District patron may address any/all Subject Area Subcommittees for up to a three-minute period. Those wishing to speak will be expected to sign up to address the specific subcommittees.

4. Individual SAS selection meeting(s) (after Community Input Meeting).

**Instructional
Resource Hearings**

General instructional resource hearings will be held for each subject that is part of the adoption. These dates will be advertised throughout the District. Attendance at these meetings is required

by members of the SAS. Other school personnel and the public are invited to attend. If a conflict arises, arrangements may be made to attend instructional resource hearings held at other sites (e.g., Harris County Department of Education, Pasadena ISD, Goose Creek ISD, etc.).

Approval Process

After reaching a decision regarding the selection of instructional materials, the SAS Facilitator will present the selection to the IMTA Committee for funding and final approval. Any minority reports submitted will also be presented. Based on available funding, the IMTA Committee Chairperson will present the recommendation(s) to the District Education Improvement Committee (DEIC), supported by the SAS Facilitator. Upon DEIC reaching consensus on the recommendation(s), the Superintendent or his designee will present the selection as well as any minority reports to the CCISD Board of Trustees for final approval.