



# **SCHOOL BOARD ACTION REPORT**

**DATE:** December 16, 2019  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Caleb Perkins/ Executive Director of College and Career Readiness/ 206-252-0062; Diane DeBacker/ Chief Academic Officer/ 206-252-0180

**For Introduction:** February 26, 2020  
**For Action:** March 11, 2020

## **1. TITLE**

Approval of Instructional Materials Committee Membership 2020-2024

## **2. PURPOSE**

This Board Action Report asks the Board to approve the membership of the Instructional Materials Committee to four-year terms ending the last day of October 2024. The Instructional Materials Committee is the group responsible for overseeing instructional material adoption committees pursuant to Board Policy No. 2015, Selection and Adoption of Instructional Materials, and providing recommendations for the adoption of instructional materials to the Board.

## **3. RECOMMENDED MOTION**

I move that the School Board approve the persons listed on the document titled, “Proposed Instructional Materials Committee 2020-2024” attached to the Board Action Report to serve a 4-year term on the Instructional Materials Committee.

## **4. BACKGROUND INFORMATION**

### **a. Background**

Board Policy No. 2015 provides that it is the policy of the Seattle School Board to create an Instructional Materials Committee (IMC), pursuant to RCW 28A.320.230. 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, for approval or disapproval. The IMC must 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.

Superintendent Procedure 2015 states that the two (2) standing positions are as follows:

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

This procedure also states that the five (5) additional positions shall include the following:

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

The School Board approves the membership of the IMC. The Policy indicates that the selection process for the IMC will be fair, consistent, and transparent. Further, the Policy indicates that member selection, within the confines of the established structure provided in the policy and procedure, should endeavor to be inclusive and reflect the diversity of our students and families. Alternate members are also proposed at the time of recruitment in the event any appointees resign from their positions prior to the end of the 4-year term. In the event there is a resignation on the IMC and no alternates are available to fill the position for the remainder of the term, the Superintendent or Superintendent's designee will present a new nominee to the School Board for approval.

**b. Alternatives**

Not approve the Instructional Materials Committee. This is not recommended. Board Policy 2015 indicates that the membership of the IMC must be approved by the School Board. In addition, the district is interested in starting adoption processes early in 2020 for particular content and program areas and these processes cannot begin without the involvement of the IMC.

**c. Research**

RCW 28A.320.230 states that an instructional materials committee shall be appointed with approval of the School Board, that the committee "shall consist of representative members of the district's professional staff", and that the committee may include parents, provided that "parent members shall make up less than one-half of the total membership of the committee."

**5. FISCAL IMPACT/REVENUE SOURCE**

There is no fiscal impact related to this motion. Following past practice, the district will not provide a stipend to those serving on this committee.

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

To recruit new members for the Instructional Materials Committee, the district informed the community about the opportunity to serve on this committee through a number of outreach efforts. Recruitment notices were translated into five languages (Chinese, Spanish, Vietnamese, Somali, and Amharic) and information was shared to all SPS families and sent to community organizations. These included the Seattle Council PTSA, the Seattle King County NAACP, Families of Color Seattle, and the Southeast Seattle Education Coalition. The English version of this recruitment notice is attached to this Board Action Report.

In addition, it should be noted that if this membership is approved, this committee's work will involve collaboration between district staff and parent representatives to certify the work of adoption committees. Engagement will continue through communications of adoption committee recruitments, timelines and the recommendation to the Board of instructional materials adoptions. Minutes from the IMC meetings will be posted on the district website.

## **7. EQUITY ANALYSIS**

Recruitment for the IMC was guided by the district's Racial Equity Analysis Tool. As a first step in ensuring that our instructional materials adoptions promote the district's strategic plan goals of serving students furthest from educational justice, we sought to ensure that our recruitment for the IMC reached out to the families of these students. Recruitment notices were translated into five of the district's most common languages (Chinese, Spanish, Vietnamese, Somali, and Amharic). An effort was also made to reach out to community groups, especially those serving families of color. These were the Seattle Council PTSA, the Seattle King County NAACP, Families of Color Seattle, and the Southeast Seattle Education Coalition.

Moreover, as noted above, Board Policy No. 2015 indicates that member selection for the IMC should endeavor to be inclusive and reflect the diversity of our students and families within the confines of the established structure provided in the policy and procedure. To that end, the initial vetting of members interested in the committee was based on ensuring representation from elementary and secondary schools, multiple regions, and racial and cultural perspectives within the district that are often underrepresented. Preference was then given to candidates with some experience in instructional materials adoptions or other similar experience that aligns with the strategic goals of Seattle Public Schools.

Once the IMC membership is approved, we will continue to use the Racial Equity Analysis tool to guide the work of the IMC and ensure that particular materials adoption processes promote the goals of the district's strategic plan.

## **8. STUDENT BENEFIT**

The IMC plays an essential role in the provision of instructional materials to the students of Seattle Public Schools. They not only work to ensure that students are provided the best instructional materials possible, but also confirm that instructional materials adopted align to the policy-defined goals and standards of the Board.

**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. 2015, Selection & Adoption of Instructional Materials, provides the Board shall approve this item
- ☐ Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

Board Policy No. 2015, Selection & Adoption of Instructional Materials, provides the structure by which instructional materials are adopted by the Board. This policy indicates that the membership of the IMC must be approved by the Board.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on February 11, 2020. The Committee reviewed the motion and moved the item forward with recommendation for approval by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the IMC will convene to oversee any instructional materials adoptions taking place in the district.

**13. ATTACHMENTS**

- Proposed Instructional Materials Committee 2020-2024 (for approval)
- Board Policy No. 2015 (for reference)
- Superintendent Procedure 2015SP.B (for reference)
- Instructional Materials Committee Recruitment Notice (for reference)


**Proposed Instructional Materials Committee 2020-2024**

<b>Name</b>	<b>Position</b>	<b>Role on IMC</b>	<b>Race/Ethnicity</b>	<b>Region-Director District #</b>
Darcy Brixey*	Manager, Library Services and Instructional Materials	Committee Chair	Caucasian/European American/White	SPS
Caleb Perkins*	Executive Director of College and Career Readiness	Equivalent to Executive Director Curriculum, Assessment and Instruction	Caucasian/European American/White	SPS
Andrea Young	Instructional Materials Specialist	Instructional Materials Specialist	Caucasian/European American/White	SPS
Charmaine Marshall	Principal, Bryant	Principal-Elementary	Black/African American	NE-3
William Jackson	Assistant Principal, Nathan Hale	Assistant Principal-Secondary	Black/African American	NE-1
Jennifer Beatty	Parent	Parent-Elementary	Caucasian/European American/White	Central-5
Kyle K. Wang	Parent	Parent-Secondary	Asian/Asian American	SE-7

**ALTERNATES:**

<b>Name</b>	<b>Position</b>	<b>Role on IMC</b>	<b>Race/Ethnicity</b>	<b>Region</b>
Patrick Grey	Assistant Principal, Blaine K-8	Assistant Principal-Secondary-Alternate	Caucasian/European American/White	NW-4
Jason Sciarrone	Assistant Principal, Whittier	Assistant Principal-Elementary-Alternate	Caucasian/European American/White	NW-2
Starr Franklin	Parent	Parent-Elementary-Alternate	Black/African American	SE-7
Heather Floyd	Parent	Parent-Secondary-Alternate	Caucasian/European American/White	SW-6

\*Indicates standing member

	<p>SELECTION &amp; ADOPTION OF INSTRUCTIONAL MATERIALS</p>	<p>Policy No. 2015  October 16, 2019  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; 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:

# Superintendent Procedure 2015SP.B

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

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

Denise Juneau, Superintendent



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

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

### **The Instructional Materials Committee**

#### **Recruitment**

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

#### **Committee Members**

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

The two (2) standing positions are as follows:

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

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

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

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

### **Committee Duties**

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

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

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

### **The Adoption Committee**

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

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

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

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

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

### **Adoption Committee Responsibilities**

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

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

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

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

#### **Step 2—Timeline**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

### **Step 7—Field testing**

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

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

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

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

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

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

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

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

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

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

## **Alternative Processes**

### **Extended Core Instructional Materials**

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

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

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

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

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

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

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

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

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

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

## **Provision of Core Instructional Materials**

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

Based on the judgment of an Executive Director of Curriculum, Assessment and Instruction, or equivalent position, materials replaced by the new adoption will either be moved from buildings to surplus or used as supplemental instructional materials. Surplus instructional materials not utilized shall be disposed of according to law.

Approved: December 2011

Revised: January 2020; August 2015; March 2012

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

## Recruitment Notice for Instructional Materials Committee

Seattle Public Schools is seeking two parents/guardians to serve on the Instructional Materials Committee (IMC). The IMC plays a crucial role in ensuring our educators and students have access to high-quality instructional materials. Serving on this committee also gives parents/guardians the opportunity to be involved in the process of adopting instructional materials without having to commit to the greater time demands of the actual adoption committee. The IMC's work is limited to oversight of process, so committee members work closely with the adoption committees, but are not responsible for the actual selection of adopted materials. The IMC may meet in person or electronically four times a year for up to two hours at any one meeting, but the number of meetings may fluctuate based on actual planned adoptions.

The IMC is comprised of seven members, including two standing members (the Executive Director of College and Career Readiness or designee and the Manager of Library Services and Instructional Materials), as well as:

- Two principals (one elementary, one secondary)
- An instructional materials specialist
- Two parents/guardians (one representing elementary and one representing secondary with students currently in the district)

Participants are asked to serve four-year terms. As this is a new committee, we are recruiting for two parents/guardians to serve from 2020-2023, with one representing elementary and one secondary. More information on the IMC and a link to application materials are available at: [https://www.seattleschools.org/departments/instructional\\_materials](https://www.seattleschools.org/departments/instructional_materials). **All applications are due by 12/18/2019.**

If you have questions, please contact Darcy Brixey, Manager, Library Services and Instructional Materials, Seattle Public Schools at [dlbrixey@seattleschools.org](mailto:dlbrixey@seattleschools.org).