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# CAMBRIDGE PUBLIC SCHOOLS

16-101



159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141

June 7, 2016

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

Approval of Revisions to Textbook Selection and Adoption Policy

**Recommendation:** That the School Committee approve the revisions to the textbook 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 textbook 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 Textbook Selection and Adoption Policy.

Respectfully submitted,

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

### TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the principals/heads of upper schools of each school in concert with school district curriculum staff. The principal/head of upper school is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the district. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school district and particular objectives of the course program.
- To contribute toward continuity, integration, and articulation of the curriculum.
- To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

- The needs of all learners must be provided for.
- Attention should be given to gender roles depicted in the materials.

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.

The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.

If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.

Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

LEGAL REFS.: M.G.L.c. 71, §§48 &50; M.G.L.c. 30B, §7; 603 C.M.R. 26:05

| *Adopted: ~~September 16, 2014~~*