

PROCEDURE



BOARD OF DIRECTORS
Cheney School District No. 360

Procedure No. 2020

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COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

PROCEDURE:

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should 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.

COURSE DESIGN

Existing Courses

The Superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of District subject area coordinators and, as appropriate, external content area experts.

This review cycle should be based on student need, changing demographics and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review:

1. Relevance, rigor, and alignment to state learning standards;
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
3. Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

1. Affirmation of continued use of current processes and instructional materials;
2. Establishment of a timeline for completion of recommended tasks;
3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;

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4. Recommendation of new instructional materials selection to the Instructional Materials Committee;
5. Design of course implementation and staff development plans;
6. Identification of projected budget needs in accordance with established timelines; and/or
7. Maintenance of communications with impacted stakeholders.

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 OSPI 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 Superintendent or designee 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.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to Cheney Curriculum Committee by a Steering Committee Representative for consideration through the process outlined below.

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SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

For the purposes of this procedure, instructional materials used in the District will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and will be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her 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

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent or Designee	Content Adoption Committee	School Board
Core Material	Identify		Establish adoption procedure	Recommend	Adopt
Alternative Core	Identify		Designate selector (CCC)		
Intervention	Identify		Designate selector (CCC)		
Supplemental	Identify		Designate selector (CCC)		
Temporary Supplemental	Select – Within District Guidelines	Designate selector			

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

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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 repurposing 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 students and teachers must be considered for all core materials delivered in digital formats.

CORE INSTRUCTIONAL MATERIAL SELECTION

Cheney Curriculum Committee

The Cheney Curriculum Committee (CCC) 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.

CCC meetings will be held on a schedule determined by the District. Special meetings may be called by the committee chairman if necessary. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

The committee will consist of grade level content area, instructional position, and building representation. Committee members may include parents, but state law provides that parents must make up less than one-half of the committee. (Members will be appointed by the Superintendent or designee.)

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The chairperson 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 or represent specific needs.

Criteria for Selection of Core Instructional Materials

Core instructional materials will be selected based upon the degree to which they:

1. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
2. Enable implementation of the District's developed curriculum and meet state standards and College and Career Readiness requirements;
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
5. 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;
6. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
7. 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
8. 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 the Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further the goal of eliminating content bias.

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

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Recommendation of Core Instructional Materials

The Content Adoption Committee Representatives will present the recommended District Core material proposals to CCC and the School Board to be approved for adoption. Core material will be reviewed according to Superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website. Materials must meet the Criteria for Selection of Core Materials above.

Adoption of Core Instructional Materials

Core materials will be approved by the Board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Regularly-scheduled Core Material Updates

Any courses using OER as their core material will periodically convene a representative group of District teachers of the course to revise and improve the core material. Adaptations will be based on teacher and student suggestions and data from state or District assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource will be forwarded to the Cheney Curriculum 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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College in the High School, Advanced Placement (AP) and/or International Baccalaureate (IB)

College in the High School, AP and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Field Testing

The Superintendent or designee may consider the use of field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional material of an experimental, field-test nature may be authorized for use by the Superintendent/designee for a period of no more than one school year prior to adoption through the formal process.

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.

Alternative Core Instructional Material Selection

The Cheney Curriculum Committee 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/designee may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

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Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the Cheney Curriculum Committee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

Supplemental Material Selection

The Cheney Curriculum Committee will establish procedures through which schools may be approved to use alternative supplemental instructional materials.

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 students.

The Superintendent/designee will delegate responsibility for examining, evaluating, and selecting all alternative core, intervention, and supplemental materials to the Cheney Curriculum Committee. This includes preparing all student 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 students. While temporary supplemental materials do not require item-by-item approval of the CCC, staff are expected to thoroughly preview such materials and to 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; and other sensitive issues.

Core, Alternative Core, Intervention and Supplemental Materials Recommendation and Approval.

Core, Alternative Core, Intervention and Supplemental Materials will be recommended and approved in the following manner:

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1. Instructional Materials adopted for Core instruction will be listed in the adoption proposal for the Board book and approved by the School Board.
2. Materials for the classroom will be evaluated using CCC Form No. 1102A & B Program Proposal forms, and submitted to CCC for approval.
3. Materials purchased for library use will be evaluated using the criteria on Forms No. 1110 or 1111 and listed as follows:
 - a. Library items that have favorable reviews from approved sources will be entered into the library catalogue program with the review source specified and a list submitted to Leadership Council for approval.
 - b. Library items for which a favorable review is not available from an approved source need to be endorsed by the building media specialist and the building principal. Media specialists should list these items on Form No. 1111-A and attach this document to a Form No. 1111. The Form No. 1111 must bear signatures from the media specialist and the building principal indicating endorsement of all items. Both documents are submitted to Leadership Council for approval.
4. Approval of library materials is granted for the grade levels indicated and higher; i.e., materials approved for K-5 are approved for grades K-12. However, approval for middle and high school materials does not grant approval for lower grades.
5. After evaluation, a listing of catalogued and recommended materials will be forwarded to the Curriculum Department for presentation to the Leadership Council.
6. The Leadership Council will review the list of catalogued and recommended materials and certify that proper procedures have been followed.
7. The list as approved by the Leadership Council will be presented to the Board of Directors for its approval.
8. All submitted forms will be kept on file in the Curriculum Department and approved instructional materials will be added to the approved curriculum materials list on the District's website.

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Related Materials Definition and Procedure

Related materials are defined and should be treated as follows:

1. Sponsored Materials

The teacher is responsible for previewing and evaluating these materials before use utilizing Form No. 1111. This form will be forwarded to the Curriculum Department to be placed on file.

2. Electronic Media – Broadcast Television and Internet

- a. Selection and use of daytime instructional television, generally broadcast over PBS (Public Television) or items on the District approved list are District approved if age appropriate.
- b. Prior to the use of the Internet at the elementary grade schools, students are required to complete and place on file with the principal or designee an Internet Use Agreement Form (Form No. 893) agreeing to comply with the District's Internet Use Policy. The District recognizes that use of the Internet at secondary grade levels is an integral component of the child's educational experience, and the District will make the assumption that students in grades 6-12 have parent permission to use the Internet unless a parent notifies the school that their child may not access the Internet.
- c. Electronic media and/or Instructional television programming, other than daytime PBS, may be selected as appropriate for classroom use when the criteria for sponsored materials is followed, is aligned to content-area standards, and a Form No. 1111 is used. In the event this is not feasible due to current events where preview is not possible (special news event, etc.), thoughtful professional judgment by the teacher shall be the prime determining factor for use.

3. Presentations by Other Than District Instructional Staff

- a. These programs will be approved in advance by the building principal utilizing Form No. 1112.

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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:

Individuals with concerns regarding instructional materials will be encouraged to make every effort to resolve issues at the individual school where the concern originated. They are encouraged to contact the building principal/designee with their concern, and present a rationale and possible remedies. All parties are urged to resolve the concern at this level.

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 student. The principal will facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal will 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 Cheney Curriculum 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 Cheney Curriculum Committee. The CCC 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 CCC 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.

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TEXTBOOK/LIBRARY/LEARNING RESOURCE MATERIAL FINES

Charges for materials lost or damaged beyond repair will be based on the replacement cost of the material. A complete list of materials used, and the cost of each, is on file with the Curriculum Department.

The following schedule of fines is recommended, but not mandatory. It is offered as a guide to assist the staff member, and will be revised periodically by the Leadership Council.

Lost or Damaged Textbooks/Library Books which must be replaced will be assessed at current replacement costs.

Fines for Damaged Textbooks and Library/Learning Resource Materials (can be repaired and are still usable)

Slight damage.....	\$5.00
Significant damage	10.00
Several torn pages.....	10.00
Damaged/Broken binding or covers.....	15.00

Damage to materials not covered above will be reasonably and fairly estimated to provide for repair or replacement of said materials.