



# **SCHOOL BOARD ACTION REPORT**

**DATE:** September 1, 2020  
**FROM:** 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); Ronald Boy, Senior General Counsel [rdboy@seattleschools.org](mailto:rdboy@seattleschools.org)

**For Introduction:** September 23, 2020  
**For Action:** October 7, 2020

## **1. TITLE**

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

## **2. PURPOSE**

This Board Action Report makes edits to Board Policy No. 2015, Selection and Adoption of Instructional Materials, to add additional elements that must be present in an Adoption Committee's Selection Criteria, and to improve policy clarity for the end user.

## **3. RECOMMENDED MOTION**

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

## **4. BACKGROUND INFORMATION**

### **a. Background**

On June 10, 2020, the Seattle School Board adopted Board Resolution No. 2019/20-28 directing all newly-adopted United States history, social studies, and English language arts instructional materials, and reasonably include in all other instructional materials, significant events, societal contributions, and/or representations of LGBTQIA+ Individuals. In order to effectuate that directive, Board Policy No. 2015 needed to be amended to indicate that as one the elements that must be included in an Adoption Committee's selection criteria. In the attached amended Board Policy No. 2015, that selection criteria standard has been added as follows as number 15 in the list: "Include in United States history, social studies, and language arts instructional materials, and reasonably include in other instructional materials, significant events, societal contributions and/or positive representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities." The previous list of selection criteria standards previously required that instructional materials not contain bias toward these identified protected classes, but this new element takes the goal further and asks for instructional materials to include representations and contributions of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities. Representation in school is valuable to students and results in positive effects on students. This change is an

important part of the district's strategic plan goal to create welcoming and safe schools and the understanding that instruction must be high-quality and culturally responsive.

Further, in using this policy for the Chem B instructional materials adoption, staff discovered there was a need for improvement in the policy language. For example, the current policy indicates that both the adoption committee and Instructional Materials Committee recommend the adoption of instructional materials. However, it is important the policy provide a clear delineation between the work of both committees: the adoption committee makes a final selection from the instructional materials they review and the Instructional Materials Committee considers the final selection and provides a recommendation for adoption through the Superintendent to the Board for approval or disapproval. RCW 28A.320.230 indicates the Instructional Materials Committee is responsible for the recommendation of instructional materials to be adopted by the Board.

In addition, in the last amendment to Policy No. 2015 in October 2019, two additional elements were added to the goals and standards that must be met by instructional materials that are adopted by the Board. The list provided in the policy makes up the bulk of an adoption committee's selection criteria. The selection criteria are used as a guide or checklist when an adoption committee is reviewing instructional materials options to make sure they meet all the requirements of the district. The two added were: "specificity of the mediums required (e.g., consumables, technological requirements of digital resources)" and "cost analysis." Neither of these are requirements that would be placed in an adoption's selection criteria. For example, an adoption committee would not review the content of instructional materials for cost analysis. As a result, these have been removed and appropriately placed in the last paragraph of page three where it details the information the adoption committee should provide to the IMC with their final selection.

The last substantive edit to the policy is the addition of language pulled directly from state law. RCW 28A.320.230 (f) indicates that the Board shall provide free textbooks, supplies and other instructional materials to be loaned to the pupils of the school. That language exists in the current policy. However, the law also provides that: (1) districts may, within limitations stated in board policy, use and experiment with instructional materials for a period of time before general adoption is formalized; and (2) within the limitations of board policy, a school district's chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances. Those elements of the law are not mentioned in the district's current policy and are added to the amended version for approval.

The remaining edits were non-substantive changes and include corrections to grammar, format and word capitalization. These changes to the policy are shown in the track changes version attached. These changes are intended to provide the policy end user a more usable guide that is easier to understand.

**b. Alternatives**

Leave the language of Board Policy No. 2015 the same. This is not recommended as this new version, consistent with the Board's resolution, requires instructional materials adopted in the future to include in United States history, social studies, and language arts instructional materials, and reasonably include in other instructional materials, significant

events, societal contributions and/or positive representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities, which will be valuable to students, especially those furthest from educational justice. Further, the edits to the language and formatting of the policy should provide a more usable and easier to understand guide to staff charged with leading an instructional materials adoption.

c. **Research**

Harrell, James Hilton. "With California in the lead, LGBTQ history gets boost in school curriculum." *EdSource*, <https://edsources.org/2018/with-california-in-the-lead-lgbtq-history-gets-boost-in-school-curriculum/599626>.

Knox, Liam. "12 New Jersey schools roll out LGBTQ curriculum pilot program." *NBC News*, <https://www.nbcnews.com/feature/nbc-out/12-new-jersey-schools-roll-out-lgbtq-curriculum-pilot-program-n1134436>.

Burney, Melanie. "LGBTQ education is now mandatory in N.J. schools. Here's how teachers are preparing." *The Philadelphia Inquirer*, <https://www.inquirer.com/education/nj-lgbtq-education-curriculum-lesson-plans-mandate-20200120.html>.

Botts, Jackie. "ABCs of LGBTQ history mandated for more U.S. public schools." *Reuters*, <https://www.reuters.com/article/us-usa-lgbt-education/abcs-of-lgbtq-history-mandated-for-more-us-public-schools-idUSKCN1S912O>.

Turner, Cory. "Why Schools Fail To Teach Slavery's 'Hard History'." *National Public Radio*, <https://www.npr.org/sections/ed/2018/02/04/582468315/why-schools-fail-to-teach-slaverys-hard-history>.

Miller, Rann. "Teaching Black History in Culturally Responsive Ways." *George Lucas Educational Foundation*, <https://www.edutopia.org/article/teaching-black-history-culturally-responsive-ways>.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action is not expected to increase the cost of the instructional materials that will be purchased in the future. This action adds an additional criterion to be met within some instructional materials. Instructional materials that include events, contributions, and representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities are not known to be more expensive than other options.

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

This amended policy was instigated by Board Resolution 2019/20-28 on Inclusion for Our LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual) Students, Staff, and Community. In the development of the resolution, many community groups and advocates were asked to review and offer feedback in the content including the inclusion of positive societal contributions of LGBTQIA+ individuals. Among those contacted includes Gender Justice League, GLSEN Washington State, Seattle Pride, Pride Foundation, Gay City, Equal Rights Washington, Seattle King County NAACP, and more. Their feedback shaped the content of the resolution and the inclusion of representations, contributions, and historical events of LGBTQIA+ individuals in instructional materials was highly supported.

## **7. EQUITY ANALYSIS**

Use of the Racial Equity Analysis Tool indicates that the inclusion of positive societal contributions of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities would have an overall positive benefit for particularly students and staff of color in Seattle Public Schools. Inclusive representation in instructional materials help to improve identity safety and foster safe & welcoming schools to help the development of academically focused American Indian, African American, Latino, and Asian American students. In addition, LGBTQIA+ students and students with disabilities are expected to see similar benefits as well.

## **8. STUDENT BENEFIT**

Instructional materials that are relevant to the life experience of students from diverse backgrounds have been shown to have positive impacts on the development of a strong identity connected to achievement. By providing instructional materials that increase the number of students who see people and stories that they can relate to represented, sends a clear message to students that they belong in this school and encourages academic achievement.

## **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 would be revised by this action.

**11. BOARD COMMITTEE RECOMMENDATION**


This motion was discussed at the Curriculum & Instruction Policy Committee meeting on September 15, 2020. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval, the revised Board Policy No. 2015 will take effect and will be posted to the district website.

**13. ATTACHMENTS**

- Board Policy No. 2015, Selection and Adoption of Instructional Materials (clean for approval)
- Board Policy No. 2015, Selection and Adoption of Instructional Materials (tracked changes for reference)
- Board Policy No. 2015, Selection and Adoption of Instructional Materials (Current version for reference)
- RCW 28A. 320.230, Instructional Materials – Instructional Materials Committee (for reference, added after introduction)

	<p>SELECTION &amp; ADOPTION OF INSTRUCTIONAL MATERIALS</p>	<p>Policy No. 2015 <del>October 16, 2019</del> Page 1 of 6</p>
---	--	--

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, adopted instructional materials shall be used by teachers for instruction. Approved supplementary instructional materials may be used to enhance and support adopted instructional materials.

## 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 their designee.

When new learning standards or statutory course of study requirements take effect, the Superintendent or their 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 a 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 will provide direction for next steps to address alignment to the learning standards.

At the inception of each adoption, the Superintendent or their designee shall inform the Instructional Materials Committee and the Curriculum & Instruction Policy Committee that the adoption is beginning, and report on the make-up of the adoption committee, 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.

### **The Adoption Committee**

An adoption committee is the body that evaluates instructional materials for each core instructional materials and extended core instructional materials adoption. A different adoption committee is formed for each instructional materials adoption. The formation of an adoption committee is approved by the Instructional Materials Committee (IMC) in alignment with Superintendent Procedure 2015SP.B. The process for selecting committee members will be inclusive, fair, consistent, and transparent. An adoption committee's members should reflect the diversity of the district's students and families. Further, the composition of an adoption committee will provide subject matter expertise as well as the perspectives of family members who have current and/or former students in the grades for which the adoption is being contemplated. Before beginning their work, the membership of an adoption committee will be approved by the IMC.

At the beginning of an adoption process, an 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 an adoption committee proceed with their instructional materials review.

At the conclusion of the selection process, an adoption committee will determine a final selection and provide their selection to the IMC accompanied by an affirmation that all required processes were adhered to. The adoption committee will include with their final selection detail of the mediums required (e.g.,



textbooks, consumables, technological requirements of digital resources) to implement the selected instructional materials and a thorough cost analysis of the entire instructional materials adoption. The IMC will review the adoption committee's final selection, determine if the adoption committee followed all required processes and certify if they have, and then, the IMC will determine their recommendation of instructional materials by taking a vote on the adoption committee's final selection. The IMC's recommendation of instructional materials adoption will be provided to the School Board by a Board Action Report from the Superintendent. The School Board may approve or disapprove the recommendation for adoption.

### Selection Criteria Development

The development of an adoption committee's selection criteria is guided by the following process. Prior to development of selection criteria and instructional material review, to ensure that all instructional materials are culturally relevant and do not contain cultural or racial bias, an adoption committee will review Board Policy No. 0030, Ensuring Educational and Racial Equity, and will receive an anti-bias orientation and training including the use of relevant instruments to assist in the identification of bias.

An adoption committee's selection criteria will include each of the following standards to be met in their instructional materials review. Instructional materials adopted by the Board will:

1. Follow all applicable state and federal laws;
2. Meet state and district learning standards if available;
3. Meet applicable standards as a minimum level of rigor;
4. Enable teachers to implement the district's curriculum;
5. Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate;
6. Ensure accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services;
7. Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge;
8. Are capable of being easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels;
9. Are based on best practices and research including benchmarking and efficacy from similar districts, schools that have used the materials, and other sources;
10. Have a common baseline while ensuring that different learning and teaching styles are represented;
11. 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;
12. Reflect community expectations and values;

13. Represent the diversity of students and contribute to the development of understanding issues of gender, ethnic, cultural, occupational, and religious groups;
14. 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;
15. Include in United States history, social studies, and language arts instructional materials, and reasonably include in other instructional materials, significant events, societal contributions and/or positive representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities; and
16. Any additional standards directed by the School Board or Instructional Materials Committee that are deemed to be appropriate for an adoption.

### **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, to oversee the instructional materials of the district. Unlike adoption committees that are only active for a specific adoption and vary for each adoption, the IMC is always a staffed committee of the district. The IMC: tracks instructional materials needs of the district; receives, considers, and acts upon written complaints regarding instructional materials used by the district; and oversees instructional materials adoptions. In relation to instructional materials adoptions, the IMC is the body that reviews and approves the processes followed by an adoption committee to develop a final selection. It is also the entity that considers an adoption committee's final selection and provides an instructional materials adoption recommendation 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 all adoption committees conform to the policy and legal requirements pertaining to the adoption of instructional materials. When the work of an adoption committee is complete, they will provide their final selection to the IMC. The IMC will certify that all required processes were adhered to by the adoption committee and determine a recommendation of instructional materials by taking a vote on the adoption committee's final selection. The Superintendent will provide the recommendation of the IMC to the School Board to approve or disapprove.

The IMC will consist of seven (7) members: Two (2) standing positions and five (5) positions nominated by the Superintendent or their designee to serve four (4) year terms. The School Board must approve the membership of the IMC. The process for selecting committee members will be fair, consistent, and transparent

and is detailed further in the procedure. 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 the district's students and families.

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

To implement core instructional materials, the Superintendent's designee will create a professional development plan to train all teachers who will utilize the adopted core instructional materials. Teachers are required to receive the identified professional development. The professional development will provide instruction on the proper use and best instructional practice to implement the adopted instructional materials. In addition, an evaluation plan will be developed by the Superintendent's designee to measure the impact of the core instructional materials on student learning.

### **Alternative Processes**

For the adoption of Extended Core Instructional Materials, an adoption committee will develop an appropriate review process and their process will be approved by the IMC before beginning the review.

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 selection criteria standards 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.

The district may use and experiment with instructional materials for a period of time before general adoption is formalized in accordance with the field-testing process detailed in Superintendent Procedure 2015SP.B.

The Superintendent may purchase instructional materials in an unanticipated emergent situation of rapidly changing circumstances or deviant needs.

### **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; October 2019; DATE

Cross Reference: Policy Nos. 6881, 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:

	<p>SELECTION &amp; ADOPTION OF INSTRUCTIONAL MATERIALS</p>	<p>Policy No. 2015 <del>October 16, 2019</del> Page 1 of 6</p>
---	--	--

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. Approved supplementary instructional materials may be used to enhance and support adopted instructional materials.

## 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~~their designee.

When new learning standards or statutory course of study requirements take effect, the Superintendent or ~~Superintendent's~~their 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~~a 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~~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~~their designee shall inform the Instructional Materials Committee and the Curriculum & Instruction Policy Committee that the adoption is beginning, and report on the ~~Selection Criteria~~make-up of the adoption committee, 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 The Adoption of Instructional Materials Committee**

An adoption committee is the body that evaluates instructional materials for each core instructional materials and extended core instructional materials adoption. A different adoption committee is formed for each instructional materials adoption. The formation of an adoption committee is approved by the Instructional Materials Committee (IMC) in alignment with Superintendent Procedure 2015SP.B. The process for selecting committee members will be inclusive, fair, consistent, and transparent. An adoption committee's members should reflect the diversity of the district's students and families. Further, the composition of an adoption committee will provide subject matter expertise as well as the perspectives of family members who have current and/or former students in the grades for which the adoption is being contemplated. Before beginning their work, the membership of an adoption committee will be approved by the IMC.

At the beginning of an adoption~~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 process, an 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 an adoption committee proceed with their instructional materials review.~~

~~At the conclusion of the selection process, an adoption committee will determine a final selection and provide their selection to the IMC accompanied by an affirmation that all required processes were adhered to. The adoption committee will include with their final selection detail of the mediums required (e.g., textbooks, consumables, technological requirements of digital resources) to implement the selected instructional materials and a thorough cost analysis of the entire instructional materials adoption. The IMC will review the adoption committee's final selection, determine if the adoption committee followed all required processes and certify if they have, and then, the IMC will determine their recommendation of instructional materials by taking a vote on the adoption committee's final selection. The IMC's recommendation of instructional materials adoption will be provided to the School Board by a Board Action Report from the Superintendent. The School Board may approve or disapprove the recommendation for adoption.~~

~~Selection Criteria consistent with the following Guiding Principles: Development To~~

- ~~• The development of an adoption committee's selection criteria is guided by the following process. Prior to development of selection criteria and instructional material review, to ensure that all instructional materials are culturally relevant and do not contain cultural or racial bias, the Adoption Committee an 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, and will receive an anti-bias training and orientation in and training including the use of the aforementioned documents prior relevant instruments to review assist in the identification of bias.~~

~~Review~~

~~An adoption committee's selection criteria will include each of the following standards to be met in their instructional materials for both State review. Instructional materials adopted by the Board will:~~

- ~~1. Follow all applicable state and/or District learning standards of the subject federal laws;~~



- ◆ 2. Meet state and grade ranges for the adoption-district learning standards if available;
- 3. Meet applicable standards as a minimum level of rigor;
- ◆ ~~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:~~
  - ⊖ ~~4. Enable teachers to implement the District's district's curriculum;~~
  - ⊖ ~~5. Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate;~~
  - ⊖ ~~6. Ensure accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services;~~
  - ⊖ ~~1. Meet applicable standards as a minimum level of rigor;~~
  - ⊖ ~~7. Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge;~~
  - ⊖ ~~8. Are capable of being easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels;~~
  - 9. Are based on best practices and research including benchmarking and efficacy from similar districts, schools that have used the materials,
    - ⊖ and other sources;
  - ⊖ ~~10. Have a common baseline while ensuring that different learning and teaching styles are represented;~~
  - ⊖ ~~11. 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;~~
  - 12. Reflect community expectations and values;
  - ⊖ ~~13. Represent the diversity of students and contribute to the development of understanding issues of gender, ethnic, cultural, occupational, and religious groups;~~
  - ⊖ ~~1. Reflect community expectations and values;~~
  - ⊖ ~~14. 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.~~
  - 15. Include in United States history, social studies, and language arts instructional materials, and reasonably include in other instructional materials, significant events, societal contributions and/or positive

representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities; and 16. Any additional standards directed by the School Board or Instructional Materials Committee that are deemed to be appropriate for an adoption.

### **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~~ oversee the instructional materials of the district. Unlike adoption committees that an Adoption Committee is formed ~~are only active for each~~ a specific adoption, and vary for each adoption, the IMC is always a staffed committee of the district. The IMC: tracks instructional materials needs of the district; receives, considers, and acts upon written complaints regarding instructional materials used by the district; and oversees instructional materials adoptions. In relation to instructional materials adoptions, the IMC is the body that reviews and approves the processes followed by ~~Adoption Committees~~ an adoption committee to develop ~~instructional materials adoption recommendations, and a final selection. It is also~~ the entity that considers an adoption committee's final selection and provides an instructional materials adoption recommendation 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~~ all adoption committees conform to the policy and legal requirements ~~for~~ pertaining to the adoption of instructional materials. When the work of ~~the Adoption Committees~~ an adoption committee is complete, they will provide their ~~recommendation~~ final selection to the IMC. ~~The IMC will then certify that all required processes were adhered to by the adoption committee and determine a recommendation for adoption. of instructional materials by taking a vote on the adoption committee's final selection.~~ The Superintendent will provide the recommendation of the IMC to the School Board ~~for consideration and final approval~~ to approve or disapprove.

The IMC will consist of seven (7) members: Two (2) standing positions and five (5) positions nominated by the Superintendent or ~~Superintendent's~~ their designee, to serve four (4) year terms. ~~The School Board approves~~ must approve the membership of the IMC. ~~The process for selecting committee members is detailed further in the procedure and~~ will be fair, consistent, and transparent. and is detailed further in the procedure. 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~~ the district's 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~~ To implement core instructional materials, the Superintendent's designee will create a professional development plan to support the implementation of adopted materials. All train all teachers who will be utilizing utilize the adopted core instructional materials. Teachers are required to access receive the identified professional development. The professional development will provide instruction on the proper use of and best instructional practice in implementing to implement the adopted core instructional materials. An In addition, an evaluation plan will be developed by the Superintendent's designee to measure the impact of the core instructional materials on student learning.

## **Alternative Processes**

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

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~~ selection criteria standards 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~~ state and ~~District~~ 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.

The district may use and experiment with instructional materials for a period of time before general adoption is formalized in accordance with the field-testing process detailed in Superintendent Procedure 2015SP.B.

The Superintendent may purchase instructional materials in an unanticipated emergent situation of rapidly changing circumstances or deviant needs.

### **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; October 2019; DATE

Cross Reference: Policy ~~No.~~ Nos. 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:

	<p>SELECTION &amp; ADOPTION OF INSTRUCTIONAL MATERIALS</p>	<p>Policy No. 2015  October 16, 2019  Page 1 of 6</p>
---	--	---

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; October 2019

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:

## **RCW 28A.320.230**

### **Instructional materials—Instructional materials committee.**

Every board of directors, unless otherwise specifically provided by law, shall:

(1) Prepare, negotiate, set forth in writing and adopt, policy relative to the selection or deletion of instructional materials. Such policy shall:

- (a) State the school district's goals and principles relative to instructional materials;
- (b) Delegate responsibility for the preparation and recommendation of teachers' reading lists and specify the procedures to be followed in the selection of all instructional materials including text books;
- (c) Establish an instructional materials committee to be appointed, with the approval of the school board, by the school district's chief administrative officer. This committee shall consist of representative members of the district's professional staff, including representation from the district's curriculum development committees, and, in the case of districts which operate elementary school(s) only, the educational service district superintendent, one of whose responsibilities shall be to assure the correlation of those elementary district adoptions with those of the high school district(s) which serve their children. The committee may include parents at the school board's discretion: PROVIDED, that parent members shall make up less than one-half of the total membership of the committee;
- (d) Provide for reasonable notice to parents of the opportunity to serve on the committee and for terms of office for members of the instructional materials committee;
- (e) Provide a system for receiving, considering and acting upon written complaints regarding instructional materials used by the school district;
- (f) Provide free text books, supplies and other instructional materials to be loaned to the pupils of the school, when, in its judgment, the best interests of the district will be subserved thereby and prescribe rules and regulations to preserve such books, supplies and other instructional materials from unnecessary damage.

Recommendation of instructional materials shall be by the district's instructional materials committee in accordance with district policy. Approval or disapproval shall be by the local school district's board of directors.

Districts may pay the necessary travel and subsistence expenses for expert counsel from outside the district. In addition, the committee's expenses incidental to visits to observe other districts' selection procedures may be reimbursed by the school district.

Districts may, within limitations stated in board policy, use and experiment with instructional materials for a period of time before general adoption is formalized.

Within the limitations of board policy, a school district's chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances.

(2) Establish a depreciation scale for determining the value of texts which students wish to purchase.