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ARTICLE 13. INSTRUCTIONAL PROGRAM POLICY

I. CURRICULUM DEVELOPMENT

A. PURPOSE

The need and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators are recognized. It is essential that Salt River Schools continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent or designee to develop the curriculum for the Division and to organize committees to review the curriculum. All curriculum changes shall be approved by the Governing Board.

It shall be the responsibility of the Superintendent or designee to develop proposals relating to curriculum modifications and additions that, in the opinion of the professional staff and consultants, are essential to the maintenance of a high-quality program of education from prekindergarten (PK) through grade twelve (12).

All certificated personnel have professional obligations to the school program beyond regular classroom duties, and these obligations may include work on curriculum committees.

B. PHILOSOPHY AND SCOPE

The Education Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum will be consistent with the Board's adopted mission, long-range strategic plan, applicable state laws and Education Board rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide common direction of action for all instruction and programmatic efforts in the Division and to meet changing needs. This curriculum component will be an integral part of the Division's long range strategic planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

The Superintendent or designee shall establish and maintain a quality and effective Division-wide curriculum that is:

- (1) Aligned to both Arizona academic standards as well as assessments;
- (2) Implemented with fidelity in every classroom; and,
- (3) Continually evaluated using aligned, formative, and diagnostic assessments.

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A quality curriculum shall include the requirements for an aligned written, taught, and tested curriculum for all subject areas at all grade levels and a multi-grade scope and sequence document for each content area, covering all grade levels of the taught curriculum.

While curriculum in the Division shall be responsive to the unique needs of individual students, instruction shall be derived from a set of prescribed curriculum common to all students. There will be equitable access to the curriculum for all students.

The Superintendent or designee shall develop a Division curriculum framework that establishes course descriptions and strives to exceed applicable statutory and regulatory requirements. This curriculum framework shall support and reflect the Division’s curriculum documents.

The Division’s written curriculum shall be culturally relevant and shall ensure vertical articulation and horizontal coordination within schools as well as vertical articulation across grade levels and between schools for all content areas.

The Superintendent or designee shall establish procedures to ensure all written curriculum is both formatively and summatively assessed for all grade and content levels on a five year cycle and revised as necessary to meet the needs of all students.

C. SUBJECT-RELATED AND SCHOOL-WIDE PROGRAMS

The Superintendent shall establish procedures to ensure that all educational programs are aligned with the Division’s long-range strategic plan and are assessed regularly for such alignment and program effectiveness.

1. CURRICULUM FRAMEWORK

The Superintendent or designee shall develop a curriculum framework and make it available to schools. The framework shall translate enhanced learning goals and academic expectations into a curriculum framework with sufficient specificity such that teachers shall consistently describe how students will demonstrate mastery of the intended objective. The framework shall be useful to teachers and accessible to parents while supporting the curriculum mapping system. The framework, course descriptions, curriculum maps ancillary materials and textbooks shall support the curriculum to be used by schools.

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2. INSTRUCTIONAL PROGRAM AND CURRICULUM DESIGN

A basic instructional program shall be designed and implemented to meet the needs of students in grades Pre-Kindergarten (PK) through twelve (12), as required by applicable laws. This program shall encourage critical thinking and include but not be limited to instruction in the foundational skills of reading/language arts, mathematics, science, social studies, arts and humanities, practical living, and vocational studies.

The Superintendent or designee shall provide the schools with the curriculum framework and curriculum maps. The Superintendent or designee shall also provide professional development to support the instructional program and ensure that all students are college and/or career ready as a result of receiving a challenging curriculum in the following subjects: reading/language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.

3. IMPLEMENTATION OF CURRICULUM

The Superintendent or designee shall ensure that professional development is provided to all certificated staff to support the implementation of the curriculum.

Each teacher shall teach and assess curriculum as aligned to the Division’s written curriculum prescribed for the assigned grade and subject area.

Monitoring of the prescribed curriculum implementation includes the following:

- Principals shall monitor the delivery of the curriculum with the support of central office curricular staff and shall evaluate teachers on the effectiveness of their delivery of the curriculum to students.
- Division Administration leadership responsible for the evaluation of Principals shall ensure that the evaluation of Principals includes an assessment of the fidelity of the delivery of the curriculum on a school-wide basis.

4. ALIGNMENT OF ASSESSMENTS

Benchmark assessments and other assessment instruments, aligned to the Division curriculum shall be utilized to monitor student achievement, effectiveness of curriculum and curriculum delivery. Assessment instruments shall be reviewed annually for alignment with the curriculum framework and the Division and state accountability systems.

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5. PARENTAL ENGAGEMENT

The Superintendent or designee shall ensure parent access to and information about the curriculum.

6. GOVERNING BOARD OVERSIGHT OF THE CURRICULUM

- The Education Board shall adopt the Division's written curriculum.
- The Education Board shall adopt any new or revised curriculum.
- The Superintendent or designee shall make an annual report to the Education Board regarding the status of curriculum delivery.
- The Superintendent or designee shall provide periodic summative reports to the Education Board for all content areas before any curricular adoptions or major materials acquisition.

7. CURRICULUM GUIDES

Curriculum guides shall be developed for the various subject areas with sufficient specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective.

Formative assessment instruments will be aligned to specific curriculum objectives and the data obtained from these assessments will be used to guide the teacher to differentiate curriculum to meet the needs of students.

The guides shall be designed to assist users in implementing the Division's written curriculum and will suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches and materials.

The Superintendent or designee will widely disseminate to all teachers and building-level administrators a synopsis of research-supported instructional strategies and define the instructional model(s) to be adopted in classrooms throughout the Division. These instructional strategies will include focused instructional strategies designed to raise student achievement of all subpopulations.

The Superintendent or designee shall establish procedures for the development, of both formatively and summatively periodic review of curriculum guides.

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8. INSTRUCTIONAL RESOURCES AND MATERIALS

The Division shall furnish required text materials and related printed subject matter materials for all students in grades Pre-Kindergarten (PK) through twelve (12).

Students and their parents or guardians shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Parents may be required to pay for any damage to school property.

The Superintendent or designee is authorized to establish a replacement-fee schedule and make it available to students, staff members and parents. Students and parents or guardians will be advised of this replacement-cost policy upon enrollment or at the beginning of each school year.

The Division shall obtain signed, written consent from a student’s parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

9. ACCESS TO INSTRUCTIONAL MATERIAL BY PARENTS AND GUARDIANS

The Superintendent or designee shall establish procedures that permit parents or guardians to have advance access to the instructional materials, learning materials and activities currently used by, or being considered for use by, the Division in accordance with the terms of this policy. A parent or guardian who objects to any learning material or activity on the basis that the material or activity is harmful, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

The request to review instructional materials by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review. The parent or guardian shall submit their written request to their student’s principal.

Division schools shall make available at least one (1) copy of the materials for review by the parents or guardians. Printed textbooks, printed supplementary books, and printed subject-matter materials may be checked out from the Division premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films and digital materials may be reviewed only on the Division premises.

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Parents or guardians will be notified when and where the instructional materials may be picked up or reviewed. Materials will be made available on a first-come, first-served basis.

10. TEXTBOOK AND SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Education Board will have final approval and adopt all new textbooks, supplementary course books, E-textbooks and course software. The Superintendent or designee shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students and Community members. These procedures may provide for the establishment of instructional material selection committee(s). Recommendations from instructional material selection committee(s) will be forwarded to the Superintendent.

Textbooks, supplementary course books, E-textbooks and course software for schools recommended by the instructional material selection committee(s) will be placed on display in the Division’s Administrative office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption. Supplemental materials may also be approved by Superintendent or designee and brought to the Education Board for final approval.

Final recommendations for the adoption of core and supplemental instructional materials will be submitted to the Board in a time frame to which instructional materials can be approved and ordered prior to the start of the course(s).

In recommending books, the committee(s) will strive for continuity of textbooks throughout the different grades and use the same book series in all classes of the same grade. Exceptions to this shall be approved by the Superintendent.

11. OBJECTIVES OF SELECTION

It is the responsibility of the instructional material selection committee(s) to:

- Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students.

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- Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values and recognition of various societal values.
- Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

The Superintendent or designee will establish procedures for the purchase and distribution of all necessary textbooks, supplementary course books, E-textbooks and course software, and other related instructional materials, including digital materials from the adopted list free of cost to students.

12. REMOVAL OF TEXT AND SUPPLEMENTARY MATERIALS

Instructional material selection committee(s) may recommend to the Superintendent that certain previously adopted textbooks, supplementary course books, E-textbooks and course software be deleted from the Board-approved list. Textbooks, supplementary course books, E-textbooks and course software will not be deleted without the approval of the Board.

13. DISPOSAL OF LEARNING MATERIALS

The Board authorizes the Superintendent to establish procedures for the disposal of surplus or outdated learning materials including when it has been determined that the cost of selling such materials equals or exceeds estimated market value of the learning materials.

D. LIBRARY MATERIALS SELECTION AND ADOPTION

1. INTRODUCTION

The school library program is an integral part of the total Division curriculum and as such is the vehicle that provides opportunities for students to master information literacy skills and develop a lifelong interest in reading and learning. Every student must have access to a thoughtfully selected, integrated library collection that reflects the curriculum and the diverse needs of the school community.

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2. SELECTION OBJECTIVES

School library materials will be selected to support and enrich a school's educational program. Materials will serve the breadth and depth of the curriculum, the instructional needs of the faculty and the interests of the students. The obligations of the Division are to provide library materials that meet the diversity needs of the Division and reflect a wide range of reading abilities.

Library materials are defined as all print, non-print and electronic resources (excluding textbooks and supplementary materials) used by students and teachers for the Division's educational goals.

3. RESPONSIBILITY FOR SELECTING LIBRARY MATERIALS

The professional library staff, with input from Curriculum & Instruction staff, faculty, parents and students, will select materials for school libraries. In selecting materials for purchase for the school library, the teacher-librarian will evaluate the existing collection, the school's curriculum and needs of the school community.

The Superintendent or designee shall annually recommend to the Board an expenditure level for the purchase of library books and materials. The Superintendent or designee shall approve the purchase of library materials that:

- Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- Assure a comprehensive collection appropriate for the users of the library.
- Provide a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Superintendent or designee will establish procedures for the removal of the following categories of books and other material from the library:

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- Damaged materials.
- Materials that no longer present current information.
- Materials that no longer support the goals of the Division.
- Materials that have not been used frequently enough to justify the use of library space.

School staff members, students, parents, guardians and Community members may request that certain materials be considered for either addition to or removal from the collection, in accordance with Division policies and regulations.

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