

Northshore School District

BOARD POLICY

No. 2020

INSTRUCTION

Course Design, Selection and Adoption of Instructional Materials

The board recognizes its responsibility for the improvement of the educational program of the schools. To this end, the course designs shall be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected, evaluated and adopted to ensure alignment with state learning standards that will enable all students to master foundational skills and knowledge to achieve college and career readiness on a continuing basis and in accordance with a plan for curriculum review and improvement.

The Curriculum Materials Adoption Committee (CMAC) is the body that makes instructional materials adoption recommendations to the School Board based on established procedures. The superintendent/designee shall establish procedures for instructional materials review, selection and approval process that provides for the involvement of community representatives and staff members at appropriate times.

All core, alternative core, intervention and district supplemental instructional materials considered for adoption shall be recommended by the district's certificated employees, in consultation with others who are competent to advise in their respective fields. These recommendations are presented to the Curriculum Materials Adoption Committee (CMAC). Such instructional materials and major modifications to existing curricular programs shall be recommended by CMAC and approved by the School Board prior to implementation.

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 district-approved and 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 district-approved and used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making and progress monitoring.

District Supplemental Materials are used in conjunction with the core instructional materials of a course. These district-approved 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 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. 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.

Course Design

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

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

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the curriculum and educational programs designed to help all students achieve at high levels. All instructional materials shall be selected in conformance with:

1. Applicable state and federal laws and regulations
2. The goals and/or learning standards of the state and district
3. Procedures established by the Curriculum Materials Adoption Committee

The board is legally responsible for the approval and adoption of all core, alternative core, intervention and district supplemental instructional materials used in the district. These instructional materials must be approved by the board before their purchase and use in schools.

The superintendent/designee, will establish procedures for core, alternative core, intervention and district supplemental material selection and adoption using criteria around evidence-based practices.

CMAC will establish procedures to eliminate in all instructional materials as well as reference and audio visual materials, bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veterans 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.

The superintendent shall ensure that a listing of all core, alternative core, intervention and district supplemental instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

The superintendent/designee shall establish procedures to delegate responsibility for examining, evaluating, and selecting all school supplemental and temporary supplemental materials to the professional staff of the school with support of district level administration. These procedures shall include preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality school supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. Any school supplemental or temporary supplemental materials must also be available for public review either in person or online.

Cross References:

Board Policy 6881 Disposal of surplus property

Legal References:

Chapter 28A.150.230 Basic Education Act of 1977 - District school directors as accountable for proper operation of district - Scope - Responsibilities - Publication of Guide

Chapter 28A.320.230 Instructional materials - Instructional materials committee

Chapter 28A.405.060 Course of study and regulations

Chapter 28A.640.RCW Sexual Equality Mandated for Public Schools

WAC 180-44-010 Responsibilities related to instruction

WAC 392-190-055 Textbooks and instructional materials – Scope, Elimination of sex bias – compliance timetable

Adopted by the Board: 6/8/93

Revised: 3/12/98, 6/11/02, 1/23/07, 6/9/09, 10/13/15