

## Instructional Material Adoption and Review Policy

**Purpose:** The purpose of AAI's Instructional Material Adoption and Review policy is to provide our teachers, students, and families with the very best available core-related materials and to eliminate instructional materials that violate Utah Administrative Code or Utah State Board Rules. AAI recognizes the need to search out and vet instructional material to ensure such material is suitable to the vision, mission, and values of AAI, the state of Utah, and applicable state and federal law. Currently the Utah State Board of Education (refer to Utah Code, Chapter 53A-14-101-106):

1. Recommends instructional materials for public schools after receiving adoption recommendations from the Utah State Instructional Materials Commission
2. Awards contracts for instructional materials to instructional materials publishers
3. Set policies for instructional materials adoption procedures after receiving recommendations from the Utah State Instructional Materials Commission
4. Appoint members of the Utah State Instructional Materials Commission and set the term of office of each member

The Instructional Materials Adoption Process in Utah maintains local autonomy in the choice of instructional materials by providing AAI with a general list of approved materials. AAI utilizes the state approved materials but also seeks out curriculum through this policy.

### Policy

Definitions:

Instructional materials are the resources used by educators to promote student learning.

Overview:

The design and implementation of any instructional material and programming will be consistent with the AAI's adopted mission, vision, values, and applicable goals, state laws, and State Board of Education rules. AAI will regularly develop and update informal instructional guides with the assistance of applicable content specialists and industry experts to provide a unified direction of action and to meet changing needs of students and educators. Instructional materials are a critical component of a coherent instructional program and shall:

1. Align to the Utah Core Standards or specified course standards and AAI Board Policy
2. Support accepted standards of evidence
3. Be accurate and factual
4. Be age appropriate
5. Reflect contributions from authors, artists, or appropriate experts in the field that represent diverse viewpoints, ethnic and cultural backgrounds, and experiences
6. Contribute to a balanced perspective
7. Align to and support personalized competency-based learning (PCBL), project-based learning (PBL), and experiential learning
8. Be compatible with AAI technology systems and infrastructure
9. Comply with Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA)
10. Be accessible to all students with scaffolding

Adoption:

1. School-wide instructional materials shall be recommended and reviewed by a curriculum committee and approved by the AAI Governing Board.
  1. Under the direction of the Executive Director, the Curriculum Committee will include representation from the following: principal or designee, applicable discipline teacher(s), instructional or curriculum coach or designee, at least one parent, at least one student and other stakeholders as appropriate.
  2. The Curriculum Committee shall utilize the "Instructional Materials Selection and Review Form" attached to this policy or a similarly rigorous review procedure to review the selected instructional materials.
  3. The Curriculum Committee shall recommend to the AAI Governing Board the adoption of selected school-wide instructional materials.
  4. The AAI Governing Board shall make recommended school-wide instructional materials available for stakeholder review prior to the open and public meeting pertaining to the approval of recommended materials.
  5. The AAI Governing Board shall allow for Public Comment and Review of all pending School-wide instructional materials by holding at least two meetings where the materials are listed on the agenda.
  6. The AAI Governing Board Shall adopt School-wide instructional materials in an open and public meeting.
2. Course-level instructional materials are selected at the school level by department teams for core, elective, concurrent enrollment, and Career and Technical Education (CTE) courses. The principal or designee and applicable departments will preview, pilot, and review the proposed course materials and provide recommendations to the AAI Governing Board on adoption.
  1. Course-level instructional materials shall follow the same procedure as School-wide instructional materials except for the utilization of a Curriculum Committee for review and recommendation.
  2. Course-level instructional materials shall be recommended by the principal or designee.
3. Supplemental instructional materials are selected and reviewed by teachers and approved by the principal or designee.
  1. Supplemental instructional materials shall adhere to adopted components of instructional materials outlined above.
4. Teacher-selected materials are selected, reviewed, and approved by individual teachers for use as part of a particular lesson or lessons.
  1. It is recommended that teachers have a colleague or administrator review materials to ensure appropriateness for student use in the classroom.
  2. Teacher-selected materials shall adhere to adopted components of instructional materials outlined above.
5. Sex Education Materials are selected and approved in accordance with [R277-474 \(5\)\(2\)](#).

#### Review:

It is the policy of American Academy of Innovation to review all school-wide, course-level, supplemental, teacher-selected, and Sex Education materials annually. Such review will be made by classroom teachers, curriculum coaches, the academic director, and the librarian as pertinent to the scope and type of curriculum.

Additionally, it is the policy of AAI to allow parents/guardians and students the opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

Upon request by a parent/guardian or student, AAI will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques, and information pertaining to any course required readings. The following conditions apply to all parental/guardian or student requests:

1. The request must be in writing, setting forth the specific material being sought for review.
2. The written request must be sent to the Executive Director.
3. The Executive Director or their designee will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. Reviews are to occur in person whenever possible.
5. AAI will take precautionary action to protect its materials from loss, damage, or alteration and to ensure the integrity of the files, including, but not limited to a designated employee present to monitor the review of the materials.
6. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.

Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student's educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.

Waiver:

In accordance with 53G-10-205, parents/Guardians of currently enrolled students will also have the right to have their children excused from specific instruction which conflicts with their religious beliefs.

### **Instructional Materials Selection and Review Form**

The statements below are arranged in ordered value, with the statement listed first ranked high and the last statement in the group ranked low. Reviewers select from these statements for the review and add comments in the Notes and Narrative area for each section.

CONTENT:

Alignment

\_\_\_\_The content of this resource aligns with appropriate grade level Core standards, is current, well-researched, and referenced from reliable sources.

\_\_\_\_The content of this resource aligns with most grade level core standards, but will need supplementary materials to insure coverage of all the objectives for this course.

\_\_\_\_The content of this resource aligns with a few grade level core standards for a portion of the course.

\_\_\_\_The content of this resource does not align with standards and objectives for this course.

Scaffolding

\_\_\_\_Scaffolding supports for these materials are complex and challenging, engage learners from various skill levels and provide assistance for all students to enhance conceptual understanding; and offer opportunities for students to share evidence and research.

\_\_\_\_Scaffolding supports for these materials engage learners from various skill levels and provides assistance for students to enhance conceptual understanding.

\_\_\_\_Scaffolding supports for these materials engage learners from various skill levels.

\_\_\_\_Scaffolding supports for these materials do not engage learners from various skill levels or provide scaffolding to enhance conceptual understanding.

### Navigation

- \_\_\_\_ This resource contains directions that are clear and understandable and are easy to navigate through.
- \_\_\_\_ The instructions in this resource are unclear and navigation is difficult.

### Content Notes and Narrative:

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## ACCESSIBILITY

### Bias Free

- \_\_\_\_ This material is free from bias and can be used by all students regardless of gender, race, ethnicity, or disability, and is free from advertising, e-commerce or political interest, and is in compliance with the law and community standards.
- \_\_\_\_ This series or title has material that may be interpreted as bias or promoting a commercial or political agenda, or may be considered to treat some groups unfairly.
- \_\_\_\_ This series or title has material that is clearly biased and favors a point of view that may be distracting to the educational experience of students.

### Adaptability

- \_\_\_\_ Instructional materials in this resource are easily adaptable for teacher and student use in instructional settings, protect student privacy, and are accessible for an appropriate time period to facilitate a proper learning environment for all students.
- \_\_\_\_ Instructional materials in this resource have some features which are adaptable and are available for an acceptable time period.
- \_\_\_\_ Instructional materials in this resource are not adaptable or easily incorporated into a variety of educational settings.

### Technical Standards

- \_\_\_\_ This curriculum meets the requirements of federal and state laws and accepted technical standards. Technical specifications and limitations, including hardware requirements, bandwidth demands, and software and web access restrictions are adequately described and noted, and allow for error free installation and use without purchase of additional components.
- \_\_\_\_ This curriculum is limited by specifications that may require additional materials or technical assistance, or additional hardware, software, or infrastructure.

### Accessibility Notes and Narrative:

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## PEDAGOGY

#### Physical Characteristics

\_\_\_ In physical terms, this resource is durable, interactive, and provides high quality audio-visual and tactile experiences for all users.

\_\_\_ In physical terms, this resource is somewhat fragile in construction and provides limited tactile experiences for students.

\_\_\_ In physical terms, this resource is designed to be disposable and temporary. Instructional Support

\_\_\_ This curriculum provides adequate instructional support and clear requirements for the instructor.

\_\_\_ This curriculum does not provide adequate support for the instructor.

#### Supplemental Resources

\_\_\_ Provided materials reference numerous available supplemental resources.

\_\_\_ Provided materials reference some available supplemental resources.

\_\_\_ Provided materials do not refer to other supplemental resources. Assessments

\_\_\_ These instructional resources contain a variety of formative and summative assessments that are aligned with core objectives, provide appropriate intervention strategies, and lead to observable performance and real-world experience.

\_\_\_ These instructional resources contain a limited number of assessments without intervention strategies.

\_\_\_ These instructional resources do not provide assessment materials.

Pedagogy Notes and Narrative:

**Statutory Reference:** [53G-5-404](#)