

Meeting Minutes

October 16, 2018

Instructional Materials Committee

Facilitator: Fred Rundle, Assistant Superintendent of Learning Services
Secretary: Vanessa Adams, Learning Services

Present:

Lindsay Adamson
Sheri Blumenthal
Jackie Brown
Kelsey Cochran
Lauren Dolby
Jenny Foster
Brian Hampsh
Molly Harnish
Kristin Kim
Creighton Laughary
Matt Lavigne
Kathy Shaner
Rohan Tatum
Kelly Tran
Scott Weiss

Absent:

Ahisha Avant
Channing Martin
Melanie Ready
Lisa Stewart
Wnege Zhang

The meeting was called to order at 4:02 pm. Fred welcomed participants to the first meeting of the year.

Overview of Board Policy 2019 and Procedure 2019

Fred oriented members to the policy and procedures that govern the Instructional Materials Committee. The IMC offers a cross section perspective from various stakeholders, and ensures that the school adoption committees presenting materials follow our policy and procedures.

He outlined the four different types of materials that may come before the IMC:

Core materials are curriculum for *all* students in a particular class or course (textbooks, whole programs in elementary, etc.). Core materials are typically vetted at the school level by a school adoption committee, and presented to the IMC. If approved by the IMC, core materials are displayed to the public and will be presented by the Superintendent to the School Board.

Pilot materials are materials that require more authentic data to determine if they will work in a classroom. If school adoption committees determine the pilot materials should become core materials, they will bring them before the IMC for a vote.

Supplemental materials are used to enhance the core curriculum. As long as they do not completely replace the core they do not need to go through the IMC.

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Controversial or Temporary materials are typically approved by the principal as long as they are supplemental in nature. However, a principal may ask the IMC to provide another perspective as well. Temporary materials are also approved by the principal and reflect a current event that is not part of the ongoing curriculum.

Seed Savers Book Series: Treasure (vol. 1), Lily (vol. 2), Heirloom (vol. 3), Keeper (vol. 4)

Gr. 9-12 AP Horticulture — supplemental material for 2018-2019 and beyond

Written by: S. Smith

Published by: Sandra L. Smith, 2012

Proposal submitted by: Kimberly Griggs, Horticulture teacher, and Jen McLellan, College and Career Readiness Coordinator

Although the board approved a new core textbook for Horticulture in 2016, Kimberly feels a need for more student engagement. At the American Horticulture Society's National Children and Youth Garden Symposium, Kimberly discovered *Seed Savers*, a series of young adult novels. At the symposium, she also met the *Seed Savers* author, S. Smith, a retired teacher and master gardener from Oregon. The author has expressed interest in talking to the Horticulture class about the books. She would address the career aspects of garden writing and garden education.

The 9-12 Horticulture class, held at Crest Learning Center, has a range of learners. The *Seed Savers* series begins at a lower reading level, which will suit the differing needs of Kimberly's students, including English Language Learners. The reading level rises as the series progresses. Kimberly explained that the Horticulture class is very student driven. She may give advanced students the choice of reading the later books or creating a project around them.

Though *Seed Savers* is supplemental material, it is potentially controversial. Kimberly shared that some parents have concerns about too many bible references. As part of the plot, the word 'bible' is code for gardening books they must hide from the government. However, Kimberly finds no suggestion of a religious message. She feels that *Seed Savers* is about science and the discovery of all sorts of plants. To assuage potential concerns, she may send an email to parents explaining this up front.

Meeting attendees discussed subjects that students begin to study in high school. These include Transcendentalism, Puritanism, and units on religion. Common Core requires students to identify allusions and make critical interpretations between texts. Students are learning to analyze and understand complex philosophies for themselves.

Jen noted that CCR courses must include frameworks to receive state acceptance. These frameworks align 21st-century learning standards with industry standards. They provide an overview of the outcomes that students must meet in CTE courses. Framework demands and industry standards change often. Jen commended Kimberly's careful research. She stated that Kimberly had done a remarkable job bringing the Horticulture course up to industry standards.

Possible request for reconsideration of materials

Fred advised that there may be an upcoming challenge over one or more novels adopted last year. If a request for reconsideration does come through, Fred will convene an emergency IMC meeting to review the challenge.

Fred commended Creighton Laughery for his leadership in the 9th Grade English department. He and the 9th grade team have striven to update required texts to show diversity as reflected in the real world.

If a challenge does arise, it will be an opportunity to have a conversation with educators and community members.

The meeting adjourned at 5:11 pm.