

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 shall recommend suitable lists of textbooks to be used in the schools for the Board's consideration.

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. Materials will be selected that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students.
2. Materials will be selected on the basis of the overall purpose, timeliness or permanence and the importance of the subject matter.
3. Materials will be selected that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
4. Materials will be selected that, with guidance, will present conflicting viewpoints to help students develop and practice skills of critical analysis, evaluation and reflection in response to reading and information.
5. The value and impact of any work will be judged as a whole, taking into account the artist's intent in creating it. The quality of the material, readability, and popular appeal shall be considered.
6. Other considerations shall include the authoritativeness of the material, the reputation of the publisher or the producer, the reputation and significance of the author, artist, composer, etc., the format of the material, and budgetary limitations.
7. Reliable standard evaluation tools and reviews shall be consulted as guides, such as: School Library Journal, Book List, Wilson School Catalogs, Classroom Connect, Media and Methods, and the New York State Resource Standards Guides.

Special Interest Materials

The use of special interest materials in the classroom is encouraged when the materials are in good taste, educational in nature and not overly-ridden with advertising. When such material presents one side of a topic on which there are other legitimate points of view, it is the responsibility of the teacher to present the conflicting arguments objectively and to encourage the students to do critical thinking.

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

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

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