

## INSTRUCTIONAL MATERIALS: 2018P

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### A. Statement of Goals and Objectives

It is the goal of Federal Way Public Schools to provide instructional materials that will directly aid in helping scholars reach WA State Standards and course requirements. Instructional materials should provide understandings that will prepare scholars for institutions of higher learning and motivate them to be life-long learners. All instructional materials used by staff will comply with state law and District policy. Instructional materials are to be used as tools to meet the independent needs of children in each classroom.

In accordance with RCW 28A.320.230 and District Board Policy EL – 2b, the District School Board is to approve instructional materials and textbooks. Administrative Policy 2018 defines instructional materials into five categories: Core Instructional Materials, Alternative Core Materials, Intervention Materials, Supplemental Materials, and Temporary Supplemental Materials. In keeping with these requirements and the Board's intent under Policy Governance, these procedures describe the approval process for District adopted materials approved by the Board and the use of supplemental materials selected by the school or the individual teacher.

### B. Definition of Terms and General Statements

For the purpose of policy and procedure 2018, the following definitions will apply:

**Curriculum** – Grade level state learning standards and course expectations.

**Course Design** – The process that includes identifying and sequencing essential content supporting scholars' 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** – All materials designed for use by scholars and their teachers as learning resources to help scholars to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help scholars 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 scholars 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 scholars. 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 scholars who are at risk of not meeting established learning standards. Intervention

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materials are used with scholars to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

**Supplemental Materials** are used in conjunction with the core instructional materials of a course. 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.

**Pilot Projects** – Instructional materials for use on a trial basis, enrichment, temporary use, or to meet special needs may be purchased with the approval of the Superintendent/designee.

**Scholar Use of Materials** – Textbooks and other instructional materials must be made available on loan without cost to scholars. Each pupil will be required to exercise reasonable care in the use of such materials, and pupils and/or parents/guardians will be held responsible for books and materials lost or damaged.

### C. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of certificated staff with the requirement of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

#### Roles and Responsibilities in the Selection and Adoption of Instructional Materials

|                         | <b>Certificated Teaching Staff</b> | <b>Principal</b> | <b>Teaching for Learning</b> | <b>Instructional Materials Committee (IMC)</b> | <b>Superintendent</b> | <b>School Board</b> |
|-------------------------|------------------------------------|------------------|------------------------------|------------------------------------------------|-----------------------|---------------------|
| <b>Core Material</b>    | Identify                           |                  | Establish adoption procedure | Recommend                                      | Approve               | Adopt               |
| <b>Alternative Core</b> | Identify                           |                  | Establish adoption procedure | Recommend                                      | Approve               |                     |

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|                               |                                     |         |                              |           |         |  |
|-------------------------------|-------------------------------------|---------|------------------------------|-----------|---------|--|
| <b>Intervention</b>           | Identify                            |         | Establish adoption procedure | Recommend | Approve |  |
| <b>Supplemental</b>           | Identify                            | Review  | Approve                      |           |         |  |
| <b>Temporary Supplemental</b> | Select – within district guidelines | Approve |                              |           |         |  |

### 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 are 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 scholars and teachers must be considered for all core materials delivered in digital formats.

### Citizen Access to View Core Materials

Members of the community 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.

### D. Instructional Materials Committee

As stated in RCW 28A.320.230 every board of directors must establish an Instructional Materials Committee (IMC). It will be the duty of the Instructional Materials Committee to recommend to the Superintendent/designee all instructional core, alternative core, and intervention materials required for the basic education program. Using this information, the Superintendent/designee will make a decision regarding use of materials and will make a recommendation to the Board for core materials.

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### Objectives of the Instructional Materials Committee

1. Review requests for District adoptions of district-wide basic core, alternative core, and intervention instructional materials and make recommendations to the Superintendent.
2. Review course proposals for relevance, rigor, and alignment to state learning standards and district adopted instructional framework. Make recommendations to the Superintendent.
3. Review requests for review of currently District approved and utilized instructional materials and make recommendations to the Superintendent.

### **Instructional Materials Committee Selection**

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be 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 facilitator if necessary. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

### **Committee Composition**

There will be at least four (4) members representing the total instructional staff: an elementary building principal, a secondary building administrator, and two certificated staff. Selection of the committee members shall be determined by the committee facilitator in consultation with the Superintendent, Learning Improvement Officers, and Chief Academic Officer.

The Instructional Materials Committee may include parents and scholars, but state law provides that parents must make up less than one-half of the committee.

### **Terms of Committee Members**

Members will be appointed by the superintendent or designee through the district's committee process. Membership must be approved by the Board of Directors. The facilitator 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.

### **Responsibilities of Committee Members**

1. Attend all IMC meetings
2. Read selections as assigned by the IMC facilitator
3. Vote in the best interest of the needs of scholars and teachers in FWPS

### **E. Procedure for Adoption of Core Instructional Materials**

Core instructional materials include any material being adopted by the District to teach core academic areas. This includes any district-wide textbook adoptions in core subject areas required

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for K-12 progress towards graduation.

Core instructional materials shall be reviewed by the IMC which will make a recommendation to the Superintendent.

### 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 scholars served;
- D. provide clear and appropriate differentiation components for English Language Learners, special education scholars, scholars with academic opportunity gaps, and highly capable scholars;
- E. where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that scholars 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 scholars; including the provision of appropriate, high-quality accessible instructional materials to all scholars with disabilities who require them; and
- H. are free of stereotyping of 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 scholars 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.

### Procedures

1. Representatives of the Subject Area Curriculum Adoption Committee must complete the selection of Basic Materials Form and submit it to the IMC facilitator.
2. The Facilitator will be allowed at least two weeks to schedule a meeting for review.
3. The IMC must be provided copies of materials for each committee member at the time the form is being submitted.
4. Representatives from the recommending committee will make a presentation to the IMC and be prepared to elaborate on information provided and answer questions from the committee.
5. IMC members will either decide at the initial meeting to vote or gather more information if needed.
6. Once a vote is completed the IMC facilitator will forward the committee's recommendation to the superintendent.

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7. Prior to approval by the superintendent materials shall be made available to the public for review.
8. The superintendent reviews and submits recommendations to the Board for adoption.

### **Voting Procedures**

1. Individual IMC member votes will be recorded
2. Only members present for presentations and reviews of materials will be permitted to vote
3. Recommending vote to superintendent will be of simple majority
4. The IMC facilitator will notify the superintendent and the Teaching for Learning department of recommendations

### **F. Regularly Scheduled Core Material Updates**

Any courses using board adopted 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 scholar suggestions and data from state or district assessments identifying areas of lower scholar performance. Revised versions of the core material will be implemented for the following school year.

### **Social studies curriculum review 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.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee 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.

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**Intervention Instructional Material Selection**

Instructional materials designed to support strategic or intensive intervention for scholars 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).

**Alternative Core Instructional Material Selection**

The superintendent or designee will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building 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 Teaching for Learning and Scholar Support Services departments of the district. This includes preparing all scholar 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 scholars. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity; developmental level of scholars; 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 scholars. Final approval of temporary supplemental materials shall reside with the principal.

**G. Audio-Visual Materials****Educational Value**

The Board and administration recognize that films and videos can be valuable resources in the classroom. The showing of full-length feature films, or major segments thereof, during regular instructional hours is strongly discouraged. Any film, video, or DVD resource used in the school must have content that is age-appropriate, educational, relevant to the subject being taught, and that supports the class curriculum. Educational value will be determined by the teacher and approved by the principal. Use of films as a “lesson plan” for a substitute teacher shall not be allowed unless the film was previously scheduled.

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### Permissions

For the full showing of any feature film, or major portion thereof, written approval must be granted by the principal. Prior to viewing any such film or video with a restriction greater than a Motion Picture Association of America (MPAA) rating of “G”, scholars must have written parent or legal guardian permission. Parents/guardians must indicate on the Audio-Visual Materials Form that they give or refuse permission for their scholars to view the feature-length film. If permission is declined or a scholar does not return a permission slip, an appropriate educational experience will be provided to the scholar. Simply sending the scholar to another location (such as the library) does not meet this obligation.

The showing of a short segment or clip of a feature film that has educational value, as described above, and that is shown for the express purpose of supplementing instruction and supporting the curriculum does not require such permission. However, such segments or clips must be age and content appropriate.

### 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 scholar. 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 Instructional Materials Committee 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.