

Stanwood Camano School District #401

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INSTRUCTIONAL SERVICES

Lloy Schaaf

Assistant Superintendent of Teaching and Learning

MEMORANDUM

To: Stanwood-Camano School Board of Directors

Fr: Lloy Schaaf, Ed.D. 

Re: Approval of First Reading of Revised Policy 2020

Date: February 16, 2016

Attached, please find the first reading of revised Instruction Policy 2020 Curriculum Development and Adoption of Instructional Materials.

District officials who are responsible for components of the policy have reviewed this document.

RECOMMENDATION:

That the Board approves the First Reading of Revised Policy 2020 Curriculum Development and Adoption of Instructional Material.

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CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

Philosophical Statement

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum will be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum growth. Instructional materials will be selected to ensure alignment with Washington State learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness. assist students in attaining the basic skills and work skills as required by the state.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, 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 purposes 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 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.

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.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

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.
- Provide for involvement of community representatives and staff members at appropriate times.

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 will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of the district and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The board is responsible for the adoption of 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 a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. 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. All core materials will be approved by the school board of directors prior to use except in the case of trial or pilot materials.

Legal References:

RCW 28A.150.230 District school directors' responsibilities

RCW 28A.320.230 Instructional materials — Instructional materials committee

RCW 28A.320.170 Tribal history and culture [as amended by SSB 5433]

RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure

Chapter 28A.640 RCW Sexual Equality

WAC 180-44-010 Responsibilities related to instruction

WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias

~~All new courses or major modifications, to existing courses, must be approved by the superintendent prior to implementation. The superintendent, in turn, will inform the board before the new course of major revision to an existing course is implemented.~~

~~The superintendent will establish procedures for curriculum development, which provide for involvement of community representatives and staff members at appropriate times. Procedures will also provide for the annual review of selected area on a cyclical basis, and for implementing any suggested changes that come from the curriculum study. Such cyclical curriculum review will take place at least once during each seven year period.~~

Curriculum Management Planning

Selection and Adoption of Instructional Materials

The board is legally responsible for the selection of all instructional materials used in the district. Instructional materials will be defined as all printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

- A. ~~Applicable state and federal laws~~
- B. ~~The stated goals and/or standards of the district, and~~
- C. ~~Procedures established by the instructional materials committee~~

Criteria for Selection of Instructional Material

Staff shall rely on reason and professional judgment in the selection of materials of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

- A. ~~Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.~~
- B. ~~Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.~~
- C. ~~Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision-making.~~
- D. ~~Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.~~
- E. ~~Present objectively the concerns of and build upon the contributions, current and historical, of both sexes, and members of 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.~~
- F. ~~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.~~
- G. ~~Eliminate in all textbooks and instructional materials including reference materials and audio-visual materials, bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.~~

Any requests from organizations, which provide instructional materials and/or aids, must be examined to ensure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

The responsibility for preparing all students reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district. Textbooks shall be adopted by the board prior to their use in schools except for trial-use texts of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.

The superintendent shall ensure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.

Legal References:

~~RCW 28A.405.060 Course of study and regulations~~
~~RCW 28A.320.230 Instructional materials — Instructional materials committee~~
~~RCW 28A.150.230 Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities — Publication of Guide~~
~~RCW 28A.640 — Sexual Equality Mandated for Public Schools~~
~~WAC 392-190-055 Textbooks and instructional materials~~
~~WAC 180-44-010 Responsibilities related to instruction~~

Adoption Date: 09.16.03
Stanwood-Camano School District
Proposed Revision: 02.16.16
Revised: 12.17.13;