

TEXTBOOK SELECTION AND ADOPTION

The Board of Education is responsible for the selection and designation of all textbooks to be used in the district schools. The Superintendent of Schools, in cooperation with the Assistant Superintendent for Instruction, shall recommend suitable lists of textbooks to be used in the schools for the Board's consideration.

Texts, once approved by the Board, shall not be superseded for a period of five years, except by a majority vote of the Board.

The Superintendent shall establish procedures for the selection and recommendation of textbooks and a method for selecting staff members who shall serve in the selection and recommendation process.

The following criteria are to be considered in the selection of textbooks:

1. textbook or material should have been copyrighted within the past five years;
2. qualifications of the author(s) on the subject;
3. adaptability to existing instructional program;
4. accuracy of the information presented;
5. sufficient scope to meet the requirements of the curriculum as developed locally and approved by the State Education Department;
6. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;
7. high quality format in respect to typography, arrangement of materials or pages, cover design, size and margins;
8. appropriateness to grade level as to vocabulary, sentence structure, and organization;
9. textbook series should meet grade-to-grade requirements. They should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index glossary and appendices;
10. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;
11. materials should fairly represent the many ethnic and cultural groups and their contribution to American heritage; and
12. a reasonable balance of viewpoints regarding controversial issues should be presented.

The following criteria are to be considered in the selection of literary works for classroom use in teaching literature, as well as the assignment of such works to particular grade levels:

1. use of a compositional style which contributes to the reader's critical and appreciative understanding of the work;
2. sophisticated use of literary devices (i.e., metaphor, point of view, tone) to further student understanding of written concepts;
3. levels of student maturity and experience necessary for empathic reading of literature;
4. capacity of a work to capture student interest;

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5. thematic treatment which promotes sound and healthy values for students;
6. intrinsic qualities that establish a work as a significant part of the literary heritage;
and
7. variety to avoid duplication of theme, plot, setting, etc., unless such duplication affords opportunities for comparison and contrast or serves to reinforce understanding.

Cross-ref: 1420, Complaints about Curricula or Instructional Materials

Ref: Education Law §§701 et seq.; 1711; 2508; 2566

Adoption date: February 4, 2009

TEXTBOOK SELECTION AND ADOPTION REGULATION

A. Procedures

1. Line of Responsibility

The Superintendent of Schools has the immediate responsibility for selection of all educational materials in the district.

The Superintendent discharges this responsibility by the assignment of duties to the professional staff, according to the requirements of a selection procedure and levels of staff responsibility.

On the district level, selection is made by the Assistant Superintendent for Instruction working through appropriate committees.

2. Operation of Educational Materials Selection Committees

a. Educational materials selection committees including teacher representatives shall be formed at the direction of the Assistant Superintendent for Instruction.

b. At the building level, each committee will consist of: An administrator, appointed by the Building Principal; a reading person, appointed by the Principal; and at least two teachers (wherever possible) who are selected by teaching effort shall be made to select a teachers from the primary grades and one from the intermediate grades. At the secondary level, the teachers selected shall be members of the department recommending the change in instructional material.

c. At the district-wide level, committees will be made up of: an administrator, a reading person, subject matter specialists, and classroom teachers. In establishing a district-wide committee, the Assistant Superintendent for Instruction will select representatives from the membership of existing educational materials building level committees with the operational in a particular school, there will be at least one teacher chosen from each of the schools of the district. In making the selection of classroom teacher representatives, the Assistant Superintendent for Instruction will be guided by such factor as: a willingness to serve, and the recommendations of the respective building staff regarding the quality of participation shown in building committee efforts.

d. It shall be the responsibility of the Assistant Superintendent for Instruction, operating through appropriate district administrators, to arrange for the:

1. Organization of committees
2. Scheduling of meetings of the committee

3. Compiling of lists of likely materials for consideration
4. Arrangement for try-outs of new materials after consulting with the appropriate administrators in the area in which they are to be tested

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5. Preparation of recommendations for changes in educational materials based on the findings of committees arrived at through the democratic process
 - e. Recommendations are implemented at the direction of the Superintendent. The Assistant Superintendent for Instruction will make recommendations concerning implementation to the Superintendent.
 - f. Textbook standards are to be finalized by February 1 of each year.
 - g. After a basic textbook has been designated for use in the Lindenhurst schools, it shall not be lawful to supersede such text by any other book within a period of five years from the time of such designation, except upon the specification of the Board of Education.
 - h. Any staff member or members seeking approval of new educational materials for classroom use must submit a written request for same utilizing one of the forms included at the end of this policy statement. Such requests are to be sent to the Principal in the elementary school. Copies of the materials being sought should accompany the request.

Upon receipt of the request, the administrator or supervisor will make a preliminary screening to determine the appropriateness of the material in question. If the material is a filmstrip, a cassette, a workbook or some other such instructional device which is not a textbook but is an integral part of, and thus related to, the basic text materials of the grade level or course in question, and if upon examination of such material, the administrator or supervisor feels that it would indeed enhance the course offering, he will endorse the request and submit it to the Assistant Superintendent for Instruction for further processing. In so doing, the Building Administrator will, of course, be cognizant of budgetary allocations and other limitations which may obtain.

If the material requested by the staff member is not an item intimately connected with a text already in operation, as cited in the paragraph above, then the administrator or supervisor shall refer the request to the Building Educational Material Selection Committee. The Building Educational Material Selection Committee will, upon critical examination of the material being requested, determine whether or not the request should be endorsed or denied. In either case, all parties concerned shall be advised in writing of the decision of the committee.

If the material in question receives the endorsement of the Building Committee and is found to be uniquely applicable to a particular class in the elementary school or to a particular course in one department of the secondary school, the request need not be submitted to the district-wide committee but, for the sake of economy of time, forwarded to the office of the Assistant Superintendent for Instruction for processing. On the other hand, if the educational materials approved by the building committee have application for an entire grade, entire department, or more than one school in the district, then the recommendations together with rationale and samples of the materials are to be forwarded to the district-wide committee for its review.

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In the case of textbooks which are being considered, either because of the introduction of a new course of study or as replacements for obsolete or worn texts, the building committee will be convened to examine the materials at hand. If the building committee finds the texts inappropriate, all concerned are so advised and the items will not be recommended. However, if the materials are considered desirable and worthy of adoption, then they will be referred to the district committee as outlined above.

The district-wide committee will follow essentially the same procedures as the building committee in making its judgments and will report favorable recommendations to the Assistant Superintendent for Instruction who will either reject or accept the recommendation with appropriate rationale. Favorable recommendations will then be passed on to the Superintendent for his/her determination which, if positive, will then be recommended to the Board for official action.

B. Selection Criteria

To assist committees in their task for screening materials, the following standards and guidelines are suggested:

1. Reputable, unbiased, professionally prepared selection aids and the advice and judgment of the professional staff shall be used as guides in materials selection.
2. Materials should fit the levels of comprehension and interest of the student for whom they are intended.
3. Fictional materials should represent an honest portrayal of some problem, aspect of life, or point of view that broadens a person's understanding of human nature and society.

4. Experimental materials of high quality are given consideration since the school district assumes responsibility for an enriched and expanding educational program.
5. Expository materials should be factually accurate with ideas presented in a fair and unbiased fashion.
6. In general, materials selected are those which will have a lasting value in a collection. However, from time to time, some materials may be purchased to meet interest in current topics.
7. While the use of profanity or frankness in dealing with controversial matters may be deplored, such use in educational communications media does not automatically disqualify the materials. Portions or aspects of materials must be evaluated in relation to the work as a whole and cannot be considered out of context. A decision for inclusion will be made on the basis of whether life is realistically presented and whether the material has aesthetic or educational value. Materials concerning dating advice and youth problems belong in school collections for young adults, as do scientific materials treating the reproductive process, when the information is presented in a factual, unsensational manner.
8. Materials dealing with an ideology or a philosophy which may exert a significant influence in politics, religion, education, or any other phase of life, may be included provided they meet the criteria outlined in these procedures.

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9. Content and subject treatment in materials purchased primarily for classroom instruction should coincide with the objectives of the course.
10. Where possible, materials should be coordinated with supplementary aids such as: teachers' manuals, self instruction aids, review and overview devices, detailed index, suggested activities and example.

Additional criteria for guiding the selection of educational materials should include the following:

1. Recency of publication
2. Accuracy of content and scholarship
3. Readability level
4. Clarity of thought and language
5. Relation cost compared to other similar materials
6. Provision for variety of experience for various levels of learners
7. Availability of easily readable (type size) manuals or guidelines for teacher use
8. Attention holding strategies (charts, graphs, pictures, etc.)
9. Provision for supplementary exercises and activities
10. Availability of consultant and resource help from publishers in terms of orientation and in-service work with staff.

C. Selecting Audio-Visual Materials

1. The school librarian, operating where appropriate through a building media specialist, and with the approval of the Building Principal, utilizing the recommendations solicited from the professional staff and students, will be responsible for the selection of audio-visual materials in each school building.
2. The instructional materials center will provide the district curriculum specialists, reading teachers, and building administrators with copies of all evaluated audio-visual materials prior to purchase.
3. Materials that are not available for preview prior to purchase will be evaluated before being added to the school collection.

Adoption date: February 4, 2009

TEXTBOOK SELECTION AND ADOPTION EXHIBIT

Request for approval of Educational Materials

- I. Textbooks (Hardcover or Paperback)
 - A. Name of Present Text (if any) _____
Date of Adoption _____
 - B. Name of Proposed Text _____
Subject Field or Grade Level _____
Publisher _____
Author _____
Copyright Date _____ Price Per Unit _____
Number of Copies requested _____
How to be used:
Replace same series in old or obsolete material _____
New Basic Text _____
Supplementary Text _____
Text in a Pilot Project _____
Other _____
- C. Recommendations:

_____ Approved

_____ Disapproved

_____ Date

_____ Signature of Committee Chairman

II. Supportive Materials

A. Kind of material (film, cassette, filmstrip, e.g.)

- 1. _____
- 2. Date of Production _____
- 3. Cost _____
- 4. Produced by _____

B. Where and how material will be used:

Grade Level _____

Course _____

Purpose _____

Estimated frequency of use _____

C. Recommendation:

- 1. Preview or Prior Use (by whom, when, under what circumstances, what results?) _____

- 2. Rational for Purchase (how does this enhance learning, what evidence leads to the recommendation, what has been the experience of others who have used it?) _____

_____ Approved

_____ Disapproved

_____ Date

_____ Signature of Committee Chairman

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