

INSTRUCTION

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, strategic and intensive intervention 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 review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics 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 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, write, 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.

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.

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.

Procedure for Pilot Course/Program

When a course is to be proposed as a "pilot," a proposal addressed to the Director of Curriculum and Instruction must be submitted during the semester immediately preceding the proposed semester during which the course of study is to be piloted. This proposal shall contain the following information:

1. Title
2. Grade level
3. Department (secondary)
4. Length of time (semester or year)
5. Justification/rationale for this course of study
6. Description of the course content
7. List of text and supplementary materials to be piloted
8. Teacher(s) who will pilot this course of study

This proposal is to be signed by the principal, the department head (secondary only) and the Executive Director of Secondary Education before being submitted to the Director of Curriculum and Instruction.

Approval as a “pilot” is granted for one semester (semester courses) or one year (year-long courses) only. After conclusion of a pilot, if it is to continue as a course catalog offering, new course proposal procedures would need to be completed.

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 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 requirement of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core Material	Identify		Establish adoption procedure	Recommend	Adopt
Intervention	Identify			Recommend	Adopt
Supplemental	Identify	Designate selector			

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

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. District staff are encouraged to consider OER when selecting 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.

A. Core Instructional Material Selection

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 requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chairman if necessary. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

Committee Membership

1. The Instructional Materials Committee will be broadly representative of instructional levels, curriculum areas, instructional program, and community members.
 - a) Permanent members:
 - i. Director of Curriculum and Instruction,
 - ii. Executive Director of Elementary/Executive Director Secondary Teaching and Learning
 - iii. Curriculum Specialists (two), and
 - b) Appointments:
 - i. Secondary administrator
 - ii. Elementary administrator
 - iii. Two elementary teachers
 - iv. Two secondary teachers
 - v. CKEA representative
 - vi. Citizen representative(s)

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 designee through the district's committee process. Membership must be approved by the Board of Directors. The

chairman 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.

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>.
- I. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served;
- J. Contribute to the development of an understanding of the ethnic, cultural and occupational diversity of American life.

Identification of Core Instructional Materials

Core materials shall be initially selected by such certificated staff as the superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Recommendation of Core Instructional Materials

The IMC will receive recommended district material proposals through superintendent-assigned staff. Core material will be reviewed according to superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website:

<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials

Core material will be approved by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

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

College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

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.

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

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Supplemental Material Selection

Supplemental materials will not require IMC approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all 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.

Video Media

The District recognizes the use video media as a legitimate and beneficial instructional tool when used with professional judgment to enhance the learning of students. The use of commercial and educational video media can be an effective way for a teacher to achieve instructional objectives. In keeping with good instructional practices, the conscious decision to use video media should be balanced with the use of a wide variety of other instructional tools and methods. The following guidelines have been established regarding the use of video media as part of the instructional process.

1. The use of video media must comply with all aspects of copyright law and District Policy 2025 and Procedure 2025P.
2. All video media will be previewed in its entirety and deemed appropriate by the teacher prior to viewing by students.
3. Selection criteria for video media shall include:
 - a. Appropriateness for grade level, interest, and maturity of students;
 - b. Correlation to district educational goals and state learning standards; and
 - c. Adherence to the steps below pertaining to the various ratings developed by the Motion Picture Association of America.
 - i. The viewing of any Motion Picture Association of America (MPAA) rated recordings and videos requires written parent/guardian permission. The following guidelines are to be followed in addition to obtaining written permission: G- and PG-rated recordings or videos may be shown to students in grades K-12; PG-13 may be shown to students 13 years and older; R may be shown to students in grades 10-12 upon approval of the Board of Directors.

- ii. NC-17 and X-rated video media are prohibited from being shown in buildings.
- iii. Unrated recordings and videos may be shown at all levels if instructional and produced for educational use, purchase, and/or distribution. Other unrated video media, including foreign productions, may be shown subject to the principles and guidelines outlined above for rated video media.
- d. Parent/guardian signed permission forms should be retained for one school year.
- e. Teachers shall have alternative learning activities prepared for those students whose parents/guardians elect to exempt them from the viewing of the video media.
- f. Copies shall be provided to parents at least five school days prior to showing the film, allowing parents a reasonable amount of response time.

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 intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. The designee will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

Loss of Instructional Materials

Except for normal wear, all instructional materials furnished for student use must be returned in good condition when called for by the person(s) primarily responsible for utilization of the materials. Students shall pay the price of any lost or damaged materials furnished by the District:

1. The price of library materials will be based on replacement cost plus price of processing materials.
2. The price of non-library materials will be based on replacement cost.

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