

Study Session  
Tuesday, September 13, 2022 Mountain Time

JATC South Campus (Board Conference  
Room)  
12723 S. Park Avenue (2080 West)  
Riverton, Utah 84065

1. **STUDY SESSION – OPEN MEETING** - 4:00 p.m.  
*The Board may engage in discussion, provide administrative direction, or take other action on any of the study session agenda items listed below.*
  - 1.A. **Portrait of a Graduate Model**
  - 1.B. **Discussion on Administrative Policy DP340 Released Time – Jury Duty or Witness in Court**
  - 1.C. **School Permit Priorities**
  - 1.D. **Discussion Regarding Long-term Housing Plans for Eastern West Jordan Elementary Schools**
  - 1.E. **Discussion on Potential District School Community Council Proposal**
  - 1.F. **Discussion on Potential Revisions to Administrative Policy D200 Philosophy of Instruction**
  - 1.G. Board and Superintendent Reports and Comments
2. **Motion to go into Closed Session**
3. **POTENTIAL CLOSED SESSION**
  - 3.A. Character and Competence of Individuals (Personnel)
  - 3.B. Property
  - 3.C. Potential Litigation
  - 3.D. Negotiations
  - 3.E. Security

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SUBJECT: STUDY OF CONTROVERSIAL ISSUES

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**I. Board Directive**

Given the diversity of the community it represents, the Board feels that defining which subjects are controversial and which ones are not is unproductive and perhaps even impossible. Therefore, the Board feels it is better to impose standards on ALL discussion rather than hold certain discussions to a separate standard. Consequently, the applicable contents of this policy have been moved to policy D200 Philosophy of Instruction, which governs all discussions held every day within the entire school district.

The Board holds that one of the fundamental purposes of education is to teach youth how to think and take a position when confronted with alternative choices. Therefore, schools have an obligation to allow students a forum for examination and discussion of controversial issues which arise in connection with the instructional program. An issue shall be considered controversial if it is socially unresolved, generates highly divergent opinions, and may be considered an unsuitable curriculum topic by some members of the community. The Board recognizes a need for policy to govern the examination and discussion of instructional material which is currently or potentially controversial. The Board delegates the responsibility to the Administration for developing and implementing policy regarding the study of controversial issues.

**H. Administrative Policy**

Controversial issues are not intended to be part of the regular school curriculum and instruction shall adhere to USBE Administrative Board Rules. If and when controversial issues arise out of the normal student/teacher interaction and discussion, employees shall adhere to the following administrative policy provisions:

A. Controversial issues may be introduced into the curriculum for one or more of the following expected student outcomes:

1. Learning to analyze current political, economic and social problems of major concern.
2. Learning to differentiate fact from opinion and/or propaganda.
3. Learning to identify and analyze prejudice.
4. Learning to form and express personal opinions in a courteous, respectful manner without jeopardizing peer, teacher, or school relationships.
5. Learning respect for the concept of majority and minority opinion and the resulting impact on the societal process.
6. Learning to draw intelligent conclusions from facts, which may serve as a basis for forming personal opinion.
7. The proposed lesson is appropriate to the grade level and subject of the class where it is to be presented.

B. Before controversial issues may be introduced into the curriculum, the following criteria must be met:

1. A detailed outline of both the curriculum unit and proposed lesson must be prepared by the teacher and submitted to the principal. If a guest speaker is to be invited, the teacher shall include a completed Guest Speaker Request Form.

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~~2. The principal shall review the curriculum unit, lesson outline, and Guest Speaker Request Form and determine if the criteria outlined under section A. will be met. The principal shall then approve or deny the request and notify the teacher of the decision in writing within five (5) working days.~~

~~3. If the request is denied, the teacher may appeal the principal's decision to the School Community Council. An appeal to the School Community Council shall be conducted as follows:~~

~~a. Within a reasonable time frame (recommended: 10 days), a quorum of the officially designated membership of the School Community Council shall convene to hear the appeal.~~

~~b. The School Community Council shall hear testimony from the principal, teacher, and other individuals as deemed necessary.~~

~~c. Following testimony, the School Community Council shall deliberate and reach a decision. Neither the principal nor the teacher shall be present during the deliberation.~~

~~d. The School Community Council shall issue a decision in writing to both the principal and the teacher.~~

~~C. When controversial material has been approved for introduction into the curriculum, the instructor is responsible to:~~

~~1. Be well informed on the controversial issue to be introduced.~~

~~2. Prepare lesson plans which include clear, concise goals for the study unit.~~

~~3. Notify parents of the proposed study unit and receive written approval of their student's participation on the study unit.~~

~~4. Provide students the option, without penalty, of attending an alternate activity of similar value during the presentation of the controversial material.~~

~~5. See that the controversial issue is studied in an objective and scholarly manner that includes the presentation of differing viewpoints.~~

~~6. Maintain an impartial, unprejudiced role throughout the presentation.~~

~~7. Emphasize the academic aspect of the issue and refrain from advocating a position.~~

~~D. Guest speakers on controversial issues~~

~~1. Guest speakers shall agree in advance to abide by the guidelines outlined in this policy, and to refrain from discussions which go beyond the course relevant content.~~

~~2. The teacher shall be responsible to monitor the guest presentation in its entirety and halt the presentation if course content guidelines are violated.~~

~~3. If the guest speaker is presenting only one point of view on a many sided issue, the teacher shall be responsible to see that students also receive information on differing viewpoints.~~

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Given the diversity of the community it represents, the Board feels that defining which subjects are controversial and which ones are not is unproductive and perhaps even impossible. Therefore, the Board feels it is better to impose standards on ALL discussion rather than hold certain discussions to a separate standard. Consequently, the applicable contents of this policy have been moved to policy D200 Philosophy of Instruction, which governs all discussions held every day within the entire school district.

**COMPARISON TO POLICY AA410  
CONTROVERSIAL ISSUES**

Key:

**Redline** = specific additions & deletions to policy

**Yellow** = section based on language from policy AA410

**Blue** = cross reference to section in policy AA410

SUBJECT: PHILOSOPHY OF INSTRUCTION

**I. Board Directive**

Every Jordan District student is entitled to be educated in an environment facilitated by qualified teachers, who implement evidence and research-based best practices in order to provide appropriate and productive learning opportunities, promote academic excellence, and encourage the development of college and career ready individuals and contributors to our society. **The Board holds that one of the fundamental purposes of education is to teach youth how to think critically and take a position when confronted with alternative choices. Therefore, schools have an obligation to allow students a forum for examination and discussion of differing perspectives which arise in connection with the teaching of the Utah Core Standards.** (AA410 Board Directive) **The Board recognizes that public education is a partner with parents, who play the primary role in educating their children.**

**II. Administrative Policy**

The accompanying administrative policy provisions shall be followed:

A. Instructional Principles

1. Every student shall be considered a worthwhile, valuable individual.
2. Every student shall be considered capable of learning which results in progress toward appropriate educational goals.
3. Every student shall be treated with respect, ~~regardless of intellectual, physical, religious, ethnic, gender or socio/economic status.~~
4. Every student shall be expected to perform at a level commensurate with the student's ability, age, and rate of personal development.
5. Every student shall be challenged to strive for the highest level of academic performance possible.

**5-6. Instructional environments shall encourage genuine discussion among students of varying viewpoints.** AA410

**II. C. 5.**

B. Instructional Environment

1. Instructional programs shall be offered in an atmosphere that is conducive to physical and emotional health and safety.
2. Instructional programs shall be offered in an environment that promotes appropriate school conduct and encourages a cooperative approach to learning and the active participation of all students.
3. Instruction shall be implemented to cultivate student interest and stimulate learning.
4. Instruction shall include multiple strategies to address the needs of all learners and incorporate both large and small group interactions, interventions, and enrichment opportunities.
5. Instruction shall take into account the mental, physical, emotional, social and cultural aspects of all students.

C. Instructional Content shall:

Comply with state and federal requirements and implementation of Utah State Core Standards for the class being taught. AA410 II.

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Number - D200

Effective - 8/27/69

Revision - 2/25/14

Reviewed -

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SUBJECT: PHILOSOPHY OF INSTRUCTION

1. Comply with all District polices, including Jordan School District Policy AA411 Sex Education and AA424 Literature Selection and Review.
2. Include training in basic skills and provide opportunities for students to learn to read, write, speak, calculate, and master other practical skills needed for success in the adult world.
3. Provide a proper understanding of American history and government, which is essential to good citizenship (Utah Code 53G-10-302 and 53G-10-204).
4. Focus upon helping students learn to reason and acquire course-related knowledge, skill, and understanding.
5. Comply with State Board Rule R277-328 - Educational Equity in Schools which requires that instruction may not include or endorse that:
  - a. a student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class is inherently superior or inferior to another sex, race, religion, sexual orientation, gender identity or any other protected class
  - b. a student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class determines the content of the student or educator's character including the student or educator's values, morals, or personal ethics
  - c. a student or educator bears responsibility for the past actions of individuals from the same sex, race, religion, sexual orientation, gender identity or any other protected class as the student or educator
  - d. a student or educator should be discriminated against or receive adverse treatment because of the student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class
6. Allow for personal expression of beliefs in compliance with Utah Code 53G-10-203 Expressions of Belief – Discretionary Time.
7. Be subject to waivers of participation as outlined in Utah Code 53G-10-205 Waivers of Participation.  
Comply with Jordan School District Policy AA411 – Sex Education. AA410 II. C. 4.
8. Not include discussion of the teacher's personal political affiliations or viewpoints and maintain an impartial and unprejudiced role throughout instruction. AA410 II. C. 6. & 7.
- 4.9. Provide opportunities for students to learn through direct personal experiences as well as through the experiences of others.
- 5.10. Provide opportunities for students to discover the world of nature and learn about and demonstrate an understanding of a variety of cultures and societies.
- 6.11. Encourage lifelong learning by providing opportunities for students to learn how to study as well as provide exercises in critical thinking and problem solving. AA410 II. A. 1 - 6.
- 7.12. Incorporate the ideals of human liberty, equality, justice, and ethical principles.
- 8.13. Promote the values of ethical character, individual responsibility, economic sufficiency, civic usefulness, and personal health and hygiene.
15. Respond to emerging societal needs for developing productive, healthy, law-abiding citizens.

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SUBJECT: PHILOSOPHY OF INSTRUCTION

D. Instructional Responsibility

1. Foster student progress, involvement, and coverage of appropriate content by providing instruction based upon current research findings in classroom management, instructional delivery, interaction with students, instructional planning, and professional development. **AA410 II. C. 2.**
2. Education is a shared responsibility. Students, parents, teachers, school administrators, and other staff as necessary shall work cooperatively for the good of each student.
3. Student growth and achievement shall be consistently monitored and communicated to parents through report cards, at parent/teacher conferences, and other occasions as necessary.
4. Instructional quality shall be monitored through a variety of performance evaluations. Curriculum guides and ongoing staff training shall be provided. **AA410 II. C. 1.**
5. Instructional delivery shall provide for the development of the personal, social, academic and vocational potentials of students.
6. Teachers shall collaborate in Professional Learning Communities, and share resources and ideas as a way of improving instructional processes in order to sustain a focus on results, a focus on collaboration, and a focus on learning. **AA410 II. C. 1.**
7. **Teachers shall provide parents with a list of books that students are expected to read in full so that parents can be involved in helping their student select materials or request and receive an alternate assignment as outlined in Utah Code 53G-10-205. Enough notice must be given so that parents can be involved in the process. AA410 II. C. 3.**
8. **The teachers is responsible to:**
  - a. **Prepare lesson plans which include clear, concise goals for the study unit. AA410 II. C. 2.**
  - b. **Provide content that is appropriate for the age of students being taught. AA410 II.A.7.**
  - a-c. **Provide students the option, without penalty, of an alternate assignment when requested by a parent. AA410 II. C. 4.**
  - d. **Emphasize the academic aspect of the content and refrain from advocating a position. AA410 II. C. 7.**
9. Secondary teachers shall send home disclosure statements as outlined policy AA432 – Student Attendance and Teacher Disclosure Statements.

E. Guest Speakers **AA410 II. D.**

1. **Guest speakers shall agree in advance to abide by the guidelines outlined in this policy, and to refrain from discussions which go beyond the course-relevant content.**
2. **The teacher shall be responsible to monitor the guest presentation in its entirety and halt the presentation if course content guidelines are violated.**
3. **If the guest speaker is presenting only one point of view on a many-sided issue, the teacher shall be responsible to see that students also receive information on differing viewpoints.**
4. **If a guest speaker is to be invited, the teacher shall notify the principal with a completed Guest Speaker Request Form. AA410 II. B. 1.**

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F. Process for Reporting and Resolving Concerns

1. Parents or students with concerns regarding the implementation of this policy are encouraged to contact (in this order):
  - a. Teacher
  - b. School administration (assistant principal or principal)
  - c. District administration (Administrator of Schools or Superintendent)
  - d. Board of Education
2. Concerns can also be reported formally through the District hotline posted on [jordandistrict.org](http://jordandistrict.org) (pursuant to Utah State Board Rule R277-113). Each concern will be investigated and a response will be provided to the degree possible. Policy violations will be addressed using appropriate administrative actions.
3. Parents have the right to request and receive an alternate assignment or setting for their child in place of subject matter they find objectionable as outlined in Utah Code 53G-10-205. AA410 II. C. 4.
- 6.—4. Parents are encouraged to contact their child’s teachers at the beginning of the year or semester with any questions or concerns about course content or with requests to opt out of content.

Revision History: 11/8/94, 1/4/05, 9/8/09, 12/10/13

Recodification: 5/2018

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DRAFT: Last edit: 8/11/22 11:00 a.m.

Revision History: 11/8/94, 1/4/05, 9/8/09, 12/10/13

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