

## Northshore School District

# ADMINISTRATIVE PROCEDURE

No. 2020 P

Page 1 of 10

### INSTRUCTION

#### Curriculum Materials Adoption

The Northshore School District's curriculum materials approval process is established in compliance with Washington State Administrative Code and Northshore School District Policy 2020.

District course design and core instructional materials shall 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.

The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The Curriculum, Instruction & Assessment Department will provide such technical assistance as may be necessary to accomplish this.

#### Course Design

##### **Existing Courses and Assessments**

The Curriculum, Instruction & Assessment Department will establish a regular cycle of course design review and development that includes examination by review committees. This review cycle will be based on student need, changing demographics and funding. The cycle will cover each content area to ensure current course relevance. The course design process will 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 Curriculum Materials Adoption Committee (CMAC);
- 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.

The course design and assessment review cycle shall be brought to CMAC for review and input on an annual basis and more frequently as needed.

### **Social Studies Curriculum Review and/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 Curriculum, Instruction & Assessment Department 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. New courses shall become part of the overall course design review cycle upon implementation of the course at a school and/or schools. When the implementation of new or modified courses requires the adoption of new instructional resources and/or assessments, those resource recommendations will be forwarded to the Curriculum Materials Adoption Committee for consideration by the process outlined in this procedure and in the Collective Bargaining Agreement between NSEA and the District.

### **Terms and Definitions**

#### **Core Curriculum**

A curriculum is a clear delineation of the essential knowledge students should have and the skills they should possess as the result a particular segment of learning (e.g., a year, a unit of study, a semester). Quality curriculum focuses on student understanding – helping students construct frameworks of meaning around concepts and principles. It begins with a set of goals and objectives that represent the essence of the content or discipline of study. It also makes explicit the knowledge, understanding, and skills students should acquire in order to achieve specific learning goals.

The four elements in a quality core curriculum include standards and performance measures, materials (print and non-print), pedagogy (high leverage instructional practices), and assessment to inform instruction and assess student performance. All of the elements in a quality core curriculum are tightly aligned with the goals, knowledge, understanding, and skills.

- Standards and Performance Measures
  - Content standards are established by state and/or national initiatives and define the instructional core. Resources to support curriculum development, instructional practices, and assessment of student learning align with the grade level content standards.
  - District performance measures establish targets and timelines for student proficiency in the content standards. District performance measures direct the alignment of district resources to achieve student learning goals.
- Instructional Materials
  - Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire knowledge, skills and/or to develop cognitive processes.
  - Instructional materials may be delivered in many formats, and may include print or non-print instructional materials, including materials in the electronic medium, that support the instructional focus of a curriculum area.
- Pedagogy
  - Carefully planned sequence of lessons or learning experiences that are designed to engage students with essential content and to ensure student success with the essential knowledge, understanding, and skills
  - Guidelines for pacing of instruction and assessment
  - Instructional model that includes focus lesson, guided instruction, productive group work, and independent work
- Assessment
  - Summative assessments for determining student proficiency are tightly aligned with student learning targets. Summative assessments identify what an individual has learned, knows, understands, and can do after completing a period of study.
  - Interim assessments are used to evaluate student knowledge and skills relative to a specific set of academic goals within a specified timeline in order to inform decisions at the classroom, school, or district level.
  - Formative assessment is an intentional process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve student's attainment of learning targets and goals.

### **Curriculum Materials Adoption Committee (CMAC)**

The Curriculum Materials Adoption Committee (CMAC) has responsibility for ensuring that the selection of appropriate instructional materials for Northshore School District students is conducted in a professional manner by a deliberative body of teachers, administrators, and parent/community members. The committee makes recommendations for approval of instructional materials and assessments to the Northshore School Board.

CMAC identifies and prioritizes content areas and/or instructional programs and the training necessary for successful implementation, and recommends an estimated budget, timeline, and process to support implementation of an adoption, so as to ensure the consistency and sufficient availability of materials and curriculum to the stated goals and philosophy of the

District. Estimated budgets and timelines for prioritized content areas and/or instructional programs shall be reviewed and input gathered by CMAC on an annual basis.

CMAC establishes and monitors the procedures for selecting, piloting, adopting, and discarding print and digital media instructional materials used by the district. Curriculum is reviewed for consideration for its potential use as a district-wide initiative, purchased with district funds, for use as appropriate in all district schools. The curriculum refresh cycle shall be brought to CMAC for review and approval on an annual basis and more frequently as needed.

CMAC establishes and monitors the procedure for eliminating bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal in all textbooks and instructional materials used by the district.

CMAC has responsibility for ensuring that the terms and conditions of use of web-based instructional materials comply with COPPA and FERPA, federal policies that protect student privacy and data.

It is also the responsibility of CMAC to inform all parties of the policy and procedures regarding the selection of instructional materials, and to communicate the decisions of the committee to the school community at large.

### **Membership**

CMAC is a bargained Association and District committee. The Superintendent and Association President appoint members to CMAC as outlined in Addendum A – 1 in the Northshore Education Association Collective Bargaining Agreement.

### **Term of Office**

The chair, as appointed by the superintendent/designee, shall be a permanent member of the committee. Other members shall have three-year, rotating terms. Temporary appointments of one year or less may be made to fill vacancies.

### **Schedule**

Regular committee meetings will be held as scheduled by CMAC. By the last meeting of the academic year, the Committee shall set a schedule of meeting days for the following academic year. The committee secretary shall send the CMAC meeting schedule to school department heads, principals, Instructional Services Department, and the Association designee at the beginning of each school year. The CMAC chair may call special meetings as necessary. Instructional materials can be considered for approval at all CMAC meetings, and are sent to the School Board for consideration for adoption at a subsequent School Board meeting.

### **Selection and Adoption of Instructional Materials**

For the purposes of this policy and procedure, there are six categories of instructional materials:

- Core Instructional Materials are the primary required 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. These materials are selected for use by all teachers and students as the primary teaching and learning resource in working to meet state standards. Core curriculum includes pacing guides, texts and assessments that assess student learning throughout the course/class. Core instructional materials are required, district approved and provided to all students to fill in the gaps of missing concepts and/or content required to meet grade level and/or course standards.
- Alternative Core Materials are the primary required instructional materials for a given course that are used with a subset of students. These materials are district-approved and intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments (e.g., College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB), EAP, AAP, Special Education, SAS, NN, Grad Alliance)
- Intervention Materials and Resources are district-approved and required instructional materials and resources designed to support strategic or intensive intervention for students who are at risk of not meeting or are exceeding established learning standards due to academic and/or behavior/emotional needs. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making and progress monitoring (e.g., Title I, LAP, ELL, EAP and/or AAP programs).
- District Supplemental Materials are used in conjunction with the core instructional materials of a course. Materials are used to support, enrich and individualize the curriculum to meet the instructional needs of students. District supplemental materials may be in print or non-print format, including digital content and services delivered via software or the web. These district supplemental materials are optional and used at the discretion of the teacher.
- School Supplemental Materials are optional and used at the discretion of the teacher. Staff will rely on professional judgment in the selection of high quality supplemental materials that align to state learning standards, support and do not supplant existing core, alternative core, or district intervention material. These school supplemental materials shall also be appropriate for the instructional program and developmental level and interests of their students. Staff are expected to thoroughly preview such materials and 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.

Step one of the school supplemental process is field-testing. Field-testing provides a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful trial for an identified purpose based on student needs. In the course of preparing lessons to meet the diverse needs of their students, staff members may discover supplemental instructional materials through researching best practices in their content area and grade level.

A field-test is the integration of new supplemental materials with students in the classroom on a short-term basis. A field-test may be initiated by an individual teacher, a grade level or group of content area teachers in a school, a principal, or by district leaders. Field-testing is a voluntary opportunity to try out supplemental curriculum and assess its benefit in meeting student learning goals. Field testing is defined as the length of one school year or less.

CMAC supports staff creating, innovating, adapting, and evaluating new supplemental instructional materials to meet the needs of students. Staff will use professional judgment and collaborate with colleagues and principals when field-testing new materials. Principals are to be notified prior to starting a field test. Principals are to notify the CMAC Chair prior to the start of the field test and provide information regarding what curriculum component the field test is temporarily addressing.

A field-test of web-based materials shall comply with the district's Responsible Use Procedure. Staff can refer to this procedure for information on creating subscription accounts for students. It is important to note that parents cannot be asked to pay for curriculum subscriptions for their students on an individual basis.

When the intention shifts from field test to repeated use of instructional materials greater than one school year, staff shall initiate a formal CMAC application for School Supplemental Materials (see definition of School Supplemental Materials on page 5). This process is outlined in the CMAC Application Packet Instructions available on the CMAC website.

- Temporary Supplemental Materials are those items used in conjunction with the core or alternative core instructional materials of a course that are of interest or value for a short period not 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. These temporary supplemental materials are optional and used at the discretion of the teacher.

### **Procedures**

CMAC reviews and recommends for approval all core, alternative core, intervention, and district and school supplementary instructional materials used in district classrooms as outlined:

- Sets of seven (7) or more, per class, supplementary texts or novels, including texts with or without accompanying digital resources (web based or stand-alone)
- Curricular digital resources with annual/multiple year subscriptions for instructional use with students
- Web-based resources for instructional use with students on an ongoing basis.

CMAC directs the Teaching and Learning Department to work with principals to remove outdated print and digital resources when such materials are replaced through the curriculum adoption cycle.

Materials that do not require CMAC approval:

- Novels teachers read aloud for which students don't have access to their own copy
- Temporary supplemental instructional materials

Curriculum materials fall under one of the procedure types listed below. More detailed information can be found in the CMAC application packet. Interested parties shall contact the Curriculum, Instruction, and Assessment Department for the complete packet of information and required forms.

- **Standard procedures** for sponsors seeking approval of six or more copies of core, alternative core, intervention, district and/or school supplemental materials.
- **Consent agenda CMAC items** are instructional materials approved by College Board (AP), International Baccalaureate (IB), college in the high school courses (universities and community/technical college), OSPI developed curriculum to meet required WAC/RCW, or superficial, non-essential content changes to the latest edition of a previously approved textbook.

### **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.

Any courses using OER as their core, alternative core, intervention, district and/or school supplemental material shall be reviewed following the same selection, adoption and review process as the more traditional materials.

### **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.

### **Criteria for Selection of Core, Alternative Core, Intervention, District Supplemental Instructional Materials**

Core and alternative core instructional materials shall be selected based upon the degree to which they:

- Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- 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;
- Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);

- Support equitable access to learning materials for all students; including the provision of appropriate, high-quality, accessible instructional materials to all students with disabilities who require them; and
- 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:  
<http://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.
- In literary work of recognized significance (regional and national awards and reviews), the use of profanity, sexual or other sensitive/controversial content is not in itself adequate reason for eliminating the material from consideration for approval. In informational text, controversial topics and/or issues are also not adequate reasons for eliminating material from consideration for approval. Materials that include use of profanity and/or contain sexual references or other sensitive/controversial content should be carefully evaluated through the CMAC review process for contribution, relevance and meaningfulness to the curriculum, content standards, and appropriateness for the age of intended students. Alternative assignments may be offered to students whose parents or guardians choose to not have their students read or view the sensitive materials.

### **Assessments**

Assessments will be presented to CMAC for review and recommendation. Examples include, but are not limited to, the following:

- An assessment component of a core curriculum under consideration by CMAC for recommendation and approval.
- A comprehensive assessment plan covering multiple grade levels in specific content areas.
- College Readiness Assessments

### **Citizen Access to View Core Materials**

Citizens will have opportunity to review core instructional materials in current use or under consideration for district adoption. Reviews may occur at the school site or at the district administration office when sponsored by the Curriculum, Instruction, and Assessment Department. Citizens reviewing instructional materials shall do so with references to state and district standards, graduation requirements, and required state assessments and be done in a way to avoid disrupting the educational program.

### **Parent/Guardian Request for Reconsideration of Instructional Materials**

When a parent/guardian challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

- 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.

- 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:
  - If the challenged instructional material is school supplemental or temporary 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 appropriate director of curriculum and assessment for review and a written decision. If the challenged instructional material is core, alternative core, intervention, district and/or school supplemental material, the parent/guardian may register a request for reconsideration with the Curriculum Materials Adoption Committee.

**Reconsideration Procedure for Core, Alternative Core, Intervention and/or District Supplemental Instructional Material(s):**

- A parent/guardian wishing to request reconsideration of the use of specific instructional materials in the Northshore School District must complete the CMAC Form 2020 F-5, *Request for Reconsideration of Instructional Materials*. This form is available on the CMAC Forms and Documents page of the district website, and is also available from the Northshore School District Instructional Services Department.
- The requestor will deliver the completed reconsideration request form to the school principal, who will forward the form to the Chair of CMAC.
- The CMAC chair is responsible for the following procedures outlined below to assure timely consideration of parent/guardian requests.
  - Establish a time and place for an open hearing of the request by CMAC. The hearing shall be scheduled within thirty working days of the CMAC chair's receipt of the completed request.
  - Notify the requestor, the original district sponsor group, the instructional staff using the materials, and the CMAC members of the hearing. Notification shall include an invitation to present relevant information, oral or written. The Assistant Superintendents for Elementary and/or Secondary will present the materials and will draw from the CMAC application materials presented at the time of CMAC review. The requestor and the district will have time to present to the CMAC, with an opportunity for follow up questions from CMAC.
  - Assemble and distribute pertinent data, including reviews and professionals' opinions of the instructional materials, the district and/or staff member's learning objectives in using the materials, the specific objections of the requestor, and any other information necessary for the committee to properly consider the request for reconsideration. Such information will be distributed to CMAC members.
  - Distribute student copies of the challenged material for all CMAC members to read prior to the hearing.
  - CMAC members have the responsibility to review all supporting information, including the challenged materials, prior to the hearing.

- Hearings of a parent/guardian request for reconsideration of instructional materials shall be open to the public. The CMAC meeting agenda will be posted on the district website prior to the meeting.
- Decisions shall be by a majority vote of CMAC. Decisions will be delivered in writing to the complainant, affected staff and Superintendent within ten working days of the committee's decision.
- In the event there are multiple requests for reconsideration of the same instructional material within one year of a reconsideration hearing, CMAC will review the additional requests. If there are new concerns that were not addressed in the initial reconsideration, a reconsideration hearing will be held. If there are no new concerns, the CMAC committee may elect to not hold a hearing. The parent/guardian requesting the reconsideration of the instructional materials has the right to appeal the CMAC decision to the Northshore School District Board of Directors at an open hearing following the appeal process outlined below.

The parent/guardian requesting the reconsideration of the instructional materials has the right to appeal the CMAC decision to the Northshore School District Board of Directors at an open hearing. An appeal of the CMAC decision must be delivered in writing to the Superintendent within two weeks of receipt of the CMAC decision. The school district Board of Directors will make the final decision on appeals. The final decision will be delivered in writing to the complainant.

Issued: 5/23/02

Revised: 07/29/09; 01/24/11; 09/18/12; 6/02/14; 03/01/16; 09/24/18