



# **SCHOOL BOARD ACTION REPORT**

**DATE:** September 10, 2019  
**FROM:** Ms. Denise Juneau, Superintendent  
**LEAD STAFF:** Dr. Caleb Perkins, Executive Director of Curriculum, Assessment, and Instruction [cbperkins@seattleschools.org](mailto:cbperkins@seattleschools.org); Dr. Diane DeBacker, Chief Academic Officer [dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org)

**For Introduction:** October 2, 2019  
**For Action:** October 16, 2019

## **1. TITLE**

Amending Board Policy No. 2015, Selection and Adoption of Instructional Materials, and Board Policy No. 2020, Waiver of Basic Instructional Materials

## **2. PURPOSE**

This Board Action Report makes edits to Board Policy No. 2015, Selection and Adoption of Instructional Materials, in order to allow for the adoption of expanded categories of instructional materials, as well as to streamline the cumbersome text. Edits are made as well to Board Policy No. 2020, Waiver of Basic Instructional Materials, in order to remove text not relevant to the waiver process.

## **3. RECOMMENDED MOTION**

I move that the School Board amend Board Policy No. 2015, Selection and Adoption of Instructional Materials, and Board Policy No. 2020, Waiver of Basic Instructional Materials, as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

- a. **Background** The current Board Policy No. 2015, Selection and Adoption of Instructional Materials, does not allow for the adoption of instructional materials that help existing instructional materials fully address established learning standards. Nor does current policy provide a process to adopt non-commercially produced materials to fulfill statutory requirements or that are district-developed. The amended Board Policy No. 2015 creates a new category of “extended core instructional materials” that expand the type of materials that can be adopted as core curriculum.

The amended Board Policy No. 2015 also streamlines cumbersome language that more appropriately belongs in an accompanying procedure. The revised Superintendent Procedure 2015SP.B, Adoption of Instructional Materials, will concentrate information into one document needed for guidance by the Instructional Materials Committee (IMC) and adoption committees, and adjusts processes to accommodate the adoption of the newly created category of extended core instructional materials. [The revised Superintendent Procedure 2015SP.B will also specify that in the interest of transparency,](#)

[minutes must be kept by both the IMC and all Adoption Committees.](#) As well, language is added to the amended Board Policy No. 2015 that 1) specifies that adopted materials are to be taught by Seattle Public Schools teachers in classrooms, 2) defines the terms *course*, *curriculum* and *instructional material*, and 3) directs Teaching and Learning to develop a recommended course of action within a year of adoption of new standards or statutory requirements, and to inform and involve the Board.

This proposed Board Action Report also removes language from Board Policy No. 2020, Waiver of Basic Instructional Materials, relevant to an instructional materials adoption committee, but not to a waiver process. The language will be added to the revised Superintendent Procedure 2015SP.B.

- b. **Alternatives** Leave the language of Board Policy No. 2015 and Board Policy No. 2020 as is. This is not recommended as it would preclude the opportunity to adopt instructional materials greatly desired by communities of color in Seattle, as well as the Board. It would also perpetuate a confusing and difficult set of instructions for the Instructional Materials Committee as well as adoption committees spread between two separate Board policies and a procedure.
- c. **Research** The general importance of instructional materials in education has been well-researched for decades. As far back as 1956, an Association of Supervision and Curriculum Development article noted 20,000 studies in reading alone. Achieve (Achieve.org 2017), a support organization to the Common Core State Standards, found 19 studies in the last ten years supporting the common-sense proposition that “high quality, aligned-to-standards curriculum coupled with professional support for educators can significantly improve student performance”. In the specific areas which the amended policy would allow for materials adoptions, there is recent emerging research supporting multiple student benefits. In the area of ethnic studies, for example, a 2012 research review of 92 refereed studies (Sleeter 2012) found 1) 13 studies of mainstream social studies curricula that found that a Eurocentric perspective was predominant, but 2) numerous studies documenting positive benefits to students of color studying their own heritage on grades, graduation and college attendance as compared to students who did not, and 3) multiple positive benefits to white students in indices of empathy, reduction of bias, intercultural skills, and “democracy outcomes”. A 2015 research anthology (McCardle, P., and Berninger, V. 2015) documents case studies of similar benefits to Native American students of culturally aligned curriculum. In the area of science, although the Next Generation Science Standards (NGSS) are relatively recent, a recent randomized controlled study found positive achievement outcomes for materials aligned with NGSS. Although the student benefits in some of the studies apply to a variety of instructional materials, it is the case in some areas commercially available materials may not either be available or be in alignment with more recent standards. The amended policy will allow Seattle Public Schools to avail itself with a broader array of instructional materials that provide assurances that students have opportunities to engage with up-to-date and rigorous standards. References:

Harris, C.J., Penuel, W.R., DeBarger, A.H., D’Angelo, C., Gallegher, L.P. 2014. “Curriculum Materials Make a Difference for Next Generation Science Learning:

Results from Year 1 of a Randomized Controlled Trial”. *SRI Education, University of Colorado-Boulder, Michigan State University.*

McCardle, P., and Berninger, V. 2015. *Narrowing the achievement gap for Native American students: Paying the educational debt.* Routledge: New York.

Sleeter, C. 2012. “The academic and social benefits of ethnic studies: A research review”. *National Education Association Research Department: Washington D.C.*

**5. FISCAL IMPACT/REVENUE SOURCE**

The fiscal impact to this action is indeterminate. While there is no immediate cost, there will be fiscal impact if and when the district chooses to adopt instructional materials. In the amended policy, under Learning Standard Alignment, the following costs may be incurred:

1. Teaching and Learning division review of existing instructional materials within the first year after the adoption of new learning standards or statutory course of study requirements and determination of a preferred course of action to ensure the standards are met in core instruction – additional costs would be incurred if teachers are asked to provide input and/or feedback (\$60/hr. average teacher cost x 40 hours = \$2,400 per teacher). It is assumed in this instance that Teaching and Learning would pay for this out of their baseline budget.
2. Adoption of new materials to align with the new standards; generally over \$1m per adoption. The K-5 English Language Arts adoption was >\$5m, and the middle school math was about \$1.8m. There are also typically ongoing costs for consumable materials.
3. Adoption of extended core instructional materials; assuming this is half of what a full adoption would be, a range of \$500,000-\$2m is estimated.
4. Development of district created instructional materials – assuming this takes at least 500 hours of teacher time x \$60 per hour average cost = \$30,000 of development time, plus time for review.
5. Adjusting existing instructional materials to align to new standards – assuming this is similar in cost to the adoption of extended core instructional materials, \$500,000 to \$2m.
6. Professional development on the new standards – assuming \$60 per hour and 2,000 teachers need 8 hours of professional development = \$960,000

No direct immediate fiscal impact results from amending the policies in and of themselves. The revenue source for any of these costs, were they to be incurred, is general fund.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Engagement with multiple groups, including the Ethnic Studies Task Force, Native American Parent Advisory Committee, the African American Male Advisory Committee, and the Equity and Race Advisory Committee have demonstrated that all have strongly advocated for adoption of instructional materials that these policy revisions could allow. The primary source of feedback in the preparation of the language of the revised Board Policy No. 2015 was with Board members in 2x2 sessions reviewing draft language.

## 7. EQUITY ANALYSIS

With the assistance of the Department of Racial Equity and Advancement (DREA), the Curriculum, Assessment and Instruction Department conducted a Racial Equity Analysis. The important conclusions were that amending the policy would allow for the adoption of instructional materials reflective of the composition of the local community and nation, that deal with issues of racial and social justice. One of the most important reasons for amending Board Policy No. 2015 is to fulfill the charge of Board Policy No.0030, Educational and Racial Equity:

**Equitable Access** The district shall provide every student with equitable access to a high-quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;

As well, with new options provided by amending the policy, the process of adoption of instructional materials could better reflect the needs of underrepresented populations, such as English-Language Learners and students receiving special education services.

The policy change means that the district will not be solely dependent on commercially available instructional materials. The district, as needed, can develop its own materials if corporate options do not serve the needs of students, especially those who are underserved. In the immediate future, the district can both develop and adopt ethnic studies and Native studies curricula, which currently cannot be found commercially.

## 8. STUDENT BENEFIT

Amending Board Policy No. 2015, Selection and Adoption of Instructional Materials, will allow the adoption of a variety of instructional materials that fulfill a diverse set of student needs. The immediate benefits will be that instructional materials can be adopted to fulfill the community demand for materials that reflect the communities and peoples of our local urban community and that of the United States, instead of an exclusive focus on Euro-American history and current affairs. Students will also benefit in a variety of other subject areas when commercially produced textual materials prove inadequate to help students reach up-to-date standards. The revised Board Policy 2015 will allow the adoption of “Extended Core Instructional Materials” that can address shortcomings in adopted materials. The District can also turn to alternatives that may be

developed with its own resources to ensure that students have full access to all academic standards.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

Board Policy No.2015, Selection and Adoption of Instructional Materials, and Board Policy No. 2020, Waiver of Basic Instructional Materials, are revised.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction (C&I) Policy Committee meeting on September 10, 2019. The Committee reviewed the motion and moved the item forward for consideration by the full Board.


**TIMELINE FOR IMPLEMENTATION**

Upon approval, the revised Board Policy No. 2015 and Board Policy No. 2020 will take effect, allowing adoption of expanded categories of instructional materials. Superintendent Procedure No. 2015SP.B will be finalized after approval of Board Policy No. 2015 and Board Policy No. 2020.

**12. ATTACHMENTS**

- Board Policy No. 2015, Selection and Adoption of Instructional Materials (clean for approval) ([Revised October 10, 2019](#))
- Board Policy No. 2015, Selection and Adoption of Instructional Materials (redline for reference) ([Revised October 10, 2019](#))
- Board Policy No. 2020, Waiver of Basic Instructional Materials (clean for approval) ([Revised October 10, 2019](#))

- Board Policy No. 2020, Waiver of Basic Instructional Materials (redline for reference)  
[\(Revised October 10, 2019\)](#)
- ~~Outline of Instructional Materials Adoption 2015 Policy and Procedure (for reference)~~  
[\(Removed October 10, 2019\)](#)

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>SELECTION &amp; ADOPTION OF INSTRUCTIONAL MATERIALS</p>	<p><b>FOR APPROVAL</b> Policy No. 2015</p> <p>[DATE]</p> <p>Page 1 of 6</p>
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The School Board recognizes its responsibility for the improvement and growth of the educational program of the schools in our district. RCW 28A.320.230 provides the statutory authority for the School Board in the adoption of instructional materials.

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of our schools. Instructional materials shall be selected to ensure alignment with learning standards and enable all students to master the foundational skills and knowledge needed to be prepared for college, career and community. As applicable to the given course, approved supplementary instructional materials may be used, and adopted instructional materials shall be used by teachers in District classrooms for instruction.

**Definitions**

For this policy and procedure, the following definitions will apply:

1. Course is defined as the program of instruction for kindergarten through 12<sup>th</sup> grade students.
2. Curriculum is defined as the learning standards that teachers teach; adopted instructional materials, courses, scope and sequence, presentations, activities, assignments, projects provided for students, and assessments and other methods to evaluate learning.
3. Instructional Materials are all materials designed for use by students and their teachers as learning resources to support the curriculum and help students acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet State or District learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, the School Board recognizes the following categories of instructional materials:

a. **Adopted Instructional Materials:** These are recommended by the Instructional Materials Committee based on the work of an Adoption Committee and adopted by the School Board.

i. Core Instructional Materials are the primary instructional resources for a given course. They are provided to all students to help meet learning standards and provide instruction toward course requirements.

ii. Extended Core Instructional Materials are used in conjunction with the core instructional materials to provide instruction in established learning standards or statutory requirements that are not fully addressed by, or absent from, the core instructional materials.

b. **Approved Instructional Materials:** These are identified by certificated instructional staff and approved for use by a principal and/or the Superintendent or Superintendent's designee, and do not require Board approval.

i. Supplementary Instructional Materials are supplementary to Core or Extended Core Instructional Materials, and can be used in conjunction with adopted instructional materials of a course to enhance and support instruction. Supplementary instructional materials contain additional content or present content at a different level of difficulty or in a different medium.

### **Selection and Adoption of Instructional Materials**

Instructional material adoptions shall occur pursuant to an established adoption cycle set by the Superintendent or Superintendent's designee.

When new learning standards or statutory course of study requirements take effect, the Superintendent or Superintendent's designee will review existing instructional materials within the first year of enactment and determine a recommended course of action to ensure requirements are met in core instruction, with analysis regarding short and long term fiscal impact. At the conclusion of the review, a recommendation will be reported to the Superintendent if the review was conducted by the Superintendent's designee.

Instructional material adoptions can also be initiated to address identified needs in specific courses or grade levels resulting from obsolete, biased, or unavailable adopted instructional materials, widespread requests for instructional materials waivers per Board Policy No. 2020, or other factors impacting student learning.

Recommendations could include, but are not limited to, the following:



1. Adoption of core instructional materials to align with the new standards;
2. Adoption of extended core instructional materials to support the existing adopted core instructional materials;
3. The development of District-created instructional materials to be reviewed for adoption as core or extended core instructional materials;
4. Adjusting existing instructional materials to align to the new standards; and/or,
5. Professional development on the new standards, which include the changes in content and instructional practice as a result of the practices.

The Instructional Materials Committee (described below) will provide direction for next steps to address alignment to the learning standards.

At the inception of each adoption, the Superintendent or Superintendent's designee shall inform the Instructional Materials Committee and the Curriculum & Instruction Policy Committee that the adoption is beginning, and report on the Selection Criteria, community/staff engagement plan, and the proposed timeline. Periodic reports will be made to the Curriculum and Instruction Policy Committee on the progress of the adoption.

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

All instructional materials selected for recommendation to the School Board will be in conformance with the following policy and legal requirements:

1. All applicable state and federal laws;
2. The Guiding Principles adopted by the School Board as stated in this policy;
3. Any additional guiding principles directed by the School Board to the Instructional Materials Committee as deemed appropriate for a particular adoption;
4. Directives established by the Instructional Materials Committee.

The Adoption Committee will develop Selection Criteria consistent with the following Guiding Principles:

- To ensure that all instructional materials are culturally relevant and do not contain cultural or racial bias, the Adoption Committee will review all proposed instructional materials using the relevant instruments identifying bias in instructional materials and Board Policy No. 0030: "Ensuring Educational and Racial Equity." The Adoption Committee will receive anti-bias training and orientation in the use of the aforementioned documents prior to review.
- Review of the instructional materials for both State and/or District learning standards of the subject and grade ranges for the adoption.

- District learning standards may be selected as deemed appropriate by the Instructional Materials Committee, Adoption Committee, and/or School Board.
- Accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services.
- Review of the instructional materials to ensure all the following goals and standards are met:
  - 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;
  - Ensure accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services;
  - Meet applicable standards as a minimum level of rigor;
  - Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge;
  - Are easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels;
  - Are based on best practices and research including benchmarking and efficacy from similar districts, schools that have used the materials, and other sources;
  - Have a common baseline while ensuring that different learning and teaching styles are represented;
  - Provide sufficient variety to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision-making;
  - 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 instructional materials, bias pertaining to sex (gender), race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation, gender expression or identity, pregnancy, marital status, physical appearance, disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability;
  - Specificity of the mediums required (e.g., consumables, technological requirements of digital resources); and
  - Cost analysis.

### **The Instructional Materials Committee**

It is the policy of the Seattle School Board to create an Instructional Materials Committee (IMC), pursuant to RCW 28A.320.230, and to direct that an Adoption Committee is formed for each specific adoption. The IMC is the body that reviews and approves the processes followed by Adoption Committees to develop instructional materials adoption recommendations, and the entity that provides

instructional materials adoption recommendations to the School Board, via the Superintendent. Formation and operation of the IMC shall be in accordance with Superintendent Procedure 2015SP.B.

The IMC is responsible for ensuring that Adoption Committees conform to the policy and legal requirements for the adoption of instructional materials. When the work of the Adoption Committees is complete, they will provide their recommendation to the IMC. The IMC will then determine a recommendation for adoption. The Superintendent will provide the recommendation of the IMC to the School Board for consideration and final approval.

The IMC will consist of seven (7) members: Two (2) standing positions and five (5) positions nominated by the Superintendent or Superintendent's designee, to serve four (4) year terms. The School Board approves the membership of the IMC. The process for selecting committee members is detailed further in the procedure and will be fair, consistent, and transparent. Committee member selection, within the confines of the established structure provided in this policy and procedure, should endeavor to be inclusive and reflect the diversity of our students and families.

### **The Adoption Committee**

The Adoption Committee is the body that evaluates core instructional materials for each specific instructional materials adoption. The formation of an Adoption Committee is authorized and guided by the IMC in alignment with Superintendent Procedure 2015SP.B. The process for selecting committee members must be inclusive, fair, consistent, and transparent. Committee members should reflect the diversity of our students and families. The Adoption Committee will provide subject matter expertise and the perspectives of family members who have current and/or former students in the grades for which the adoption is being contemplated. The membership of the Adoption Committee is approved by the Instructional Materials Committee.

At the beginning of an adoption, the Adoption Committee will develop Selection Criteria, a community/staff engagement plan, and a proposed timeline for the adoption. Only after the Selection Criteria, engagement plan, and proposed timeline are approved by the IMC, will the Adoption Committee proceed with the review of options for instructional materials.

The Adoption Committee will make an adoption recommendation to the IMC. After the IMC certifies that the Adoption Committee has followed required processes, the IMC will determine a recommendation for instructional materials. The IMC's recommendation is then provided to the School Board via a Board Action Report from the Superintendent to either approve or disapprove the recommendation.

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

The Superintendent or Superintendent's designee will create a professional development plan to support the implementation of adopted materials. All teachers who will be utilizing adopted instructional materials are required to access professional development on the use of and best instructional practice in implementing the adopted core instructional materials. An evaluation plan will be developed to measure the impact of core instructional materials on student learning.

### **Alternative Processes**

For the adoption of Extended Core Instructional Materials, the Adoption Committee will develop an appropriate review process and the process will be approved by the IMC.

The IMC may approve a revision of the process in the case of adoption for courses with total District enrollment of fewer than 1,000 students. Any revision must satisfy the policy and legal requirements and Guiding 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. 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 and the relevant instruments identifying bias in instructional materials.

### **Provision of Core Instructional Materials**

It is the policy of the Seattle School Board to provide or loan initial copies of core instructional materials to students free of charge. Students are required to exercise reasonable care in the use of such materials.

### **Procedures**

The Superintendent is authorized to develop procedures to implement this policy including, but not limited to:

- the adoption process for core and extended core instructional materials,
- the approval process for supplementary instructional materials,
- a process for reviewing complaints regarding instructional materials.

Adopted: December 2011

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

Cross Reference: Policy No. 6881, Policy No. 2020

**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:**



SELECTION & ADOPTION  
OF INSTRUCTIONAL  
MATERIALS

**FOR REFERENCE**  
Policy No. 2015

~~April 19, 2017~~

**[DATE]**

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After a thorough process that solicits input from the community on their opinions and values, and after looking at a range of i. Supplementary Instructional Materials are supplementary to Core or Extended Core Instructional Materials, and can be used in conjunction with adopted instructional materials; adoption committees are directed to recommend for adoption books and other of a course to enhance and support instruction. Supplementary instructional materials that contain additional content or present content at a different level of difficulty or in a different medium.

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- Review of the instructional materials for both State and/or District learning standards of the subject and grade ranges for the adoption.



- District learning standards may be selected as deemed appropriate by the Instructional Materials Committee, Adoption Committee, and/or School Board.
- Accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services.
- Review of the instructional materials to ensure all the following goals and standards are met:
  - Enable teachers to implement the ~~district's~~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~~Ensure accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services ~~flexibility and clarity sufficient to meet the special needs of individuals~~Special Education students and groups English Language Learners (ELL);
  - 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~~Are~~ easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels ~~of the students served~~;
  - Be~~Are~~ based on best practices and research including benchmarking and efficacy from similar districts, schools that have used the materials, 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~~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 Specificity of the mediums required (e.g., consumables, technological requirements of digital resources); and~~
- Cost analysis.

### **The Instructional Materials Committee**

It is the policy of the Seattle School Board when to create an Instructional Materials Committee (IMC), pursuant to RCW 28A.320.230, and to direct that an Adoption Committee is formed for each specific adoption. The IMC is the body that reviews and approves the processes followed by Adoption Committees to develop instructional materials are recommended for adoption. The adoption committee should include reflections not only on why the particular recommendations, and the entity that provides instructional materials were recommended for adoption, but also why the other reviewed materials were not recommended recommendations to the School Board, via the SuperintendentSuperintendent. Formation and operation of the IMC shall be in accordance with Superintendent Procedure 2015SP.B.

The IMC is responsible for ensuring that Adoption Committees conform to the policy and legal requirements for the adoption of instructional materials. When the work of the Adoption Committees is complete, they will provide their recommendation to the IMC. The IMC will then determine a recommendation for adoption. The SuperintendentSuperintendent will provide the recommendation of the IMC to the School Board for consideration and final approval.

The IMC will consist of seven (7) members: Two (2) standing positions and five (5) positions nominated by the Chief Academic Officer or designeeSuperintendent or Superintendent's designee, to serve four (4) year terms. The School Board approves the membership of the IMC. The process for selecting committee members is detailed further in the procedure and will be fair, consistent, and transparent. Committee member selection, within the confines of the established structure provided in this policy and procedure, should endeavor to be inclusive and reflect the diversity of our students and families.

### **The Adoption Committee**

#### **The**

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.~~

### Adoption Committee is the body that evaluates core

#### **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 for each specific instructional materials adoption;~~
- ~~Approve the membership. The formation of the Adoption Committee;~~
- ~~Approve the selection criteria to be used by the an Adoption Committee is authorized and ensure that guided by the criteria are aligned IMC in alignment with the principles outlined in this policy;~~
- ~~Certify to the School Board that the final recommendation of the Policy No. 4110 Superintendent Procedure 2015SP.B. The process for selecting committee members must be inclusive, fair, consistent, and transparent. Committee members should reflect the diversity of our students and families. The Adoption Committee was reached by following the process outlined in this policy and in any related Superintendent will Procedures; and~~
- 1. ~~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/former 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 of the Adoption Coordinator and Committee is approved by the IMC. The committee is facilitated by the Adoption Coordinator. Instructional Materials Committee.

The Adoption Committee shall use At 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 beginning of an adoption.

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~~The Adoption Coordinator shall~~ Committee will 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., a community/staff engagement plan, and a proposed timeline for the adoption. Only after the Selection Criteria, engagement plan, and proposed timeline are approved by the IMC are the publishers’ submissions considered and reviewed.

~~Reviews the materials submitted by publishers for cohesiveness,~~ will the Adoption Committee proceed with the Selection Criteria, as stated above. review of options for instructional materials.

- ~~The Adoption~~ Solicits feedback through a variety of media. Materials Committee 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 make an adoption recommendation to the IMC. The After the IMC shall approve certifies that the appropriate process was Adoption Committee has followed and shall forward the required processes, the IMC will determine a recommendation to the Superintendent.~~

for instructional materials. The IMC's

~~The Superintendent shall forward the recommendation is then provided to the School Board. The materials are available for School via a Board review and then voted on by the School Board members~~ Action Report from the Superintendent ~~Superintendent~~ to either approve or disapprove the recommendation.

~~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.~~

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

~~The Superintendent or Superintendent's designee~~ Superintendent or designee will create a professional development plan to support the implementation of adopted materials. All teachers who will be utilizing adopted instructional materials are required to access professional development on the use of and best instructional practice in implementing the adopted core instructional materials. An evaluation plan will be developed to measure the impact of core instructional materials on student learning.

### **Alternative Processes**

For the adoption of Extended Core Instructional Materials, the Adoption Committee will develop an appropriate review process and the process will be approved by the IMC.

~~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~~ of the process in the case of adoption for courses with total District enrollment of fewer than 1,000 students. Any revision must satisfy ~~both the State policy and District legal 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~~ Guiding 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. 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 and the "Criteria for Evaluating Textual Materials for Cultural Relevancy and Anti-bias."~~relevant instruments identifying bias in instructional materials.

~~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:

### **Provision of Core Instructional Materials**

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

### **Procedures**

The Superintendent~~Superintendent~~



~~The School Board may adopt additional guiding principles as appropriate.~~ or designee is authorized to develop procedures to implement this policy including, but not limited to:

- the adoption process for core and extended core instructional materials.
- the approval process for supplementary instructional materials.
- a process for reviewing complaints regarding instructional materials.

Adopted: December 2011

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

~~Cross Reference: Policy No. 6881; DATE~~

Cross Reference: Policy No. 6881, Policy No. 2020

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~~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:

 <p><b>SEATTLE PUBLIC SCHOOLS</b></p>	<p><b>WAIVER OF CORE AND EXTENDED CORE INSTRUCTIONAL MATERIALS</b></p>	<p><b>FOR APPROVAL</b></p> <p>Policy No. 2020 [Date] Page 1 of 3</p>
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It is the policy of Seattle Public Schools to adopt instructional materials, as set forth in School Board Policy No. 2015. Instructional materials are intended to be research and evidence based, and appropriate for all students.

In some instances, a school may wish to use alternative instructional materials as the instructional materials, rather than the School Board-adopted instructional materials. A school's decision to implement alternative instructional material is different from the use of supplementary material (covered by Policy No. 2015 and Superintendent Procedure 2015 SP.C) and is intended to fully replace the Board-adopted instructional material as part of a coherent, building-based curriculum plan. The purpose of allowing instructional material waivers is to encourage innovation in buildings and to allow schools to customize a student's experience.

In the cases where a school wishes to use an alternative instructional material, the school must apply to the Superintendent for a waiver. The waiver request must:

- Include evidence that the proposed alternative instructional material meets district and state standards, and is research and evidence based; and
- Clearly state the rationale for using different materials and explain how the requested materials will both raise overall achievement and close the achievement gap; and
- Indicate how the school staff and community has been involved in making the recommendation to use alternative instructional materials, including information on how the school-based decision matrix was used in this process and evidence that staff have agreed to implement the alternative materials fully; and

- Indicate how the waiver materials will be rolled out school-wide, including the professional development plan; and
- Identify district, school-based, or grant, or other funding that will be used to support the purchase, upkeep, training and on-going professional development on these materials

Schools for which a waiver is granted must take all relevant district and state assessments, and must, on average over the 3-year waiver period, meet or exceed the gains demonstrated by peer schools that are using the district-adopted materials for all segments of their population in order to continue using the alternative instructional materials.

The Chief Academic Officer or equivalent position will ensure that a waiver petition process is established that ensures that decisions are made in a timely way to allow reasonable purchase, training and development of new curriculum materials. A waiver request must be completed by the Principal of the school and submitted to the Director of Schools (DS) or equivalent position. The DS shall review the request and make a recommendation to the Chief Academic Officer. The Chief Academic Officer shall review the request and the recommendation of the DS and make a recommendation to the Superintendent. The Superintendent shall review all materials and make a decision on the request. If denied, the school principal may appeal the decision to the School Board. The Superintendent shall keep a public record of all approved waivers, including waivers approved by the School Board.

Approved waivers shall be granted for a 3-year period, after which the school's data and continued interest in the waiver will be assessed. The Superintendent shall have the final decision about revoking the waiver or continuing it for another 3-year term. If a waiver is revoked the school will be required to return to district-adopted materials.

The Superintendent shall annually inform the School Board about the number and type of waivers requested and the disposition, including rationale, of those requests. The Superintendent or designee shall inform the School Board if and when the use of alternative materials becomes widespread for a particular content area and grade level.

The Superintendent is authorized to develop procedures to implement this policy.

Adopted: March 2012

Revised: N/A


Cross Reference: Policy 2015

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

Previous Policies: N/A

Legal References: N/A

Management Resources: N/A

 <p data-bbox="332 367 511 483">SEATTLE PUBLIC SCHOOLS</p>	<p data-bbox="673 273 933 451">WAIVER OF <u>BASIC</u> CORE AND <u>EXTENDED CORE</u> INSTRUCTIONAL MATERIALS-</p>	<p data-bbox="1079 262 1339 294"><u>FOR REFERENCE</u></p> <p data-bbox="1079 325 1307 367">Policy No. 2020</p> <p data-bbox="1096 399 1291 430"><del>March 7, 2012</del></p> <p data-bbox="1144 462 1242 493">[Date]</p> <p data-bbox="1112 493 1274 525">Page 1 of 3</p>
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It is the policy of Seattle Public Schools to adopt ~~basic~~ instructional materials, as set forth in School Board Policy No. 2015. ~~Basic instructional~~ Instructional materials are intended to be research and evidence based, and appropriate for all students.

In some instances, a school may wish to use alternative instructional materials as the ~~basic~~ instructional materials, rather than the School Board-adopted instructional materials. A school's decision to implement alternative instructional material is different from the use of ~~supplementary material~~ (covered by Policy No. 2015 and Superintendent Procedure -2015 SP.C) and is intended to fully replace the Board-adopted ~~basic~~ instructional material as part of a coherent, building-based curriculum plan. ~~The purpose of allowing basic~~ instructional material waivers is to encourage innovation in buildings and to allow schools to customize a student's experience.

~~When the district begins a process to adopt new instructional materials, pursuant to Policy 2015, staff participating in the adoption process should evaluate the school level data for the subject up for adoption of all schools with the relevant grades. 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 basic instructional materials or waiver materials. This information will give the adoption team a grounding in what is currently in use and how it is working.~~

In the cases where a school wishes to use an alternative ~~basic~~ instructional material, the school must apply to the Superintendent for a waiver. ~~The waiver request must:~~

- Include evidence that the proposed alternative ~~basic~~ instructional material meets district and state standards, and is research and evidence based; and
- Clearly state the rationale for using different materials and explain how the requested materials will both raise overall achievement and close the achievement gap; and
- Indicate how the school staff and community has been involved in making the recommendation to use alternative ~~basic~~ instructional materials, including information on how the school-based decision matrix was used in this process and evidence that staff have agreed to implement the alternative materials fully; and

- Indicate how the waiver materials will be rolled out school-wide, including the professional development plan; and
- Identify district, school-based, or grant, or other funding that will be used to support the purchase, upkeep, training and on-going professional development on these materials

Schools for which a waiver is granted must take all relevant district and state assessments, and must, on average over the 3-year waiver period, meet or exceed the gains demonstrated by peer schools that are using the district-adopted materials for all segments of their population in order to continue using the alternative ~~basic~~ instructional materials.—

The ~~Assistant Superintendent~~Chief Academic Officer or equivalent position will ensure that a waiver petition process ~~beis~~ established that ensures that decisions are made in a timely way to allow reasonable purchase, training and development of new curriculum materials. -A waiver request must be completed by the Principal of the school and submitted to the ~~Executive~~ Director of Schools (~~EDSDS~~) or equivalent position. -The ~~EDSDS~~ shall review the request and make a recommendation to the ~~Assistant Superintendent of Teaching & Learning- Chief Academic Officer-~~ Chief Academic Officer. The ~~Assistant Superintendent~~Chief Academic Officer shall review the request and the recommendation of the ~~EDSDS~~ and make a recommendation to the Superintendent. - The Superintendent shall review all materials and make a decision on the request. If denied, the school principal may appeal the decision to the School Board. - The Superintendent shall keep a public record of all approved waivers, including waivers approved by the School Board.

Approved waivers shall be granted for a 3-year period, after which the school's data and continued interest in the waiver will be assessed. -The Superintendent shall have the final decision about revoking the waiver or continuing it for another 3-year term. -If a waiver is revoked the school will be required to return to district-adopted materials.

~~Schools that received a waiver prior to the 2011-12 school year will retain their waiver for the 3-year period, and will be assessed during the 2013-14 year to determine if the data supports continuing a waiver and if the schools are interested in continuing.—~~

The Superintendent shall annually inform the School Board about the number and type of waivers requested and the disposition, including rationale, of those requests. The Superintendent or designee shall inform the School Board if and when the use of alternative materials becomes widespread for a particular content area and grade level.

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