

# Superintendent Procedure 2015SP.B **Selection and Adoption of Instructional Materials**

Approved by: s/Denise Juneau Date: 1/10/2020

Denise Juneau, Superintendent



## **Guiding Principles for the Adoption of Instructional Materials**

This procedure is intended to provide specific guidance to the Instructional Materials Committee (“IMC”) and Adoption Committees on the selection and adoption of Core Instructional Materials and Extended Core Instructional Materials. Board Policy No. 2015, Selection & Adoption of Instructional Materials; Board Policy No. 0030, Ensuring Educational and Racial Equity; and relevant instruments identifying bias in instructional materials must be referred to, and referenced, in the processes outlined in this procedure.

## **The Instructional Materials Committee**

### **Recruitment**

Committee member recruitment and selection, within the confines of the established structure provided in this procedure, should endeavor to be inclusive and reflect the diversity of our students and families.

### **Committee Members**

The Instructional Materials Committee (“IMC”) will consist of seven (7) members: two (2) standing positions and five (5) additional positions.

The two (2) standing positions are as follows:

1. Executive Director of Curriculum, Assessment & Instruction or equivalent position, and
2. Manager of Library Services & Instructional Materials or equivalent position.

The five (5) additional positions will be nominated by the Chief Academic Officer (CAO), the Superintendent’s designee, and approved by the School Board to serve four (4) year terms ending the last day of October on the fourth year. These positions shall include the following:

1. Two principals and/or assistant principals, (one elementary and one secondary), and
2. An instructional materials specialist or equivalent position, and
3. Two parent/guardians (one elementary and one secondary; with students currently attending Seattle Public Schools).

The School Board will approve up to four alternate volunteers to serve in the additional (non-standing) positions in the event any appointees resign from their positions prior to the end of the four year term. In the event that there is a resignation on the IMC and no alternates are available to fill the position for the remainder of the term, the CAO will present a new nominee to the School Board for approval.

### **Committee Duties**

The IMC is responsible for ensuring that the Adoption Committee adheres to the “Guiding Principles for the Selection of Instructional Materials” in Board Policy No. 2015. Within the structure of the established adoption schedule, the purpose of the IMC is to:

- Approve the timeline and communications plan of each specific adoption;
- Approve the membership of each Adoption Committee;
- Approve the selection criteria to be used by the Adoption Committee;
- Certify to the School Board that the final recommendation of the Adoption Committee was reached by following the processes and principles outlined in Board Policy No. 2015, this Superintendent Procedure and any other related Superintendent Procedures, General Criteria for Evaluating Textual Materials for Cultural Relevance and Bias, and Board Policy No. 0030, Ensuring Educational and Racial Equity; and
- Ensure that a professional development cycle is developed to support implementation of School Board-approved instructional materials.

The IMC will conduct meetings as needed by any Adoption Committees. Minutes will be taken at all meetings and posted to the Seattle Public Schools website.

### **The Adoption Committee**

#### **Committee Membership, Selection and Approval**

Seattle Public Schools completes instructional material adoption work through Adoption Committees. For each adoption, an Adoption Coordinator is appointed by an Executive Director of Curriculum, Assessment and Instruction or equivalent position. The Adoption Coordinator will be an employee of Seattle Public Schools with expertise in the subject of the adoption.

Adoption Committees will be made up of members that provide either subject matter expertise or perspectives of family members with current and/or past students in the grades the adoption is being contemplated. As appropriate, additional members may include paraprofessionals, representatives from the English Language Learner, Special Education, or Advanced Learning departments, representatives from institutions of higher learning, families; and/or community members. The Adoption Committee will develop norms and expectations for meeting attendance.

The Adoption Committee should be inclusive and reflect the diversity of our students and families. Communication for recruitment should be sent via channels that reach a broad section of the communities that are represented in Seattle, reaching potential

members from racial, ethnic and language communities. The Adoption Committee's proposed membership is presented to the IMC for review and approval.

### **Adoption Committee Responsibilities**

The Adoption Coordinator is responsible for facilitating Adoption Committee work on the following steps of the adoption process. Some of the initial steps outlined here will be done simultaneously.

Minutes should be taken at all Adoption Committee meetings, and posted to the adoption webpage referenced in Step 2 below.

#### **Step 1—Evaluation of Current Materials**

When the District begins a process to adopt new instructional materials pursuant to Board Policy No. 2015, the Adoption Coordinator will work closely with the Research and Evaluation Department to evaluate school-level data for the subject up for adoption. The purpose of the school-level data evaluation is to learn how our students are doing with the materials that are currently in use, whether core instructional materials or waiver materials. This information will give the adoption committee a grounding in what is currently in use and how it is working.

#### **Step 2—Timeline**

The Adoption Coordinator will create an Adoption Timeline to guide the work of the Adoption Committee and submit it to the IMC for review and approval. The Adoption Timeline must be approved by the IMC and will be followed by the Adoption Committee. Within the Adoption Timeline, the Adoption Coordinator will detail the Adoption Committee's anticipated calendar of events including creation of the Adoption Committee's Selection Criteria and Engagement Plan and will allocate sufficient time to conduct the Adoption Committee's review and engagement processes.

The Adoption Coordinator is charged with developing an appropriate timeline including all stages of review the Adoption Committee will need to formulate the best recommendation at the conclusion of the work. For a competitive adoption process of core instructional materials, there may be multiple stages of review to narrow the selection from the original options to a smaller number of instructional materials for consideration. However, where a narrowing of options is not necessary, such as in the case of District-created instructional materials, the Adoption Committee's review will focus on ensuring that the materials meet the Adoption Committee's Selection Criteria.

The Adoption Timeline will be posted on the Curriculum, Assessment and Instruction website, a page devoted to the adoption, and/or through any other method defined in the Engagement Plan. The Adoption Committee's Engagement Plan will designate which steps of the timeline will solicit feedback.

#### **Step 3—Consultation with the Purchasing Department**

For an adoption of instructional materials from commercial sources, the Adoption Coordinator will work closely with the District Purchasing Department to integrate

Request for Information (RFI) and Request for Proposal (RFP) processes and acquisition and management of instructional material submissions into the adoption timeline. The Purchasing Department familiarizes the Adoption Coordinator with the procurement guidelines the Adoption Committee will follow in their evaluation process. As well, the Adoption Coordinator should receive guidelines to ensure a fair, unbiased and competitive process of evaluating materials. After cost information is received from the RFI and RFP processes, a meeting is to take place between the Adoption Coordinator and the Business & Finance Department to ensure that there is adequate budget capacity for the adoption, including accounting for on-going annual expenses.

#### **Step 4—Checking for Accessibility**

The Adoption Coordinator and/or the Purchasing Department will work with the Department of Technology Services (DoTS) to assess Americans with Disabilities Act compliance of all submissions from the RFP, and any materials created by the District. All materials moved forward for consideration will be compliant, or have a clear and timely plan for achieving compliance or otherwise have an equivalent level of accessibility.

#### **Step 5—Adoption Committee Engagement Plan**

The Adoption Coordinator will write an Engagement Plan regarding the adoption to ensure that the community and School Board are afforded opportunities to review and provide feedback on the instructional materials being considered for adoption.

1. Textual Review – Materials will be available for review at the District central office and at three schools selected by the Adoption Committee. The District will pay for any materials that are not provided by the vendor. Any digital materials will be posted on the webpage set up for the adoption.
2. Feedback Solicitation – Feedback regarding the instructional materials will be solicited through a variety of methods including, but not limited to: collecting feedback through District/school websites, hosting open houses, and placing comment cards in every school where adopted materials are used.
3. School Board Update – The Adoption Coordinator will gather feedback received and provide an update to the Curriculum and Instruction Policy Committee.

The Adoption Committee will submit the Engagement Plan to the IMC for approval. Feedback received through engagement processes will inform the Adoption Committee's work and be reflected in their adoption recommendation. A summary of feedback received will also be provided to the School Board to help guide their decision-making.

#### **Step 6—Selection Criteria Development**

The Adoption Committee will develop selection criteria using the Guiding Principles for the Adoption of Instructional Materials outlined in Board Policy No. 2015, including State and/or District learning standards, as well as Board Policy No. 0030, Ensuring Educational and Racial Equity; and relevant instruments identifying bias in instructional materials as references. A Racial Equity Analysis will be developed. The Adoption Committee will submit the selection criteria to the IMC for approval. The

Adoption Coordinator will ensure that a thorough process of evaluation of materials takes place by the Adoption Committee.

### **Step 7—Field testing**

An Adoption Committee may decide that in order to make an informed recommendation, a field test should be conducted for materials under serious consideration. Field testing should focus on collecting evidence evaluated on the criteria developed by the Adoption Committee. Length of the field test, breadth of selected schools and diversity of school populations should be considered in planning a field test. The field test must be long enough to give teachers an opportunity to understand the materials.

### **Step 8—Recommendation and Approval**

The Adoption Coordinator will submit the Adoption Committee's recommendation to the IMC. The IMC shall review the recommendation and the proceedings of the Adoption Committee and confirm that the required processes were followed. The IMC will then forward the recommendation to the Superintendent.

After the Superintendent receives the recommendation from the IMC, the Purchasing Department will engage in negotiations with the selected vendor(s) and final budget figures will be identified. The recommendation that will be submitted to the School Board for approval shall include a fiscal assessment including the procurement and on-going cost of the adoption (i.e., consumables and professional development cost).

Once the fiscal assessment is complete, the Superintendent will provide the recommendation of the IMC in a Board Action Report to the Curriculum and Instruction Policy Committee for the Curriculum and Instruction Policy Committee's review and recommendation to the School Board as a whole. Per Board Policy No. 2015, the School Board may either (1) approve or (2) disapprove the recommendation. The Adoption Committee's report and the instructional materials being recommended will be made available to the School Board for review. If the recommendation is approved per the adoption timeline, the materials must be purchased in a timely manner so that they will be ready for the next school year without delay.

### **Implementation of Core Instructional Materials Adoptions**

When core instructional materials are adopted by the School Board, the adoption is announced via the District website, formal press release, and through any other method defined in the Engagement Plan.

A professional development plan for all adoptions is required and must be built into adoption budgets. The Adoption Coordinator will provide information regarding professional development for the new instructional materials to involved staff.

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

The Adoption Coordinator, in collaboration with the leaders of the Curriculum, Assessment and Instruction Department, will create an evaluation plan to measure the impact of core instructional materials on student learning.

## **Alternative Processes**

### **Extended Core Instructional Materials**

The need for Extended Core Instructional Materials may come about because the District identifies a gap in adopted materials of unfulfilled learning standards or unfulfilled District goals. When such a gap is identified, the District will convene an Adoption Committee to recommend Extended Core Instructional Materials. The materials may be created by the District or identified from external sources.

The adoption of Extended Core Instructional Materials may take place in two ways:

- 1) Selection through a competitive process from commercial and non-commercial sources as outlined in the above sections, or
- 2) Selection from materials designated for adoption from non-commercial sources in a non-competitive fashion; as for example, materials created by the District, a government or nonprofit agency, or made available by a government agency in support of a regulation or other mandate.

In either case, the process for adoption must be approved by the Instructional Materials Committee, and may differ from the process detailed in the Adoption Committee Responsibilities section of this procedure.

For the non-competitive process of approval of Extended Core Instructional Materials developed by the District or governmental entity to fulfill a designated need or mandate, the review may be limited to one stage, evaluation against selection criteria developed by an Adoption Committee. Even if there is only one stage of review, the materials may only be approved if they meet all standards laid out in Board Policy No. 2015, including the development of selection criteria consistent with Guiding Principles identified under Board Policy No. 2015. A field test could also be conducted as a second stage. The materials would then be submitted to the Instructional Materials Committee for consideration, and then provided to the School Board for review and approval via a Board Action Report from the Superintendent.

An Adoption Committee considering Extended Core Instructional Materials may make a distinction between required material designated for classroom use by teachers that provides core instruction and additional support materials. Additional support materials may be replaced by supplementary instructional materials as defined by Superintendent Procedure 2015SP.C; however, the supplementary instructional materials must align with learning standards taught by the Extended Core Instructional Materials.

## **Adoption for Courses Involving Less than 1,000 Students**

Per Board Policy No. 2015, the IMC is authorized to approve a revision in process in the case of adoption for courses with total District enrollment of fewer than 1,000 students. For this revised process, the IMC authorizes curriculum administrators to certify the curriculum that they are adopting. Curriculum must satisfy both the State and District requirements of the subject and grade ranges for the adoption, align with the Guiding Principles for the Selection of Instructional Materials outlined in Board Policy No. 2015, pass the District review for accessibility, and pass the District review for anti-bias using the relevant instruments for identifying bias in instructional materials.

## **New Editions/Versions of Adopted Instructional Materials**

When a new edition/version of an adopted core or extended core instructional material is published, the appropriate curriculum administrator may request approval from the IMC to recommend purchase of the new edition/version rather than conduct an adoption process if there are compelling reasons; for example, in cases where the adopted edition/version is no longer available and the next adoption for the subject is several years away. The IMC will grant the approval of the acquisition if the materials satisfy both the State and District requirements of the subject and grade ranges for the adoption, pass the District review for accessibility, and pass the District review for anti-bias using the relevant instruments for identifying bias in instructional materials.

## **Provision of Core Instructional Materials**

Initial copies of instructional materials will be provided or loaned to students free of charge. Students are required to exercise reasonable care in the use of such materials.

Based on the judgment of an Executive Director 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 supplemental instructional materials. Surplus instructional materials not utilized shall be disposed of according to law.

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Cross Reference: Policy No. 2015; 2015SP.A; 2015SP.C