

Instruction

Evaluation of Instructional Materials

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials - both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

Instruction

Selection and Evaluation of Instructional Materials

The following general principles govern all materials selection:

Two (2) basic factors, truth and art, will be considered in selecting materials. The first concerns the factual accuracy, authoritativeness, balance and integrity of materials. The second concerns the qualities of stimulating presentation, imagination, vision, creativeness, vitality, distinction and style, and language appropriate of the idea of the story. The vocabulary and particulars of any worthwhile media presentation are dictated by their appropriateness to the work itself.

Information will be chosen for the values of interest and enlightenment for all the students of the school community. No material will be excluded because of the race, nationality, politics, religion or perspective of the writer, participant or producer of the work.

Every effort will be made to provide information and materials that are timely or important to the subject matter, and representative of various points of view on the many problems and issues of our times, although any one item may present a single point of view on an international, national or local issue.

Controversial matters will not in themselves require automatic rejection of the material considered. However, no student will be required to read or use any material or his/her parents/guardian find distasteful for any ethical or religious reasons.

The professional staff may be assisted in selection by publishers' catalogs, standard catalogs, critical reviews, personal recommendations or other media evaluation aids.

Gifts of materials will be judged by these basic selection standards, and will be accepted or rejected according to these standards.

In selecting materials, Department Administrators, Media Specialists and other faculty members are guided by:

1. the general policy statement of the National Council of Teachers of English/on students' right to read;
2. the Bill of Rights of the American Library Association; and
3. the specific goals and objectives of the course in which the materials are to be used.

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Selection and Evaluation of Instructional Materials (continued)

Any parent/guardian with a concern about a particular book or other instructional material will be asked to speak to the teacher or media specialist using such materials to settle any issues informally.

If this informal meeting does not settle the parental/guardian concern, the parent/guardian will be asked to complete a "Request for Review of Book or Other Instructional Material" form, available from all media specialists and school principals.

This written request will be reviewed by the teacher or media specialist involved, the Department Administrator as appropriate, and the school Principal. The Principal will discuss the results of the review with the Superintendent of Schools or his/her delegate, and will provide a written answer stating the school's position to the parent/guardian.

If the parent/guardian remains unsatisfied after all these steps, he/she may appeal to the Board of Education for a hearing.

The Superintendent or his/her delegate will maintain records of all received requests for review of materials and will report on all such cases and their disposition to the Board of Education. This will allow the Board to monitor the kinds and frequency of such requests and also to oversee administrative responses to insure that the actions of the administration reflect Board attitudes.

Legal Reference: Connecticut General Statutes

10-182 Contents of textbooks and other general instructional materials

Regulation approved: June 8, 2004

HAMDEN PUBLIC SCHOOLS
Hamden, Connecticut

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TEXTBOOK ADOPTION FORM

Date: _____

1. Curriculum committee or department submitting change: _____

2. Grade levels and high school course(s) in which text will be used: _____

3. Proposed Text:

a. Title: _____

b. Author(s) full name: _____

c. Publisher (name and location): _____

d. Copyright date: _____

4. Cost of recommended text: _____

5. Amount budgeted: _____

6. Number of student copies to be purchased: _____

7. This text is (check one):

a. A replacement for existing text _____

b. A new text for new or revised course _____

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed text):

9. Department or committee members: _____

10. Approvals: Department Head, District Coordinator or Coordinator:

Signature

HAMDEN PUBLIC SCHOOLS
Hamden, Connecticut

Request for Review of Book or Other Instructional Material

Request made by: _____ Telephone: _____

Address: _____ Zip: _____

Title of Book/Material: _____

Author: _____ Publisher: _____

To what material do you object? _____

What do you believe is the theme of this material? _____

What literary reviews have you consulted about this material? _____

Have you read the entire book/material? _____ If not, what parts have you read? _____

What action would you like the school to take with this book/material? _____

Do you believe there is anything good about the material? Please explain. _____

What material do you recommend to replace this material? _____

Other comments: _____

