



Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for ~~the improvement and growth of the educational program of the schools. To this end, the course designs will be evaluated, adapted improving and growing the schools' educational programs. To this end, course designs 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 policy and procedure 2020, the following definitions will apply:

A. Course Design is the process that includes identifying and sequencing essential content ~~to~~ supporting 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, ~~and meet state learning standards.~~ ~~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:

B.

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 ~~s~~ 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~~ ~~period~~ 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 ~~recommends~~ ~~makes~~ core instructional materials ~~adoption recommendations~~ to the ~~School Board~~ based on superintendent-established procedures.

II. Course Design

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

- Provide for the regular review of selected content areas and implementation of any suggested changes and.
- Provide 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, and;
- Goals and/or learning standards of the district and state; and
- Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

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

~~The intent of the board is The board intends that the superintendent for the superintendent to~~ delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the ~~professional staff of the district district's professional staff~~. This includes preparing all student reading lists. 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 selecting high quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.~~

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—~~Complaint system~~

RCW 28A.320.170 ~~Curricula—~~Tribal history and culture ~~[as amended by SSB 5433]~~

~~RCW 28A.320.233 Student materials—Denial based on protected class prohibited—Complaint procedure~~

~~RCW 28A.320.235 Supplemental instructional materials—Policies and procedures—Definitions~~

~~RCW 28A.345.130 Model policy and procedure for instructional materials—Diverse and inclusive curricula~~

RCW 28A.405.060 Course of study and regulations—Enforcement—Withholding salary warrant for failure

Chapter 28A.640 RCW Sexual Equality

Chapter 28A.642 RCW Discrimination Prohibition

~~WAC 180-44-010 Responsibilities related to instruction~~

WAC 392-190-055 Textbooks and instructional materials—~~Scope~~
Instructional materials policy—Elimination of bias

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