

Procedure - Course Design, Selection and Adoption of Instructional Materials

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

Course design and instructional material selection processes will be conducted fully inclusive of student, families, and community voice. We will invite and include diverse and representative students, families, and community partners in these processes by:

- Intentionally seeking and including students' multiple racial and ethnic perspectives
- Engaging families and community as partners in development and implementation
- Ensuring these voices are incorporated routinely in decision-making

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 ongoing and based on student needs, cultural relevance, student learning outcomes, 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;
- Alignment with adopted Race and Equity Policy, e.g. absence of cultural biases or racist content; 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 tribe within its boundaries and with neighboring 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's Office of Native Education 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 supports our adopted Race and Equity Policy, 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.

Definitions:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students 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 students. 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 students who are at risk of not meeting established learning standards. Intervention materials are used with students 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. At the district level, these materials are vetted, optional materials designed to support the core. At a building level, these materials are chosen by teachers in consultation with their principal and, if needed, district curriculum staff.

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.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Budget Responsibility	Role					
		Certificated Teaching Staff	Student Learning or Student Services Department	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	District	Identify	Leads process		Establish adoption procedure	Recommend	Adopt
Alternative core	District	Identify	Leads process		Designate selector	May provide consultation	
Intervention	District	Identify	Leads process		Designate selector		
Supplemental District-Level	District	Identify	Leads Process		Designate selector	May provide consultation	
Supplemental Building-Level	Building	Identify	Provides consultation	Designate selector			
Temporary Supplemental	Building	select – within district guidelines	May provide consultation				
Library Learning Resource	District or Building	Identify		Designate selector (usually LIS)			

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 so long as there is consultation with District Student Learning or Student Services department staff.

Supplemental Material Selection

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or certificated teaching staff. 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.

Supplemental materials are not intended to replace core instructional materials. 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. Additionally, should online supplemental materials be selected, privacy policies must be reviewed to ensure they are compliant with Policy 3235 - Protection of Student Personal Information. No student subscription accounts may be created without strict adherence to Policy 3235.

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.

Library Learning Resource Selection

Library learning resource materials are those print and digital items accessible through the library that provide support for an area of the curriculum, information for independent study, or sources for enrichment and recreational interest.

The primary responsibility for the selection and deselection of library materials belongs to the Library Information Specialists (LISs), who are supervised by their principals.

Selection will be based on:

- Published evaluations or reviews; or
- Recommendations by an adoption committee, content area specialist, or department; or
- Recommendation by Student Learning; or
- Evaluation of the materials by the Library Information Specialist, and, if needed, in consultation with the district library coordinator/manager.

LISs will consider these factors as they use reason and professional judgment to select library materials:

- enriching and supporting student learning related to the state learning standards and district-adopted curriculum
- providing sufficient range to meet the various needs, abilities, interests, and development levels of students
- presenting balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills
- objectively representing the diversity of the United States and the world, including the current and historical experiences of diverse groups, considering diversity of race, ethnicity, culture, class, religion, gender, sexual orientation, physical and mental ability, occupation, and life experiences
- 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
- providing models which may be used as a vehicle for the development of self-respect and the appreciation of cultural (and other) differences

Instructional Material Delivery Format

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 (in terms of materials' cost), high quality instructional content is available from supplemental to core instructional materials. District staff are required 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, including regular review to ensure alignment, etc.

Technology-based Resources

Nearly all current curricula include technology-based resources, or in many cases, the curriculum will be entirely technology-based. Technology is both a vehicle to access learning and a tool for learning and should be an important factor when evaluating instructional materials.

When any new instructional materials are considered, district educational technology staff must 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.

District Database Collections

The district media collection includes - online databases and other instructional materials purchased by the libraries and Instructional Tech Department for use by the buildings constitute the District's database collection. Schools that purchase access to these collections should do so in consultation with the district's library coordinator/manager.

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 community members' 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 chair if necessary, e.g. if a community curriculum challenge needs to be addressed. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

The committee may consist of:

- Primary Teacher (K-3)
- Intermediate Teacher (4-6)
- Middle School Teacher
- High School Teacher
- Elementary Learning Support
- Secondary Learning Support
- Library Information or Instructional Technology Specialist
- ELL Teacher
- Department of Equity and Outreach Member
- ELL Program Manager
- Student Services Manager or TOSA
- Student Learning Manager or TOSA
- High School Students (2)
- Family Representatives (2)*
- Elementary Principal/Asst. Principal
- Secondary Principal/Asst. Principal
- Chair: Executive Director of Student Learning

RCW 28A.320.230 provides that families must make up less than one-half the committee.

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 curriculum and meet state standards 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:
<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.
- I. Have technology component, which is compatible with our beliefs that technology can provide access to learning, as well as serve as a tool for learning. In addition, these technology components must also be compatible with existing technology systems.

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 classroom use. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates

Any courses using OER as their core material shall regularly 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 IMC 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.

Pilot Testing

Pilot testing will be a part of the adoption process. Pilot 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, pilot-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.

Protest Procedure for Instructional Materials

When families, employees, or community 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 family member's written request to the principal, the supplemental material may be asked to be withdrawn from their student without penalty. 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 family member's or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials 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.

Adoption Date: 02.11.19
Edmonds School District
Revised Dates: