

Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for ~~the improvement~~improving and ~~growth of~~growing the ~~schools'~~ educational ~~program of the schools~~programs. To this end, ~~the~~ course designs ~~shall~~will be evaluated, adapted, and developed on a continuing basis. ~~-~~Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

I. Definitions

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

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

B. Instructional Materials are ~~all~~ materials designed for ~~use by~~ students and their teachers as learning resources to help students ~~to~~ acquire facts, and skills, ~~and/or to~~ develop cognitive processes. ~~These instructional materials, used to help students, and~~ meet state learning standards. Instructional materials 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~~toward 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.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. 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.

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

II. Course Design

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

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- ~~Provide~~ provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide and for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with:

~~- applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.~~

- ~~1. Applicable state and federal laws;~~
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- ~~2. Goals and/or learning standards of the district and state; and~~
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- ~~3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.~~

The board is responsible for ~~the adoption of~~adopting all core instructional 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 or designee will ensure that the district maintains a listing of all core instructional materials used within the school curriculum ~~is maintained in the district and~~ and that it is available for public review ~~either in-~~ person or online.

The ~~intent of the~~ board ~~is that~~intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff ~~of the district~~. This includes preparing all student reading lists.

