

# Park City School District

## Novel Approval School Request Form

**Please type or print legibly.**

School requesting selection approval: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Book/Selection: \_\_\_\_\_

Author: \_\_\_\_\_ Copyright date: \_\_\_\_\_

Genre: \_\_\_\_\_ ISBN # \_\_\_\_\_

Class/course in which selection will be used: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Available in PCSD Overdrive Collection? \_\_\_\_\_Y\_\_\_\_\_N

Lexile Level: \_\_\_\_\_ (to quickly calculate a book's reading level, log onto [www.lexile.com](http://www.lexile.com) click on "tools" at top, then on "Lexile Calculator" on left column)

**Rationale:** (Please indicate the standards and objectives of the USOE Core Curriculum that the book will address, the context or situation in which the book will be used, i.e., "enrichment for my civil war unit", models for images or historical settings, used in conjunction with theme of alienation, used for non-fiction writing analysis, current affairs link, to be used for selected excerpts for discussion, etc.)

**Please write a short synopsis of the book:**

**Please indicate the selection's strengths, weaknesses, or personal commentary regarding the selection as a piece of literature.** Use the following criteria as needed:

- The subject matter, interest, reading level, and maturity level of the selection are appropriate for students being taught
- The selection is appropriate for age, emotional development, ability, and social development for students being taught
- The selection meets an appropriate instructional purpose.
- The selection will help students better understand themselves and others.
- The selection has identifiable literary or curricular merit.
- The selection appropriately models a literary element (character, setting, plot, conflict, etc.), style, or genre the student is expected to know

**Is the novel aligned with the grade level literacy map?**

**Does the selection under consideration contain any use of swearing or profanity?**

YES  NO If yes, context:

**Does the selection contain any treatment of sex that might be considered objectionable?**

YES  NO If yes, context:

**Does the selection contain any treatment of violence that might be considered objectionable?**

YES  NO If yes, context:

**Are there are any other passages or themes that might be considered objectionable or controversial to the community at large?**

YES  NO If yes, identify passage, section, or themes and page number:

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**We request this book be submitted to the District Literacy Books Committee**

**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Dept. Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Submit complete form to: **Kathy Einhorn, Office of Teaching and Learning, District Office**

## INSTRUCTIONAL MATERIALS

### I. **Board Policy**

Textbooks and instructional materials will be selected to support the curriculum and enhance student learning. It is the policy of the Park City Board of Education that all textbooks and instructional materials will be selected from the State Instructional Materials Commission list or specifically approved by the Park City Board of Education.

### II. **Guidelines**

- A. Textbooks and instructional materials for core classes selected through the curriculum review process shall be used by all teachers assigned to the applicable classes.
- B. Textbooks and instructional materials for core classes not selected through the curriculum review process shall be selected from the State Instructional Materials Commission list and approved by the District Director of Curriculum.
- C. Textbooks and instructional materials for locally developed elective courses shall be approved by the Board of Education through the approval of the application contained in Policy 9005.
- D. These guidelines apply to the primary textbooks and instructional materials used in a course or class and do not preclude a teacher from using supplementary instructional materials to enrich the instruction within the class or course except for those subjects with specific legal restrictions set forth in the Utah Code.

### III. The Use of Novels and Non-Fiction Books as Part of the Required Curriculum

- A. Novels and non-fiction books other than textbooks (hereinafter, "Literary Books") are an important part of the curriculum and contribute to a well-rounded education.
- B. It is the intent of this policy that all Literary Books to be used in District secondary schools be adopted in accordance with this policy before their use as part of the curriculum.
- C. Literary Books are to be reviewed in accordance with this policy and thereafter adopted for general classroom use, adopted with restrictions, or not adopted for classroom use, as explained below.
- D. Literary Books Committees
  - a. Each school shall have a Literary Books Committee consisting of (i) teachers (ii) English Department Chair or Reading Specialist (iii) principal and (iv) parent (appointed by the community council). A District Literary Books Committee shall consist of teachers, with representation from secondary English Departments, administrators and Park City School District parents (appointed by the district PTO/PTA Leadership).
- E. Review Process
  - a. A teacher wanting to use a Literary Book that has not already been adopted by the District shall submit a written request to the school's Literary Book Committee that:
    - a. identifies the Literary Book;
    - b. sets forth briefly the basis of the teacher's recommendation and explains why the Literary Book furthers the teacher's educational objectives for the class;
    - c. indicates the grade level(s) for which the Literary Book is deemed by the teacher to be appropriate;
    - d. includes any additional information, such as reviews or discussions of the Literary Book, that might aid the Committee's decision;
    - e. mentions any aspects of the Literary Book of which the Committee should be aware in its consideration, including but not limited to adult themes or content; and
    - f. may include a request to make an in-person presentation to the Committee.

- b. The school committee shall forward approved requests to the District Director of Curriculum, who shall provide the list to each member of the district literacy committee. Two members of the District Committee will be assigned to read the book and make recommendations back to the Committee. The Committee members are to consider the basis of the teacher's recommendation, the educational goals of the District, and community standards.
  - c. The District Committee will meet three times a year to consider school submissions. The Committee will determine whether the Literary Book (a) should be adopted without restrictions, (b) should be adopted with restrictions regarding (i) the grade levels for which the book is appropriate and/or (ii) parent consents that should be requested before students are assigned the book, or (c) should not be used because the book is inappropriate for the designated purpose and target audience set forth in the teacher's request.
  - d. Each member has one vote. The Committee is encouraged to reach a consensus if possible. If not, the decision will be made by majority vote. If there is an impasse because the votes are evenly split, the District Director of Curriculum will cast the deciding vote.
  - e. Following review, adopted Literary Books are placed on the District Literary Books List either for general use or for use as limited by the Committee's restrictions.
- F. When a parent has a concern about a Literary Book that a teacher is using or proposing to use, the parent is encouraged to talk to the teacher to discuss the concerns.
- a. Teachers shall list Literary Books to be used in the class on the Disclosure Statement provided to parents at the beginning of the course and to explain in the statement the goals and educational rationale for use of the book, including how the book complements or enhances the curriculum.
  - b. If Literary Books are to be changed or added throughout the year, teachers shall notify parents of the change.
  - c. Literary Books with restrictions require specific notification to parents prior to their use in the classroom, and teachers must comply with the restrictions.
  - d. If, after conferring with the teacher, a parent objects to the use of a Literary Book because of its perceived objectionable content, the teacher, after consultation with the principal, must:
    - i. waive the assignment regarding the book;
    - ii. provide a reasonable alternative to the assignment; or
    - iii. modify the original assignment, in which case the principal shall provide the parent with a statement of the compelling interest of the District in requiring the student to proceed with the original assignment.

UCA 53A-1-402.6

UCA 53A-13-101