

Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for improving and growing the schools' educational programs. To this end, course designs 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 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 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 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 approved by the Instructional Materials

Committee and the Board that are not expressly required by the school or district and are instead selected at a certificated teacher's discretion. 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 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 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. Instructional Materials Committee 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 will be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

The board is responsible for adopting all core instructional 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 or designee 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.

IV. Inclusive Instructional Materials

Per State Law RCW 28A.345.130, model policy on diverse and inclusive curricula, below:

- (1) By June 1, 2025, the Washington state school directors' association, with the assistance of the office of the superintendent of public instruction, must review and update a model policy and procedure regarding course design, selection, and adoption of instructional materials.
- (2) The model policy and procedure must require that school district boards of directors, within available materials, adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.

V. Parents Rights

Parents have a fundamental right to direct the religious upbringing of their children. As such, our district will respect those rights while ensuring compliance with applicable laws and legal precedents such as honoring an opt-out from materials that conflict with their sincerely held religious beliefs.

The Protection of Pupil Rights Amendment (PPRA) is a federal law that gives parents control over their children's participation in certain school activities. The PPRA outlines specific rights for parents regarding their children's schooling. It provides certain rights for parents of students regarding, among other things, student participation in surveys; the inspection of instructional material (including supplemental materials); certain physical exams; and the collection, disclosure, and use of personal information for marketing purposes. To ensure legal compliance such materials are to be preserved by the district.

Cross References: 2027 - District Ownership of Staff-Created Work

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]

Lynden School District No. 504
BOARD POLICY

Policy: 2020

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
RCW 28A.320.233 Student materials-Denial based on protected
class prohibited-Complaint procedure
RCW 28A.320.235 Supplemental instructional material-Policies
and procedures-Definitions
RCW 28A.345.130 Model policy and procedure for instructional
materials-Diverse and inclusive curricula
PPRA (20 U.S.C. § 1232h, 34 CFR Part 98)
Supreme Court of the United States ruling on June of 2025 in
Mahmoud vs. Taylor
RCW 28A.405.030 Must teach morality and patriotism
Chapter 28A.642 RCW Discrimination Prohibition

Management Resources: 2015 - December Issue
2025 - April Issue

Classification: Critical

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