

Course Design, Selection and Adoption of Instructional Materials

~~CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS~~

The ~~board~~**Board** recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the ~~course design~~**curriculum** shall be evaluated, adapted and developed on a continuing basis. ~~and in accordance with a plan for curriculum growth.~~ Instructional materials shall be selected to ~~ensure alignment with state learning standards and enable all~~**assist** students ~~to master foundational~~**in attaining the basic academic and work** skills and knowledge to achieve college and career readiness ~~as required by the state.~~

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state 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, there are five categories of instructional materials:

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

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

~~All new courses or major modifications to existing courses must be approved by the Superintendent prior to implementation. The Superintendent, in turn, shall inform the Board before the new course or major revision to an existing course is implemented.~~

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

Course Design

The ~~superintendent or designee will~~ Superintendent shall establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide curriculum development which provide for involvement of community representatives and staff members at appropriate times, ~~the annual review of selected areas on a cyclical basis, and any suggested changes that should be made as a result of the curriculum study. Such review shall take place at least once during each seven year period.~~

Selection and Adoption of Instructional Materials

~~The Board is legally responsible for the selection of all instructional materials used in the district.~~

Instructional Materials: Items used as part of the instructional process including books and other printed material, online content and other digital resources, assessments, and realia. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. ~~All instructional materials will~~ shall be selected in

conformance with:

~~Applicable A. applicable~~ state and federal laws;

~~Goals B. the stated goals~~ and/or learning standards of the district, and state; and

~~Procedures C. procedures~~ established by the instructional materials committee.

Definitions

which address the criteria detailed

~~Textbooks — Books, in a variety of formats, such as print, e-books and audio books, that are designated as the corresponding procedure 2020P, primary source of instruction for students in a course or unit of instruction within a course.~~

~~Supplemental Materials — Non-print~~

~~The board is responsible for the adoption of all core materials used in the district.~~

~~The superintendent, or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.~~

~~The superintendent will ensure that a listing of all core print instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online, other than~~

~~The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all approved textbooks, used to support or reinforce instruction. The term “supplemental materials” does not include class sets of instructional texts.~~

~~Book — a written work that has been published. Books are available in a variety of formats, such as print, audio recordings and e-books (books whose contents are in an electronic format).~~

~~Educational and Documentary Videos — Non-dramatic videos produced for educational purposes and generally non-rated.~~

~~Full-Length Feature Videos — Dramatic videos produced for entertainment purposes and temporary supplemental materials to the professional staff of the district, usually rated.~~

~~Multimedia — The integration of multiple forms of media. This includes animation, audio, graphics, images, photographs, text, video, etc. For example, a presentation involving audio and video clips would be considered a “multimedia presentation.”~~

~~Realia—Objects from real life used in classroom instruction. Realia includes coins, tools, games, toys, and other objects that do not easily fit into categories like books, periodicals, and audio recordings.~~

~~Digital Learning Resources—Online programs, computer programs, applications, databases, online videos, and digitally based collaborative communities.~~

~~**Instructional Materials Committee** preparing all student reading lists. Staff will~~

~~This committee shall consist of two faculty members from each building, the Superintendent or her/his designee, with the Superintendent or Director of Learning as chairman. Members shall be appointed by the Superintendent. The Superintendent shall designate a committee member to serve as secretary.~~

~~The chairman and the secretary shall be permanent members of the committee. Other members shall have two year terms. Temporary appointments may be made to fill vacancies.~~

~~The committee, with the approval of the Superintendent, shall establish and monitor such procedures as may be necessary for the implementation of this policy.~~

~~**Digital Learning Resources Committee**~~

~~This committee shall consist of the district librarians or technology teachers from each building, the Director of Learning, and the Technology Director.~~

~~The committee, with approval of the Superintendent, shall establish and monitor such procedures as may be necessary for implementing this policy, specifically in relation to digital learning resources, multimedia, and videos.~~

~~**Criteria for Selection of Instructional Material**~~

~~Staff shall rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are ~~comprise a comprehensive collection~~ appropriate for the instructional program and developmental level and . ~~Instructional materials selected shall include, but are not limited to, those which:~~~~

~~A.—— Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of theirthe students. —served.~~

~~Cross References: 2027 - District Ownership of Staff-Created Work~~

Legal References: RCW 28A.150.230 District school directors' responsibilities
RCW 28A.320.230 Instructional materials — Instructional
materials committee
RCW 28A.320.170 Tribal history and culture [as amended by
SSB 5433]
RCW 28A.405.060 Course of study and regulations —
Enforcement — Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
WAC 180-44-010 Responsibilities related to instruction
WAC 392-190-055 Textbooks and instructional materials —
Scope — Elimination of bias

Management Resources: 2015 - December Issue

- ~~B. — Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.~~
- ~~C. — Provide sufficient variety so as to present opposing views of controversial issues, in order that students may develop the skills of critical analysis and informed decision-making.~~
- ~~D. — Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.~~
- ~~E. — Present objectively, the concerns of and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic and cultural groups. The District recognizes that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.~~
- ~~F. — Provide models which may be used as a vehicle for the development of self respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.~~
- ~~G. — Are aligned to State standards per content area, or are aligned to recognized professional standards for content areas where State standards are not defined, e.g. foreign language.~~

~~Any requests from organizations which provide instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for~~

~~accuracy and educational value to the total school program, all materials or activities proposed by outside sources for student or staff use.~~

~~The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the District. The Instructional Materials Committee will review these materials on an annual basis. Instructional materials shall be adopted by the Board prior to their use in schools, except for trial use of a pilot nature, which may be authorized by the Superintendent for use for a period of no more than one school year prior to Board adoption. Materials approved for trial use shall be restricted to classes specified.~~

~~The Superintendent shall insure that a listing of all textbooks used within the school curriculum is maintained in every District school and is available for public review.~~

Citizen, Parent, or Guardian Request to Review, Reconsider, or Remove Instructional Materials

~~Should a citizen, parent or guardian, wish to review an instructional resource, they may meet with the school principal to review the resource with them. At that time questions or concerns regarding the material can be discussed. In some instances, a teacher may also be invited to join the meeting to fully answer questions regarding how a particular resource is used to achieve student learning goals. Should they continue to have unanswered questions or concerns, they may meet with the Director of Learning to clarify and discuss the instructional material.~~

~~Should a parent, guardian, or interested citizen, after meeting with the principal and Director of Learning, wish to make a formal protest regarding specific material used in the school system, he/she must use the form for requesting reconsideration of instructional materials. These forms are available in the District Office. A request to remove an item from the schools or limit its use, will be acted upon by the Instructional Materials Committee. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the Superintendent within two weeks. The Board will make final decisions on appeals.~~

~~Cross References: Board Policy 6881 Surplus property~~

~~Legal References: RCW 28A.405.060 Course of study and regulations
28A.320.230 Instructional materials— Instructional
materials committee
28A.150.230 Basic Education Act of 1977—
District school directors as
accountable for proper operation of
district— Scope— Responsibilities—
Publication of Guide
28A.640 Sexual Equality Mandated for Public
Schools
WAC 392-190-055 Textbooks and instructional
materials~~

~~180-44-010~~

~~Responsibilities related to instruction~~

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