

DARTMOUTH PUBLIC SCHOOLS

Textbook Adoption & Instructional Materials Plan



“Quality Education for All Learners”

The Dartmouth Public Schools, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development. Utilizing data analysis to drive instruction, we will implement specific strategies to support every student to think critically, solve problems and become a responsible, contributing citizen. Our high school graduates will possess the required skills and knowledge necessary to thrive in their academic and vocational ambition.

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OBJECTIVES

For the School District:

DPS Policy: IJJ

Instructional materials and programs are selected by the District to implement, enrich, and support educational programs for the student. Materials must serve both the breadth of curriculum and the needs and interests of individual students. The District strives to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest qualities and appropriateness. All curriculum materials must have intellectual merit and be free of simplistic and demeaning generalizations as well as bias, discrimination, and stereotyping on the basis of race, color, sex, gender identity, religion, national, origin, sexual orientation, disability or homelessness. A checklist for evaluating instructional materials and programs should be utilized by the review committee when determining which materials and programs best meet the curriculum guidelines of the District. (Appendix A)

For the Library Media Centers:

DPS Policy: IJLA

The primary objective of the library media center is to implement its resources to enrich and to support the educational programs within the District.

Responsibility for Selection

DPS Policy: IJL

Initial purchase suggestions for materials may come from all personnel: teachers, coordinators, and administrators. Students will be encouraged to make suggestions for the library/media center. The librarians will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building principal, subject to the approval of the Superintendent.

To ensure a well-balanced coverage of subjects, opinions, formats, and a wide range of materials, the library collection will be developed systematically to support curriculum, the Massachusetts State Frameworks, and the diverse interests and needs of the students and staff.

Procedures for Library Materials

Criteria for Selection

Instructional materials and learning resources shall be selected for their strengths, rather than rejected for their weaknesses. The following criteria is used in, but not limited to, material selection:

- a. Contribution to the curriculum and educational goals of Dartmouth Public Schools
- b. Lasting importance or significance to a field of knowledge
- c. Currency or timeliness of material
- d. Contribution to the breadth and diversity of representative viewpoint on controversial issues
- e. Contribution to multicultural and pluralistic awareness
- f. Relevance to the interests of individuals and students
- g. Favorable reviews found in standard selection sources
- h. Favorable recommendations based on preview and examination of materials by professional personnel adults
- i. High degree of potential user appeal
- j. Literary and artistic excellence

Selection Aids

The librarian/media specialist will use reputable, unbiased, professionally prepared selection aids. The following recommended sources shall be consulted in the selection of materials; however selection is not limited to these sources:

School Library Journal
Booklist
The Horn Book
The Book Report
Gumdrop Books
Junior Library Guild
Basic Book Collection for Elementary Grades [picture book collection]
The Best in Children's Books [picture book collection]
Subject Guide to Children's Books in Print [picture book collection]

Previewing

Whenever possible, efforts shall be made to provide opportunities for library personnel and faculty to preview materials before purchase.

Gifts & Sponsored Materials**DPS Policy: IJL**

Gifts of library books will be accepted in keeping with the policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

Lost or Damaged Materials**DPS Policy: JQ**

Patrons are responsible for all materials borrowed under their name. If materials become lost or damaged, patrons are responsible for replacing the items.

Failure to do so will result in permissible penalties, which include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

Replacements

Replacements will be purchased for worn, damaged, weeded, or missing materials whenever possible and needed.

Weeding (deselection) of Library Resources**DPS Policy: IJLA**

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate or current.

- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed “standards” or “classics”, will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

Position on Intellectual Freedom

DPS Policy: IJL

The District endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.

4. Provide materials on opposing sides of controversial issues so that young citizen may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

The principles of intellectual freedom expressed in the Library Bill of Rights are inherent in the First Amendment of the Constitution of the United States. In the event that that library materials are questioned, the principles of intellectual freedom shall be defended.

Procedure for Challenged Materials

Objections to curriculum material(s) may be made. No challenged materials shall be removed from the classroom or library/media center before the process of review has been completed. In the event of a complaint, the procedure for filing a request for review of materials and books shall be used. (Appendix C)

Materials not subject to this policy

Both Dartmouth Middle School and Dartmouth High School libraries participate in MassCat, a consortium of libraries across the state that includes school libraries, academic libraries, and public libraries. Students in both schools are eligible to borrow materials from participating libraries. Should any of this material be challenged, it will be returned to the participating library. Parents have the right to opt their children out of the consortium.

Textbook Selection and Adoption

DPS Policy: IJJ

Responsibility for the review and selection of textbooks to be purchased shall rest with the District. The District is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curricular guidelines of the District. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve. Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school system and particular objectives of the course program;
 - To reflect current Curriculum Frameworks and Standards;
 - To contribute toward continuity, integration, and articulation of the curriculum;
 - To establish a general framework for the particular course or program.
- Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Print & Digital Supplementary Material Selection & Adoption

DPS Policy: IJK

The District recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks. For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum. If supplementary materials need to be recommended, they will meet the same criteria as listed for Instructional Materials and Textbook Selection and Adoption.

APPENDIX A**Criteria for Evaluating Instructional Materials**

Program name: _____

Person/Team reviewing:

Date reviewed: _____

Total Score: _____

Exceptional: 155-131
Acceptable: 130 - 101
Unacceptable: 100 & below

Strengths	Weaknesses

Additional Comments:

	Strongly Agree (5)	Agree (4)	Not Applicable (3)	Disagree (2)	Strongly Disagree (1)
I. Content					
1. Reflects learning standards of the Curriculum Framework					
2. Is accurate					
II. Features					
3. Presents balanced views of international, national, local issues and problems of the past, present and future					
4. Provides information that stimulates growth in factual knowledge, literary appreciation, aesthetic and ethical values					
5. Helps students to develop abilities in critical reading and thinking					
6. Helps students develop and foster an appreciation of cultural diversity and development in the United States and throughout the world					
7. Provides all students with effective information that does not discriminate on the basis of race, color, sex, gender identity, religion, national, origin, sexual orientation or disability					
8. Allows sufficient flexibility for meeting the special needs of individual students and groups of students.					
9. Involves students in learning, inquiry, and problem solving					
III. Learning Activities					
10. Involves the use of appropriate models					
11. Clarifies the use of instructional technology					
12. Can help students visualize complex concepts analyze, and refine information and communicate solutions					
13. Is developmentally appropriate and provides for different abilities and learning paces					
14. Encourages discussion and reflection					
15. Draws on a variety of resources (trade manuals, manipulative, internet, primary sources, etc.)					
IV. Teacher Support Materials					
16. Provides a clear conceptual framework for the skills and concepts taught					
17. Offers ideas for involving the parents and community while keeping them involved about the programs					
18. Suggests a variety of pedagogical strategies, such as open-ended questions, direct instruction, practice discussion, and cooperative learning					

	Strongly Agree (5)	Agree (4)	Not Applicable (3)	Disagree (2)	Strongly Disagree (1)
19. Suggests how to adapt materials for students with differing levels of achievement					
20. Provides reference materials, such as access to appropriate videos, files clips, reference books, software, hardware, distance learning, and electronic bulletin boards					
21. Suggests enrichment and skills reinforcement activities for extended learning					
22. Includes suggestions for a variety of assessment approaches, such as portfolios, journals, projects, and formal and informal tests					
V. Student Assessment Materials					
23. Is free of inappropriate/derogatory ideas					
24. Contains a balance of activities that assess conceptual understanding, procedural skill, and problem solving ability					
25. Frequently occur throughout the unit, not just at its conclusion					
26. Incorporates multiple forms, such as oral presentations, written reports, performance assessments, quizzes, pre- and post-tests, and teacher observation					
27. Focuses on acquisition skills and concepts as well as the learning process					
VI. Program Development and Implementation					
28. Has field test data showing positive effects on student learning					
29. Are adaptable to local curriculum					
30. Offers teacher training and long-term followup					

Total Score: _____

APPENDIX B

Instructions for Evaluating Instructional Materials

Bear in mind the principles of the freedom to learn and to read, and base your decisions on these broad principles, rather than on the defense of individual materials. Freedom of inquiry is an essential ingredient of education in a democracy, and part of the Dartmouth Public Schools' philosophy.

Read thoroughly all materials referred to you, including available reviews and the full text of the material. The general acceptance of the material could also be checked by consulting standard evaluation sources and the holdings in other local schools.

Passages or select parts of instructional materials should not be taken out of context. The values and faults should be weighed against each other and the opinions based on the material as a whole. Learning resources must be selected for their strengths, rather than rejected for their weakness.

APPENDIX C**Sample Statement of Concern regarding challenged material**

Statement of Concern regarding Instructional Materials or Library Resources

(POTENTIAL) EXAMPLE

Date: _____

Name: _____

Address: _____

Phone: _____

I. Type of resource

 Text Book Library Book Magazine / Newspaper Audio-visual resource Other*

*Please elaborate: _____

2. What is the reason for your objection?

3. Specify one or more objectionable statements or items in this material {i.e. page number}.

4. What do you feel might be the result of using this material?

5. Did you read or observe the entire material? If do, please comment on the resource as a whole. Please be specific on those matters which concern you.

6. Are you aware of the judgement of this material by critics in educational, literary, or other artistic fields?

7. What resources do you suggest to provide additional coverage on this topic?

APPENDIX D

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- II. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- III. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- IV. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- V. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- VI. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VII. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939. Amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

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