SHORELINE PUBLIC SCHOOLS

REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIALS

Materials must be approved by the District Instructional Materials Committee (DIMC) prior to use.
This form must be typed/word processed and completed in full (including all required signatures!) before submitting.
Must be submitted to DIMC secretary prior to DIMC submission deadlines along with 2 copies of materials if applicable.

Consistent with state law and district policy, the District Instructional Materials Committee (DIMC) reviews proposed core and supplemental instructional materials requested for use by teachers, curriculum teams, and administrators.

1. GENERAL INFORMATION

Name of Submitter: _____
Date: _____
School: _____
Name of Course/Class/Program: _____

2. MATERIAL INFORMATION

Title: _____
Author/Producer: _____
Publisher: _____
Copyright: _____
Price Per Item: _____
Number of copies to be purchased: _____
Funding Source: _____

3. INTENDED USE

Grade level(s): _____ **Course:** _____

Check one box which best matches primary intended use.
For definitions and explanations, please refer to DIMC Procedures document.

- ☐ Core
- ☐ Supplemental to Core
- ☐ Intervention
- ☐ Supplemental to Intervention
- ☐ Extension/Enrichment
- ☐ Teacher Resource
- ☐ Large Group
- ☐ Small Group
- ☐ Individual Instruction
- ☐ Other (Specify) ☐

4. TYPE OF MATERIAL

Check all boxes that apply

**All resources with any online or electronic component must be reviewed by IT, EVEN IF you do not intend to use the online or electronic components.*

- ☐ Literary Work/Novel Readability Level ☐ AR-Lexile-DRA, etc.)
- ☐ Non-fiction/Informative Text
- ☐ Curriculum/Textbook*
- ☐ Web-Based (Online) Resource*
  *Website url. _____
  * Privacy policy for teachers/students _____
- ☐ Computer Software* ☐ *Reviewed by IT. Director of IT signature _____
- ☐ Recording/CD*
- ☐ Video/DVD

5. SYNOPSIS/SUMMARY

Write a summary of the text in your own words.

6. ACCESSIBILITY FOR GRADE/AGE

Consider the two qualitative measures of text complexity and how they make the text more or less complex.

THEMES, CONCEPTS, CONTENT KNOWLEDGE

Think about content knowledge, themes and your audience. Are these features?

- ☐ Below grade level
- ☐ Grade level
- ☐ Above grade level

READABILITY/LANGUAGE/VOCABULARY

Think about content knowledge, themes and your audience. Are these features?

- ☐ Below grade level
- ☐ Grade level
- ☐ Above grade level

7. DIVERSE/EQUITABLE REPRESENTATION

This section considers ways in which the author, characters (fiction/non-fiction) and content contribute to the inclusion of diverse voices in our district to support our Instructional Strategic Plan.
Please share the author's knowledge / experiences that relate to this text - that positions them in putting forth this text in authentic ways. (2-5 sentences)

Does the material (consider setting, characters: fiction/non-fiction, language, events) of this text support the inclusion of diverse voices in the curriculum? Which voices?

- ☐ Race
- ☐ Immigration
- ☐ Language
- ☐ Ethnicity
- ☐ Religion
- ☐ Ability
- ☐ Gender
- ☐ Age
- ☐ Class
- ☐ LGBTQI+
- ☐ Other

How does this material work towards our district goal of embracing equity and diversity? Check all that apply.

- ☐ **Identity:** Promotes a healthy self-concept and exploration of identity
- ☐ **Diversity:** Fosters intergroup understanding
- ☐ **Justice:** Raises awareness of prejudice and injustice
- ☐ **Action:** Motivates students to act by highlighting individual and collective struggles against injustice

How does the text/material from the checked boxes above connect with diverse and equitable representation? Please provide a brief explanation.

Please share the author's knowledge/experiences that relate to this text - that positions them in putting forth this text in authentic ways. (2-5 sentences.

8. CONTROVERSIAL MATERIAL

☐ Yes ☐ No

Please cite any potential areas (page #) and explain:

9. READER AND TASK CONSIDERATION

Is the content developmentally appropriate for the intended audience?

☐ Yes ☐ No

Does this text mirror or extend the diverse identities and experiences of our students?

☐ Yes ☐ No

Why and how will you use this material to support / align with the standards and pacing guide?

10. BIAS SCREENING

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were written.

	Excellent/Good/Fair/Poor/Not-Applicable
1. Presents more than one viewpoint of controversial issues.	
2. Presents Black, Indigenous and/or people of color realistically.	
3. Includes contributions of Black, Indigenous and/or authors of color.	
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).	
5. Facilitates the sharing of cultural differences.	
6. Promotes the positive nature of differences.	
7. Includes the contributions, inventions, or discoveries of women.	
8. Includes the contributions, inventions, or discoveries of Black, Indigenous and/or authors of color.	
9. Presents Black, Indigenous and/or authors of color in a manner that promotes racial and/or ethnic pride.	

11. SIGNATURES

Approved by Instructional Specialist *(Writing, Lang. Arts, Reading, Science, Math and ELL only)*		
	Print name	*Signature*
Approved by Department Head *(Secondary only)*		
	Print name	*Signature*
Approved by Building Administrator		
	Print name	*Signature*

12. RECOMMENDATIONS

Recommended by Language Arts Articulation Sub-committee:	☐ Yes	☐ No	☐ Additional review necessary
Recommended by Intervention Materials Articulation Sub-committee:	☐ Yes	☐ No	☐ Additional review necessary
Recommended by Curriculum Adoption Committee:	☐ Yes	☐ No	☐ Additional review necessary