

Course Design, Selection, and Adoption of Instructional Materials

Policy 2020

The board recognizes its responsibility for improving and growing the schools' educational programs. To this end, course design will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

I. Definitions

For the purpose of Policy and Procedure 2020, the following definitions will apply:

- A. **Course Design** is the process that includes identifying and sequencing essential content to support students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems as they implement the course.
- B. **Instructional Materials** are materials designed for students and their teachers as learning resources to help students acquire facts and skills, develop cognitive processes, and meet state learning standards. Instructional materials may be printed or digital and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purpose of this policy, there are five categories of instructional materials:

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 toward course requirements.

Alternative Core Materials are the primary instructional materials for a given course 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 Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district. 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.

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 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 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.

- C. **Council on Learning (COL)** is the body that recommends core instructional materials to the board based on superintendent-established procedures.

II. Course Design

The superintendent or designee will establish procedures for course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials shall be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and procedure 2020P.

The board is responsible for adopting all core materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent will ensure that the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Legal References:	RCW 28A.150.230	Basic Education Act — District school directors' Responsibilities — Publication of Guide
	RCW 28A.320.170	Curricula — Tribal history and culture
	RCW 28A.320.230	Instructional materials — Instructional materials committee — Complaint system
	RCW 28A.320.233	Student materials — Denial based on protected class prohibited — Complaint procedure
	RCW 28A.320.235	Supplemental instructional materials — Policies and procedures — Definitions
	RCW 28A.345.130	Model policy and procedure for instructional materials — Diverse and inclusive curricula
	RCW 28A.405.060	Course of study and regulations — Enforcement — Withholding salary warrant for failure
	Chapter 28A.640 RCW	Sexual Equality
	Chapter 28A.642 RCW	Discrimination Prohibition
	WAC 392-190-055	Textbooks and instructional materials — Instructional materials policy — Elimination of bias

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