

1 **Provo City School District**  
2 **Policy Series 4000: Curriculum, Instruction, Assessment**

3 **4020 P1**

4 **Curriculum Development and Adoption of Instructional Materials**

5 The curriculum of a district will be examined on a regular basis according to the cyclical  
6 review established by the office of Teaching and Learning. This review of district-wide  
7 curriculum materials will focus on Mathematics, English/Language Arts, and Science  
8 with consideration of each content area occurring every seven years.

9 The adoption of curriculum for other content areas will be determined at the school level  
10 under the direction of the building principal.

11 **District Curriculum Committees: Process for District-Wide Materials Adoption**

12 The district curriculum committees (Mathematics, Literacy, and Science) guide  
13 curriculum and instruction related to their content. These teacher-directed committees  
14 establish and monitor such procedures as may be necessary for the selecting, adopting  
15 and discarding of instructional materials purchased and implemented by the district. The  
16 committees will act upon requests for text approval and removal and will evaluate and act  
17 upon citizens' requests for reconsideration of instructional materials. The function of the  
18 committees is to ensure that materials are selected in conformance to stated criteria and  
19 related state laws.

20 Regular committee meetings will be held monthly. In addition to the foundation of  
21 teachers representing different grade levels and schools in the district, a few building and  
22 district administrators will also serve on a district curriculum committee. Meetings are  
23 open to the public but only committee members can participate in the discussion and  
24 related decision-making.

25 During those years when materials adoption is under consideration, monthly meeting  
26 agendas will be directed to the process of materials' evaluation and selection. A district  
27 curriculum committee becomes an Instructional Materials Committee at this time. In  
28 addition to the established teacher and administrative committee members, the  
29 superintendent or designee will invite the following voting members to the committee  
30 during the materials adoption process:

- 31 • Community representatives from different areas of the city  
32 • Content representatives from local universities

33 This Instructional Materials Committee for a particular content area will develop  
34 procedures according to established district and state guidelines for the evaluation and  
35 purchase of materials subject to the approval of the superintendent. These procedures  
36 must include the Criteria for Selection of Instructional Material identified in district  
37 policy 4020 and the use of curriculum analysis tools available through the state. School

38 districts and schools can only purchase primary instructional materials that have been  
39 evaluated and mapped by an independent third party for alignment with the established  
40 state and district standards. The district office will provide technical assistance as may be  
41 necessary during this process.

42 Scheduled committee meetings of an Instructional Materials Committee must be  
43 published on the district website to inform community members of their opportunity to  
44 observe the process of materials' adoption.

45 After a review of available instructional materials, the committee will reach consensus on  
46 a recommendation to take to the board. Intervention and supplementary materials also  
47 require committee approval and a recommendation to the board. Materials must be  
48 approved by the board prior to their purchase and use in classrooms.

49 Recommendations for district-wide materials adoption will be presented to the board in  
50 the spring by the superintendent's designee for a particular district curriculum committee.  
51 Requests to deviate from this timeline must be approved by the superintendent in  
52 consultation with the board president. Recommendations to the board must include  
53 projected costs of the proposed implementation by grade and/or level as well as the  
54 funding stream for the purchase.

## 55 **Citizens Participation in the Review of Instructional Materials**

56 Should a community member wish to make a formal protest regarding specific material  
57 used in the school system, he/she must use the form for requesting reconsideration of  
58 instructional materials. These forms are available in the Office of Teaching and Learning.  
59 A request to remove an item from the schools or limit its use will be acted upon by a  
60 subset of a district curriculum committee with parent representation will follow these  
61 procedures in considering an appeal:

- 62 1. Set a time and place for an open hearing of the complaint by a curriculum sub-  
63 committee. Such hearing will be within 30 days of the assistant superintendent's  
64 receipt of the completed request form.
- 65 2. Notify the complainant and appropriate staff and parents on the curriculum sub-  
66 committee of the time and place of the meeting. Such notification will include an  
67 invitation to present relevant information, oral or written.
- 68 3. Assemble such data, including reviews and professional opinions of the  
69 materials, the staff member's objectives in using the materials, and the specific  
70 objections of the complainant, as may be necessary for the sub-committee to  
71 properly judge the request for reconsideration.

72 Hearings of a community member's request for reconsideration will be open to the  
73 public. Decisions will be by majority vote of the committee. Decisions of the committee  
74 will be delivered in writing to the superintendent, complainant and affected staff within  
75 20 workdays. Any appeal of this decision must be delivered in writing to the

76 superintendent within two weeks. The local school board will make final decisions on  
77 appeals.

## 78 **Removal of Instructional Materials**

79 Instructional materials may be removed from collections at any time that they no longer  
80 meet the criteria for initial selection outlined in “Criteria for Selection of Instructional  
81 Material” in board policy 4020. Any instructional materials may be removed when the  
82 administration judges such removal to be in the best interests of the district. Ordinary  
83 procedures for withdrawal of materials are outlined below:

84 **Texts** will be removed from collections by the district curriculum committee based on the  
85 criteria for selection in this procedure and on the availability of suitable replacement  
86 materials.

87 Members of the community are invited to review any instructional materials in current  
88 use or proposed for district purchase. Such review may be accomplished through the  
89 Office of Teaching and Learning. The review and examination process should be  
90 arranged in a way to avoid disrupting the educational program. The review of materials  
91 should be undertaken with the knowledge of district objectives in mind. The following  
92 activities will be employed to help citizens become familiar with instructional materials:

93 A. A variety of learning materials will be available for perusal as requested in the district  
94 library/media center. The district media coordinator will facilitate this process. Patrons  
95 may be given the opportunity to review materials online when they are available.

96 B. Displays of learning materials may be provided in schools during P.T.A. meetings,  
97 parent-teacher conferences and public meetings during the school year.

## 98 **Removal of Materials from the Approved For Use List**

99 At the time of adoption by the board of education, basic instructional materials will be  
100 added to the "Approved for Use" list.

101 After the newly adopted basic materials have been purchased for the schools in the  
102 district, and thus superseding those materials which had been previously adopted, the  
103 former district adoptions will be removed from the "Approved for Use" list.

104 Those materials that have been removed from the "Approved for Use" list should be  
105 regarded as surplus property and disposed of by the appropriate administrator using the  
106 approved vendor in accordance with district and state procedures.

## 107 **Planning for Instruction**

108 To ensure planning and continuity of instruction, teachers will develop written lesson  
109 plans for daily instruction. Lesson plans must include but are not limited to a reference to

110 district curriculum for clear instructional targets, provide for appropriate assessment of  
111 student learning and make provisions for differentiated instructional strategies. Lesson  
112 plans must be readily available.

113 **Instructional Materials: Guidelines for Use of Ephemeral, Expendable, or Topical**  
114 **Materials or Non-Provo City School District Materials**

115 Effective instruction requires that teachers make use of current events and contexts in  
116 order to engage students in the learning process.

117 At times, materials may become available to teachers that would enhance learning but  
118 would be unavailable or impractical to review. For example:

119 • Proceedings of governmental bodies as broadcast on television;

120 • Editorials from a recent paper; or

121 • Websites that are enhanced on a regular basis

122 At other times, materials may become available through community groups, business  
123 partners, or service organizations.

124 Principals are responsible for developing guidelines for the approval and use of these  
125 materials. These guidelines should be shared with all staff on a regular basis. Guidelines  
126 should:

127 1. Be appropriate for age and maturity levels of the students

128 2. Give appropriate consideration to the values of a pluralistic society

129 3. Support specific instructional objectives that the material is addressing;

130 4. Define the extent of use

131 5. Define the date(s) of use

132 6. Identify the approval of the principal for potentially controversial topics.

133 The use of these resources shall be referenced in the teacher's written lesson plans.

134 Potentially controversial materials should be identified in a teacher's disclosure document  
135 that parents sign.

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137 **Curriculum Alignment**

138 Provo City School District's curriculum will be aligned with the state's required learning  
139 standards. Each teacher in the Provo City School District will employ the aligned  
140 curriculum and clearly identified district learning essentials/competencies in providing  
141 students with the opportunity to acquire the knowledge, skills and assessment strategies  
142 necessary to meet or exceed the state proficiency cut scores, district graduation

143 requirements and entrance requirements for post-secondary education and/or  
144 occupational opportunities.

#### 145 **Course Disclosure Document**

146 All students in grades 7 through 12 in the Provo City School District will be provided  
147 with a disclosure document for each course that outlines the curriculum for the course  
148 pursuant to state and district policy. The disclosure document will describe, through  
149 clearly identified district learning essentials/competencies, the extent to which the  
150 curriculum will provide students with the knowledge, skills and assessment strategies that  
151 will enable them to meet or exceed the state’s proficiency cut scores, district graduation  
152 requirements and entrance requirements for post-secondary education and/or  
153 occupational opportunities. Additionally, each disclosure document will include the  
154 manner in which students will be assessed and graded, along with the classroom  
155 management requirements for the class.

156 Teachers will develop reading lists and classroom libraries so that students have a wide  
157 variety of reading materials suggested or available to them that support student mastery  
158 of learning essentials and critical content. Teachers will include these reading lists in their  
159 disclosure document to enable parents and the principal to review them. If a parent  
160 believes that a book on the reading list is objectionable, the teacher will provide an  
161 alternate book for the student to read as a replacement.

162 Parents will sign a statement acknowledging receipt of a class disclosure document.

#### 163 **Surplus Textbooks and Library Books and Instructional Materials**

164 When it has been determined that textbooks and/or library books and instructional  
165 materials have become obsolete and are in need of disposal from a district site, the  
166 obsolete reading material must first be made available to the district approved vendor for  
167 processing through that system in accordance with district and state requirements.

168 Instructional materials may be declared surplus if:

- 169 • The material has been superseded by a new edition
- 170 • The copyright date is old enough to indicate that the material is dated in content,  
171 use and accuracy,
- 172 • The physical condition precludes further use or,
- 173 • The use of the material is limited because of a program change.

#### 174 **Responsibility**

175 It is the responsibility of the Assistant Superintendent to provide, on an annual basis and  
176 in the spring of each school year, instructions to sites for the annual disposal of all  
177 surplus textbooks and library books and instructional materials. The instructions will

178 include directions for packing and reporting materials to be declared surplus through the  
179 district vendor.

180 It is the responsibility of the Financial Administrator to process the finances associated  
181 with the disposal of all surplus textbooks, library books and instructional materials in  
182 accordance with district and state guidelines.

183 If the surplus textbooks and library books and instructional materials are determined to  
184 have no value or if no purchaser is found, the reading materials may be recycled through  
185 the approved district vendor.

186	<a href="#">Utah Administrative Rule R277-700</a>	Elementary and Secondary School
187		Curriculum
188	<a href="#">Utah Admin Rule R277-700-2</a>	Authority and Purpose
189	<a href="#">Utah Admin Rule R277-700-3</a>	Core Curriculum and Core Standards
190	<a href="#">Utah Admin Rule R277-700-7</a>	Student Mastery and Assessment of
191		Standards
192	<a href="#">Utah Admin Rule R277-112</a>	Prohibiting Discrimination in the Public
193		Schools
194	<a href="#">Utah Code Ann. 53A-1-402</a>	Minimum Standards for Public Schools
195	<a href="#">Utah Code Ann. 53A-1-603</a>	Duties of State Board of Education
196	<a href="#">Utah Code 53A-14-107</a>	Instructional Material Alignment with
197		Core Standards

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