

Course Design, Selection and Adoption of Instructional Materials

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:

- 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 Instructional Materials Committee;
- 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.

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.

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 the Instructional Materials Committee for consideration by the process outlined below.

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 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.

Instructional Materials Committee: Scope and Schedule

~~The instructional materials committee 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 committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria.~~

Instructional Materials: Definition

~~Instructional materials shall be defined as all printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. Instructional materials shall be categorized as follows:~~

~~Textbooks are defined as instructional materials meeting either of the following criteria:~~

- ~~1. _____ Any instructional material held in six or more copies in a given classroom.~~
- ~~2. _____ The major instructional material for a given course.~~

~~When a course is built around a collection of pamphlets, periodicals, etc., rather than a single text, the collection shall be considered a text.~~

~~Supplementary materials are defined as items supplementing the major text of a course and held in five or fewer copies in a given classroom.~~

Selection of Instructional Materials: Responsibilities

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

INITIAL SELECTION

Texts shall be initially selected by such certificated staff as the superintendent may designate.

Trial-use instructional materials of an experimental or pilot nature may be authorized for use by the Superintendent for a period of no more than one school year prior to Board approval for general use throughout the district. Materials ordered for preview may be evaluated by the certificated staff but may not be used in the classroom without the consent of the Superintendent.

Instructional Material Type

Role

	<u>Certificated Teaching Staff</u>	<u>Principal</u>	<u>Superintendent</u>	<u>Instructional Materials Committee (IMC)</u>	<u>School Board</u>
<u>Core material</u>	<u>identify</u>	-	<u>establish adoption procedure</u>	<u>recommend</u>	<u>adopt</u>
<u>Alternative core</u>	<u>identify</u>	-	<u>designate selector</u>	-	-
<u>Intervention</u>	<u>identify</u>	-	<u>designate selector</u>	-	-
<u>Supplemental</u>	<u>identify</u>	<u>designate selector</u>	-	-	-
<u>Temporary Supplemental</u>	<u>select – within district guidelines</u>	-	-	-	-

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

Core Instructional Material Selection

Instructional Materials Committee

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 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: District administration, building administration, teachers who will directly use the materials, and parents. Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

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 chairman 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.

~~Instructional materials furnished by the district shall be approved by the committee.~~

ADOPTION

~~Texts shall be adopted by the Board prior to their use in classrooms. Texts selected previously are exempt from this requirement.~~

~~Supplementary materials shall not require board adoption.~~

Selection of Instructional Materials: Tasks and Timeline

<u>Tasks</u>	<u>Person Responsible</u>	<u>Time</u>
1.—Identify text.	Committee or individual assigned by Superintendent	Anytime
2.—Decide whether text should be immediately		

~~adopted or piloted. If it is to be piloted, complete pilot request form and send to the superintendent for his/her approval, otherwise follow steps below.~~

~~Text Selector~~

~~Anytime~~

~~3. Complete committee text — adoption form; send it to — committee.~~

~~Text Selector~~

~~Anytime — but committee action form must be delivered to the Committee Secretary the week before the meeting~~

~~4. Approve text.~~

~~Committee~~

~~Any meeting~~

~~5. Request board adoption of text.~~

~~Committee secretary, through Superintendent~~

~~Board meeting~~

~~6. Adopt texts.~~

~~Board~~

~~Board meeting~~

~~7. Notify requestor of Board action.~~

~~Committee Secretary~~

~~Immediately after Board decision~~

~~Textbooks can be approved at any committee meeting and sent for adoption at the next board meeting.~~ 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. 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 students served;

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D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;

E. 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;

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 students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and

H. 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>.

Identification of Core Instructional Materials

Core materials shall be initially selected by such certificated staff as the superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Recommendation of Core Instructional Materials

The IMC will receive recommended district material proposals through superintendent-assigned staff. 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:

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

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials

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

Staff are expected to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

1. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
2. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness, and literary and ethical standards.
3. Provide sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.
4. Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.
5. Present objectively the concerns of and build upon the contributions, current and historical, of both genders, and members of the several specific religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.
6. 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 individual.

The following checklist is provided to help text selectors follow the above criteria. Selections which receive “fair” or “poor” ratings on any items should be avoided. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

<u>Bias Content:</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Not App.</u>
1. Presents more than one viewpoint of —controversial issues.					
2. Presents minorities realistically.					
3. Includes contributions of minority authors.					
4. Presents nonstereotypic models.					
5. Facilitates the sharing of cultural —differences.					
6. Promotes the positive nature of differences.					
7. Includes the contributions, inventions, or —discoveries of minorities.					
8. Includes the contributions, inventions, or —discoveries of women.					
9. Presents minorities in a manner that —promotes ethnic pride.					
10. Facilitates an environment open to —discovery and experimentation.					

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

1. ~~Read reviews in the professional periodicals through the curriculum office, state~~
~~superintendent of public instruction, etc.~~
2. ~~Review copies of other available texts. The district curriculum office will order samples~~
~~on request.~~
3. ~~Check the reading level of the text through use of a standard readability formula.~~
4. ~~Use tentatively selected materials according to pilot use procedures.~~
5. ~~Fill out forms, etc.~~

The Woodland School District supports the use of commercial films* or parts of commercial films in classrooms when those films meet the following criteria:

- There is a clear, direct connection between the content of the film and the stated course curriculum.
- The film is a demonstrably effective and efficient method for teaching concepts that are within the course curriculum and/or identified in the OSPI Grade Level Expectations in the subject area.
- The film's language and content are appropriate for the audience viewing it. **The Woodland standard in K-6 classrooms is a "G" rating. The standard in 7-12 classrooms is a "PG" rating.** Controversial films within these ratings, films that do not comply with these ratings, and unrated films must be approved in writing by building administration prior to being shown using form 2020 F2. The building administration may refer any request to the Instructional Materials Committee for review, may require a parental permission slip be obtained for students to see the film or may decline to approve the request.
- The teacher using the film is thoroughly familiar with its content, and will use only the parts or sections of the film that support the curriculum of the class.
- Parents are informed in advance of films to be shown in class, and are given the option of alternate assignments when requested. Alternate assignments are to be of equal difficulty and credit with the film assignments.
- The showing complies with all copyright regulations.

Teachers who wish to show a commercial film for entertainment purposes must have approval of building administration using form 2020 F2 prior to doing so. The district does not encourage this use of commercial films.

*"Commercial Films" refers to movies originally released in theaters, made for TV movies and edited versions of the same. It does **not** refer to instructional films made for use in public school classrooms, such as those available from the ESD 112 library.

Regularly Scheduled Core Material Updates

Any courses using OER as their 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 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 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.

College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

College in the High School consistent with the requirements under Chapter 28A.600 RCW], 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 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.

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 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 principal or professional staff of the district. 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 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 students; 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 students.

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 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 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.

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:~~

~~Instructional materials furnished by the district shall be removed from collections by the committee based on the criteria for selection in this procedure and on the availability of suitable replacement materials.~~

~~Citizens are invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school or in the district curriculum office.~~

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 district objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials:

1. — A variety of learning materials will be available for immediate perusal at any time in the curriculum office.
2. — Displays of learning materials may be provided in schools during P.T.S.A. meetings, parent-teacher conferences and public meeting 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 instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:

1. — Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing shall be within 30 days of the committee secretary's receipt of the completed request form.
2. — 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.
3. — 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 committee 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 committee. Decisions of the committee shall be delivered in writing to the complainant and affected staff within 10 days.

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 judgement 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 materials.

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 depreciating value of the materials. Instructional materials that do not meet current district standards for subject content,

~~gender balance, ethnic content or are not repairable may be declared obsolete by the superintendent and disposed of per district policy.~~

~~Any donated instructional materials or materials to be placed in the library for use of the students from other than school suppliers, shall be approved by the Instructional Materials Committee.~~