

	<p>SELECTION & ADOPTION OF INSTRUCTIONAL MATERIALS</p>	<p>Policy No. 2015 April 19, 2017 Page 1 of 6</p>
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It is the policy of the Seattle School Board to create an *Instructional Materials Committee*, pursuant to RCW 28A.320.230, and to direct the Superintendent or designee to create *Adoption Committees* for each specific adoption.

After a thorough process that solicits input from the community on their opinions and values, and after looking at a range of instructional materials, adoption committees are directed to recommend for adoption books and other instructional materials that are selected to:

- Enable teachers to implement the district’s curriculum
- Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate
- Insure flexibility and clarity sufficient to meet the special needs of individuals and groups
- Meet applicable standards as a minimum level of rigor
- Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge
- Be easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served
- Be based on best practices and research including benchmarking from similar districts and other sources
- Have a common baseline while ensuring that different learning and teaching styles are represented
- Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making
- Be culturally relevant to represent the diversity of students and contribute to the development of understanding issues of gender, ethnic, cultural, occupational and religious groups
- Reflect community expectations and values
- Eliminate in all textbooks and instructional materials including reference materials and audio-visual materials, bias pertaining to sex (gender); race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation including gender expression or identity; pregnancy; marital status; physical appearance; the presence

of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal by a person with a disability.

The process used for all adoptions shall be designed to gather input from multiple stakeholders. Input shall be reflected back to the School Board when specific instructional materials are recommended for adoption. The adoption committee should include reflections not only on why the particular materials were recommended for adoption, but also why the other reviewed materials were not recommended.

Materials adoptions shall occur pursuant to an established materials adoption cycle as set by the Superintendent. Prior to beginning each adoption, the Chief of Curriculum, Assessment and Instruction or equivalent position shall inform the Instructional Materials Committee and the Curriculum & Instruction Policy Committee of the School Board that the adoption is beginning, and the proposed timeline for the adoption.

Each adoption shall be accompanied by an appropriate professional development schedule. After the materials are implemented, it is expected that staff shall systematically collect and evaluate student performance data to determine if the outcomes sought by the adoption were successful, and report that information to the School Board.

Definitions:

1. School Board-adopted Instructional Materials, regardless of medium, are the primary instructional resource(s) to support the curriculum as outlined in state and college readiness standards.
2. Adoption is the process of evaluating and selecting basic instructional materials that culminates with formal action by the School Board.
3. Supplemental Instructional Materials, regardless of medium, are selected for classroom use in addition to School Board-adopted instructional materials because they contain additional material or present material at a different level of difficulty or in a different fashion or medium. Supplemental Instructional Materials are chosen pursuant to Superintendent Procedure 2015SP.C.

The Instructional Materials Committee:

The Instructional Materials Committee (IMC) is established in conformance with state law (RCW 28A.320.230). The IMC shall consist of the following standing positions: the Director of Curriculum & Instructional Supports, the Manager of Library Services, and an Instructional Materials Specialist. In addition, the Director of Curriculum & Instructional Supports shall appoint two principals (one elementary and one secondary) and two parents (one elementary and one

secondary) to staggered two-year terms. The School Board shall be informed of the committee members each fall.

Within the structure of the established adoption schedule, the purpose of the IMC is to:

- Approve the timeline of each specific adoption;
- Approve the membership of the Adoption Committee;
- Approve the selection criteria to be used by the Adoption Committee and ensure that the criteria are aligned with the principles outlined in this policy;
- Certify to the School Board that the final recommendation of the Adoption Committee was reached by following the process outlined in this policy and in any related Superintendent Procedures; and
- Ensure that a Professional Development cycle is developed.

The Instructional Materials Office shall be the repository of all materials being evaluated during a specific adoption and made available to the public.

The Adoption Committees:

In addition to the IMC, Seattle Public Schools completes text adoption work through adoption committees. These committees are appointed by the Adoption Coordinator charged with leading the adoption. The purpose of the adoption committee is to provide subject matter expertise and to provide the perspectives of family members who have current and/or past students in the grades for which the adoption is being contemplated.

For each adoption, an Adoption Coordinator is appointed by the Chief of Curriculum, Assessment and Instruction or equivalent position. The Adoption Coordinator shall be an employee of Seattle Public Schools and shall have background in the particular subject of the adoption.

The Superintendent or designee shall send formal notice of the anticipated adoption to the Washington-Oregon-Alaska Textbook Representatives Association (WOATRA) roster and to any other publishers who have requested notification. The publishers are invited to submit materials to the Instructional Materials Office for evaluation.

The Adoption Coordinator shall solicit members for the Adoption Committee. Members of the Committee shall represent the levels and subject area scheduled for adoption. Additional members, as appropriate, may include paraprofessionals; representatives from the English Language Learner, Special Education, or Advanced Learning departments; representatives from institutions of higher learning; families; and community members. When selecting members of the committee, consideration will be given to the need for a vertically-aligned perspective. The Adoption Committee should reflect the diversity of the district. Its membership is proposed by the Adoption Coordinator and approved by the IMC. The committee is facilitated by the Adoption Coordinator.

The Adoption Committee shall use the Seattle Public Schools document “[General Criteria for Evaluating Textual Materials for Cultural Relevancy and Anti-bias](#)” as a guiding document, and shall identify which specific criteria outlined in that document shall be used for the specific adoption.

The Adoption Coordinator shall develop a written communication strategy for public notification regarding the adoption, adoption timeline, and review opportunities. Such strategy shall be developed under the guidelines outlined in the superintendents procedures connected to this policy.

The adoption timeline will be posted on the Curriculum & Instruction website, and through any other method defined in the communication strategy. District administrators, educators, parents, families and community members are encouraged to communicate their concerns and suggestions to the Adoption Coordinator and to be aware of the materials review period.

The Adoption Committee’s Responsibilities Include:

- Develops Selection Criteria (using the “General Criteria for Evaluating Textual Materials for Cultural Relevancy and Anti-bias” document), before any materials are reviewed for adoption consideration. The Selection Criteria will satisfy both the State and District requirements of the subject and grade ranges for the adoption and the Criteria for Evaluating Textual Materials for Cultural Relevancy and Anti-bias. Only after the Selection Criteria are approved by the IMC are the publishers’ submissions considered and reviewed.
- Reviews the materials submitted by publishers for cohesiveness with the Selection Criteria, as stated above.
- Solicits feedback through a variety of media. Materials will be displayed, or be made available, in accordance with the established communication strategy as outlined in the superintendents procedures connected to this policy.
- Reviews responses from administrators, educators, parents, families and community members.
- Recommends instructional materials for a District-wide adoption after taking into consideration feedback from all interested parties.
- Provides the fiscal assessment including the procurement and on-going cost of the adoption (i.e. consumables and professional development cost).

The Adoption Coordinator submits the recommendation to the IMC. The IMC shall approve that the appropriate process was followed and shall forward the recommendation to the Superintendent.

The Superintendent shall forward the recommendation to the School Board. The materials are available for School Board review and then voted on by the School Board members.

The adoption is announced via the District website, a formal press release, and through any other method defined in the communication strategy. The Adoption Coordinator provides information regarding orientation and training for the new materials to SPS staff.

The Adoption Coordinator creates an implementation plan for principals suggesting ways to include implementation within a school's annual planning process.

The IMC may approve a revision in procedure in the case of adoption for courses with total District enrollment of fewer than 1,000 students. Any revision must satisfy both the State and District requirements of the subject and grade ranges for the adoption and the "Criteria for Evaluating Textual Materials for Cultural Relevancy and Anti-bias" and the principles outlined in this policy.

When a new edition/version of an adopted instructional material is published, the appropriate curriculum administrator may request approval from the IMC to recommend purchase of the new edition/version rather than a complete adoption process if there are compelling reasons to alter the normal adoption schedule and process. For example, the adopted edition/version is no longer available and the next adoption year is several years away. The IMC will grant the approval of the bypass if the materials satisfy both the State and District requirements of the subject and grade ranges for the adoption and the "Criteria for Evaluating Textual Materials for Cultural Relevancy and Anti-bias."

Based on the judgment of the Chief of Curriculum, Assessment and Instruction or equivalent position, materials replaced by the new adoption will either be moved from buildings to surplus or used as supplementary or classroom reference materials. The Adoption Committee will make a recommendation about this, which will be included in the implementation plan the Adoption Coordinator provides to the appropriate principals. Surplus instructional materials not utilized shall be disposed of according to law.

Provisions of Instructional Materials to Students:

It is the policy of the Seattle School Board to provide or loan initial copies of School Board-adopted instructional materials and supplemental instructional materials to students free of charge. Each student shall be required to exercise reasonable care in the use of such materials.

The School Board may adopt additional guiding principles as appropriate.

Adopted: December 2011

Revised: September 2014; October 2013 (previously numbered as Policy No. 2020); April 2017

Cross Reference: Policy No. 6881

Related Superintendent Procedures: 2015SP. A; 2015SP.B; 2015SP.C

Previous Policies: C21.00; Policy No. 2020

Legal References: RCW 28A.405.060 Course of study and regulations; RCW 28A.320.230 Instructional materials — Instructional materials committee; RCW 28A.150.230 Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities — Publication of Guide; RCW 28A.640 Sexual Equality Mandated for Public Schools; WAC 392-190-055 Textbooks and instructional materials; WAC 180-44-010 Responsibilities related to instruction
Management Resources: