



**Board of Directors' Work Session
May 2, 2024 at 6:30 PM
District Office, 210 N Park St.**

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Superintendent report
6. Review Center for Educational Effectiveness (CEE) survey data (white)
7. Third reading Policy 2020 Course Design, Selection and Adoption of Instructional Materials (gray)
8. Third reading Policy 2420 Standards-Based Grading (pink)
9. Review Policy 2001 Assessment (pumpkin)
10. Approve appointment of Instructional Materials Committee members (green)
11. Next meeting – Special and Regular Meetings, May 15, 2024, 5:15 and 6:30 PM, District Office
12. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

Course Design, Selection and Adoption of Instructional Materials & Instructional Materials Committee

Chewelah School Board recognizes its responsibility for the improvement and growth of the educational program of the schools in the district. RCW 28A.320.230 provides the statutory authority for the school board in the adoption of instructional materials.

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of Chewelah schools. In alignment with the Chewelah School District Curriculum Management Plan, instructional materials will be selected to ensure alignment with learning standards and enable all students to master the foundational skills and knowledge needed to be prepared for college, career and citizenship. As applicable to a given course, adopted instructional materials will be used by teachers for instruction. Approved supplementary instructional materials may be used to enhance and support adopted instructional materials.

Definitions

For this policy and procedure, the following definitions will apply:

1. Course is defined as the program of instruction for kindergarten through 12th grade students.
2. Curriculum is defined as the learning standards that teachers teach; adopted instructional materials, courses, scope and sequence, presentations, activities, assignments, projects provided for students, and assessments and other methods to evaluate learning.
3. Instructional Materials are all materials designed for use by students and their teachers as learning resources to support the curriculum and help students acquire facts, skills, concepts, and to develop cognitive processes. These instructional materials, used to help students meet State or District learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. Materials may carry different licensing types from open to all rights reserved. For the purposes of this policy, the school board recognizes the following categories of instructional materials:

Adopted Instructional Materials: These are recommended by the Instructional Materials Committee based on the work of an adoption recommendation/committee and adopted by the School Board.

Types

- a. Materials will be identified as Core; Alternative Core; Intervention; Supplementary; and/or Temporarily Supplemental Instructional materials OR APPROVED
 - i. **Core Instructional Materials** are the primary instructional resources for a given course. They are provided to all students to help meet learning standards and provide instruction toward course requirements.
 - ii. **Alternative Core Instructional Materials** are used in conjunction with the core instructional materials to provide instruction in established learning standards or statutory requirements that are not fully addressed by, or absent from, the core instructional materials.

- b. **Approved Instructional Materials:** These are identified by certificated instructional staff and approved for use by a principal and/or the Superintendent or Superintendent's designee, and do not require Board approval.
 - i. **Supplementary Instructional Materials** are supplementary to Core or Extended Core Instructional Materials and can be used in conjunction with adopted instructional materials of a course to enhance and support instruction. Supplementary instructional materials contain additional content or present content at a different level of difficulty or in a different medium.

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 and free from

Course Design:

Existing Courses The superintendent or designee will establish a regular cycle of course design review and development that includes examination by curriculum committees composed of district subject area teachers, administrators, parent and student reps as appropriate, and if needed external content area experts.

This review cycle should be based on a district review cycle, state updates to standards, and changing demographics or changing student needs for updated curriculum/courses.

The curriculum review cycle should cover each content area to ensure current course relevance.

The course design process should review and include:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning needs.

Recommendations of a review may lead to:

- Affirmation of continued use of current courses and instructional materials;
- Establishment of a goal or timeline for examining new course proposals;
- Creation and assignment of tasks to curriculum content committees to propose, write, select, or revise the course design;
- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and professional learning needs;
- Identification of projected budget needs in accordance with established timelines.

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 content curriculum committee, the building administrator,

and the Superintendent/designee prior to being scheduled for review by the district Instructional Materials Committee with a recommendation to the Board. To ensure that the course is aligned with state/national standards; is aligned with student needs; is rigorous; utilizes appropriate instructional materials, and is carefully considered part of the school's college and career pathways. When the adoption/implementation of new or modified courses requires the adoption of new instructional resources, those recommendations will be forwarded to the **Instructional Materials Committee** for consideration by the procedures outlined below.

Instructional Material Types

Materials will be identified as **Core; Alternative Core; Intervention; Supplementary and/or APPROVED Temporarily Supplemental**. Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

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 may consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document. When Technology-based resources /instructional materials are being considered, 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.

Roles and responsibilities of district staff are outlined in procedures as are the criteria for selection of materials, and review procedures from 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: Core material will be reviewed according to procedures and ensure compliance with the selection criteria and by using instructional material evaluation tools listed on the OSPI website.

Instructional Materials Committee

The Instructional Materials Committee (IMC) is established to review and monitor procedures 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 core materials.

Course Design, Selection and Adoption of Instructional Materials Procedures & Instructional Materials Committee Procedures

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 technical assistance/oversight as may be necessary to accomplish this process.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials & Instructional Material types are:

Superintendent – providing leadership and oversight of the curricular/course design process and review, including timelines/schedules of review; designation of curricular committees & review/development processes;

Certificated Teaching Staff -serving on curricular content review committees and IMC as appointed;

Principal - ensuring staff membership appointments to curricular committees and staff/parent/student appointment to the IMC committee;

Instructional Materials Committee (IMC) – review/consideration of all curriculum approval requests;

School Board - approval of IMC committee members and consideration/approval of recommended curriculum materials by the IMC.

Instructional Materials Committee

The Instructional Materials Committee (IMC) is established to review and monitor procedures 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 core materials.

Committee meetings will be held on a monthly schedule determined by the district. Special meetings may be called by the committee chairperson if necessary.

The superintendent or designee will provide teachers, principals, student and parent reps, and content committee chairs with copies of the committee meeting schedule and copies of materials to be considered a week prior to the scheduled meeting.

Composition of the Instructional Materials Committee will include the curriculum content representative(s); at least one elementary and one secondary teacher; at least one principal; at least two parents (state law provides that parents must make up less than one-half the committee) and a technology representative if the material requires the implementation of technology resources. Member appointees will be forwarded to the superintendent from building administrators. Membership must be approved by the Board of Directors. The chairperson and the secretary will be permanent members of the committee. Other members will serve three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

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; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, 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.

To prevent 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: Core material will be reviewed 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>.

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption. Adoption of Core Instructional Materials will be approved by the board prior to their use in classrooms. Texts selected previous to this policy are exempt from this requirement.

Exceptional Needs or Rapidly Changing Circumstances authorizes the superintendent or designee to approve the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. Expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process. College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB) College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Implementation of Core Instructional Materials Adoptions

To implement core instructional materials, the Superintendent will develop a plan to train all teachers who will utilize the adopted core instructional materials. Teachers are required to receive the identified professional learning. The professional learning will provide instruction on the proper use and best instructional practice to implement the adopted instructional materials. Additionally, a program evaluation plan will include a measure core instructional materials impact on student learning.

Pilot Testing

The Superintendent or designee may authorize the use of pilot testing for a period of one year prior to adoption through the formal process. Pilot 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.

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 course objectives in mind.

Intervention Instructional Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention instructional materials 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

The superintendent, or designee, will establish procedures through which schools will be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent 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 will delegate responsibility for examining, evaluating, and selecting all supplemental and temporary~~

~~supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards aligned resources/repositories. 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 staff of the district 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

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 teacher and/or the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:

a. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal will facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal will respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the Superintendent, or designee requesting review by the Instructional Materials Committee and a written decision. B. If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration 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 public consideration of the complaint, if appropriate. All instructional material reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the Superintendent, complainant, and affected staff within ten (10) school business days.

~~Adoption Date: 07.15.15~~

IMC Procedures RCW 28A. 320.230
Core Instructional Material Selection

Form 2020 A Criteria/checklist to Instructional Materials Committee

Material Recommended by: _____
Title of Material: _____ Publisher: _____
Date of Publication: _____ Type of Material _____
Copies Needed: _____ Unit Cost: _____ No. of Units _____
For use with: _____ Grade /Course _____

- 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 by: _____
- 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. Are free of stereotyping and gender, race, class, and other forms of bias: _____

Recommended by: _____
Approved by: (Principal) _____
Approved by IMC: _____ Date _____
Approved by Board: _____ Date _____

Goals

After a thorough process that solicits input from the community on their opinions and values, and after looking at a range of instructional materials, adoption committees are directed to recommend for adoption books and other instructional materials that are selected to:

- Enable teachers to implement the district's curriculum
- Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate
- Ensure flexibility and clarity sufficient to meet the special needs of individuals and groups
- Meet applicable standards at a minimum level of rigor
- Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge
- Be easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served
- Be based on best practices and research including benchmarking from similar districts and other sources
- Have a common baseline while ensuring that different learning and teaching strategies are represented
- 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
- Be culturally relevant to represent the diversity of students and contribute to the development of understanding issues of gender, ethnic, cultural, occupational and religious groups

Selection Criteria Development

The development of an adoption committee's selection criteria is guided by the following process. Prior to development of selection criteria and instructional material review, to ensure that all instructional materials are culturally relevant and do not contain cultural or racial bias, an adoption committee will review Board Policy No. 0030, Ensuring Educational and Racial Equity, and will receive an anti-bias orientation and training including the use of relevant instruments to assist in the identification of bias.

An adoption committee's selection criteria will include each of the following standards to be met in their instructional materials review. Instructional materials adopted by the Board will:

3. Follow all applicable state and federal laws;
 4. Meet state and district learning standards if available;
 5. Meet applicable standards as a minimum level of rigor;
 6. Enable teachers to implement the district's curriculum;
 7. Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate;

8. Ensure accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services;
9. Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge;
10. Are capable of being easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels;
11. Are based on best practices and research including benchmarking and efficacy from similar districts, schools that have used the materials, and other sources;
12. Have a common baseline while ensuring that different learning and teaching styles are represented;
13. Provide sufficient variety to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision-making;
14. Eliminate, in all instructional materials, bias pertaining to sex (gender), race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation, gender expression or identity, pregnancy, marital status, physical appearance, disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability;
15. Include in United States history, social studies, and language arts instructional materials, and reasonably include in other instructional materials, significant events, societal contributions and/or positive representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities; and
16. Any additional standards directed by the School Board or Instructional Materials Committee that are deemed to be appropriate for adoption.



School Board Policy 2015 142.35 KB

- *Policy Categories*
 - Board Policy
- *Policy Topics*
 - Program Development and Resources
- *Series*
 - Series 2000 - Instruction

Course Design, Selection and Adoption of Instructional Materials

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs shall 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.

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.

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.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

Adoption Date: 07.15.15
Chewelah School District #36
Classification: Essential
Revised Dates: 04.99; 06.11; 04.15

STANDARDS-BASED GRADING

Chewelah School District Assessment Policy No. 2001 clarifies the Purposes of Assessment; Assessment Quality; Users of Assessment; Administrative Direction; and refers to the District Assessment Matrix. Assessment Procedures 2001P articulate the need for different types of assessments; roles and responsibilities in the selection of assessments; administration of assessments; the interpretation and reporting of assessment data; staff assessment competencies; and the role of assessment data in program evaluation (and Needs Assessment).

Grading is one component of Assessment used to report learning achievement to the student, parents/guardians, the school system and other educational entities e.g., colleges, employers.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity.

Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Further:

1. Grading procedure will be directly aligned to CCSS, Next Gen, College in the High School, state/district standards.
2. Criterion-referenced standards will be used to assign grades and scores.
 - a) Individual achievement of stated learning goals will be the only basis for scores/grades.
 - b) Effort, participation, attitude and other behaviors will not be included in grades, but will be reported separately, unless they are part of the learning goal.
3. Late submission of assessment evidence should be handled as follows:

a) Teacher may set due dates and deadlines for all scored assessment evidence that will be part of a student grade.

b) There will be no score reduction penalties for late submission or assessment evidence.

c) Late submission of assessment evidence may lead to parent contact and will be noted for inclusion in comment and/or learning skills side of the report card.

d) Late submission of assessment may lead to an invitation or requirement to attend a support session during the school day, before school, after school hours.

e) Students may request and may receive extension of timelines.

4. Student Absences will be handled as follows:

a) Students will not be penalized only for absence.

b) Absent students will be given makeup opportunities for all missed summative assessments (scored assessment evidence that will be part of student grades) without penalty.

5. Incomplete assessment evidence will be handled as follows:

6. Assessment evidence that I (Insufficient Evidence/Incomplete) not submitted will be identified in the grade book as NS (Not Submitted). Zeros will not be used.

7. Students are expected to complete all required work and will be given opportunities and support to do so.

8. In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade will be an I (Insufficient Evidence/Incomplete). The I will remain on the report card/transcript until such time as the student provides the missing evidence. Where credits are involved, an I means no credit until the missing work is completed and the grade updated.

9. Teachers will provide feedback on formative assessment.

a) Formative assessment will not be included directly in grades.

b) Scores from summative assessments will be used primarily to determine grades.

10. Where repetitive measures are made of the same or similar knowledge/skills or behaviors, the more recent score(s) will replace the previous score(s) for grade determination.

a) Second chance (or more) assessment opportunities will be made available to students: students will receive the highest mark (not an average score) for any multiple opportunities to "retest"/demonstrate evidence of learning.

11. Grading is an exercise in professional judgement wherein the educator seeks to ensure that the grade the student receives is an accurate representation of his/her/their performance.

a) Consideration will be given to the use of statistical measures other than the mean for grade calculation, for example, the mean or mode.

b) Grades will be weighted carefully to ensure the intended importance is given to each learning goal/target and to each assessment.

12. Teachers will use quality assessments. Each assessment must meet five standards of quality:

a) **Purpose** - why?;

b) **Target** alignment – e.g., assessment items are aligned with Guaranteed Standard/Learning Targets in Content and Context, DOK;

c) **Design** – The design of the assessments matches the Context and Cognitive level e.g., DOK with Quality written item(s) adequate Sampling (how much evidence is required), Bias free;

d) **Communication** -identifies who needs assessment information and the purpose of the information (How and to whom assessment results will be communicated);

e) **Student Involvement** -student are involved in the assessment process and understand its purpose e.g., students know the assessed target prior to teaching/learning.

13. Teachers will record evidence of student achievement on a regular basis.

14. Teachers will discuss assessment with students in an age-appropriate manner prior to instruction. Where feasible students will be involved in decisions about the method of assessment and scoring criteria.

15. Teachers will provide students and parents/guardian a written overview (e.g., syllabus, report card) of assessment including scoring criteria in an understandable language during the first week of class in each course or grade.

16. Teachers will provide students with a written overview of assessment (e.g., syllabus) in clear/understandable terms indicating how each summative assessment will contribute to the course evaluation or grade.

17. The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

18. The district will comply with the scoring/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

Legal References

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

RCW 28A.600.030 Grading policies — Option to consider attendance

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

WAC 392-210 Student testing and evaluation - Washington state honors award program

WAC 392-415 Secondary education - Standardized high school transcript

Cross References

3520 - Student Fees, Fines, or Charges

3122 - Excused and Unexcused Absences

District Policy 2001 Assessment & Assessment 2001P

Section

2000 - Instruction

Title

Grading and Progress Reports 2420

Last Revised 06.21

Prior Revised Dates

10.07; 12/01/2011

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents informed of student welfare and progress in school.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Legal References

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

RCW 28A.600.030 Grading policies — Option to consider attendance

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

WAC 392-210 Student testing and evaluation - Washington state honors award program

WAC 392-415 Secondary education - Standardized high school transcript

Cross References

3520 - Student Fees, Fines, or Charges

3122 - Excused and Unexcused Absences

Grading and Progress Reports

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades, written progress, reports and parent conferences on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students grade point shall be reported for each quarter; individually and cumulatively at semester.

The board directs the superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each semester, each secondary teacher shall specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual

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Instruction

students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

Cross References:	Board Policy	3122	Excused and Unexcused Absences
		3520	Student Fines, Fees and Charges
Legal References:	RCW 28A.150.240(2g)		Basic Education Act of 1977-- Certificated teaching & administrative staff as accountable for classroom teaching--Scope-- Responsibilities--Penalty
		28A.635.060	Defacing or injuring school property--Liability of parent or guardian
		28A.600.030	Grading policies--Option to consider attendance
		WAC 392-400-235	Discipline--Conditions & limitations
		180-44-010	Responsibilities related to instruction

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Instruction

392-415

Secondary Education--
Standardized High School
Transcript

392-210

Washington State Honors
Award Program

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ASSESSMENT OF STUDEN LEARNING AND THE REPORTING OF SUMMATIVE GRADES

Assessment, grading and reporting practices support and reflect student learning and achievement.

The purpose of assessment, grading, and reporting of student work is:

- To provide feedback students can use for self-evaluation, reflection, and growth.
- To communicate progress toward meeting standards and student achievement.
- To evaluate the effectiveness of curriculum and assessment practices using data to inform and modify instruction.
- To identify students needing interventions and other placement opportunities.

At the beginning of each secondary semester and elementary trimester, each teacher will communicate in writing the district adopted learning standards, assessment, and grading practices for his/her respective courses to students and parent(s)/guardian(s).

The reporting of grades, through secondary Interim Progress Reports (IPRs), report cards, and parent conferences on a regular schedule, serves as the basis for ongoing communication of student progress. These verbal and written reports will be designed to provide accurate information that will be helpful to the student, parent(s)/guardian(s), and staff to determine student achievement and provide feedback for continued growth.

The District will establish consistent grading scales at the secondary and elementary levels based on standards.

The District will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term: individually and cumulatively.

For students with disabilities, grading procedures will be applied within the guidelines pertaining to the student's educational plan.

Assessment, grading, and reporting practices will reflect a student's academic achievement of the standards for grades K - 12. These practices will:

- Communicate student progress and achievement to students, parent(s)/guardian(s), staff, and the community.
- Involve students in the learning, assessment, and reflection processes.
- Require that assessment be used to guide instruction and to document student achievement and learning.
- Link grading and reporting practices to district adopted curriculum and assessment practices.
- Ensure consistent grading practices within and among grade levels and courses based on District and state standards.

Cross References:	Board Policy	3122	Excused and Unexcused Absences
		3520	Student Fines, Fees and Charges
Legal References:	RCW 28A.150.240(2g)		Basic Education Act of 1977-- Certificated teaching & administrative staff as accountable for classroom teaching--Scope-- Responsibilities--Penalty
	28A.635.060		Defacing or injuring school property--Liability of parent or guardian
	28A.600.030		Grading policies--Option to consider - attendance
	WAC 392-415		Secondary Education-Standardized High School Transcript
	392-210		Student testing and evaluation - Washington State Honors Award Program

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Classification: Essential

GRADING AND PROGRESS REPORTS

The Purpose of Grading

The District prioritizes opportunities for students, families, teachers, and other District staff to dialogue and engage around evidence of student learning and growth. Student grading and report cards are communication tools that encourage students, teachers and families to value an individual student's learning, uniqueness, and complexity.

Grades will be communicated in a manner that:

1. Accurately documents and communicates student progress toward meeting standards.
2. Provides timely non-biased feedback to facilitate reflection, self-evaluation, and growth.
3. Are inclusive and equitable.

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents families informed of student welfare and progress in school.

The issuance of grades, written progress reports and parent/guardian/family conferences on a regular schedule serves as the basis for continuous communication about the student's performance and determining changes that should be made to support improvement. These written and verbal reports will be designed to provide information that will be meaningful to the student, teacher, counselor and parent families.

Grading Practices will be:

- Based on district-adopted standards the District will establish consistent grading scales at the secondary and elementary levels.
- Grades reflect evidence of student learning and therefore do not generally include attendance student behavior or attitude, or academic dishonesty.
- Schools will work with families around late or missing work.
- No one (1) assignment or assessment can have a greater impact than one (1) full letter grade.
- Teachers will add report card comments each grading period (semester or trimester) to help families monitor student progress and participation in class.
- No students may be assigned a final grade of failure unless prior notice has been sent to the parent/guardian/family in sufficient time for the student to correct the deficiency.

The District will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The Superintendent/designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

The Superintendent/designee is authorized to develop and implement the necessary regulations for the administration of this policy.

Cross References:	Board Policy	3122	Excused and Unexcused Absences
		3520	Student Fines, Fees and Charges
Legal References:	RCW 28A.150.240(2g)		Basic Education Act of 1977-- Certificated teaching & administrative staff as accountable for classroom teaching--Scope-- Responsibilities--Penalty
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Classification: Essential

ASSESSMENT

The goal of Chewelah School District's assessment system is to IMPROVE STUDENT LEARNING.

It is assessment which helps distinguish between teaching and learning.

A comprehensive student assessment system reveals WHAT students are learning and HOW WELL programs are producing desired learning results in alignment to Common Core, Next Gen Science, State and local learning standards in all content areas. Assessment results provide feedback to students, parents, the instructional and administrative staff, Board for improving learning programs and program planning. Effective assessments related to learning objectives in every content area are expected. Without this assessment information the Board, administrative and instructional staff have ~~random~~ *evidence and measurement* of learning and ~~lack~~ a sound basis for making curricular and fiscal decisions.

Chewelah School District Mission Statement: *Ensuring learning for all students.*

Chewelah School District Vision Statement:

In partnership with parents and community, the Chewelah School District provides a well-rounded educational opportunity in a safe and secure environment through focused and quality programs and collaborative teaching and learning experiences for all learners to maximize personal achievement as productive members of society.

To achieve the mission and vision, the District commits to:

- *Using "data driven decisions" to provide support for all students and staff in meeting the highest levels of performance and achieving their maximum potential;*
- *Aligning curriculum instruction and assessment to district state and national standards;*
- *Monitoring results of student learning using data to drive decisions to help improve learning and teaching;*
- *Implementing Professional development using data and research-based practices that are consistent with district/building values and core beliefs;*
- *Creating an educational environment that is challenging, safe and enjoyable leaving all stakeholders with a sense of belonging;*
- *Building a culture of trust, mutual respect and stability that fosters the advancement of knowledge and personal growth;*
- *Promoting, providing for, and expecting family and community involvement;*
- *Engaging in effective and accountable leadership united in purposes of student learning and clear instructional expectations;*
- *Actively and clearly communicating performance of the district's mission statement.*

PURPOSES OF ASSESSMENT

Chewelah School District's assessment system serves to improve student learning and educational decision making through processes of selection, administration, and use of test/ assessment data to

inform student feedback, educational planning, and system accountability. A District Assessment Plan guides the District in:

- Providing students with the highest quality instructional and learning opportunities;
- Outlining the multi-uses of assessment data by various audiences;
- Aligning learning goals to be assessed;
- Selecting methods of sound assessment practice;
- Defining roles and responsibilities of students, staff, administrators, parents, and community;
- Eliminating issues of equity and bias;
- Communicating and using data appropriately;
- Reviewing the assessment plan to ensure effective assessment practices connect district policy and resource allocation;
- AND connecting the written, taught, and tested curriculum into a coherent system.

ASSESSMENT/QUALITY

Assessment practices in Chewelah School District focus on providing accurate and useful information that meet 21st Century learning requirements and the 5 Keys of Assessment Quality. Sound Assessment Practices articulate:

- 1) Purpose - the major purpose of assessment and feedback is improved learning;
- 2) Targets – clarify identify the learning targets are to be assessed are clearly identified;
- 3) Design – the design of the assessments match the content learning targets (cognitive type) and provide valid, reliable, timely and meaningful data;
- 4) Communication – identifies who needs assessment information and the purpose of the information. How and to whom assessment results will be communicated?
- 5) Student Involvement –students are involved in the assessment process and understand its purpose.

USERS OF ASSESSMENT

- Students, staff, administrators, Board and community members use formative and summative assessment data to improve learning.
- Students use feedback from formative assessments to become proficient self-assessors, producers as well as users of knowledge, and to set learning goals.
- Staff members use assessment feedback to guide instructional delivery of learning targets.
- Administrators use feedback from assessment data for decision making and planning of curriculum, instructional programs, staff professional learning, and resources.
- Parents use assessment data to guide and support their children in improving learning and for future planning.
- The community uses assessment data to evaluate the effectiveness of District programs and to provide resources.

ADMINISTRATIVE DIRECTION Essential Academic Learning Requirements:

- 1) Reading with comprehension, writing with skill, and communicating effectively and responsibly, in a variety of settings and using a variety of media.

2) Knowing and applying the core concepts and principles of mathematics; earth, physical, and life sciences; civics, social studies, history and geography; the arts; and health and fitness;

3) Thinking analytically, logically, creatively, and integrating experience and knowledge to form reasoned judgments and solve problems; and

4) Understanding the importance of work and how performance, effort, and decisions directly affect career and educational opportunities. These are assessed through District developed or selected grade level/course assessment tools (see District Assessment Matrix, 2020) and as directed by state/federal requirements. State/federal testing requirements prescribe the administration of:

- Smarter Balanced Assessments (SBA): English language arts (ELA) and mathematics tests;
- Washington Comprehensive Assessment of Science (WCAS): Science test for grades 5, 8 and 11
- Washington Access to Instruction and Measurement (WA-AIM): ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).
- English Language Proficiency Assessment for the 21st Century (ELPA21-) Starting in the fall of 2021, Washington state will be a member of the WIDA consortium and will begin using WIDA consortium assessments for assessing English language proficiency.
- OSPI-Developed Assessments in the Arts/Music/Theater/Dance, Social Studies (including Civics, Geography, Economics, History), Health & Fitness;
- Washington Kindergarten Inventory of Developing Skills (WaKIDS);
- The National Assessment of Educational Progress (NAEP)

Additional district assessments available to students during the K-12 continuum include:

- STARR and other elementary screening tools
- Math placement examinations
- AP testing (assessments available may vary each year based on course AP offerings)
- PSAT PSAT10/NMQT
- SAT
- ASVAB (Armed Services Vocational Aptitude Battery)

Levels of expected achievement are outlined in District Board Goals and building School Improvement Plans (SIPs).

Adoption Date: 12.16.20
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CHEWELAH SCHOOL DISTRICT
INSTRUCTIONAL MATERIALS COMMITTEE (IMC)

COMMITTEE RESPONSIBILITIES

- Evaluate core material adoption requests based on Criteria for Selection of Core Instructional Materials (Procedure 2020P).
- Make recommendation of core materials to be used by the District according to state criteria. Make recommendation of core materials to the Board of Directors.
- Meet according to schedule determined by District and provide schedule to principals and district personnel.
- Respond to written complaints regarding instructional materials and act upon citizens' requests for reconsideration of core materials.
- Members will serve a 3-year term.

MEMBERS RECOMMENDED FOR APPOINTMENT BY SUPERINTENDENT

- Marnie Hartill, jr. high/high school teacher
- Lillian Smith, ALE teacher
- Leah Oman, elementary teacher
- Aimee Bergman, elementary teacher
- Avery Thomason, parent
- Nellie Boone, parent
- Erin Dell, ALE Principal and Director of Student Support Services
- Jason Perrins, Superintendent