



Instruction – Series 2000

Curriculum Development and Adoption of Instructional Materials -- 2020

The Board recognizes its responsibility for the improvement and currency of our schools' educational programs. To this end, the curriculum shall be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to assist students in attaining college and career life ready skills as required by state standards.

With the exception of the pilot process, all new material adoptions for core classes, new courses, or major modifications to existing courses must be approved by the Board.

The Superintendent or designee shall establish procedures for curriculum development which provide for:

- A. Involvement of community representatives and staff members at appropriate times,
- B. The annual review of selected areas on a cyclical basis,
- C. Any suggested changes that should be made as a result of a curriculum review, and
- D. A means for citizens to voice instructional materials comments.

Selection and Adoption of Instructional Materials

The Board is legally responsible for the selection of all core instructional materials used in the District. The primary objective in selecting instructional materials is to implement, enhance and support student learning. All instructional materials shall be selected in conformance with:

- A. Applicable state and federal laws, including non-discrimination practices as detailed in the procedure,
- B. Stated District goals, and
- C. Procedures and criteria established by the Superintendent or designee.

Criteria for Selection of Instructional Materials

Staff shall rely on reason and professional judgment in the selection of materials of high quality. Instructional materials selected shall include, but are not limited to, those which:

- A. Enhance and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of students.
- B. Stimulate student growth in conceptual thinking and factual knowledge in varied content areas.
- 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 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.

Any requests from organizations and companies which provide instructional materials and/or aids must be examined to ensure that such materials meet the criteria above. Such examination of core materials shall be done through a District process. Supplemental materials not provided by the District shall be reviewed by the building principal in consultation with a site-based team and submitted to the Superintendent or designee for approval.

The Superintendent shall ensure that a listing of all adopted resources is maintained and is available for public review.

Cross References:

Board Policy 6881 Disposal of surplus property

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: 6/24/10

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