

INSTRUCTION

Course Design, Selection, and Adoption of Instructional Materials

For the purpose 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

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, alternate core, and intervention instructional materials that support student learning;
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;
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. 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 Office of the Superintendent of Public Instruction (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 the Instructional Materials Committee (IMC) 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 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.

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.

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 materials.

Committee meetings will be held on a schedule determined by the District. Special meetings may be called by the committee chairperson 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: Six (6) teachers, four (4) parents (persons who have child(ren) attending Snohomish Schools), two (2) community at-large representatives (persons who may or may not have children in Snohomish Schools), two (2) building administrators; the administrative assistant for Teaching and Learning Services, and the Executive Director of Teaching and Learning Services. An effort will be made to balance the committee with K-12 representation and some members may serve in more than one role. All members will be appointed by the Superintendent or designee. The Executive Director of Teaching and Learning Services will serve as the chairperson of this committee, and the administrative assistant will serve as the secretary. Action by the committee will require that a quorum (a majority of committee members) be present.

Criteria for Selection of Core Instructional Materials

Core instructional materials will 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;
- 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;
- H. Provide and equal educational opportunity for all students without discrimination based on sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. 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>; and
- I. Other instructional criteria developed by the adoption committee.

Identification of Core Instructional Materials

Core materials will be initially selected by the Adoption Committee made up of certificated staff and administrators as the Superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Steps below offer a framework for the process of identifying core instructional materials to recommend to the School Board for adoption.

- A. The Adoption Committee will engage in professional development to further their understanding of pertinent academic standards, research-based instructional strategies, and applicable state requirements;
- B. The Adoption Committee will use selection criteria in evaluating available resource materials and determining which resource materials should be considered for adoption;
- C. The Adoption Committee will determine resources to be field tested by teachers of the committee as appropriate;
- D. Feedback from teachers, students, and parents on the field-tested resources will be solicited using Form 2020F.1;
- E. The Adoption Committee will reflect on feedback collected from the field test and from teachers, students, and parents and make a recommendation on what resource to propose;
- F. Teaching and Learning Services will provide opportunities for community members to review resources being recommended for adoption;

- G. The Instructional Materials Committee (IMC) will receive recommended District material proposals through Teaching and Learning Services. 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>
- H. The Executive Director of Teaching and Learning Services will present recommendation of resources to adopt to the Superintendent; and
- I. The Superintendent or designee will provide recommended resources to the School Board for approval.

Adoption of Core Instructional Materials

New core material will be approved by the Board prior to their use in classrooms.

Regularly Scheduled Core Material Updates

Any courses using Open Educational Resources (OER) as their core material will annually 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 results in significant changes to course objectives or scope, the revised resource will 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, and/or Advanced Placement (AP) 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 or 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.

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 or designee 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 or designee will delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal. 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 District staff 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

The District will affirmatively restrict or remove student access to instructional material only for legitimate pedagogical reasons that clearly outweigh the educational value, if any, of the material to be restricted. Such material must be considered in its entirety and in context when assessing educational value. Legitimate reasons to restrict access may include (1) factual errors or material omissions, (2) obscenity or pervasive vulgarity, (3) educational unsuitability or inappropriateness for age and grade level, or (4) limited shelf space or other resource constraints. The District will not restrict access to materials based on (1) political or religious views, (2) disagreement with ideas, (3) discomfort, or (4) personal tastes.

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 staff and/or the school principal in light of the above standards. All parties are urged to resolve the concerns at this level.
2. If the concerns cannot be resolved through discussion at the school level, the parent/guardian or employee may register a request for reconsideration using form 2020F6 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 consideration of the complaint. Challenged instructional material that is in use will continue to be used until a decision is rendered.

All instructional material reconsideration decisions will be by majority vote of the IMC. Absent a majority vote, no change in use will result. Decisions of the committee will be delivered in writing to the Superintendent, complainant, and affected staff within ten (10) school business days. Any written request to the Board to review the IMC's decision must then be submitted within ten (10) school business days.

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