

Cache County School District

Policy Series 4000: Curriculum, Instruction, Assessment

Policy No. 4100

Instructional Materials

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 the Cache County School District mission statement.

Instructional materials should contribute to the intellectual development and positive character of the students. These materials should be:

1. in alignment with Utah Core Standards;
2. of high quality, evidence-based, and proven effective in supporting student learning;
3. objective and provide a balanced viewpoint of issues;
4. accurate and factual;
5. accurate in the representation of diverse ethnic groups;
6. free from sexual, ethnic, age, gender, or disability bias and stereotyping;
7. appropriate to varying levels of learning;
8. age-appropriate;
9. compatible with district technology systems, of high technical quality; and
10. easy to use.

Definitions

- A. Instructional materials are the resources used by educators to promote student learning and support the teaching of Utah Core Standards. These materials may be commercially available or district created and include intervention, digital, print, audiovisual, or other types of materials.
- B. Primary instructional materials are the resources used by educators to support the teaching of the Utah Core Standards for specific grade levels and courses.
- C. Supplemental instructional materials are the materials and resources used in addition to the primary instructional materials.

Primary Instructional Materials Adoption

A. District-wide Primary Instructional Materials Adoption

1. The teaching and learning/curriculum director shall oversee the selection, adoption, and review of district-wide primary instructional materials.
Procedures shall provide for:
 - a. participation in a district-wide primary instructional materials adoption cycle;
 - b. establishment of a district-wide primary instructional materials adoption schedule which shall be reviewed and adjusted annually by the

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- curriculum department in consideration of funding availability, publication dates of new materials, adjustments in digital materials, identified needs, etc.;
- c. establishment of diverse primary instructional materials adoption committees that will include parents, teachers, district curriculum staff, and may include board members;
 - d. identification of funding for the adoption process, implementation, and professional development costs;
 - e. identification of funding for new primary instructional materials adoption and support material costs;
 - f. establishment of procedures that require coordination between the curriculum department, the purchasing department, and the vendors, to ensure efficiency and price advantage in the purchasing process of primary instructional
 - g. establishment of procedures for the reuse or disposal of primary instructional materials in the schools; and
 - h. vertical alignment where possible for consistency between grade levels.

B. School-level Primary Instructional Materials Adoption

- 1. School-level adoption of primary instructional materials may be necessary if district-wide adopted materials are not available for a particular course. School-level adoption of primary instructional material is not permitted for a course in which a district-wide primary instructional materials adoption has occurred. Approval from the district specialist responsible for the course and the director of the curriculum is required.
- 2. The school principal shall implement procedures comparable to the District-wide Primary Instructional Materials Adoption process for the selection and adoption of school-level primary instructional materials. Procedures shall provide for the same procedures outlined in District-wide Primary Instructional Materials Adoption (III-A).

C. Selection of Supplemental Instructional Materials.

- 1. District-level Selection of Supplemental Instructional Materials
 - a. The teaching and learning/curriculum director shall oversee the selection and review of district-level supplemental instructional materials.
- 2. School-level Selection of Supplemental Instructional Materials
 - a. Prior to use, a school wishing to use supplemental instructional materials that have not been selected for district-wide use shall use the district-provided vetting tool with the professional learning community (PLC) team and under the direction of the building principal.
 - b. School-level adoption of supplemental instructional materials may be necessary if district-wide adopted materials are not available for a particular course/grade. This is not permitted for a course/grade in which district-wide

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supplemental instructional materials adoption has occurred. Approval from the district specialist responsible for the course/grade and the director of the curriculum is required.

3. Classroom-level Selection of Supplemental Instructional Materials

- a. A teacher wishing to use supplemental instructional materials that have not been selected for school-wide use shall use the district-provided vetting tool with the PLC team and under the direction of the building principal prior to use.
- b. This is not permitted for a course/grade in which district-wide supplemental instructional materials adoption has occurred.

4. Selection of Incidental Materials

- a. Supplemental instructional materials do not include incidental materials an educator may select to augment a particular lesson. Prior to use in the classroom, incidental material shall be reviewed in its entirety by the educator to ensure the material meets the criteria established in this policy and is vetted, using the district-provided vetting tool. When possible, incidental material shall be reviewed with the educator's PLC team prior to use in the classroom.

5. Use of educational videos, DVDs, and digital media- refer to 4000 Instruction: Educational Video/DVD/Electronic Media Policy

- a. Prior to showing an audiovisual in class, regardless of the original source, it is an educator's responsibility to preview the audiovisual material in its entirety and determine that the material is:
 - i. relevant to the curriculum;
 - ii. consistent with specific educational objectives and Utah Core Standards;
 - iii. appropriate for the age and maturity of students; and
 - iv. consistent with the purpose and philosophy of this policy.

Request for Reconsideration of Instructional Materials

A. Step 1 - Complaint Referred to Educator - Questions, concerns, or complaints from a parent, with a student attending the respective class, or from a student enrolled in the respective class, regarding instructional materials shall be referred first to the educator using the material. In responding to a request, the educator may:

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

B. Step 2 - School-level Review - If the situation is not resolved under Step 1, and the parent or student is desiring action beyond restricting their own child's access to a particular instructional material used at the school, the parent or student may submit a formal written request to have the material reviewed at the school level.

1. Requests for review shall be submitted to the principal using the form, "Request for Reconsideration of Instructional Material."

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2. The principal shall identify a school-level committee. The school-level committee shall consist of an odd number of voting members (not less than five) and may include:
 - a. an administrator or designee,
 - b. the department chair or grade-level teacher,
 - c. at least one teacher from a different department (secondary) or grade level (elementary)
 - d. one or more parent representative(s) of a student currently in the course,
 - e. a student representative where appropriate.
 3. The committee shall review the instructional material in its entirety in relation to its merits and its use in the curriculum. The instructional material may remain in use during the review process.
 4. The school committee will determine the amount of time needed for an adequate review of material to make a thorough and thoughtful decision and inform the requester of the determined timeline with a preference for 20 school days, where possible.
 5. The parent will be given an opportunity to meet with the school-level committee to present their views.
 6. 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.
 7. The school principal, after consultation with the district teaching and learning/curriculum director, will notify the parent of the school's decision in writing within a reasonable time period.
- C. Step 3 - District-level Review Process - A student or parent wishing to appeal a school-level review decision, beyond restricting their/their own child's access to a particular instructional material, may request a reconsideration of the instructional material at the district level.
1. The parent shall submit a written request to the district teaching and learning/curriculum director along with a copy of the school's decision within ten school days of receiving the decision from the school.
 2. The teaching and learning/curriculum director, or designee, shall gather a District Reconsideration Committee which will consist of an odd number of voting members (not less than five), and may include:
 - i. The superintendent or designee,
 - ii. one or more parent representative(s),
 - iii. the teaching and learning/curriculum director or designee,
 - iv. a school board member,
 - v. a student representative where appropriate, and
 - vi. teacher(s).
 - b. The District Reconsideration Committee will follow administrative procedures developed by the teaching and learning/curriculum director.



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Classroom Libraries

When selecting/evaluating materials for classroom libraries, teachers shall ensure that the collection consists of materials that are:

- a. appropriate to the age and maturity level of the students,
- b. accurate and reliable where applicable, and
- c. in alignment with the purpose and philosophy of this policy.

If a parent/guardian of a student, or a student in the class where the classroom library material is available, believes the material does not meet the criteria listed above (V.A), the parent/guardian or student will contact the school principal.

Review of Instructional Materials for Sensitive Materials

Sensitive material, as defined in Utah Code 53G-10-103, is prohibited in the school setting. A school may not adopt, distribute, provide student access to, or maintain in the school setting sensitive materials, or permit a speaker or presenter in the school setting to display or distribute sensitive materials.

If a parent/guardian of a student, in the class where the instructional material is being used, believes the instructional material meets the definition of “sensitive material,” the parent/guardian will contact the school principal.

Legal References:

Recognizing Constitutional Freedoms in Schools
Utah Code 53G-10-103

Synopsis:

Approved by the Board of Education: March 16, 2023