

LEARNING RESOURCES/TEXTBOOK SELECTION AND ADOPTION

A. Learning Resources

The Board delegates the responsibility for the selection and use of learning resources to ~~its the~~ professionally trained staff. The Superintendent/ ~~or a d~~Designee shall be responsible for the selection of learning resources identified for division-wide use and ~~the~~ principals shall be responsible for the selection of resources utilized by the ~~ir~~ respective schools. ~~The Board is empowered to adopt textbooks subject to regulations of the State Board of Education. The State Board of Education adopts a multiple list of textbooks for each grade level and subject. Local Boards suggests textbooks for use in local school divisions. Local Boards may adopt books which are not on the state-adopted list, provided the selection is in accordance with specified guidelines.~~ “Learning resources” ~~include are~~ textbooks and other instructional materials used by schools and teachers to assist in the teaching and learning process ~~Learning resources are those items which are used to assist the teaching and learning process and include such items as, but are not limited to, textbooks, tradebooks, reference books, magazines, newspapers, charts, pictures, maps, globes, computer software, on line databases, workbooks, kits, videos, DVD’s and games, and instructional materials that are used to implement curriculum programs, including audio visual material and instructional technology. (see examples in the next paragraph.)~~ Selection and use will be in accordance with policies and regulations established by the Board and shall consider requests from faculty and students. The same care shall be exercised in the selection of learning resources as in the selection of other types of instructional materials (See pPolicy IIA – Instructional Materials). This policy and its provisions are applicable to any resource, regardless of whether it is a school-purchased, student-provided, or teacher-provided resource.

B. Textbooks

The Board is empowered to adopt textbooks subject to regulations of the Virginia State Board of Education. The Virginia State Board of Education adopts a multiple list of textbooks for each grade level and subject from which the Board may select textbooks for adoption. Local Boards suggests textbooks for use in local school divisions. Local Boards ~~The Board~~ may adopt books which are not on the state-adopted list, provided the selection is in accordance with specified guidelines.

The Albemarle County School Board will adopt textbooks for use in the ~~local~~ division based upon recommendations presented by the Superintendent. The evaluation of textbooks will be conducted by committees of teachers and parents appointed by the Superintendent/Designee, will involve students when appropriate, and will use the ~~following~~ criteria in section C, below, for selection. The procedures for textbook adoption are established in the regulations for this policy.

C. Criteria for Learning Resources and Textbook Selection

÷ The criteria for selection of Learning Resources/textbooks shall include the following:

- educational suitability and age appropriateness as related to accuracy of subject matter
- timeliness
- quality of the writing/production, format
- readability
- authoritativeness and reputation of the publisher/producer, author/artist, composer, etc.
- supplemental sources indicated
- favorable reviews as well as recommendations based on preview and examination of materials by professional personnel
- high degree of potential user appeal
- value commensurate with cost/need

Resources used by students under the guidance of teachers to extend, expand, and supplement basal materials constitute an integral part of the instructional program. ~~Learning resources are those items which are used to assist the teaching and learning process and include such items as, but are not limited to, textbooks, tradebooks, reference books, magazines, newspapers, charts, pictures, maps, globes, computer software, on line databases, workbooks, kits, videos, DVD's and games.~~ Resources selected for instructional use must relate directly to the established essential understandings, knowledge and skills of the SOL Curriculum Framework content area in which they are used.

Professional staff, to include teachers and library/media specialists, must carefully review materials prior to use and exercise a high degree of professional judgement in their selection and use of learning resources, to ensure that the use of such resources serves to both support and complement the basic instructional objectives within the specific subject areas and classrooms. A common learning resources review form will be used for this purpose. This form shall guide the evaluation and shall follow, at minimum, the selection criteria outlined in this policy. (See *IIB-F2: Learning Resources Textbook Review Criteria Form*.)

The Board precludes the showing of movies, videos and DVDs rated as R in all schools and PG 13 in middle and elementary schools without first securing permission from parents. Written permission to view the film/video/DVD must be obtained from the parent on the permission form contained in *IIAA-E: Film/Video/DVD Opt-In Permission Form*. Parent permission is not required when showing teacher-selected excerpts edited or downloaded for instructional purposes.

~~This policy and its provisions are applicable to any resource regardless of whether it is a school-purchased, student-provided, or teacher-provided resource.~~

Adopted: _____ June 22, 2006

Amended: September 9, 2010

Legal Refs: Constitution of Virginia, Art. VIII, Sec.3.
~~Virginia Code Code of Virginia, 1950, as amended, §§Secs. 22.1-238 through 22.1-243; 8 VAC 20-~~
~~230-10 et seq.53~~
~~Regulations of the Virginia State Board of Education~~

TEXTBOOK SELECTION AND ADOPTION

I. Procedures for Adopting Textbooks

A. Textbooks on the State-Adopted List

1. When the state adoption committee makes the selection, the Superintendent will receive a list of approved books on the elementary and secondary level.
2. The Superintendent/Designee will coordinate the activities of evaluation committees operating at the local level.
3. Evaluation committees shall be appointed to review and to evaluate textbooks in one or more of the subject areas for adoptions that will be effective beginning July 1 of the designated year. At the elementary and middle school levels the committees shall be composed of one or more teachers from each school. The school principals shall recommend representatives to the Superintendent/Designee. At the high school level, teachers in the subject areas considered shall serve as members of that committee. In addition, two parents selected by the administrative staff shall serve as resource persons.
4. The evaluation committee members shall use a common textbook/learning resources review criteria form. The form shall guide the evaluation and follow, at a minimum, the selection criteria outlined in this policy. (See *IIAB-F2: Learning Resources/Textbook Review Criteria Form*.)
5. The evaluation committee then shall submit a written report of the committee's deliberations to the Superintendent/Designee, who with the instructional staff will make the final selections.
6. Samples of the final selections shall be displayed for a minimum of 30 days prior to approval by the Board. The displays should be located in accessible locations within the school buildings and/or in a central office location. The community will be notified of the display through a news release.
7. The textbooks selected must be approved by the School Board prior to purchase.

B. Textbooks Not on the State-Adopted List

 The Constitution of Virginia empowers the State Board of Education to adopt textbooks for basal use in the public schools of Virginia. ~~Section 22.1-297 for the Code of Virginia~~ Virginia Administrative Code section 8 VAC 20-220-10 provides for such adoption to be made for a six-year period. ~~Virginia Code §22.1-238 Section 22.1-318.1 of the Code of Virginia~~ states that a "a School Board of any school division may in any year use a basal

~~textbook not on the State adopted list; provided, however, that the School Board shall select books in accordance with rules and regulations promulgated by the State Board of Education.~~ school board “may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.” - Those regulations include the following provisions:

1. The Superintendent/Designee shall appoint an evaluation committee to review and to evaluate textbooks in one or more of the subject areas for — which adoptions are effective beginning July 1 of the designated year.
2. The evaluation committee shall be representative of the supervisory staff of the central office, elementary and/or secondary school administrators and classroom teachers of the subject field in which adoptions are to be made and shall be nondiscriminatory with respect to sex and race.
3. Before recommending a textbook not on the state adopted list, the committee first shall have examined and evaluated the appropriate textbooks on the state adopted list, if any.
4. The evaluation committee shall submit in writing its recommendations and supporting data via the Superintendent to the School Board in sufficient time for the Board to be effective July 1 of odd-numbered years.
5. Samples of the final selections shall be displayed for a minimum of 30 days prior to approval by the Board. The displays should be located in accessible locations within the school buildings and/or in a central office location. The community will be notified of the display through a news release.
6. — The textbooks selected must be approved by the School Board prior to purchase.
7. The Superintendent shall certify to the Superintendent of Public Instruction or his/her representative on forms ~~pre~~scribed by the State Department of Education a list of all books adopted by the local School Board and that such books have been adopted in full compliance with the state regulations and that information as to prices paid for such books is available upon request.
8. ~~A local~~ If the School Board ~~that~~ adopts one or more textbooks in accordance with the state regulations in a particular subject area, it may also adopt one or more of the state basal textbooks for that particular field.
9. Evidence, satisfactory to the School Board, shall be on file in the local administrative office that the price charged for any textbook adopted under the state regulations is not in excess of that charged elsewhere in the United States.

II. Textbook Accountability System

A. Ordering, Accounting and Inventory

-It is the responsibility of the principal to order and to keep an account of all books and book needs for the school by using the systems for ordering, inventory, and accounting furnished by the central office.

B. Distribution and Collection of Books

Whenever it is impossible to provide each student with a textbook it will be the responsibility of the teacher of that class to assign the use of available texts in such a manner that each student in that class will have the use of a text on an equitable basis with the other students in that class.

Since in certain classes the text is needed only during the class time, the number of texts provided will be sufficient for the largest number of students in that classroom during the day. At the request of the principal, copies of these texts will be made available in the school library/media center for use overnight and during study periods by students who need to use the textbooks outside of regular class time. Books will be issued to students in a way that is most practical for individual schools.

Books will be collected when no longer required for instruction. The condition of the books will be assessed, and fines will be levied when necessary. Teachers are expected to instruct students regarding the proper care of books and to encourage cleanliness, mending of tears, erasure of pencil marks, keeping books out of inclement weather, etc. Students will be held responsible for textbooks which are lost or damaged beyond repair. If the text is less than one year old, students will be charged the cost of a new book. For older texts, students will be charged the cost of a used textbook. Provisions will be made for students who cannot afford to pay for lost or damaged textbooks.

C. Alternative Learning Resources

Money for textbooks may be used to purchase alternative learning resources for classes in which other kinds of instructional materials are preferable. These materials will be approved by the School Board both after and in between scheduled learning resources adoption cycles. Learning resources suggested as additions to the School Board approved list will be submitted for approval in an ongoing schedule.

D. Remitting Money for Textbook Fines

Money collected from students for lost or damaged textbooks will be receipted by the individual school and submitted to the Albemarle Resource Center on a monthly basis.

III. Procedures for Disposal of Textbooks

Textbooks which are no longer in use because the period of adoption has expired shall be disposed of in accordance with guidelines listed below:

1. Sufficient quantities shall be retained in the appropriate classrooms for use as supplemental material for as long as they are usable and needed.
2. Books which are not needed for supplemental material shall be:
 - (a) sold to another public or private school system or a used textbook company
 - (b) sold to parents or students
 - (c) sold for recycling
 - (d) donated to another public or private school or public library
 - (e) donated to parents or students
 - (f) donated for recycling
3. When all of the above options for the sale or donation of books have been exhausted, they will be collected and discarded.
4. Books which are in adoption but are so damaged as to make repair impractical shall be discarded.
5. Proceeds from sales of used textbooks shall be deposited as a revenue to Albemarle County Schools Albemarle Resource Center Learning Resources/Textbook account.

Adopted: June 22, 2006

FILM/VIDEO/DVD OPT-IN PERMISSION FORM

Dear Parent(s) or Guardian(s):

During the coming weeks your child is scheduled to view

Title of Film/Video

Albemarle County Public Schools Policy IIAB does not allow the showing of multi-media rated R in all schools or during school-related activities and PG-13 in the middle and elementary schools or during school-related activities without the specific prior permission of the students' parents. This film/video/DVD has been previewed by the classroom teacher with the intended student audience's age, ability level, and maturity in mind. It has been selected for the following reasons (e.g., worth of the film/video/DVD, instructional objectives which the film/video/DVD promotes):

Some individuals, however, may find the film/video objectionable for the following reasons (e.g., language, content):

Please complete the following permission form for the film/video/DVD and return it to

_____ by _____
(Teacher's Name) (Date)

Principal's Approval

Should you withhold permission, an alternate material or activity will be provided for your child

PARENT(S)/GUARDIAN(S) FILM/VIDEO/DVD PERMISSION FORM

_____ has
(Name of Child) does not have _____ (Check one)

my permission to view _____
(Title of film/video/DVD)

Parent(s)/Guardian(s) Signature

Learning Resources/Textbook Review Criteria Form

Title: _____ Author: _____

Publisher: _____ Date of Publication: _____

Format: (circle one) textbook book software video/DVD online resource maps globes, charts, textbook peripheral material other: _____

Cost: _____ (if software, indicate single user/ lab pack/network version)

_____ OSX _____ Windows _____ other (specify) _____

Criteria/Considerations

Rating (Highest to Lowest)

Educational suitability and age appropriateness as related to accuracy of subject matter 4 3 2 1 0

- Are the language and content appropriate for the intended audience?
- Does the resource address skills such as independent and critical thinking, problem solving and collaboration?
- Does the resource avoid religious, sexual, racial, or other cultural biases?
- Does the resource address a variety of modes, levels and styles of learning?
- Does the resource minimize commercial references, promotions, and endorsements?
- Does the resource support SOL, County curriculum goals and power standards?
- Is the resource useful in making interdisciplinary connections?

Timeliness 4 3 2 1 0

- Is the information current?
- Does the material address issues which are of current interest?

Quality of writing/production 4 3 2 1 0

- Is the resource well-written or produced?
- Has it won any awards or special recognition?
- Is the resource objective in its presentation?
- Are facts presented accurately?
- Does the resource have literary value?
- Are the text, text features, graphics and multimedia of high quality?
- Is the information well organized and the content logically developed?

Readability 4 3 2 1 0

- Is the vocabulary at the intended user's reading level?
- Are the concepts at the intended user's level of understanding?
- Is the layout appropriate for the reading level of the material?

Authoritativeness Reputation and significance of the author/artist, composer/producer, etc. 4 3 2 1 0

- Is the writer/ producer, author/artist, composer, etc. an authority in the subject area?
- Is the publisher reputable?
- Has the creator won any awards or special recognition for this or other works?

Supplemental sources 4 3 2 1 0

- Are information sources well documented?
- Does the resource include supplemental resources for teachers?
- Is there adequate technical (local and vendor) support available for software?

Favorable recommendations based on preview and examination of resource by professional personnel 4 3 2 1 0

- Have you personally reviewed the material recently?
- Have you received recommendations from colleagues?

Favorable reviews found in standard selection sources 4 3 2 1 0

- Has this resource been favorably reviewed by experts in the field?
- Does the resource appear on one or more reputable book lists or selection aids? (Two favorable reviews are recommended.)

High degree of potential user appeal 4 3 2 1 0

- Is the resource relevant to the intended user's experience?
- Does the resource provide intellectual challenge?
- Does the resource satisfy the intended user's curiosity and encourage the use of imagination?
- Does the resource allow students to make choices and provide appropriate feedback?

Comments:

Professional Staff Member(s): _____

School: _____ Grade(s)/Subject: _____

Principal's Name: _____

Principal's Signature: _____ Date: _____

Original to principal and copies to originating teacher(s) and instructional coordinator