

Davis School District Policy and Procedures

Subject: 4I-200 Instructional Materials Management
Index: Instructional Programs – *Instructional Resources*
Revised: July 13, 2021

1. PURPOSE AND PHILOSOPHY

- 1.1. The purpose of instructional materials management shall be to implement, enrich, and support the educational program of District schools. Instructional materials are part of an instructional system including curricula, professional learning, educator evaluation, and student assessment which should be aligned with one another and support the teaching of Dispositions, Essential Skills, and Knowledge (DESK).
- 1.2. Instructional materials should contribute to the intellectual development and positive character of the students. These materials should be:
 - 1.2.1. in alignment with District DESK Standards and Utah core standards;
 - 1.2.2. of high quality, evidence-based, and proven effective in supporting student learning;
 - 1.2.3. objective and provide balanced viewpoint of issues;
 - 1.2.4. accurate and factual;
 - 1.2.5. accurate in the representation of diverse ethnic groups;
 - 1.2.6. free from sexual, ethnic, age, gender, or disability bias and stereotyping;
 - 1.2.7. appropriate to varying levels of learning;
 - 1.2.8. age appropriate;
 - 1.2.9. aligned to support personalized competency-based learning (PCBL);
 - 1.2.10. compatible with District technology systems, of high technical quality, and easy to use.
- 1.3. Instructional materials are the resources used by educators to promote student learning and support the teaching of District DESK standards. These materials may be commercially available or District-created and include intervention, digital, print, audiovisual, or other types of materials.

2. PRIMARY INSTRUCTIONAL MATERIALS ADOPTION

2.1. Section 2 Definition

“Primary Instructional Materials” are the resources used by educators to support the teaching of District DESK Standards for specific grade-levels and courses.

2.2. District-wide Primary Instructional Materials Adoption

The Assistant Superintendent over Teaching and Learning shall develop procedures for selection, adoption, and review of District-wide primary instructional materials. Procedures shall provide for:

- 2.2.1. required District-wide participation in a primary instructional materials adoption cycle;
- 2.2.2. establishment of a District primary instructional materials adoption schedule which shall be reviewed and adjusted annually by the Teaching and Learning Department in consideration of funding availability, publication dates of new materials, adjustments in digital materials, identified needs, etc.;
- 2.2.3. establishment of diverse primary instructional materials adoption committees that includes parents;

- 2.2.4. review of state recommended instructional materials (RIMs) and identification of the instructional materials most appropriate for use in the District;
- 2.2.5. identification of funding for the adoption process, implementation, and professional development costs;
- 2.2.6. identification of funding for new primary instructional materials adoption and support material costs;
- 2.2.7. establishment of procedures which require coordination between school principals, the Teaching and Learning Department, the Purchasing Department, and the Vendors, to ensure efficiency and price advantage in the purchasing process of the primary instructional materials adoption; and
- 2.2.8. establishment of procedures for the reuse or disposal of primary instructional materials in the schools.

2.3. **School-level Primary Instructional Materials Adoption**

- 2.3.1. School-level adoption of primary instructional material may be necessary if district-wide adopted materials - are not available for a particular course; or do not support the school instructional delivery model.
- 2.3.2. The school principal shall implement procedures comparable to District-wide primary instructional materials adoption procedures for selection and adoption of school-level primary instructional materials. Procedures shall provide for:
 - [a] obtaining necessary approval from the school director, the Teaching and Learning Director, and the Assistant Superintendent over Teaching and Learning;
 - [b] establishment of diverse school-level primary instructional materials committees that includes parents;
 - [c] review of state recommended instructional materials (RIMs) and identification of the instructional materials most appropriate for use in the school;
 - [d] identification of funding for the adoption process, implementation, and professional development costs;
 - [e] establishment of procedures which require coordination between the school, the Teaching and Learning Department, the Purchasing Department, and the Vendors, to ensure efficiency and price advantage in the purchasing process of the primary instructional materials adoption; and
 - [f] following District procedures for the reuse or disposal of primary instructional materials.

See: Administrative Procedures – District-wide Primary Instructional Materials Adoption

3. **SELECTION OF SUPPLEMENTAL INSTRUCTIONAL MATERIALS**

3.1. **Section 3 Definition**

“Supplemental Instructional Materials” means materials and resources used in addition to the primary instructional materials.

3.2. **District-Level Selection of Supplemental Instructional Materials**

- 3.2.1. The Teaching and Learning Director shall oversee the selection and review of District-level supplemental instructional materials.
- 3.2.2. The process shall provide for the:
 - [a] establishment of Supplemental Instructional Materials Selections Teams;

- [b] identification of funding for the selection of supplemental instructional materials;
- [c] coordination between the Teaching and Learning Department, the Purchasing Department, and the Vendors to ensure efficiency and price advantage; and
- [d] reuse or disposal of supplemental instructional materials in accordance with District procedures.

3.2.3. Supplemental Instructional Material Review Teams shall:

- [a] be assembled as needed to meet the selection requirements for subject-specific supplemental materials, books and literature, software and digital tools, or other supplemental instructional materials;
- [b] review supplemental instructional material under consideration in its entirety; and
- [c] ensure that selected supplemental instructional materials meet the Criteria for Evaluating Instructional Materials outlined in administrative procedures.

3.3. **School-Level Selection of Supplemental Instructional Materials**

3.3.1. A school wishing to use supplemental instructional materials that have not been selected for District-wide use, shall request approval from the Teaching and Learning Director, prior to using the materials in the classroom.

3.3.2. Upon receiving a request for review of school-level supplemental instructional materials, the Teaching and Learning Director shall use the appropriate supplemental instructional materials selection team to evaluate the request and make a determination.

3.4. **Selection of Transitory Materials**

Supplemental instructional materials do not include timely transitory materials an educator may select to augment a particular lesson. Such transitory material shall be reviewed in its entirety by the educator prior to use in the classroom, to ensure the materials meets criteria established in section 1.2 of this policy.

4. **ADOPTION OF INSTRUCTIONAL MATERIALS REGARDING SEX AND MATURATION EDUCATION**

4.1. **Section 4 Definitions**

4.1.1. **“Sex education”** means any course, unit, class, activity, or presentation that, as a focus of discussion, provides instruction or information to students about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, sexual abuse, sexual assault, rape, HIV/AIDS, sexually transmitted disease, or refusal skills. Sex education does not include child sexual abuse prevention instruction.

4.1.2. **“Maturation education”** means instruction and materials used to provide fifth grade students with age appropriate, medically accurate information regarding the physical and emotional changes associated with puberty, to assist in protecting students from abuse and to promote hygiene and good health

practices.

- 4.1.3. **“Medically accurate”** means verified or supported by a body of research conducted in compliance with scientific methods and published in journals that have received peer-review, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the American Medical Association.
- 4.2. The Board of Education of Davis School District (Board) shall annually review and approve members of the District’s curriculum material review committee established in accordance with Utah Administrative Code R277-474-5, on or before August 1 each year.
- 4.3. All primary instructional materials, supplemental instructional materials, speakers, special programs, and resource agencies used in any sex education instruction or maturation instruction shall be reviewed and approved by the curriculum material review committee.
- 4.4. When adopting sex education and maturation primary instructional materials the Board shall:
 - 4.4.1. ensure that the instructional materials are medically accurate and meet the requirements of Utah Code Ann. §53G-10-402 and Utah Administrative Code R277-474;
 - 4.4.2. base the adoption of the instructional materials on the recommendations of the curriculum materials review committee; and
 - 4.4.3. adopt the instructional materials in an open and regular meeting of the Board for which prior notice is given to parents of students attending the respective schools and an opportunity for parents to express their views and opinions on the instructional materials at the meeting.
- 4.5. Parent Consent
 - 4.5.1. If parent consent is not obtained, the school shall provide a reasonable alternative or waive the participation requirement.
 - 4.5.2. A student may not participate in sex education instruction or maturation instruction without prior affirmative parent consent.
 - 4.5.3. A parent consent form shall meet the notification requirements outlined in Utah Administrative Code R277-474-5.

See: Administrative Procedures – Adoption of Instructional Materials Regarding Sex and Maturation Education

5. **SELECTION AND USE OF AUDIOVISUAL SUPPORT MATERIALS IN THE CLASSROOM**

5.1. **Section 6 Definition**

“Audiovisual” means any material that conveys information primarily by sound and/or image rather than printed text, such as sound recordings and motion pictures, regardless of the nature of the materials such as films, tapes, or digital files, in which the material is embedded.

5.2. **Material Selection**

- 5.2.1. Safari Montage and eMedia audiovisual support materials provided for use in District classrooms, are designed to be used in an instructional setting with performance rights paid as a yearly subscription fee. These sources constitute the primary resource of audiovisual support materials and should be considered first by educators who want to use audiovisual clips in the classroom.
- 5.2.2. Recorded network and cable news programs or clips may be shown in the

classroom provided:

- [a] the Fair Use Guidelines are satisfied; and
- [b] the original source has been approved through the District or school-level process.

5.2.3. If the material is not from one of the sources above, the educator shall seek approval through the school's school-level review process before showing a video or clip in the classroom.

5.3. Educator's Responsibility

Before showing any audiovisual materials in class, regardless of the original source, an educator must preview the material, in its entirety, and determine that materials are:

- 5.3.1. relevant to the curriculum;
- 5.3.2. consistent with specific educational objectives; and
- 5.3.3. appropriate for the age and maturity of students.

See: Administrative Procedures – Selection and Use of Audiovisual Support Materials in the Classroom

6. APPEAL PROCEDURE

6.1. STEP 1 – Complaint Referred to Educator

Questions, concerns, or complaints from a parent, with a student attending the respective class, regarding instructional materials shall be referred first to the educator using the material. In responding to a request, the educator may:

- 6.1.1. select an alternative instructional material that will achieve the objectives of the portion of the curriculum or activity;
- 6.1.2. waive participation by the student in the objectionable curriculum or activity, with no penalty; or
- 6.1.3. deny the request.

6.2. STEP 2 – School-level Review

If the situation is not resolved under Step 1, the parent may submit a formal written request to have the material reviewed at the school-level.

- 6.2.1. Requests for review shall be submitted to the principal using the form, "Parent Request for Reconsideration of Instructional Material."
- 6.2.2. The principal shall identify a school-level committee similar in structure to the instructional materials adoption committee.
- 6.2.3. The committee shall review the instructional material in relation to its merits and its use in the curriculum.
- 6.2.4. The parent will be given an opportunity to meet with the school-level committee to present his/her view.
- 6.2.5. After reviewing the material, the committee shall make recommendations as to the continued use at the school-level and submit the recommendations to the school principal.
- 6.2.6. The school principal, after consultation with the District Teaching and Learning Director, will notify the parent of the school's decision in writing within a reasonable time period.

6.3. STEP 3 – District-level Review Process

A parent desiring action beyond restricting their own child's access to a particular instructional material, may request a review of the instructional material at the District level.

- 6.3.1. The parent shall submit a written request to the Teaching and Learning Director along with a copy of the school's decision within ten school days of receiving the

decision from the school.

- 6.3.2. The Teaching and Learning Director, or designee, shall make the arrangements for the committee members, determine the meeting schedule, and participate in the District-level Review Process.
- 6.3.3. The District Review Committee will follow administrative procedures developed by the Assistant Superintendent over Teaching and Learning.

See: Administrative Procedures – District-Level Review Process

7. DISPOSAL OF INSTRUCTIONAL MATERIALS

The Teaching and Learning Director shall create and administer the procedures to facilitate the reuse or disposal of useable instructional materials.

DEFINITIONS

“Digital Instructional Materials” are materials that are delivered via technology. These materials may serve as primary instructional materials or as supplemental materials.

“District-created Instructional Materials” are materials created by the Davis School District. These materials may serve as primary instructional materials or as supplemental materials.

“Intervention Materials” are materials that educators use to help students who are performing below grade level. They may be used as a part of a multi-tiered system of support or as part of a response to an intervention framework.

REFERENCES

[Utah Code Title 53G, Chapter 7, Part 6](#) – Textbook Fees.

[Utah Code Title 53E, Chapter 4, Part 4](#) – State Instructional Materials Commission.

[Utah Code Ann. §53G-10-402](#) – Instruction in health – Parental consent requirements – Conduct and speech of school employees and volunteers – Political and religious doctrine prohibited.

[Utah Administrative Code R277-433](#) – Disposal of Textbooks in the Public Schools.

[Utah Administrative Code R277-469](#) – Instructional Materials Commission Operating Procedures.

[Utah Administrative Code R277-474](#) – School Instruction and Sex Education.

[Utah Administrative Code R277-700](#) – The Elementary and Secondary School General Core.

ADMINISTRATIVE PROCEDURES & FORMS

Instructional Materials Management Administrative Procedures

[Parent Consent Form Sex Education Instruction \(USBE\)](#)

Parent’s Request for Reconsideration of an Instructional Material

[Use of Audiovisual Support Materials in the Classroom](#)

DOCUMENT HISTORY

Revised: April 2, 1996

Revised: March 6, 2001

Revised: September 2, 2008 – Updated to comply with changes in Utah Administrative Code R277-469 establishing the qualifications of the independent parties who may evaluate and map the alignment of primary instructional materials.

Revised: September 1, 2009 – No content change, renumbered from 4I-001 to 4I-200 with reorganization of Policy Table of Contents.

Revised: May 28, 2013 – Updated with minor revisions consistent with changes in State law and rule.

Revised: June 21, 2016 – Update to mirror legislation changing “Utah State Core Curriculum” to “core standards for Utah public schools.” Remove specific timelines for materials adoption as the action is dependent of budgetary constraints.

Revised: July 13, 2021- Five-year review. Restructured policy. Changed policy name. Added language on process for school-level adoption of primary instructional materials; District-level selection of supplemental instructional materials; and school-level request for use of supplemental instruction materials. Added language on sex education and maturation instructional materials. Added language on selection of audiovisual support materials and repealed 4I-201 Audiovisual Support Materials.