

Lake Washington School District
Executive Limitation Monitoring Report
EL-8, Instructional Materials Selections
June 26, 2017

This policy specifies selection of textbooks and instructional materials that advance the achievement of Board End Results policies.

Accordingly, the CEO will:

Policy Criteria 1: Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks and instructional materials, including content-based software, are reviewed and selected.

CEO Interpretation:

I interpret this policy criteria to mean that I will assure that appropriate administrative policies and engagement processes are in place and used to seek input from and involve stakeholders in the review and selection of instructional materials used in district classrooms,

CEO Evidence Report:

Administrative Policy IIAA, Textbook Selection and Adoption, governs the procedures utilized to adopt materials. This policy calls for the screening and selection of instructional materials through a cooperative process shared by teachers, administrators and community persons. In order to ensure appropriate input from these groups, diverse representation is sought in the selection of adoption committee members.

Materials Adoption Process

At the beginning of materials adoption cycles, teachers and administrators are recruited to serve on adoption committees. Announcements describing the work and responsibilities are made via our District Digest to administrators and are sent directly to teachers. Teachers expressing interest are asked to complete an application. The application asks teachers to respond to three prompts:

- 1) What skills or experiences would you bring to the work?
- 2) Why are you interested in serving on an adoption committee?
- 3) Biographical information (grade level/subject area taught, school, years of experience)

Parents and community members are also recruited to serve on adoption committees. This process of recruiting parent and community members starts with an announcement on our district website. Press releases and social media are also used to direct people to the site. In addition, principals notify parents of the opportunity to serve on an adoption committee and how to apply. Parents and community members interested in participating in one of these adoption committees are asked to complete a brief online application on our district website or to contact the Director, Teaching and Learning, by email.

EL-8 Instructional Materials Selection

A brief application asks parent and community members to respond to two prompts:

- 1) Please provide a brief statement describing your interest in serving on an adoption committee, as well as any relevant skills, experiences, or perspectives that you would bring to the committee.
- 2) Please provide contact information (also used to determine learning community).

In the second year of the two-year adoption process, instructional materials are evaluated and piloted in classrooms. During this process, materials are used by teachers to deliver lessons in their classrooms. At the conclusion of the pilot period, teachers and students complete surveys asking them to rate the materials in areas such as readability, organization, accessibility and how well the materials support learning. In addition, we ask about the overall quality and usefulness of the materials. Parent surveys about the pilot materials are also conducted. Data and comments collected from surveys are used to inform a final recommendation for adoption.

Instructional Materials Committee

A key component in policy IIAA is the establishment of the Instructional Materials Committee (IMC). This committee reviews all materials to determine if proposed adoptions are meeting the guidelines established in policy. The IMC includes parents, students, administration, librarians, and teachers. The committee carefully reviews all proposed materials and then makes a recommendation to the Board of Directors based on the alignment of the materials with district goals and criteria.

IMC committee members are selected to ensure appropriate input representing various groups. IMC representation and committee membership is shown in the tables below:

IMC Committee Representation	Committee members
Elementary Teachers	4
Middle School Teachers	2
High School Teachers	2
Special Education and Safety Net Teacher	2
Librarians	3
Building Administrators	3
Students	4
Community Members - Board Appointed	5
District Administrators	2
Curriculum & Assessment Specialist	1
Technology Operations Specialist	1

IMC Community members – *{Board-appointed}*

Director District # Board Member	Community Member	Term
Director District #1 (Eric Laliberte)	Amy Lofquist	Through June 2018
Director District #2 (Christopher Carlson)	Mary Beth Binns	Through June 2017
Director District #3 (Nancy Bernard)	Jodi Gaertner	Through June 2018
Director District #4 (Mark Stuart)	Carrie Chalmers	Through June 2019
Director District #5 (Siri Bliesner)	Janet Lennon-Jones	Through June 2019

In the 2016-17 school year:

- All applications to serve on adoption committees were accepted.
- A K-5 Visual Arts Committee composed of elementary teachers, school and district administrators, parents, and community members met this year to make a recommendation for the adoption of visual arts curriculum materials. Three of the parents on the committee have served as art docents in our elementary schools. This year, teachers piloted a final program. The committee used information gathered from the pilot to make a recommendation that was forwarded to the Instructional Materials Committee in April and to the Board in May. Materials were made available for public preview and comment. The visual arts materials were approved by the Board for adoption at the May 8 Board meeting. The new visual arts program will be implemented in elementary schools starting in the fall of 2017.
- A Math Adoption Committee met throughout the year to review instructional materials. This committee was composed of teachers, administrators, parents, and community members. Committee members used data and information from a variety of sources to inform their final recommendation. The process included:
 - **A thorough review of instructional materials** from a variety of publishers using review rubrics. This review, conducted by the adoption committee, was used to narrow the selection of materials to two to three finalists per subject.
 - **A pilot of materials**, involving teachers from each middle school, where finalist materials were tested in classrooms.
 - **Teacher, student and parent surveys** to gather feedback about the materials.
 - **An evaluation of digital resources** from each of the finalists by staff members in our Technology Operations Department.

A recommendation from the Math Adoption Committee was forwarded to the Instructional Materials Committee (IMC) for review in the spring. Following the IMC review, materials were made available for public preview and comment in the two weeks before the Board meeting. The math materials were approved by the Board for adoption at the May 22 Board meeting. The new math program will be implemented in middle and high schools starting in the fall of 2017.

Policy Criteria 2: Assure the selection of instructional materials that contribute toward continuity, integration, and articulation of the curriculum by course and program.

CEO Interpretation:

I interpret this policy criteria to mean that I will assure that appropriate administrative processes and protocols are in place to ensure that adopted materials align to state standards and help students learn requisite skills and knowledge to be successful and progress appropriately to the next level.

CEO Evidence Report:

During the first year of our two-year curriculum adoption process, committees review standards and develop effective practice and standards rubrics that allow them to review materials for continuity, integration and articulation by course and program. During the second year of the process, committee members use these rubrics to conduct a thorough analysis of materials. Committees include teachers, parents, and administrators representing multiple grade levels and/or content areas depending on the adoption.

In the 2016-17 school year:

- The K-5 Visual Arts Committee analyzed how well the instructional materials under consideration match the continuity of learning standards in and between grade levels. In addition to elementary teachers and administrators, the committee included a secondary visual arts teacher and PTSA art docents to ensure continuity and integration of curriculum. The new state visual arts standards were also used during the review process to ensure the curriculum addressed required skills and knowledge.
- The Math Adoption Committee analyzed how well the instructional materials under consideration match the continuity of learning standards in and between grade levels. New curriculum materials are thoroughly aligned with the standards. The content in the new math program develops from course to course.

Policy Criteria 3: Consider the needs of all learners when recommending textbooks and selecting instructional materials.

CEO Interpretation:

I interpret the policy criteria to mean that instructional materials must be conducive to meeting the needs of all students, including English Learners, students receiving special services, students performing well below or below grade level standards; and students performing at or well above grade level standards. Materials must reflect the diversity of our student population and help teachers to instruct in ways that ensure the academic success of every student.

CEO Evidence Report:

In creating adoption committees, membership that reflects the diversity in district student body is sought. Members must advocate for the needs of all learners when reviewing and recommending textbooks and selecting instructional materials. Committees are structured to include teachers and administrators representing general education, Special Education, Safety Net, ELL, and Quest. In addition, rubrics used to review and evaluate curriculum materials include criteria that specify how well the materials meet the needs of all learners.

In addition to adoption committee work, Instructional Materials Committee members use a reviewer form to evaluate instructional materials under consideration. A number of the items on this form focus on how materials will meet the needs of all learners. Examples include evaluation criteria such as: “promotes student understanding of the ethnic, cultural, and occupational diversity of American life,” and “presents the concerns and builds upon contributions, current and historical, of both sexes and members of various religious, ethnic and cultural groups.”

In the 2016-17 school year:

- During the field testing process for the K-5 Visual Arts adoption, information was collected about how well the materials met the needs of all learners, including students with disabilities.
- The materials were reviewed to ensure they were representative of a diverse set of artists and forms of art.
- Adopted Math materials included resources to meet the needs of a range of learners. These included leveled text, differentiation strategies and materials, text to speech, tutorials, digital resources, and extensions.

Policy Criteria 4: Provide a procedure for the scheduled evaluation of materials and textbooks, and a procedure for reviewing such materials upon formal request by a parent or other constituent.

CEO Interpretation:

I interpret the policy criteria to mean that a regular cycle for evaluation and review of instructional materials is followed and communicated to parents and stakeholders. In addition to the established review cycle, procedures for formal request are specified in administrative policy.

CEO Evidence Report:

A Curriculum Adoption Cycle for the scheduled evaluation of instructional materials and textbooks is in place. Similar procedures are used for each curriculum area under evaluation including:

- a) Research effective practice
- b) Develop rubrics
- c) Recommend instructional materials for adoption
- d) Implement instructional materials
- e) Provide for professional development

Appendix A (attached) includes the most current Curriculum Adoption Cycle.

The IMC meets once a month from October to June. IMC policy details procedures for a Reconsideration Process. This process provides any patron with an avenue to request a formal review of materials that are currently being used in the district and have been approved by the IMC. Administrative Policy File: IIAA-R, Textbook Selection and Adoption, was updated in 2013. The procedure outlines steps for adoption of curriculum materials, including our Instructional Materials Committee adoption process and process for reconsideration of curriculum materials.

In the 2016-17 school year:

- The IMC reviewed 52 sets of instructional materials (47 sets of materials were reviewed in 2015-2016). This year, two items were not recommended for approval. Those items not recommended for approval included strong bias against racial and ethnic groups and gender.
- The IMC did not receive any challenges to approved materials; as a result, no reconsideration hearings were held.
- No patrons attended IMC meetings to express concerns regarding materials being used in the district.

Conclusion:

The evidence provided demonstrates full compliance with Executive Limitation (EL) – 8, Instructional Materials Selection.

I certify the above to be correct as of June 26, 2017.

Traci Pierce, Superintendent