

## CURRICULUM DEVELOPMENT, COURSE DESIGN 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 curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum growth. Instructional materials shall be selected to ensure alignment with state and national learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

All new courses, course design or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course or major revision to an existing course is implemented.

For the purpose of this policy and procedure 2020P, the following definitions will apply:

**Course Design** is the process that includes identifying and sequencing essential content supporting students' skill development towards state and national 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 four categories of instructional materials.

**Core instructional materials** are the primary instructional resources: textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved used for a given course. They are district approved and provided to all students to help meet

learning standards and provide instruction towards course requirements. Certificated staff, the building principal and director of curriculum may initially select educational resources as the superintendent may designate.

**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 towards particular learning goals based on systematic assessment, decision-making, and progress monitoring.

**Supplementary materials** are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but not limited to books, periodicals, visual aids, video, sound recordings, computer software, and other digital content. The adoption of supplementary materials must follow the same process, initial selection through final adoption, as do the educational resources.

**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 and should not be used on a regular basis. Examples might include timely articles from relevant, reliable sources, websites, or new 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 materials for the course depending on the nature and scope of the material.

The superintendent shall establish procedures for curriculum development or course design that:

Provides 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 board is legally responsible for the selection of all instructional materials used in the district. Instructional materials shall be defined as written above. The primary objective in selecting instructional materials is to implement, enrich and

support the educational program of the schools. All instructional materials shall be selected in conformance with:

- A. applicable state and federal laws,
- B. the stated goals and/or standards of the district
- C. published in state/national standards, and
- D. procedures established by the curriculum council.

### **Criteria for Selection of Instructional Material**

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. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards;
- C. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- D. Provide sufficient relevance, rigor and flexibility to meet the varied needs and abilities of the students served;
- E. Provide models which may be used as a vehicle for the development of self-respect, ethnic pride, and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every student;
- F. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- G. 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;
- H. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- I. 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
- J. 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:

<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

Any requests from organizations which provide instruction materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district. Instructional materials shall be adopted by the board prior to their use in schools except for trial-use materials of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.

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Cross References:	2027 – district Ownership of Staff-Created Work
	Board Policy 6881 Disposal of Surplus Property and/or Materials
Legal References:	RCW 28A.405.060 Course of study and regulations – Enforcement-Withholding salary Warrant for failure
	RCW 28A.320.230 Instructional materials-- Instructional materials committee
	RCW 28A.150.230 Basic Education Act of 1977— District school directors responsibilities
	Chapter 28A.640 RCW

Sexual Equality

WAC 392-190-055 Textbooks and instructional  
Materials-Scope, Elimination of  
Sex bias-compliance timetable

WAC 180-44-010 Responsibilities related to  
instruction

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## Curriculum Council: Scope and Schedule

The Curriculum Council is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the district. The council will act upon requests for instructional materials approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the council is to insure that materials are selected in conformance to stated criteria. Council meetings will be held four times a year during the school year on a schedule to be set by the committee chair person. The district will be responsible for arranging released time for committee members if needed. Special meetings may be called by the committee chair person if necessary.

### **Curriculum Council Membership**

This council shall consist of:

Representatives of GEA, Elementary schools, Middle School, Alternative School, High School, as well as Administrative representatives.

The composition of the curriculum council shall be mutually agreed upon by the administration and the association.

### **Duties**

The council, shall establish and monitor such procedures as may be necessary for the implementation of this policy.

### **Citizens Participation in the Instructional Materials Process**

Should a citizen wish to make a formal protest regarding specific material used in the school system, he/she must use the form for requesting reconsideration of instructional materials. These forms are available in the district office. A request to remove an item from the schools or limit its use will be acted upon by the committee. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the superintendent within two weeks. The board will make final decisions on appeals.

### **Selection of Instructional Materials: Responsibilities**

The principal is responsible for insuring the continuing familiarity of his/her certificated staff with the requirements this policy and procedure. The district office shall provide such technical assistance as may be necessary to accomplish this.

### **Definition of Instructional Materials:**

**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 four categories of instructional materials.

### **Initial Selection**

**Core instructional materials** are the primary instructional resources: textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved used for a given course. They are district approved and provided to all students to help meet learning standards and provide instruction towards course requirements. Certificated staff, the building principal and director of curriculum may initially select educational resources as the superintendent may designate.

**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 towards particular learning goals based on systematic assessment, decision-making, and progress monitoring.

**Supplementary materials** are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but not limited to books, periodicals, visual aids, video, sound recordings, computer software, and other digital content. The adoption of supplementary materials must follow the same process, initial selection through final adoption, as do the educational resources.

**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 not be used on a regular basis. Examples might include timely articles from relevant, reliable sources, websites, or new 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 materials for the course depending on the nature and scope of the material.

### **Approval**

Core instructional materials, Intervention materials, and supplementary materials shall be recommended for approval by the curriculum council before being submitted to the board for final approval. Temporary supplemental materials do not require council approval.

### **Adoption**

The board prior to their use in classrooms shall adopt Core instructional materials, Intervention materials, and supplementary materials. The curriculum council shall develop adoption forms, timelines and a written process each selection committee must follow. Temporary supplemental materials shall not require board adoption.

The curriculum council will meet at least four times a year during the school year. Additional meetings will be scheduled, if necessary, to consider the adoption of Core instructional materials, Intervention materials, and supplementary materials. The building representatives on the council are responsible for notifying their respective faculties of the meeting schedule of the curriculum council.

### **Tasks and Timelines**

Core instructional materials, Intervention materials, and supplementary materials recommended for approval by the curriculum council will be sent for adoption to the board within 30 days. Adoption committees should anticipate at least a 90-day delivery schedule when ordering instructional materials. Therefore, meeting requests to the curriculum council and board must be planned carefully so all classroom resources and materials will arrive before the first day of school.

## **Checklist**

The school district's instructional materials policy and procedure includes a process to evaluate and eliminate bias pertaining to sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal in all textbooks and instructional materials. The Curriculum Council will use the following checklist to identify and eliminate such bias.

### **Bias Content: Excellent/Good/Fair/Poor/Not-Appropriate**

1. Presents more than one viewpoint of controversial issues including but not limited to: sexual orientation, gender expression or identity, family structures, or religion,
2. Presents minorities and people with disabilities realistically and non-stereotypically.
3. Includes contributions of minority authors.
4. Facilitates the sharing of cultural differences.
5. Promotes the positive nature of differences.
6. Includes the contributions, inventions, or discoveries of minorities.
7. Includes the contributions, inventions, or discoveries of women.
8. Presents minorities in a manner that promotes ethnic pride.
9. Facilitates an environment open to discovery and experimentation.

To evaluate materials by these criteria, instructional materials selectors may find the following steps helpful:

- A. Read reviews in professional periodicals through the curriculum office, state superintendent of public instruction, etc.
- B. Review copies of other available texts instructional materials including Open Educational Resources). The district curriculum office will order samples on request.

C. Check the reading complexity of the materials through use of WA State Learning Standards Text Complexity rubric. Fountas and Pinnell Guided Reading Levels, etc.

D. Use one of several Material Evaluation Tool Rubrics, such as EQuIP or Tri-State Quality Review,

E. Use tentatively selected materials according to pilot-use procedures.

### **Criteria for Selection of Core Instructional Materials**

In addition, Core instructional materials shall be selected based upon the degree to which they meet the criteria stated in Policy 2020.

### **Conditions for Loan and Sale of Instructional Materials**

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the board members, the best interests of the district will be served by such a decision. The professional staff will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged material

District instructional materials which students are not required to own may be made available to students who wish to purchase them. New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current district standards for subject content, or bias or are not repairable may be declared obsolete by the superintendent and disposed of per district policy.

### **Removal of Instructional Materials**

Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in "Criteria for Selection of Instructional Material." Any instructional materials may be removed when the administration judges such removal to be in the best interests of the district. Ordinary procedures for withdrawal of materials are outlined below:

A. **Core Instructional and Intervention materials** shall be removed from collections by the curriculum council based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

**B. Supplementary materials** shall be removed from collections by curriculum council based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

**C. Temporary Supplemental Materials** shall be removed from the curriculum by the individual certificated staff based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

Citizens are invited to review any instructional material in current use or proposed for district purchase. Such review may be accomplished at the school or in the District Learning Center. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of WA State Learning Standards and district objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials:

A. A variety of learning materials will be available for immediate perusal at any time in the schools.

B. Displays of learning materials may be provided in schools during PAC and School Site Council meetings, parent-teacher conferences and public meetings during the school year.

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district curriculum office. The complainant will deliver the completed request form to the superintendent, who will take the following steps to assure timely consideration of requests:

A. Set a time and place for an open hearing of the complaint by the curriculum council. Such hearing shall be within 30 days of the superintendent's receipt of the completed request form.

B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.

C. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the

specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a citizen's request for reconsideration shall be open to the public. The council shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions shall be by majority vote of the council. Decisions of the committee shall be delivered in writing to the complainant and affected staff within 10 days.