

Board of Education Agenda Item

Item: _____ J. _____

Date: February 17, 2011

Topic: First Review of Virginia's Proposed Revised Textbook Review Process

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

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Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

X Other: Board of Education request

_____ Action requested at this meeting X Action requested at future meeting: March 24, 2011

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date January 13, 2011

action Report on the Review of Virginia's Textbook Adoption Process, the Virginia Studies Textbook *Our Virginia: Past and Present*, and Other Selected United States History Textbooks

Background Information:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*.

Virginia Constitution, Article VIII, § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, § 22.1-238

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

The Board of Education's current textbook regulations specify the types of materials that may be adopted.

Regulations Governing Textbook Adoption, 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

On September 23, 2010, the Board took final action to adopt revised regulations regarding textbooks that will supersede those currently in effect. The revised regulations are currently undergoing the provisions of the Administrative Process Act (APA) and will become effective at the conclusion of that process. The proposed regulations were approved by the Attorney General's office on November 23, 2010, and by the Department of Planning and Budget on December 6, 2010. They are currently under review by the Secretary of Education's office, and will also need to be reviewed by the Governor's Office. When the new regulations go into effect, they will state:

Regulations Governing Local School Boards and School Divisions, 8 VAC 20-720 et seq.

8 VAC 20-720-179. Textbooks

A. Textbook approval

1. The Board of Education shall have the authority to approve textbooks for use in the public schools of Virginia.
2. In approving basal textbooks for reading in kindergarten and first grade, the Board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at 70 percent or above for such textbooks, in accordance with § 22.1-239 of the *Code of Virginia*.
3. Any local school board may use textbooks not approved by the Board provided the school board selects such books in accordance with this chapter.
4. Contracts and purchase orders with publishers of textbooks approved by the Board for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed above.

The complete text of the proposed regulations is available in Attachment A.

As a result of significant factual inaccuracies found in two history textbooks on the list of history textbooks the Board of Education approved on January 15, 2010, the Board unanimously approved the following motion at its meeting on January 13, 2011:

MOVED that the Board of Education direct the Superintendent of Public Instruction:

1. To initiate on the Board's behalf a process to consider withdrawal of its approval of the textbooks "Our Virginia: Past and Present" (first edition) and "Our America to 1865" (first edition), published in each case by Five Ponds Press; and
2. To seek remedies from Five Ponds Press to help school divisions which have purchased those textbooks in replacing and/or correcting such textbooks as soon as possible, including pursuing any available assistance from and/or remedies involving the publisher; and
3. To obtain a review by qualified experts of any other textbooks published by Five Ponds Press that have been approved by the Board of Education; and
4. To present to the Board of Education for first review at its February 2011 meeting a detailed proposal to revise the Board's process for approving textbooks for purchase by school divisions to ensure that all textbooks approved are factually accurate, incorporating in such proposal a process for prior certification by publishers that each textbook submitted for approval has been reviewed for factual accuracy by qualified experts in the subject matter, and that the publisher will promptly remedy at its expense any substantial factual errors discovered thereafter.

Summary of Major Elements

Attachment B contains a proposed process for textbook approval by the Board of Education to ensure factual accuracy of textbooks approved by the Board. It is the primary responsibility of publishers to ensure the accuracy of their textbooks. Publishers must certify that textbooks submitted for approval have been thoroughly examined and reviewed by qualified content experts for factual accuracy and must list all authors and their credentials. Publishers must list the professional credentials for at least three content review experts who have thoroughly examined each textbook for content accuracy. Also, the publisher must certify that each textbook has been thoroughly examined and reviewed by qualified editors for typographical errors and errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning. The publishers must agree to correct all factual and editing errors found in a textbook, at their expense.

The publisher must agree to the following:

- Prior to shipment to any of Virginia's public schools or school divisions, the PUBLISHER shall correct all factual and editing errors found in the textbooks and accompanying instructional materials at its expense.
- If factual or editing errors are found after textbooks or accompanying instructional materials have been adopted by the Board of Education, the PUBLISHER shall correct them at its expense within 30 calendar days of notification by sending errata sheets to the Department of Education and to all school divisions that have purchased the textbook. The Department of Education will post errata sheets on the Department's *Textbook and Instructional Materials* Web site. These factual and editing errors may have been identified by the Virginia Department of Education, by any Virginia public school division representative, or by the general public. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, it may result in the Board of Education withdrawing the textbook

from the approved list. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.

- The PUBLISHER must certify that any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the affidavit.
- If the PUBLISHER makes updates/revisions to a primary material in digital media after it has been adopted by the Board of Education, the PUBLISHER ensures that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in this signed affidavit. The PUBLISHER will notify the Department and any school division that have purchased this primary material of the updates/revisions that have been made.

Publishers must provide a detailed description of the internal process used to ensure accuracy and lack of bias including:

- The quality assurance and workflow steps used to ensure accuracy of content;
- The quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- The fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- The review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- The process used to reach consensus on information with divergent interpretations.

Department of Education staff will review all textbook publishers' affidavit agreements to determine if forms have been completed correctly, sufficient information has been provided, and the form is signed by an appropriate representative of the publishing company. Any concerns regarding the affidavits will be addressed by Department staff with the appropriate publisher. An agreement that is not completed correctly, is lacking in sufficient information, or is not signed by the appropriate representative, may result in the textbook(s) being removed from consideration for review.

Following final Board action to adopt the list of textbooks, the Department will post the list of adopted textbooks and instructional materials with prices on its Web site along with information from the Textbook Publisher's Affidavit Agreements.

After the textbook adoption takes place, the public can provide ongoing feedback to the Department regarding any inaccuracies found in an adopted textbook. An electronic mailbox will be established for this purpose. Department staff will forward legitimate factual or editing errors to the appropriate publisher. If numerous and/or significant errors are identified in a textbook, further action may be taken to consider removal of the textbook from the Board of Education's approved list.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review Virginia's proposed revised textbook review process.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services will be impacted.

Timetable for Further Review/Action:

This item will be presented to the Board of Education for final review at the March 24, 2011, meeting.

PROPOSED

REGULATIONS GOVERNING
LOCAL SCHOOL BOARDS AND SCHOOL DIVISIONS**8 VAC 20-720-10. Definitions**

"Instructional materials" means all materials, other than textbooks, used to support instruction in the classroom, including, but not limited to, books, workbooks, and electronic media.

"Textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

8 VAC 20-720-160. Instructional materials.

- A. Local school boards shall be responsible for the selection and utilization of instructional materials.
- B. Local school boards shall adopt policies and criteria for the selection of instructional materials that shall include, at a minimum:
 - 1. The rights of parents to inspect, upon request, any instructional materials used as part of the educational curriculum for students, and the procedure for granting a request by a parent for such access, in accordance with the *Protection of Pupil Rights Amendment*, 20 U. S. C. § 1232H, and its implementing regulation, 34 CFR 98;
 - 2. The basis upon which a person may seek reconsideration of the local school board's selection of instructional materials, including, but not limited to, materials that might be considered sensitive or controversial, and the procedures for doing so.
 - 3. Pursuant to § 22.1-253.13:7 of the *Code of Virginia*, the policies shall include clear procedures for handling challenged controversial materials.

8 VAC 20-720-170. Textbooks

- A. Textbook approval
 - 1. The Board of Education shall have the authority to approve textbooks for use in the public schools of Virginia.
 - 2. In approving basal textbooks for reading in kindergarten and first grade, the Board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at 70 percent or above for such textbooks, in accordance with § 22.1-239 of the *Code of Virginia*.

3. Any local school board may use textbooks not approved by the Board provided the school board selects such books in accordance with this chapter.
4. Contracts and purchase orders with publishers of textbooks approved by the Board for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed above.

B. Selection of textbooks by local school boards

Local school boards shall adopt procedures for the selection of textbooks. These procedures shall include, at a minimum, the following:

1. Appointment of evaluation committees by the local school board to review and evaluate textbooks in each of the subject areas.
2. Notice to parents that textbooks under consideration for approval will be listed on the school division's Web site and made available at designated locations for review by any interested citizens.
3. Opportunities for those reviewing such textbooks to present their comments and observations, if any, to the school board through locally approved procedures.
4. Procedures to ensure appropriate consideration of citizen comments and observations.
5. Selection criteria.

C. Purchasing Board of Education approved textbooks

1. Local school divisions shall purchase textbooks approved by the Board of Education directly from the publishers of the textbooks by either entering into written term contracts or issuing purchase orders on an as-needed basis in accordance with § 22.1-241 of the *Code of Virginia*.
2. Such written contracts or purchase orders shall be exempt from the *Virginia Public Procurement Act* (§§ 2.2-4300 et seq. of the *Code of Virginia*).

D. Purchasing non-Board of Education approved textbooks

The purchase of textbooks other than those approved by the State Board is not exempt from the *Virginia Public Procurement Act*.

E. Distribution of textbooks

Each school board shall provide, free of charge, such textbooks required for courses of instruction for each child attending public schools.

F. Certifications

The division superintendent and chairperson of the local school board shall annually certify to the Virginia Department of Education that:

1. All textbooks were selected and purchased in accordance with this chapter; and
2. The price paid for each textbook did not exceed the lowest wholesale price at which the textbook involved in the contract was currently bid under contract in the United States, in accordance with § 22.1-241 of the *Code of Virginia*.

The certification shall include a list of all textbooks adopted by the local school board.

Virginia's Proposed Revised Textbook Review Process

**First Review
February 17, 2011**

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Section I: Introduction

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*.

Virginia Constitution, Article VIII, § 5 (d)

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The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.

Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

The Board of Education's current textbook regulations specify the types of materials that may be adopted.

Regulations Governing Textbook Adoption, 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

On September 23, 2010, the Board took final action to adopt revised regulations regarding textbooks that will supersede those currently in effect. The revised regulations are currently undergoing the provisions of the Administrative Process Act (APA) and will become effective at the conclusion of that process. When the proposed new regulations become effective, they will state:

Regulations Governing Local School Boards and School Divisions, 8 VAC 20-720 et seq.

8 VAC 20-720-179. Textbooks

A. Textbook approval

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- 3. Any local school board may use textbooks not approved by the Board provided the school board selects such books in accordance with this chapter.*
- 4. Contracts and purchase orders with publishers of textbooks approved by the Board for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed above.*

Textbooks and instructional materials play an important role in helping teachers provide instruction based on the Standards of Learning (SOL) and in helping students achieve the standards. This document provides a comprehensive overview of Virginia’s textbook review process including 1) how the review process is initiated; 2) the evaluation procedures used before textbooks are submitted to the Board of Education for first review; 3) the forms publishers must complete, including an affidavit agreement; 4) the selection of review committee members; 5) a description of state board action; and 6) an ongoing process for public comment on textbooks adopted by the Board of Education.

Section II: Initiating the Textbook Review Process

The Board of Education approves the textbook and instructional materials review process and determines the schedule for adoption of specific content area textbooks. The Board shall adopt textbooks for, but not limited to, the four core subjects of English, mathematics, science, and history and social science.

The Virginia Department of Education administers the adoption process on behalf of the Board of Education. A flow chart showing the order of events in Virginia’s textbook review process is provided in Appendix A. The Board of Education gives administrative authority to the Department to make necessary technical edits and changes to the process based on state or federal statutes or regulations and on the specific needs of each of the subject areas (e.g., kindergarten through grade three English/reading books may necessitate review criteria somewhat different than secondary English textbooks).

Section III: Evaluation Criteria and Publishers' Submission Forms

Following the Board's approval of the textbook and instructional materials adoption process for each subject area, the Department invites publishers to submit textbooks for review. It is the primary responsibility of publishers to ensure the accuracy of textbooks they submit for review. The Department will work to ensure that publishers have accomplished this by establishing the following evaluations for each textbook submitted: 1) an accuracy review based on the publishers' submission forms (Textbook Publisher's Affidavit Agreement and Quality Assurance for Accuracy and Editing Form); 2) a review for correlation to the Virginia Standards of Learning, content, bias, and suitable instructional planning and support based on the evaluation criteria used by review committees; and 3) a public examination of materials during a public review and comment period.

1. **Publisher's Submission Forms** (Appendix B): Publishers indicate their intent to submit textbooks and instructional materials for the adoption process by returning the completed Textbook Publisher's Affidavit Agreement and the Quality Assurance for Accuracy and Editing Form. The forms require each publisher to certify that textbooks have been thoroughly examined and reviewed by qualified content experts for factual accuracy and to list all authors and their credentials. Publishers must also list the professional credentials for at least three content review experts who have thoroughly examined each textbook for content accuracy. In addition, the publisher must certify that each textbook has been thoroughly examined and reviewed by qualified editors for typographical errors and errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning. The publisher must agree to correct all factual and editing errors found in a textbook, at its expense. The publisher must agree to the following:

- Prior to shipment to any of Virginia's public schools or school divisions, the PUBLISHER shall correct all factual and editing errors found in the textbooks and accompanying instructional materials at its expense.
- If factual or editing errors are found after textbooks or accompanying instructional materials have been adopted by the Board of Education, the PUBLISHER shall correct them at its expense within 30 calendar days of notification by sending errata sheets to the Department of Education and to all school divisions that have purchased the textbook. The Department of Education will post errata sheets on the Department's *Textbook and Instructional Materials* Web site. These factual and editing errors may have been identified by the Virginia Department of Education, by any Virginia public school division representative, or by the general public. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, it may result in the Board of Education withdrawing the textbook from the approved list. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.

- The PUBLISHER must certify that any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the affidavit.
- If the PUBLISHER makes updates/revisions to a primary material in digital media after it has been adopted by the Board of Education, the PUBLISHER ensures that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in this signed affidavit. The PUBLISHER will notify the Department and any school division that have purchased this primary material of the updates/revisions that have been made.

Publishers must provide a detailed description of the internal process used to ensure accuracy and lack of bias including:

- The quality assurance and workflow steps used to ensure accuracy of content;
- The quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- The fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- The review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- The process used to reach consensus on information with divergent interpretations.

Department of Education staff will review all Textbook Publisher's Affidavit Agreements to determine if forms have been completed correctly, sufficient information has been provided, and the form is signed by an appropriate representative of the publishing company. Any concerns regarding the affidavits will be addressed by Department staff with the appropriate publisher. An agreement that is not completed correctly, is lacking in sufficient information, or is not signed by the appropriate representative, may result in the textbook(s) being removed from consideration for review.

2. **Evaluation Criteria** (Appendix C): The textbook evaluation criteria used by review committees are composed of two sections: 1) correlation with the Standards of Learning (SOL); and 2) instructional planning and support.

In Section I, publishers are provided with correlation forms that list all of the SOL for the subject area being reviewed and are asked to provide specific evidence of how and where the SOL are addressed in the textbook. Review committees use the correlation forms to determine the degree to which content found in the textbook is correlated in thoroughness and accuracy to the SOL. They are also given the opportunity to comment on content accuracy, bias, or other concerns resulting from their reviews.

In Section II, a rubric is provided for review committees to offer insight on how well the textbook is designed for instructional planning and support. The rubric may vary based on the subject area being reviewed but typically includes criteria relating to the organization of materials, format design, writing style and vocabulary, graphics and illustrations, and instructional strategies.

3. **Public Examination of Materials:** After the Board of Education accepts for first review the lists of recommended textbooks, it directs the Department to seek public comment on all textbooks on the recommended list for adoption. Review copies of all textbooks are available for public examination at various sites around the Commonwealth. Individuals are invited to examine the proposed textbooks at the examination sites and to submit written comments via mail to the Department or via e-mail to an established electronic mailbox. Department staff review public comments and provide a summary of them to Board members as a part of the final review of the recommended textbooks for adoption.

Section IV: Review Committees

As a part of the review process, the Department seeks nominations for qualified educators and content experts to serve on the textbook review committees. Nominations are solicited from division superintendents for teachers, principals, administrators, content specialists, and others who have expertise with the content areas and the standards. Department staff members will also collaborate with community colleges, institutions of higher education, and other sources of subject-matter experts with graduate degrees in the field, to assist with content review. Every attempt will be made to include the following members on each review committee: 1) teachers; 2) a division-level content specialist; and 3) a subject-matter expert who may work across committees. In selecting committee members, Department staff members will attempt to have representation from all regions of the state. Committee members must certify any potential conflict of interests they may have with serving as a member of the review committee before they will be confirmed as a member of the committee.

The Department notifies the publishers of evaluation committee members for the purpose of sending all textbooks under consideration for adoption to these reviewers. Committee members use the evaluation criteria, including the publisher's SOL correlation forms, to review the textbooks independently for SOL correlations and design for instructional planning and support.

Members of the review committee submit their individual analyses of each textbook to Department staff. The full committee is then convened to reach consensus on their reviews of the submitted textbooks. Following the meeting, consensus evaluations are shared with publishers, and publishers are given an opportunity to respond to committees' reviews and recommendations. Requests by publishers for reconsideration of SOL correlations are examined carefully prior to the list of recommended textbooks being submitted to the Board of Education for first review.

Section V: State Board Action

The Superintendent of Public Instruction reviews the list of textbooks proposed by the reviewers and makes a recommendation to the Board of Education that it accept for first review the proposed list of textbooks for state adoption. Copies of the Textbook Publisher's Affidavit Agreements and Quality Assurance for Accuracy and Editing Forms are also included as part of the presentation to the Board. Upon acceptance for first review by the Board, a 30-day public examination period is announced. The public is invited to review copies of the books that have been placed at review sites around the state and to provide public comment to the Board either by mail or to an established electronic mailbox.

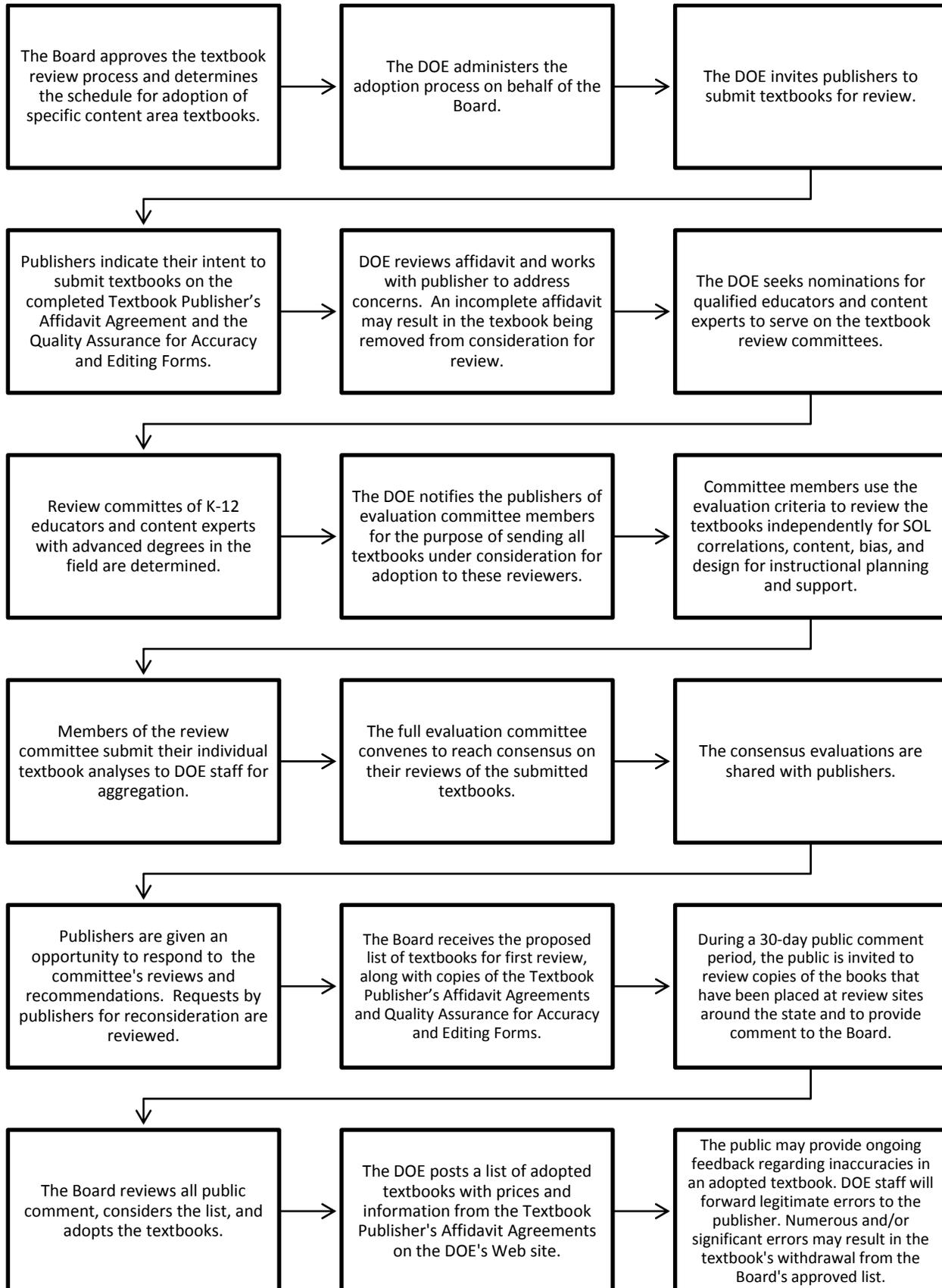
The Board reviews all public comment, considers the list, and adopts the textbooks. Following Board action, the Department posts a list of adopted textbooks and instructional materials with prices on the Department's Web site under *Textbooks and Instructional Materials*. Information from the Textbook Publisher's Affidavit Agreements will also be posted on the Web site.

Section VI: Ongoing Public Comment

After the textbook adoption takes place, the public can provide ongoing feedback to the Department regarding any inaccuracies found in an adopted textbook. An electronic mailbox will be established for this purpose. Department staff will forward legitimate factual or editing errors to the appropriate publisher. If numerous and/or significant errors are identified in a textbook, further action may be taken to consider removal of the textbook from the Board of Education's approved list.

Appendices

Virginia's Proposed Revised Textbook Adoption Process



**Proposed Publishers' Submission Forms for
Virginia's Textbook and Instructional
Materials Adoption Process**

First Review

February 17, 2011

Introduction

The Virginia Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*.

- *Virginia Constitution, Article VIII, § 5 (d)*
It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.
- *Code of Virginia, § 22.1-238*
 - A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
 - B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
 - C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

This document, including all attachments, provides textbook publishers with the required information and forms for submitting textbooks for review by the Virginia Department of Education (VDOE). By submitting textbooks for evaluation, publishers agree to follow the procedures set forth in this document. Failure to comply with all procedures may result in disqualification of the textbook as a part of the review and adoption process.

Primary Material Submitted for Review

As noted in section 22.1-238.C of the *Code of Virginia* above, the term textbook refers to print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course.

For the remainder of this document, such instructional media will be referred to as "primary material." Primary material contains the core curriculum that is the basis for the grade-level subject or course. VDOE review committees will review the material selected by the publisher as the "primary material." This is typically the student edition of the textbook or the primary material that students will use to gain access to the content, although there may be exceptions according to the content area and grade level of the textbooks (e.g., teacher's editions may need to be included in the review at elementary grades for English/reading). Ancillary and supplemental materials will not be considered for review.

Submitting primary material in digital format is encouraged. However, publishers may submit primary material in either digital or print format, or in a format combining both media. VDOE review committees will review only the material selected as the primary material by the publisher. If a print program is submitted as the primary material to be reviewed, a digital version of this material must also be available to students. Any duplicate or similar version of the primary material submitted will not be reviewed by the VDOE review committees as a part of the textbook adoption process. If a publisher submits digital primary material and this material is also available in print, the review committee will review only the digital version of the primary material. In submitting their materials for review, publishers must provide an explanation of if and how the content in the primary material medium (digital or print) is different from or comparable to that offered in the other medium. Digital primary material may contain items such as embedded video clips or content that is delivered through an interactive format.

Submission Forms

Two submission forms follow:

- Textbook Publisher’s Affidavit Agreement
- Textbook Publisher’s Quality Assurance for Accuracy and Editing

Publishers must complete the *Publishers’ Affidavit Agreement* listing all primary materials submitted for review consideration at the time it signals intent to submit textbooks for review as part of Virginia’s textbook adoption process.

A completed *Quality Assurance for Accuracy and Editing* form must be completed for each primary material submitted.

VIRGINIA DEPARTMENT OF EDUCATION
TEXTBOOK PUBLISHER'S AFFIDAVIT AGREEMENT

3. Prior to shipment to any of Virginia's public schools or school divisions, the PUBLISHER shall correct all factual and editing errors found in the textbook and accompanying instructional materials at their expense.
4. If factual or editing errors are found after textbooks or accompanying instructional materials have been adopted by the Board of Education, the PUBLISHER shall correct them at its expense within 30 calendar days of notification by sending errata sheets to the Department of Education and to all school divisions that have purchased the textbook. The Department of Education will post errata sheets on the Department's *Textbook and Instructional Materials* Web site. These factual and editing errors may have been identified by the Virginia Department of Education, by any Virginia public school division representative, or by the general public.
5. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, it may result in the Board of Education withdrawing the textbook from the approved list. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
6. The PUBLISHER certifies that any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the affidavit.
7. If the PUBLISHER makes updates/revisions to a primary material in digital media after it has been adopted by the Board of Education, the PUBLISHER ensures that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in this signed affidavit. The PUBLISHER will notify the Department and any school division that have purchased this primary material of the updates/revisions that have been made.

(Signature of President of the Company or Designee)

(Date)

(Name and Title of Person Signing)

**VIRGINIA DEPARTMENT OF EDUCATION
TEXTBOOK PUBLISHER'S AFFIDAVIT AGREEMENT**

I. Primary Material (printed book or digital submission)

Please list name and edition of the textbook, series, or instructional resource.

Publisher: _____
Product Name: _____
Author(s): _____
Edition: _____ **ISBN:** _____

II. Quality Assurance for Accuracy and Editing Process

Please describe, in three pages or less, the internal process used to ensure accuracy and lack of bias including:

- the quality assurance and workflow steps used to ensure accuracy of content;
- the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- the process used to reach consensus on information with divergent interpretations.

Enter the description here. (Additional information will not be considered or reviewed.)

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III. Author Information

Please complete the table below. Include each author associated with the development of the primary material. Please insert copies of the table for additional authors.

Author:	Role of the author in writing the textbook (include references to specific sections, chapters, pages, etc.)
Education and professional background:	
Related published works:	
Professional qualifications and specific areas of expertise:	
Did the author review the final copy of his/her work before publication? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Author:	Role of the author in writing the textbook (include references to specific sections, chapters, pages, etc.)
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Professional qualifications and specific areas of expertise:	
Did the author review the final copy of his/her work before publication? <input type="checkbox"/> Yes <input type="checkbox"/> No	

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IV. Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed in Section I. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

Reviewer:	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background:	
Related published works:	
Professional qualifications and specific areas of expertise:	

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Related published works:	
Professional qualifications and specific areas of expertise:	

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Education and professional background:	
Related published works:	
Professional qualifications and specific areas of expertise:	

Evaluation Criteria
Section I: Correlation with the Standards of Learning

Using the information in the Standards of Learning and the Curriculum Framework for this subject, determine the degree to which content found in these instructional materials is correlated in thoroughness and accuracy.		
Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
<p>Objectives and lessons are aligned with the standards.</p> <p>Content is accurate, clear, and in sequential order.</p> <p>Most of the essential understandings, knowledge, and skills are supported.</p> <p>Many opportunities are provided for students to practice essential skills.</p>	<p>Limited connections between the standards and the lessons are noted.</p> <p>Content contains some inaccuracies or is not always clear.</p> <p>Essential understandings, knowledge, or skills are not sufficiently addressed.</p> <p>There is limited opportunity for students to practice essential skills.</p>	<p>No correlation between the objectives and lessons and the standards.</p> <p>A logical sequence of content cannot be identified and/or significant content inaccuracies are noted.</p> <p>Essential understandings, knowledge, or skills are not addressed.</p> <p>Opportunities to practice essential skills are not included.</p>
<p>Comments or concerns related to content accuracy, bias, or editing:</p>		

Evaluation Criteria
Section II: Rubric for Instructional Design and Support
(Reported and may be used in correlation and adoption considerations.)

Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
Criterion 1 - Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.		
Objectives and materials are sequentially developed and aligned with the standards and framework.	Objectives and materials are inconsistent and aligned with the standards and framework.	Objectives and materials are sequentially developed and aligned with the standards and framework.
Criterion 2 - Materials are organized appropriately within and among units of study.		
Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.
Criterion 3 - Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.		
Organizational properties of the materials assist in understanding and processing content.	Organizational properties of the materials assist with limited emphasis in understanding and processing content.	Organizational properties of the materials do not assist in understanding and processing content.
Criterion 4 - Writing style, length of sentences, and vocabulary are appropriate.		
Readability is appropriate for the grade level.	Readability is appropriate but varies throughout the text.	Readability is not appropriate for the grade level.
Criterion 5 - Graphics and illustrations are appropriate.		
Visuals are accurate, support the student text, and enhance student understanding.	Visuals are somewhat unclear, have limited support for the student text, and enhance student understanding.	Visuals are inaccurate, do not support the student text, and do not enhance student understanding.
Criterion 6 - Sufficient instructional strategies are provided to promote depth of understanding.		
Materials provide students with opportunities to integrate skills and concepts.	Materials provide students with limited opportunities to integrate skills and concepts.	Materials provide students with no opportunities to integrate skills and concepts.