**HANCOCK CENTRAL SCHOOL 4511**

 **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. This responsibility will usually be delegated to a selection committee which may include the subject matter specialist, librarians and a school administrator. However, final selection authority is reserved for the Board of Education.

Textbooks, once approved by the Board, will normally be used for a period of five *(5)* years before replacements will be considered. They shall not be superseded during that period, except by a three-fourth’s vote of the Board.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 (including teaching experience);

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. The State Education Department publication, An Overview of Suggested Procedures for Improving Methods of Textbook Selection, will be used as a guide;

6. consistence with current guides and curriculum handbooks in New York State;

7. interesting presentation that will encourage students to think;

8. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;

9. high quality format in respect to typography, arrangement of materials or pages, cover design, size and margins;

10. appropriateness to grade level as to vocabulary, sentence structure, and organization;

11. 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;

12. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;

13. good quality paper affording maximum capacity and type suitable for the grade level being considered;

14. materials should fairly represent the many ethnic and cultural groups and their contribution to American heritage pursuant to policy 4350;and

15*.* 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 pupil understanding of written concepts;

3. levels of pupil maturity and experience necessary for empathic reading of literature;

4. capacity of a work to capture pupil interest;

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
Bf: Education Law §7Ol et seq.; 1711; 2508; 2566

ADOPTED: *9/27/93*