

Procedure - Course Design, Selection and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, intervention and extension supports matched to student needs.

Course Design:

Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by district staff, and, as appropriate, adoption review committees composed of district subject area educators. This review cycle should be based on student need, changing requirements from the State level, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review:

- Relevance, rigor, and alignment to the Washington State Learning Standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

- Affirmation of continued use of current processes and instructional materials;
- Establishment of a timeline for completion of recommended tasks;
- Creation and assignment of tasks to subcommittees as required to select, develop, or revise the course design;
- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and staff development plans;
- Identification of projected budget needs in accordance with established timelines; and/or
- Maintained communications with impacted stakeholders.

New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college and career pathways.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be

classified as core, alternative core, intervention, supplemental, and temporary supplemental based on the definitions in Policy 2020, and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirements of this policy and procedure, and monitoring the implementation of the adopted core curriculum. The district office will provide such technical assistance as may be necessary to accomplish this.

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media. To ensure equity of access, print materials will be made available to students whenever possible.

Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Technology-based Resources

When instructional materials are technology based, district educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Core Instructional Material Selection

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided for use by all students to help meet learning standards and for all teachers to provide instruction towards course requirements.

Curriculum Adoption Committees

Curriculum Adoption Committees may be formed by the Superintendent or designee to deeply review, analyze, compare, and recommend core instructional materials for adoption, in accordance with the review cycle. Committee meetings shall be held on a schedule determined by the Director of Curriculum and Instruction. Recommendations shall be forwarded to the Instructional Materials Committee for final review prior to being submitted to the Board of Directors for formal adoption.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;

- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. *The Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias:
<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

Field Testing

The superintendent or designee *may* consider the use of field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs. The impact on students, teachers, the adoption process, and the district budget shall be considered prior to authorizing field testing.

Trial-use core instructional material of an experimental, field-test nature *may* be authorized for use by the superintendent or designee for a period of no more than one school year prior to adoption through the formal process.

Instructional Materials Committee

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon curriculum adoption recommendations from the Curriculum Adoption committee and/or the Director of Curriculum and Instruction (Committee Chair) for core material approval, and will evaluate and act upon citizens' requests for reconsideration of core materials. Recommendations and materials will be reviewed by the IMC each Spring. Special meetings may be called by the Director of Curriculum and Instruction if necessary. Based on their evaluation, the IMC will forward instructional material recommendations to the Board of Directors for adoption, or deny and return recommendations to the Curriculum Adoption Committee.

The committee will consist of: Teacher representatives, parent(s), principal(s), the Director of

Curriculum and Instruction, and secretary. Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

Members will be appointed by the superintendent or the Director of Curriculum and Instruction. The Committee Chair and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Adoption of Core Instructional Materials

Following the identification, review, and recommendation of Core instructional materials by the Curriculum Adoption and Instructional Material Committees, such materials will be approved by the Board prior to their use in classrooms.

Alternative Core Instructional Material Selection

The superintendent, or designee, will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In some cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal. Such selections must be forwarded to the Instructional Materials Committee for approval.

Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or district designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia). Intervention materials shall not be used in such a way as to supplant the adopted core instructional materials. Intervention materials will not require IMC approval or Board adoption.

Supplemental Material Selection

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues. Supplemental materials are not intended to supplant the adopted core instructional materials. Supplemental materials will not require IMC approval or Board adoption.

Temporary Supplemental Material Selection

Professional staff of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students. Temporary supplemental materials are

not intended to supplant the adopted curriculum. Temporary supplemental materials will not require IMC approval or Board adoption.

Material Updates for Open Educational Resources

Any courses using Open Educational Resources (OER) as their adopted core material shall convene a representative group of district teachers of the course to review, and if needed, revise and improve the core material. This review shall occur at least every two years. Adaptations shall be based on teacher and student suggestions in addition to data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core OER material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee for consideration.

Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

College in the High School consistent with the requirements under Chapter 28A.600 RCW], AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Social studies curriculum review or adoption

In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies curriculum, it will incorporate history, culture and government of the nearest federally recognized Indian tribe or tribes utilizing curriculum available on the OSPI website. The district may modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing instructional materials.

During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange. The district will collaborate with the office of the superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. The district may make materials available for such review at the school, or in the district office, or online. The review and examination process should be arranged in a way to

avoid disrupting the educational environment. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
 - a. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the superintendent or designee requesting review by the Instructional Materials Committee and a written decision.
 - b. If the instructional material is core or alternative core, the parent/guardian or employee may register a request for further information regarding the material, and reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the superintendent, complainant, and if necessary, the affected staff.

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Classification:

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