

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 (IMC);
- 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 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

Instructional materials used in the school district are classified as core, alternative core, intervention, supplemental and temporary supplemental and shall be selected according to the following procedures. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The district administration 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
Alternative core	identify		designate selector		
Intervention	Identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

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 is 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.

Instructional Materials Committee: Scope and Schedule

The instructional materials committee is formed to establish and monitor such procedures as 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 chairperson if necessary. The committee secretary will provide department heads, principals and program developers with copies of the meeting schedule.

Instructional Materials Committee (IMC) Membership

Composition:

The committee shall be appointed by the superintendent or designee at the direction of the school board as follows:

- Five (5) teachers: two representatives from the elementary level, two representatives from the secondary level and one representative from the special education program. Preference will be given to teachers who have participated in the development or review of the curriculum for which the materials are being considered;
- Two (2) school administrators: one elementary principal and one secondary administrator;
- Two (2) community representatives;
- One (1) representative of the district curriculum staff;
- Executive director of teaching and learning, chairperson; and
- Superintendent or designee, ex officio.

The instructional materials committee will establish screening criteria to identify and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, disability or the use of a trained dog guide or service animal.

Members will be appointed by the superintendent or designee through the district's committee process. The superintendent will designate committee members to serve as chairman and secretary.

Term of Office

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.

Duties

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

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, so 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 under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed 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 the goal of eliminating content bias:
<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

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.

Regularly Scheduled Core Material Updates

OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document. Any courses using OER as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and 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 material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

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, AP and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements. The course design and instructional materials are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

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.

Citizens Access to View Core Materials

Community members 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.

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 designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia). These materials must be approved prior to use.

Alternative Core Instructional Material Selection

The superintendent or designee will establish procedures through which schools may be approved to use alternative core materials according to the district course curriculum guide usage for specialized course offerings or flexible learning environments. In many cases, the superintendent/designee may decide that selection of these alternative core materials be made by certificated staff designated by the school principal.

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 and temporary supplemental materials to the principal or professional staff of the district according to the district course curriculum guide. 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 is 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.

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 according to the district course curriculum guide.

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 IMC and a written decision.
 - b. If the instructional material is core, alternative core or intervention material, the parent/guardian or employee may register a request for 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 affected staff within ten (10) school business days.

Planning for Instruction

To ensure planning and continuity of instruction, teachers will develop written lesson plans for daily instruction. Lesson plans must include but are not limited to a reference to district curriculum for clear instructional targets, provide for appropriate assessment of student learning and make provisions for differentiated instructional strategies. Lesson plans must be readily available.

Instructional Materials: Guidelines for Use of Ephemeral, Expendable or Topical Materials or Non-Clover Park School District Materials

Effective instruction requires teachers make use of current events and contexts to engage students in the learning process.

At times, materials may become available to teachers that would enhance learning but would be unavailable or impractical to review. For example:

- Proceedings of governmental bodies as broadcast on television;
- Editorials from a recent paper; or
- Websites which are enhanced on a regular basis.

At other times, materials may become available through community groups, business partners or service organizations.

Principals are responsible for developing guidelines for the approval and use of these materials. These guidelines should be shared with all staff on a regular basis. Guidelines should contain:

1. Appropriate for age and maturity levels of the students;
2. Appropriate consideration to the values of a pluralistic society;
3. Specific instructional objectives that the material is addressing;
4. Extent of use;
5. Date(s) of use; and
6. Approval of principal for potentially controversial topics.

The use of these resources shall be referenced in the teacher's written lesson plans.

Curriculum Alignment and Course Syllabus

Curriculum Alignment

Clover Park School District's curriculum will be aligned with the state's required learning standards and will also include district-identified requirements/competencies. Each Clover Park School District teacher will employ the aligned curriculum and clearly-identified district learning requirements/competencies in providing students with the opportunity to acquire the knowledge, skills and assessment strategies necessary to meet or exceed the state's "benchmarks," district graduation requirements and entrance requirements for post-secondary education and/or occupational opportunities.

Course Syllabus

All Clover Park School District students in grades 6 through 12 will be provided with a course syllabus for each course that outlines the curriculum for the course pursuant to state and district policy. The syllabus will describe, as clearly-identified district learning requirements/competencies, the extent to which the curriculum will provide students with the knowledge, skills and assessment strategies that will enable them to meet or exceed the state's "benchmarks," district graduation requirements and entrance requirements for post-secondary

education and/or occupational opportunities. Additionally, each syllabus will include the manner in which students will be assessed and graded, along with the classroom management requirements for the class.

Teacher's Reading Lists

Teachers may develop reading lists and classroom libraries so students have a wide variety of reading materials suggested or available to them.

If a teacher suggests a book, either on a list or by providing a copy, it is important that the title in question meet the same standards as any basic or supplemental material in the district. If a title has already met the standards, such as an approved text or a library book, there should be no question as to its suitability.

To this end, lists of these materials will be submitted to the principal, who will review them with teachers as necessary. Materials not already owned by the district, either as an approved text or a library book will be reviewed by more than one staff member and the principal.

Surplus Textbooks and Library Books and Instructional Materials

When it has been determined that textbooks and/or library books and instructional materials have become obsolete and are in need of disposal from a district site, the obsolete reading material must first be made available to students wishing to purchase pursuant to RCW 28A.320.230 (2) and then offered for sale to any public or private school for a 30-day period. If no offers are received by the district from any educational facility, the district is then allowed to negotiate the sale of the reading material to any public or private entity.

Instructional materials may be declared surplus if:

- The material has been superseded by a new edition;
- The copyright date is old enough to indicate that the material is dated in content, use and accuracy;
- The physical condition precludes further use; or
- The use of the material is limited because of a program change.

Responsibility

It is the responsibility of the director of teaching and learning to provide, on an annual basis and in the spring of each school year, instructions to sites for the annual disposal of all surplus textbooks and library books and instructional materials. The instructions will include directions for packing, marking and reporting materials to be disposed. This will include the directions for removing materials from the districtwide database.

It is the responsibility of the purchasing manager to process the disposal of all surplus textbooks and library books and instructional materials in accordance with RCW 28A.335.180 and RCW 39.33.070.

Procedure for Disposal

The purchasing manager shall serve notice in a newspaper of general circulation in the district that for a 30-day period the district is offering for sale to any public school district or approved private school, at a depreciated cost or fair market value, surplus textbooks and library books and instructional materials.

After complying with the above requirement if the surplus textbooks and library books and instructional materials are estimated to have value in excess of \$1,000.00, they shall be sold at public auction or by advertised bid notice to the person submitting the highest reasonable bid.

If no reasonable bids are submitted or if the surplus textbooks and library books and instructional materials are estimated to have a value of \$1,000.00 or less, the purchasing manager will negotiate the sale of the reading materials to any interested public or private entity.

If the surplus textbooks and library books and instructional materials are determined to have no value or if no purchaser is found, the reading materials may be recycled or destroyed.

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