

## **Instruction**

### **Textbook Selection and Adoption**

It is the policy of the Putnam Board of Education to provide textbooks and instructional materials that support and enrich the curriculum and further the school system's instructional goals.

The evaluation and selection of textbooks, supplementary books, reference books, and other instructional material are carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world.

Insofar as possible, all textbooks and instructional materials should present balanced views concerning the international, national and local issues of our times.

Textbooks should include materials which make provisions for:

1. Helping students develop abilities in critical reading, thinking and writing.
2. Stimulating growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Fostering an appreciation of American cultural diversity and development as well as the American way of life.

Textbooks and instructional supplies must provide an effective basic education for all students but allow sufficient flexibility for meeting the special needs of both the individual and the group.

All textbooks or workbooks adopted by the school department will bear a copyright date no earlier than a year prior to the adoption.

Textbooks are to be in use a minimum of five years.

Exceptions to the above two paragraphs must be discussed with the Superintendent and the Curriculum Committee and await formal Board action.

The written recommendation of a committee of teachers and the principal concerned shall be presented to the Curriculum Committee and the Superintendent for consideration before a final decision is made and the purchase order negotiated. This process shall be initiated prior to June first.

The Board of Education by law reserves the right to make the final decision in textbook selection.

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### **Textbook Selection and Adoption**

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials.

10-228 Free textbooks, supplies, materials and equipment.

10-229 Change of textbooks.

Policy adopted: January 17, 2012

PUTNAM PUBLIC SCHOOLS  
Putnam, Connecticut

## **Instruction**

### **Equipment, Books, Materials: Provision/Selection**

#### **Textbook Adoption Process**

##### **Statement of Purpose**

The Putnam Public School District understands that a curriculum is not driven by a textbook; rather, a textbook is selected based on its ability to support and enhance the curriculum.

##### **Procedures**

The following process applies to the adoption of textbooks and core educational programs only. It does not apply to the approval of trade books

1. Sample textbooks and ancillary materials must be procured at least one year prior to the anticipated date of purchase to allow ample time for teacher review and presentation to the Curriculum Subcommittee of the Board of Education in the spring preceding the adoption year.
2. Sample textbooks from at least three publishing houses should be evaluated.
3. The Textbook Evaluation Rubric must be completed by at least two teachers in the content area and one special education teacher. In the case of an elementary math or reading series, representatives should be chosen so that teachers at all grade levels feel fairly represented in the process.
4. In the event that rubric scores are nearly identical, reviewers will provide a brief rationale for their selection as part of their recommendation for purchase. This rationale may include, but is not limited to: alignment with the curriculum, cost effectiveness, teacher support, types of technological support provided, and suitability to SRBI.
5. Following the teachers' review and completion of the rubric, a written recommendation to purchase materials will be made to the Curriculum Council, along with a cost proposal from the textbook publisher.
6. Once approved by the Curriculum Council, all review materials and the cost proposal will be presented to the Curriculum Subcommittee of the Board of Education. The subcommittee will provide the Board of Education with the initial warning before final approval.
7. In the month between the initial warning and final approval, samples, will be displayed for public perusal at the Town Hall and the Putnam Public Library for public perusal.
8. After the review period is completed the textbook order will be processed.
9. In the event that there are objections to the textbook, every effort will be made to address parental and/or community concerns on a case by case basis, up to and including further evaluation by the Curriculum Council.

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### **Care of Instructional Materials**

#### **Damaged and/or Lost Instructional Materials**

The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal References: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

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### **Care of Instructional Materials**

Library books, textbooks, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. Teachers shall emphasize to students that texts and materials are the school district property, and should be appropriately cared for. Students must pay the full replacement cost of any book or educational material lost or damaged beyond ordinary wear.

Students who fail promptly to return or pay for texts and materials may have grades, transcripts or report cards withheld until restitution is made.

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules, policies and procedures.

10-222a Boards to have use of funds derived from repayment for school materials.

## Instruction

### Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

*Agostini v. Felton* 521 U.S. 103 (1997)

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