

PROCEDURE 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 Instructional Materials Committee chair will establish a process for course design review and development that includes examination by a designated review committee which includes content teachers. External sources can be included at the discretion of the Superintendent or Instructional Materials Committee chair. This review process should be based on student need, changing demographics and funding. 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 appropriate 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.

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 Instructional Materials Committee chair 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 career and college pathways.

**Procedure No. 2020P
Instruction**

When the implementation of new or modified courses requires the adoption of new core instructional resources, those resource recommendations will be forwarded to the appropriate 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.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	Identify		Establish adoption procedure	Recommend	Adopt
Alternative core	Identify		Designate selector		
Intervention	Identify		Designate selector		
Supplemental	Identify		Designate selector		
Temporary Supplemental	Select – within district guidelines				

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. A curation plan must be included in any core adoption of OERs.

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

An 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 with the stated criteria. An appropriate Instructional Materials Committee will act upon requests for core material approval and will evaluate and act upon requests for reconsideration of core materials by parent(s)/legal guardian(s) and school district employee.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the Instructional Materials Committee chair. The Instructional Materials Committee secretary will be a non-voting member and unless specified otherwise by the Superintendent, will be the assistant to the Instructional Materials Committee chair. The Instructional Materials Committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

Instructional Materials Committee

The committee will consist of representatives from all schools within the district. Members will be appointed by the Superintendent, or chair of the Instructional Material Committee. A parent representative may be allowed and the invitation to serve will be at the discretion of the Superintendent or the Instructional Material Committee chair.

The Assistant Superintendent of Teaching and Learning will be the permanent chair of each Instructional Material Committee. The Instructional Materials Committee chair and the Instructional Materials Committee secretary will be permanent members of the committee.

Instructional Materials Committee Members – K-12

- Elementary Principal – 1
- Secondary Principal – 1
- Teacher (Content specific)
 - Elementary – 2
 - Middle School – 1
 - High School – 1
- Highly Capable Representative – 1
- English Language Learner Representative – 1
- Special Education Representative – 1
- LAP/Title Representative – 1
- Career and Technical Education Representative – 1
- District Instructional Coach – 1-2
- Para-educator* - 1

*Para-educators will be offered the opportunity to be included in an applicant pool; the principal will select from that applicant pool.

To remain in good standing as an Instructional Materials Committee member, attendance at scheduled meetings must remain at 90%; members are expected to complete assignments and attend each meeting prepared to work. The Instructional Materials Committee chair will be responsible for replacing members who lose "good standing" status. In the event of a resignation from the Instructional Materials Committee, the Instructional Materials Committee Chair will select a replacement. There is no leave-of-absence option for an Instructional Materials Committee member.

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 Career and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- 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:

<http://www.k12.wa.us/Equity/pubdocs/WashingtonModelsfortheEvaluationofBias.pdf>

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 Instructional Materials Committee 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:

<http://www.k12.wa.us/CurriculumInstruct/InstructionalMaterials/Toolkit/CourseDesign-InstructionalMaterials-Toolkit.pdf>

The following procedures will be available when described conditions and/or contexts are met.

1. Core Materials--Superintendent has discretion for automatic referral to School Board in the event that a core curriculum meets these criteria: 1) has been used on a pilot basis for at least one school year and has 50% or greater approval from staff; 2) has data and other evidence demonstrating student achievement increased during that school year of use; and 3) staff has undergone at least 15 hours of district directed professional development devoted exclusively to the curriculum under consideration.
2. Core Materials—Superintendent has discretion for automatic advancement of adoption and subsequent referral to School Board in the event that a STEM or other curriculum meets the three criteria above and will be purchased with private monies specifically raised, targeted, and documented for the aforementioned curriculum. Based on their evaluation, the appropriate Instructional Materials Committee will recommend core 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

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 appropriate 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, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Field Testing

Either the Superintendent or the Instructional Materials Committee chair, may consider the use of field testing as part of the core 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 of 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. It is the district's responsibility to provide its objectives to anyone participating in review sessions.

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 Instructional Materials Committee chair 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 Instructional Materials Committee approval or board adoption.

The Superintendent, or Instructional Materials Committee chair, may 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 Instructional Materials Committee, 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. All supplemental materials must be reviewed and approved by the Teaching and Learning office.

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.

Procedure for Expressing Concerns Regarding Instructional Materials

Parent(s)/legal guardian(s) of a child enrolled in the Sequim School District or Sequim School District employee 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.

If not resolved, parent(s)/legal guardian(s) of a child enrolled in the Sequim School District or Sequim School district employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. 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:

**Procedure No. 2020P
Instruction**

- a. If the challenged instructional material does not require board approval, a parent(s)/legal guardian(s) of a child enrolled in the Sequim School or Sequim School District employee may always ask for an alternate assignment.
- b. If an alternate assignment is not sufficient as a remedy, then the parent(s)/legal guardian(s) of a child enrolled in the Sequim School District or Sequim School District employee may submit written concerns for consideration to the principal. The principal shall facilitate a meeting of the concerned parent(s)/legal guardian(s) of a child enrolled in the Sequim School District or Sequim School District employee and appropriate school staff. Following the meeting, the principal shall respond with a written decision within ten (10) school days. If warranted by the scope of the challenged instructional material, an appeal may be submitted to the Instructional Materials Committee chair, requesting review by the appropriate Instructional Materials Committee and a written decision. If the concerned parent(s)/legal guardian(s) of a child enrolled in the Sequim School District or Sequim School District employee expresses additional concerns, an appeal may be made to the Superintendent who will issue a written decision which is final.
- c. If the challenged instructional material is core, the parent(s)/legal guardian(s) of a child enrolled in the Sequim School District or Sequim School District employee may register a request for reconsideration with the Instructional Materials Committee chair. This request will be forwarded to the appropriate Instructional Materials Review committee. The appropriate Instructional Materials Committee will review the concerns and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be finalized by the appropriate Instructional Materials Committee. Decisions of the committee will be delivered in writing to the Superintendent, parent(s)/legal guardian(s) of child enrolled in the Sequim School District and affected Sequim School District employee(s) in a timely manner.

Revised Dates: 10.98; 06.11; 05.12; 04.15; 06.19