

CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141

16-100



June 7, 2016

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

Approval of Revisions to Special Interest Materials Selection and Adoption Policy

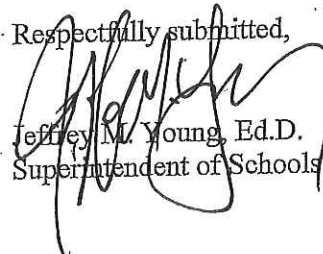
Recommendation: That the School Committee approve the revisions to the special interest materials selection and adoption policy as detailed in the attached document.

This is a first reading of the revisions to this policy.

Description: These revisions to the special interest materials selection and adoption policy are being presented to align the policy with the report filed by the school district in connection with the most recent Civil Rights Audit conducted by the Massachusetts Department of Elementary and Secondary Education.

Supporting Data: Redline of Special Interest Materials Selection and Adoption Policy.

Respectfully submitted,


Jeffrey M. Young, Ed.D.
Superintendent of Schools

File: IJM

SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the principal should be informed and shall decide whether its use is in the best interests of the students.

Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria.

Any expression of a point of view should be clearly identified.

Any advertising that appears on or with any material should be in good taste and unobtrusive.

The source of all material should be clearly identifiable.

Additionally, the diverse needs of students should be taken into account with an emphasis on addressing student needs with respect to race, color, sex, gender, religion, national origin, ethnicity, ancestry, gender identity or expression, sexual orientation, physical appearance, pregnant or parenting status, disability, genetic information, socioeconomic status and homelessness as well as student needs with respect to equity, language, social/emotional wellness and technology. Consistent with the recommendations of the Massachusetts Department of Elementary and Secondary Education all educational products should be assessed concerning the ability to achieve fairness and sensitivity in content and language by excluding language or content that might disadvantage or offend a student because of gender, race, national origin, ethnicity, religion, age, sexual orientation, gender identity, disability, or cultural, economic or geographical background and to include content and language that reflects the diversity of the student population.

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Adopted: June 5, 2004