

Textbook/Program Adoption Procedure

1. Prior to textbook adoption study, teachers, administrators, parents, citizens and students may suggest textbooks or materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator of the content area to be reviewed.
2. The curriculum coordinator will compile and present all suggestions listed in Step 1. to the textbook review committee. The textbook review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator to represent elementary and secondary levels.
3. In order to inform constituents of the textbook review process, an announcement will be made at a regular Board meeting and parents will be notified through the monthly calendar.
4. The textbook committee will conduct a preliminary study of textbooks and/or other materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the textbook committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/textbook considerations. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the superintendent, building principal and the teachers involved.
5. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/textbooks studied to the superintendent. Specific recommendations will be prepared and forwarded to the superintendent. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
6. The superintendent will review the recommended adoption and ensure that:
 - a. Appropriate procedures have been complied with;
 - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - c. The cost is within budgeted amounts.
7. The superintendent will decide after reviewing the textbook recommendation to either send the proposal back to the textbook committee for further review or to forward it to the Board for approval.

8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.
9. It is the building principal’s responsibility to implement and maintain the district-adopted textbooks/programs. Exceptions to the district-adopted textbooks/programs could occur only after following the procedure defined below.
 - a. If a teacher has a concern regarding the effectiveness/appropriateness of the program adoption in his/her assignment area, he/she may submit that concern in writing to the building administrator. If the building administrator shares that concern, he/she may refer the concern to the superintendent. The superintendent will issue a decision on the concern after receiving the recommendation.
 - b. If a building administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the building administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school, the continued use requires the superintendent’s approval.

Textbook Evaluation Form

SCHOOL _____

TITLE OF BOOK _____

Author _____

Author’s Background and Qualifications _____

Publisher _____

Subject Field _____

Secondary Course Title or Elementary Grade Level _____

1. Is the author’s viewpoint consistent with the Board of Education’s Statement of Educational Philosophy? _____
2. Is the author’s viewpoint consistent with the teaching and learning objectives for the subject? _____
3. Does the book substantially meet these 10 criteria for selection? _____

- | | | | |
|----|---|-------|-------|
| a. | Is the material needed by the school, department or course? | _____ | _____ |
| b. | Is it among the best of its kind available for the use intended? | _____ | _____ |
| c. | Does it help to implement the course of study? | _____ | _____ |
| d. | Are its contents, vocabulary and format generally suitable for students? | _____ | _____ |
| e. | Does it have literary merit and interest appeal? | _____ | _____ |
| f. | Have any available reviews been examined? | _____ | _____ |
| g. | Have staff members read and examined the material and recommended the title for purchase? | _____ | _____ |
| h. | Has the area specialist or department chairperson reviewed the material? | _____ | _____ |
| i. | Does it contribute to a balanced presentation of the subject matter? | _____ | _____ |
| j. | Does it fairly portray ethnic, racial, religious and sex roles? | _____ | _____ |

4. Appropriateness of material for student learning:

	Good	Unsatis-	None	Excellent
			factory	
a. Interesting and challenging at level of student comprehension	_____	_____	_____	_____
b. Correct and up-to-date	_____	_____	_____	_____
c. Logical organization of content	_____	_____	_____	_____
d. Pertinence of pictures and graphic presentations	_____	_____	_____	_____
e. Discussion topics, questions, student activities	_____	_____	_____	_____
f. Student references and bibliographies	_____	_____	_____	_____
g. Tables of content, indexes, glossaries, appendixes, annotations	_____	_____	_____	_____
h. Summaries	_____	_____	_____	_____
i. Suggested student activities	_____	_____	_____	_____
j. Student manuals and workbooks	_____	_____	_____	_____
k. Student self-tests	_____	_____	_____	_____

5. Appropriateness of material for instruction:

a.	Teacher's guide or manual	_____	_____	_____	_____
b.	Teacher references and bibliography	_____	_____	_____	_____
c.	Suggested supplementary printed materials and audiovisual aids	_____	_____	_____	_____
d.	Suggested instructional methods	_____	_____	_____	_____
e.	Separately published achievement tests	_____	_____	_____	_____
f.	Separately published diagnostic tests	_____	_____	_____	_____
g.	Provision for teaching different ability groups	_____	_____	_____	_____
h.	Content generally free of material that may be	_____	_____	_____	_____

considered offensive according to accepted
community standards

6. Physical characteristics:

- a. Cover design and use of color throughout book
- b. Style and size of type
- c. Layout of pages
- d. Clear pictures and graphic illustrations
- e. Binding, quality of paper, and size of book

Date _____

Curriculum Committee Chairperson